

RICHARD DAVENPORT, Ph.D.

Business Address: Warriner Hall 112•Central Michigan University•Mt. Pleasant, MI 48859
Phone 989/774-3932•Fax 989/774-2042
Home Address: 263 Four Square Drive•Mt. Pleasant, MI 48858•989/772-5667
E-mail Address: richard.w.davenport@cmich.edu

EDUCATION

Harvard Institute for Educational Management – 1995

Ph.D. Iowa State University – 1977
Major – Higher Education Administration

M.S. Colorado State University – 1969
Major – Speech and Hearing Science

B.A. University of Nebraska, Kearney – 1967
(Kearney State College)
Major – Speech and Hearing Disorders
Minor – Special Education

ADMINISTRATIVE AND TEACHING EXPERIENCE

1994 – Present

Provost and Vice President for Academic Affairs

Tenured Full Professor in the Department of Educational Administration and Community Leadership – Central Michigan University (Mt. Pleasant, Michigan)

The Provost serves as the senior vice president reporting directly to the President and is the second highest university official. As the chief academic and student affairs officer, the Provost has responsibility for all instructional, research, and student service programs. Eight college deans, the dean of students, the dean of libraries and five assistant vice presidents report to the Provost and assist in managing the academic division in the delivery of more than 150 bachelor and 50 graduate programs. Other major offices reporting to the Provost include: Information Technology, Institutional Diversity, Institutional Research, International Education, Detroit Centers, 70 off-campus centers throughout the United States, Canada, and Mexico, and 59 Public School Academies. The academic unit serves approximately 27,000 students (19,200 residential) with 850 full-time and 1,200 off-campus faculty. The Provost has fiscal responsibility for approximately 75 percent of the institutional budget.

Senior officers reporting directly to the Provost include:

- Vice Provost for Academic Affairs
- Assistant Vice President for Curriculum and Assessment
- Assistant Vice President for Academic Administration
- Assistant Vice President for Institutional Diversity
- Assistant Vice President for Information Technology
- Assistant Vice President for Research and Dean of Graduate Studies
- Dean of Libraries
- Dean of Students
- Dean, College of Business Administration
- Dean, College of Communication and Fine Arts
- Dean, College of Education and Human Services
- Vice Provost and Dean, College of Extended Learning
- Dean, College of Health Professions
- Dean, College of Humanities, and Social and Behavioral Sciences
- Dean, College of Science and Technology

1990 – 1994

Interim Provost (1993 – 1994)

Interim Dean of the College of Extended Learning (1992 – 1993)

Vice Provost for Academic Affairs (1990 – 1993)

Central Michigan University (Mt. Pleasant, Michigan)

Served for three years as the Vice Provost for Academic Affairs with concurrent appointments as Interim Provost (six months), and Interim Dean of the College of Extended Learning (one year). The Vice Provost directed the following: curriculum and accreditation, academic budget planning, faculty personnel, program evaluation, student assessment, affiliation agreements, publications, institutional research, admissions and enrollment management, university events, registrar's office, multicultural education, honors programs, women's studies, university studies and faculty development programs.

1986 – 1990

Dean of the Graduate School and Associate Vice President for Academic Affairs –

Western State College of Colorado (Gunnison, Colorado)

During my first year at WSC, I managed the Academic Affairs Division while the Vice President served as Interim President. In addition, the Graduate Dean's responsibilities included supervision of graduate and undergraduate cooperative programs, summer school, and continuing education. I managed a wide variety of curricular and instructional initiatives ranging from program review, accreditation planning, academic policy development, academic budget planning, facility utilization and planning, and community college articulation agreements. A major part of my responsibility involved developing cooperative graduate programs. In this pursuit, I worked with several Colorado institutions, including the University of Colorado and Colorado State University.

ADMINISTRATIVE AND TEACHING EXPERIENCE continued
1980 – 1986

Chairperson and tenured Full Professor in the Department of Communicative Disorders –
A Tri-College/University Program (Winona, Minnesota)

Colleges within the Winona, Minnesota consortium included:

- College of Saint Teresa
- Saint Mary's University
- Winona State University

As a tenured Full Professor and Department Chair, I coordinated the Winona Tri-College/ University Cooperative Program in Communicative Disorders. Working with three Vice Presidents for Academic Affairs, the program was promoted as one of the most unique and successful cooperative programs in Minnesota at the time.

1977 – 1980

Assistant Professor, Department of Speech Science, Pathology and Audiology – Saint Cloud State University-Minnesota State University System (Saint Cloud, Minnesota)

Taught graduate and undergraduate coursework in the area of communication disorders and completed clinical research projects. Also, I received two outstanding faculty merit awards.

1970 – 1977

Tenure Track Faculty Position – Iowa State University of Science and Technology (Ames, Iowa)

Full-time tenure track position in speech communication and speech pathology. Completed the doctorate degree on a part-time basis in higher education administration at ISU; personal research work was in the area of speech and hearing disorders with a special emphasis on hemispherical cerebral brain dominance. Taught a full teaching load each semester and received an award for outstanding teaching effectiveness.

1969 – 1970

Public School Speech Pathologist and Hearing Specialist – Delaware County Special Education Office (Manchester, Iowa)

Managed a public school special education program for speech and hearing disabled children and served as a member of a special diagnostic team in Iowa.

NATIONAL PROJECTS/PRESENTATIONS/PUBLICATIONS

NATIONAL PROJECTS

Wharton/IHRE Executive Education for Higher Education (one of eight institutions accepted), University of Pennsylvania, 2001.

Improving the Mathematics Subject-Matter Preparation of Elementary School Teachers, American Association of State Colleges and Universities, San Diego, 2001.

Faculty Development Project, Summer Academy, American Association for Higher Education, Snowmass, 1999.

Teaching, Learning, & Technology Roundtable Program, Summer Institute, American Association for Higher Education, Phoenix, 1998.

Senior Capstone Experience Project, Summer Academy, American Association for Higher Education, Snowmass, 1997.

Teaching, Learning, & Technology Roundtable Program, Summer Institute, American Association for Higher Education, Phoenix, 1997.

PRESENTATIONS

Davenport, R., Daniels, E. (2002). Shared Governance: A Collaborative Approach to Defining and Clarifying Roles, National Education Association National Conference, Austin. (invited)

Davenport, R., Daniels, E. (2001). NEA Critical Issues Seminar on Shared Governance, National Education Association, Washington, D.C.

Davenport, R., Jones, B. (2001). A Shift in Community College and University Partnerships, American Association of State Colleges and Universities National Conference, Washington D.C.

Davenport, R., Harvey, L., Knox, A. (2001). Experiential learning and internships and raising academic standards. American Association of State Colleges and Universities, AARC Winter Meeting of Chief Academic Officers, New Orleans.

Davenport, R., Daniels, E., Mowrey, M. (2001). The Ease of Shared Governance Using a Matrix Approach (workshop), American Association for Higher Education National Conference, Washington, D.C.

Davenport, R., Martin, P., Schweitzer, J., Williams, D. (2000). Creating Diversity and Racial Understanding Through Distance Learning. American Association for Higher Education National Conference, Anaheim.

Davenport, R., Armstrong, L., Kopp, S., Peer, R. (2000). How Responsibility Centered Management Enhances Opportunities for Educational Innovation and Accountability. American Association for Higher Education National Conference, Anaheim.

Davenport, R., Kessler, R. (2000). A Contemporary Approach to Defining Shared Governance, Association of Governing Boards of Universities and Colleges, New Orleans.

PRESENTATIONS continued

- Davenport, R. (2000). Discussion facilitator. American Association of State Colleges and Universities, San Diego.
- Davenport, R. (2000). Facilitated provost roundtable discussion: American Association for Higher Education Faculty Roles and Rewards Conference, New Orleans.
- Davenport, R., Kopp, S., Peer, G. (1999). Modifying the RCM (Responsibility-Centered Management Model). American Association for Higher Education Summer Academy, Snowmass.
- Davenport, R. (1999). Facilitated provost roundtable discussion: American Association for Higher Education Faculty Roles and Rewards Conference, San Diego.
- Davenport, R., Connell, C., Dixon, B., Light, T., Peer, G., Plater, W. (1999). Provost Strand Coordinator. The Challenging Administrative Agenda. American Association of Higher Education National Conference, Washington D.C.
- Davenport, R. & Herman, N. (1999). Bridging the gap between the ivory tower and the community: a survey of college campuses, American Association for Higher Education Conference on Faculty Roles and Rewards, San Diego.
- Davenport, R., Foster, S., Rugg, W. (1998). Distance and traditional education: an Uneasy coexistence at a public university. Teaching, Learning, and Technology Roundtable Summer Institute, Phoenix.
- Davenport, R. (1998). Facilitated provost roundtable discussion: American Association for Higher Education Faculty Roles and Rewards Conference, Orlando
- Davenport, R., Cornell, C., Haeger, J., Plater, W. (1998). Provost strand coordinator. Using campus teams to effect change. American Association for Higher Education National Conference, San Diego.
- Davenport, R. & Yien, Robert. (1998). Involvement of American universities in China's 211 project. American Association for Higher Education Conference on Faculty Roles and Rewards, Orlando.
- Davenport, R. & Herman, N. (1998). Bridging the gap between the ivory tower and the community. American Association for Higher Education Conference on Faculty Roles and Rewards, Orlando.
- Davenport, R. & Minelli, M. (1998). Faculty drug testing at colleges and universities. American Association for Higher Education Conference on Faculty Roles and Rewards, Orlando.
- Davenport, R. (1997). Facilitated provost roundtable discussion: American Association for Higher Education Conference on Faculty Roles and Rewards, San Diego
- Davenport, R., Cooley, N., Foster, S., Rugg, W. (1997). The great lurch forward: information technology at Central Michigan University. American Association for Higher Education Teaching, Learning, and Technology Roundtable Levers for Change Regional Workshop, U of M Dearborn.

PRESENTATIONS continued

- Davenport, R., Foster, S., Nelson, K. (1997). Teaching and learning in the computer age. Teleconference: panel presentation. American Association for Higher Education, CMU.

- Davenport, R. (1997). A forecast: tenure in ten years. Academy of Business Administration International Business Conference, Athens, Greece.
- Davenport, R. (1997). Higher education in China: Role of American universities. Keynote Presentation. Academy of Business Administration International Business Conference, Athens, Greece.
- Davenport, R., Arndt, T., Smith, S. (1997). Striving to be a modern American university. Academy of Business Administration International Business Conference, Athens, Greece.
- Davenport, R. (1996). Partnerships between Chinese and American universities. The China-U.S. Conference on Business Management Training, Beijing, China.
- Davenport, R., Brandell, M., Roscoe, B. (1995). Eliminating a student affairs division can lead to greater collaboration and cooperation. National Association of Academic Affairs Administrators, Williams Midwest-Central Region, East Lansing.
- Davenport, R., Cooley, N. (1995). Moving toward a fully-integrated campus without walls. Michigan Council for Preservice Technology, Detroit.
- Davenport, R., Brandell, M., Roscoe, B. (1995). Eliminating the student affairs division: a strategy to improve student service delivery. NASPA IV East Conference, Dearborn.
- Davenport, R. & Cooley, N. (1995). Organizing for campus-wide integration of information technology: The process employed by Central Michigan University. 1995 National Conference on Higher Education, American Association for Higher Education, Washington, D.C.
- Davenport, R. (1981). Prevention of early stuttering, 1981. Minnesota Council for Exceptional Children Conference, Minneapolis.
- Davenport, R. (1979). Dichotic listening among four severity levels of stuttering. Paper presented at the National Convention of the American Speech and Hearing Association and the Spring Convention of the Minnesota Speech and Hearing Association.

PUBLICATIONS

- Minelli, J., Griffin, T., Davenport, R., DeBruin, R., Campbell, S. (2001). EAP from the Ground Up. EAP Digest, 21 (2), 30-32.
- Davenport, R. & Herman, N. (2001). National research project currently underway regarding how colleges and universities connect to external world.
- Minelli, M., Davenport, R., DeBruin, R., Campbell, S. (1998). Higher education slow to develop EAPs and employee drug testing. EAP Digest, 18 (6), 27-28.
- Nelson, K. & Davenport, R. (1996). A planning process addresses an organizational and support crisis in information technology. Cause/Effect, 19 (2), 17-24.

PUBLICATIONS continued

- Davenport, R. (1989). Multicultural education, recruitment and retention. State College and University Planning. (referenced in newsletter report)

- Davenport, R., & Carlberg, L. (1984). Singing dysfluency with a young child. Minnesota

Speech-Language and Hearing Association Journal. Paper also presented at MSHA Convention in Duluth, MN.

Davenport, R. (1981). Prevention of early stuttering. Minnesota Council for Exceptional Children. (conference proceedings report).

Davenport, R. (1979). Dichotic listening among stutterers. American Speech-Language and Hearing Association Journal. (reference to conference proceedings).

Davenport, R. (1975). Introduction to Speech and Language Disorders. Author of film utilized in introductory classes and promoted nationally.

Davenport, R. (1977). Dichotic listening among adult stutterers. Doctoral dissertation, Iowa State University. (unpublished)

Davenport, R. (1969). Age and sex recognition of forward and backward playback of voice. Master's thesis, Colorado State University. (unpublished)

SELECTED RECENT GRANTS (1998-2001)

The grants listed below represent research initiatives that I have helped promote with faculty and staff involvement at CMU.

- Development of Rural Telehealth and Community Education Network 727,000
- Distance-Learning Based Doctor of Audiology Degree Program for Government Affiliated Audiologists 250,000
- Read, Educate and Develop Youth – R.E.A.D.Y. 3,500,000
- Reading Program for Michigan – R.E.A.D.Y 700,000
- GEAR UP Partnership: Providing the Spark for Academic Achievement 1,900,000
- Northern High School Upward Bound 800,000
- Charter Schools Development and Performance Institute 925,000
- Head Start/CMU Collaborative Child Care Project 570,591
- State Literacy Resource Center 252,153
- Building a Community of Learners: Empowering Freshmen 211,711
- Michigan Services for Children & Youth Who are Deaf-Blind 854,296
- GAANN Program in Mathematics at CMU 306,000
- Central Michigan Science/Mathematics/Technology Center 1999-2000 Strategic Plan 294,600
- SAP University Alliance Project (1998-2001) 2,000,000
- Development of Web-Based Materials for SAP-Related Courses 100,000
- Ronald E. McNair Post Baccalaureate Achievement Program 760,000
- Subcontract for Technical Assistance and Networking 344,750
- Michigan Adult Learning & Technology Center 260,000

RECENT CONFERENCE PARTICIPATION

- AASCU Workshop – CA (2001)
- AASCU Annual Meeting – CA (2000)
- AAHE National Conference – CA (2000)
- AGB National Conference – LA (2000)
- AAHE Faculty Roles and Rewards – LA (2000)
- CASE Conference – Chicago (1999)
- CREAD Conference – Vancouver (1999)

- AAHE Summer Academy – CO (1999)
- CASE Conference for Deans – Toronto (1999)
- ACE Conference – Washington D.C. (1999)
- AAHE Summer Academy – AZ (1998)
- AAHE National Conference – GA (1998)
- AAHE Faculty Roles and Rewards – FL (1998)
- AAHE Summer Academy – UT (1997)
- Academy of Business Administration International Conference – Greece (1997)
- China-U.S. Conference on Business Management Training – Beijing (1997)
- AAHE Faculty Roles and Rewards – CA (1997)
- American Council on Education, Leadership, Learning and Change – CA (1996)
- AAHE National Conference – Washington, DC (1995)
- AAHE Faculty Roles and Rewards — AZ (1995)
- CAUSE Annual Conference – LA (1995)
- NCHEMS Conference on Higher Education and Faculty Roles and Rewards – CO (1994)

COLLEGE OF EXTENDED LEARNING – CMU COMMENCEMENT ADDRESSES

- Universidad Autonoma De Guadalajara, Guadalajara, Mexico (spring, 1998)
- Universidad Autonoma De Guadalajara, Mexico (spring, 1996)
- Troy CEL Center, “Life is a Test,” Troy, Michigan (winter, 1995)
- Fort Defiance College of Extended Learning Center, “Change,” Fort Defiance, Arizona (fall, 1994)
- Omaha and Kansas City College of Extended Learning Centers, “Home on the Plains,” Omaha, Nebraska and Kansas City, Missouri (spring, 1994)
- Toronto College of Extended Learning Center, “Change,” Toronto, Ontario (spring, 1993)

OVERVIEW OF TEACHING EXPERIENCE

My teaching experience spans a 30-year period with the first 16 years devoted almost exclusively to classroom teaching, clinical work and scholarship. During this period, I taught at a land-grant institution, three state-supported doctoral and comprehensive universities, a public college, and a private college. I received three teaching awards for teaching excellence, and earned tenure and full professor rank before entering academic administration on a full-time basis. In my administrative roles as Provost and Senior Vice President, Vice Provost, Associate Vice President, Graduate Dean, Interim Dean of the College of Extended Learning, and Department Chair, I have emphasized teaching excellence, scholarly work, public service, external involvement, and the learning and teaching-scholar model as primary institutional goals. During recent summers, I taught graduate seminars on various topics in higher education.

HONORS

- International Leadership Award, Academy of Business Administration, Greece, 1997
- Outstanding Teacher Award - Tri-College University Program, Winona, MN, 1985
- Faculty Meritorious Award - St. Cloud State University, MN, 1979
- Faculty Meritorious Award - St. Cloud State University, MN, 1978
- Phi Delta Kappa Honorary Member, 1977-Present
- Outstanding Educator Award - Iowa State University, 1974 - 1975
- Graduate Fellowships - Colorado State University, 1967, 1968, 1969

PROFESSIONAL ORGANIZATIONS

- Association of Governing Boards of Universities and Colleges
- American Council on Education
- American Association for Higher Education

- American Association of State Colleges and Universities
- Association of American Colleges and Universities
- University Continuing Education Association
- Council of Graduate Schools in the U.S. (inactive)
- American Speech-Language and Hearing Association, Certificate of Clinical Competence, SP (inactive)
- Council for Exceptional Children (inactive)

RECENT PROFESSIONAL AND PUBLIC SERVICE

- Michigan Virtual University, member, 1998 – present
- Mt. Pleasant Foundation, Member, Mt. Pleasant, Michigan, 1995 – present
- Michigan Vice President's Council, 1994 – present
- Middle Michigan Development Corporation Board, member, 1994 – present
- Mt. Pleasant Community Center Planning Committee, 1994 – 1995
- AASCU'S Rural Institutional Study Committee, 1994
- Michigan Automotive Institute, 1994
- Vocational Regional Planning Council, Mt. Pleasant, Michigan, 1993 – present
- Mt. Pleasant Volunteer Center, 1993 – present
- United Way Volunteer, 1993
- Mid-Michigan Development Corporation, Board Member, Mt. Pleasant, MI 1991

CURRENT INVOLVEMENT IN INSTITUTIONAL PLANNING GROUPS

Chairs

- Academic Strategic Planning Committee
- University Steering Committee (to redefine core educational values)
- Academic Planning Council (review body for new and existing programs)
- Ad Hoc Committee on Shared Governance
- Administrative Leadership Program (coordinates)
- Budget Restructuring Task Force (RCM Model) (co-chair)
- Charter School Advisory Council (59 Charter Schools)
- Council of Deans
- Detroit Advisory Council
- Faculty/University Bargaining Committee
- Institutional Retention Committee
- International Advisory Council

Chairs continued

- Minority Faculty Leadership Program (coordinates)
- New Initiative Planning Council (reviews new academic initiatives)
- State Vice President's Council (subset of President's Council)
- University Budget Review Committee (co-chair)
- Budget Review Advisory Committee (co-chair)

ADMINISTRATIVE EXPERIENCE AND ACCOMPLISHMENTS

Richard Davenport, Ph.D.

The following section provides information regarding my experience and accomplishments in higher education, governmental affairs, fundraising, community involvement, building partnerships, research, student affairs, undergraduate and graduate education, shared governance, strategic planning, fiscal management, diversity, off-campus educational activities, and so forth. They are not presented in any prioritized order.

Administrative Experience in Higher Education

My university experience began at Iowa State University and has progressed through a traditional academic track characterized by more than sixteen years of university teaching and research. I established tenure at two institutions, achieved the rank of full professor followed by a variety of senior leadership positions. Currently, I am serving in my ninth year as provost and senior vice president at Central Michigan University (CMU), which has an on-campus enrollment of 19,200 students and an off-campus enrollment of more than 10,000 students located at 70 satellite centers throughout more than 24 states (including Hawaii), Canada and Mexico. CMU is ranked among the top universities in the nation for its educational outreach, teacher education programs and its College of Extended Learning. Prior to serving as provost, I held senior leadership roles as vice provost, dean of extended learning, associate vice president and graduate dean preceded by an additional six years as a department chair.

Directed Core Values Project

Under my leadership, our institution has worked extensively to define a group of core values. A core value was defined as a widely held principle that guides and motivates the institution. The entire university community was involved in discussing and identifying the unique core values of CMU. Several open forums and surveys were conducted to ascertain the top core values to be used in guiding and directing the future planning of the institution. Twelve core values were adopted followed by the selection of four specific values that would serve as the basis for the current university strategic plan.

Implemented Strategic Planning Initiatives

University strategic planning linked to fiscal management and institutional priorities is vitally important to achieving the desired goals and aspirations of the institution. At the present time, I am providing leadership for a campus-wide strategic planning effort that builds upon the core educational values. The current strategic plan, driven by the core values, includes the four primary priorities, which are raising academic standards, increasing research and scholarship, promoting diversity and multicultural education, and enhancing service excellence. Secondary priorities include classroom, laboratory and office upgrades, enhancing teacher education, graduate education, and the learning environment.

Designed Shared Governance Matrix

A driving passion of mine involves the promotion of shared governance. Clearly, it is important for higher education leaders to have a firm understanding and strong commitment to shared governance, for it provides a solid foundation of trust on which collaboration is built. In this collegial atmosphere, energies are directed toward promoting a positive learning environment for students, as well as focusing on challenging teaching and scholarly research opportunities for faculty. Academic freedom provides an environment where the pursuit of knowledge, research, and teaching can be fostered.

An underlying problem for many institutions experiencing difficulties with shared governance is often a lack of meaningful dialogue focused on differentiating the specific levels of involvement for stakeholders in decision-making on campuses. It is important to establish a process for open inquiry that is non-threatening, objective, and provides an operational definition of shared governance and the roles played by each group. The Provost's Office and the Academic Senate created an ad hoc committee to establish key principles of shared governance and developed a matrix model that illustrates levels of decision-making for different stakeholders. The fundamental premise of this unique matrix approach is that decision-makers can be led through a systematic process of examining areas of responsibility and decision-making resulting in a functional approach to shared governance. The matrix approach is a useful methodology to help faculty and administrators focus on specific decision areas and to define existing roles more clearly. It is not necessarily intended as a vehicle to solve basic differences of opinion regarding governance issues; however, the approach can be useful in identifying areas of disagreement. It has been satisfying to present the matrix model at national conferences, and to provide workshops on this subject to other institutions.

Integrated Information Technology into Teaching and Learning Environment

In 1995, I convened the first university-wide Technology Planning Task Force for the purpose of establishing long-range strategies to serve as the blueprint for developing support services for the student learning environment and faculty and administrative needs. Information technology is having a pervasive influence on literally all disciplines of study and research. Under my direction, the position of assistant vice president for information technology was created, a life-cycle technology plan for students implemented (which is partially funded by a student technology fee), a strong technology infrastructure for the university built, and a technology equipment life-cycle plan developed. In addition, I have been involved in developing a University Research Park focused on technology, which will be an important contributor to the economic development of the region and state, and in the planning of a \$50.0 million high technology library renovation that was just completed.

Developed Center for Academic Excellence

Working closely with a team of faculty leaders and deans during a recent summer retreat, we developed a plan for one of the most modern faculty excellence centers in higher education, which will be located in the new high technology Library adjacent to modern information technology facilities. The new center provides assistance to faculty interested in enhancing research, teaching, and learning outcomes.

Managed Complex Budget

Management of a large and complex budget involves much of my time and has provided a sound background in fiscal management. Combined fiscal resources for the campus academic programs amount to more than \$180.0 million. In addition, a \$130.0 million budget for Charter Schools and a \$35.0 million continuing education budget are also under my supervision. It has been gratifying to witness the impact of an innovative budget allocation system I helped design and successfully implement more than three years ago.

Instituted a New Financial Management Model (Responsibility-Centered Management)

A responsibility-centered management model, designed and launched to meet the needs of our institution, has been widely embraced by the Board of Trustees and all the colleges due to the inherent incentive and accountability aspects of the plan. The new budget plan is working successfully in creating improved accountability, efficiency, and effectiveness, as well as promoting entrepreneurial activity. The principals of best practice, efficiency and effectiveness

underscore the model. Academic deans and department chairs have received extensive training with the new budget system. The ultimate objectives are to fund high quality academic programs, and maximize student services while maintaining a balanced budget. The success of the budget model will be evaluated on a regular basis.

Implemented a College-Based Development Program

In 1998-99, I created a development plan for seven colleges, the Libraries, and the Office of the Dean of Students. This college-based development plan is expected to generate significant new resources within the next two to three years. The result of this major organizational change has led the institution to move to the preliminary stage of a \$60.0 million campaign that will be launched in the spring. My role has been to work closely with the Vice President for Development and deans to orchestrate the involvement of the entire academic division in establishing fundraising priorities. In addition, my participation on two key Development Board planning groups has culminated in a long-range plan and prioritization of fund-raising objectives.

Connecting alumni to the university is essential for successful advancement initiatives and university campaigns. I have been heavily involved in alumni affairs and development activities to foster support for various academic initiatives, capital construction projects, endowed chair positions, and research endeavors.

Succeeded in Securing External Funding

My fund-raising work necessitates considerable personal participation with corporate groups, federal agencies, state legislatures, alumni and private foundations. As provost, several of my donor prospects have yielded major gifts to the institution and I enjoy the challenges of raising financial resources and developing friends for the university by working with foundation directors, governmental affairs officers, and executives in the corporate world. A recent effort at securing external funds resulted in a \$2.0 million gift from an international corporation; and, we recently received a \$5.0 million gift for a new capital construction project followed by another gift of \$1.5 million. In addition, a \$400,000 telehealth grant will provide valuable outreach to the underserved rural areas, especially in northern Michigan.

Participated in Governmental Affairs and Community Activity

Governmental relations and external affairs are areas in which I have had unusually heavy involvement as a provost. I have provided testimony on behalf of the university to both branches of the Michigan legislature and higher education funding agencies and represented the president several times at public hearings.

Although State funding over the past five years has increased by more than 30 percent there was only a 1.5% increase in State aid for 2001/2002. We have successfully fought to maintain the lowest tuition levels among state public universities and in recent years CMU has received the **U.S. News and World Report** ranking three times as one of the best values in the Midwest based on excellence, quality, and cost of education.

My community activity involves working with numerous service groups, serving on planning bodies, developing partnerships with the business community and the local Native American Tribal group, facilitating town-gown relations, and promoting volunteerism and academic service learning in cooperation with the United Way and other agencies. A major priority for CMU this year is to promote a university-wide effort in civic engagement. Also, we have created a greater university presence in Detroit by opening several new educational centers and assisting in the revitalization of the city.

Attracted Governmental and Private Support for Several Capital Construction Projects and Participated in Developing Campus Master Plan and Completing Major Capital Projects

Integral to a student learning-centered focused campus is the improvement of learning facilities. During the past seven years, I have been heavily involved in the planning, promotion and fundraising for several new capital construction projects at CMU. The following represent some of the major projects in which my staff and I have played a key role: Dow Science Building – completed (\$30.0 million); Music and Performance Hall – completed (\$26.0 million); High Tech Library – completed (\$50.0 million); Health Professions Building – scheduled for completion in 2003 (\$50.0 million); and a new Education Building – pending state funding. In addition, the institution completed a \$31.0 athletic expansion of the stadium and a new indoor track and practice field; and, a \$5.0 million Baseball Field. These projects have been exciting, and my internal and external involvement has included various facets of the building projects from start to finish.

Extensive participation with the development of a campus master plan for a complex university, and involvement with diverse capital projects during a time of rapid expansion have provided me the opportunity to plan a combination of facilities for the arts, humanities, health professions, sciences and technology, as well as our Division IA athletic programs.

Completed Numerous Private Sector Affiliation Agreements to Enhance University Outreach Efforts

In recent years, I have spearheaded aggressive efforts culminating in the creation of partnerships with private sector, corporate and governmental groups. The purpose is to promote cooperative education, internship, and grant opportunities to help support sponsored research, as well as capital projects. During the course of these important outreach efforts, affiliation agreements with more than 30 key entities have been successfully finalized. It is essential for the “modern university” to connect to the external world by addressing the social, economic, and technological needs of society. The relevance of higher education today will be measured, in part, on how successful we are in educating the leaders and workforce of tomorrow and in helping to solve the regional, national and international problems of our world. The following list illustrates examples of business entities I have worked with in finalizing affiliation agreements:

- Northwest Airlines
- Daimler Chrysler
- Marriott International
- Blue Cross Blue Shield of Michigan
- Hewlett Packard
- SAP
- Disney World
- Dow Chemical Company
- Ford Motor Company
- China Daily News
- City of Detroit
- VA Hospitals
- GTE Data Services
- Valassis Communications
- U.S. Army, Air Force and Navy

Promoted Academic Excellence

A review of my experience and accomplishments will validate my commitment to excellence in our teaching/learning and research environments. Through extensive team efforts, CMU has improved student services, enhanced our modern learning and research laboratories, developed information technology applications, and promoted undergraduate and graduate curriculum reforms in writing, mathematics, and science and technology. Also, with the help of faculty and staff, I have implemented a learning outcomes assessment program, emphasized service learning, initiated a significant leadership program for more than 4,000 students, developed an extensive undergraduate/graduate student research program, and created relevant external experiences for students through study abroad programs, cooperative internships, and senior capstone experiences. These programs and activities address the importance of enriching the learning environment.

Developed New Undergraduate and Graduate Programs

I have been a strong advocate for academic and research excellence. We have introduced market-oriented academic programs with integral research foundations, i.e., eight new doctorates, 21 new masters and numerous undergraduate programs. These programs are market-oriented and address workforce needs in health care, technology, science, education, business, and social science areas.

Our nationally recognized extended learning program, has added several distance learning programs and offered the nation's first online doctorate in audiology; and, an online doctorate in healthcare administration is currently enrolling students.

Implemented a College Reorganization Plan

In 1996, a college reorganization plan was approved and implemented resulting in the addition of three new colleges and two schools. The purposes for the new organizational structure are to create increased visibility for the academic colleges, provide greater attention to individual programs, enhance fund-raising and alumni affairs activities, and to promote strategic planning at the college levels. We are currently evaluating the success of the reorganization; however, it appears that it is achieving the desired outcomes and has been positively received by most constituents of the university.

Raised Academic Standards and Expectations of Students

During the past three years, I have worked closely with the Academic Senate, the Council of Deans, and Council of Chairs in a series of engaging discussions regarding the issue of raising academic standards and expectations for our students. The Academic Senate and my office sponsored the fourth institutional conference regarding raising academic standards last fall. A recent internal survey of faculty and staff revealed the goal of raising standards is the top priority for the institution. We are now in the final stages of defining the steps we need to take in order to fully implement this university-wide initiative. The implementation will involve a thorough review of academic policies for the purpose of revising them to raise standards. In addition, grading standards, academic rigor in the classroom, as well as admission criteria, will receive significant attention. These implementation goals have the potential for transforming the university and enhancing CMU's national reputation for academic excellence.

Emphasized Multicultural Diversity Initiatives

My accomplishments in the area of diversity have focused on increasing underrepresented faculty, staff and students, building an environment of inclusiveness, demonstrating a deep commitment to multicultural diversity, and promoting an understanding of how a global culture

has increasingly impacted and enriched our lives. Intertwined with this is the critical need to recruit and retain underrepresented faculty, staff and students. For the seventh straight year CMU has been recognized for its national leadership in awarding graduate degrees to minorities. It is second in the nation, graduating 524 African American graduate students through its College of Extended Learning.

In 1995, I created the Office of Institutional Diversity and hired an Assistant Vice President and staff to assist in promoting diversity. With the help of the assistant vice president for diversity and support from the Academic Senate a new university-wide strategic plan for diversity is being launched this year.

Some of my diversity initiatives are cited below:

- Implemented new strategic plan for diversity
- CMU/University of Arkansas-Pine Bluff interactive classroom initiative
- Established diversity goals for each college
- Established Office of Native American Programs
- Increased admissions efforts for minority students
- Established Office of International Education
- Developed Gay and Lesbian Office and Programs
- Expanded efforts to recruit minority faculty
- Established diversity awards for recognizing faculty, staff, and students who contribute to diversity goals
- Revised General Education program to include diversity requirement
- Instituted CMU Network for Women, and Women's Studies Center
- Provided increased financial support and scholarships for students of color
- Developed a minority mentor program
- Established the Provost's Series on Diversity and Multiculturalism to create dialogues regarding diversity issues

Developed International Partnerships

My international efforts have been focused on promoting faculty and student exchanges, collaborative research projects, study abroad programs, university agreements, and corporate and private sector partnerships. CMU is currently involved with more than 20 countries in Asia and Europe. In China alone, I have helped develop affiliation agreements with three Chinese universities, numerous private enterprises and an exchange program with the China Daily News. An example of international partnerships with other institutions include:

- University of Toronto
- University of Strathclyde (Scotland)
- University of Groningen (Netherlands)
- University of Wroclaw (Poland)
- Kingston College (Vancouver, BC)
- Vladimir State University (Russia)
- American Anglo College (Czech Republic)
- University of Heidelberg (Germany)
- University of Guadalajara (Mexico)
- Arab Academy (Egypt)
- Tshinga University (China)
- Beijing Foreign Studies Institute (China)

Implemented a Student Learning Assessment Program

The Academic Senate and administration work together to support a program to measure student learning outcomes. Student assessment plays a vital role in helping departments determine the effectiveness of their academic programs in regard to learning outcomes. The provost supports the program by providing staffing and financial resources to maintain it on an annual basis. This is a critical component in the plan to raise academic standards and increase student expectations.

Fostered Learning/Scholar Model

A primary mission of CMU is to promote teaching and learning excellence, outreach and service activities, and outstanding research and scholarship. Central to the educational process is the promotion of life-long learning in the arts and humanities, science and technology, and in the preparation of graduates entering a technological world. I am a strong advocate of the learning-scholar model that focuses on enhancing the student learning environment by emphasizing the interrelationships of research, creative endeavors, and teaching. It is crucial in today's rapidly changing world to cultivate critical thinking skills which prepare our graduates for a global and technologically complex world that is certain to require new knowledge and flexibility in order to be successful. Tied closely to these inherent goals is the need to promote overarching values and service learning that will lead graduates to become involved citizens.

Promoted Senior Capstone Requirement for All Students

As provost I have worked closely with academic leaders to develop a Senior Capstone course requirement for all students and we are hopeful the proposal will soon be approved. It will assist students in relating their classroom experiences in a meaningful way with applied learning opportunities within their individual disciplines prior to graduation.

Launched a CMU Student Leadership Institute

The mission of the Leadership Institute is to assist students in developing leadership skills on the campus, as well as in their professions and communities. Leadership scholarships, leadership education and development programs, and leadership camps for entering freshmen are major components of the Leadership Institute. The innovative programs will impact more than 4,000 students per year once the Institute is fully implemented. A second phase of this leadership initiative includes developing a leadership program for school children in grades kindergarten through 12. Another goal is to offer seminars, workshops and sessions for business, community, school and government leaders.

Implemented Residential Colleges

In an attempt to promote a "student learning-centered" campus environment, we have experimented with pilot projects involving residential colleges in the areas of science and technology and in the health professions. The College of Education is planning a similar experience for teacher education majors. The early findings suggest this undergraduate experience has been successful in enhancing the social and intellectual environment for student participants and in increasing retention. It has demonstrated the value of combining residential life with academic goals.

Increased Sponsored Research, Grants and Undergraduate/Graduate Research

Sponsored research and creative endeavors enhance the esteem of faculties, as well as the reputation of an institution, while strengthening the institutional focus in these areas. Efforts at CMU in this area have yielded dramatic gains in external funding; during the past three years we have increased our research funding by more than 300 percent.

An essential core educational value of successful modern institutions is to involve undergraduate and graduate students in research activities. One of my proudest accomplishments has been the implementation of an undergraduate and graduate research program that culminates each year in a day-long major exhibition of student research from virtually every academic department. Participation has quadrupled with close to 500 students showcasing research projects each year.

Expanded College of Extended Learning

The College of Extended Learning (CEL) has become one of the most progressive and complex off-campus programs in North America. Our College of Extended Learning has 45,000 alumni, serving more than 10,000 adult and non-traditional students annually with the assistance of 1,200 adjunct faculty. A variety of undergraduate, master's and doctoral degrees are offered through multiple modes of delivery, including live instruction, independent learning packages, distance learning and online instruction. The program has expanded significantly during the past eight years and is highly competitive in meeting the needs of students in private, government, medical and corporate sectors, as well as military establishments. In addition, delivery of the educational programs has been rapidly expanding throughout Asian and European markets.

Implemented Leading Web Based Online Learning Centers

During the past six years, a comprehensive distance and distributed learning center office has functioned successfully as one of the leading online centers in the country. We offer degree programs on-line at the master's and doctorate levels, and intend in the near future to offer selected undergraduate programs online. This has been the fastest growing unit in the academic division and has generated significant profits that are returned to the general fund to support other core university programs. Recently, CMU joined forces with the Michigan Virtual University.

Developed the National Charter School Performance Institute

Successful sponsorship by the federal government to support the new National Charter School Performance Institute resulted in a \$1.0 million grant to initiate the project. Our efforts in promoting charter school research have been very successful. Also, CMU has become the largest authorizer of Public School Academies in the country with 58 charter schools. The oversight of these Charter Schools and the corresponding \$130.0 million budget resides with my office and the Charter School staff.

Integrated the CMU PBS Television and Radio Broadcast Operation into the Academic Division Strategic Plan

During the past few years, CMU has acquired seven television and radio stations and is currently the largest university-owned PBS operation in the country. As provost, I have incorporated PBS in the academic division strategic plan. Almost every college is involved in some aspect of the production of radio and/or television broadcasting. This initiative has served our students well and provides a mechanism for reaching thousands of listeners and viewers. We recently decided to convert our operations into a digital format at a cost of approximately \$20.0 million to be partially funded by the State of Michigan.