



Board of Governors' Retreat

Hilton St. Louis Downtown at the Arch, 400 Olive Street, St. Louis, Missouri

Thursday, 3/31/2016

9:00 AM - 5:00 PM CT

I. Roll Call

II. Approval of Minutes

A. Approval of Minutes of Open and Closed Meetings of February 5, 2016

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III. Consent Agenda

A. President

1. Approval of 2016/2017 Athletics Employment Agreements for Catherine Ostoich as Head Coach of Field Hockey and Adam Lang as Assistant Strength and Conditioning Coach

III.A.1. BOG Resolution for 16-17 Ostoich and Adam Lang 2.23.16 - Page 9

B. West Plains Campus

1. Approval of Actions Concerning Academic Employees

III.B.1. Approval of Actions Concerning Academic Employees - Page 15

2. Approval of Actions Concerning Non-academic Employees

III.B.2. Approval of Actions Concerning Non-Academic Employees - Page 19

C. Purchases/Contracts

1. Approval of Procurement Activity Report

III.C.1. Procurement.3.31.16 - Page 20

D. Facilities and Equipment

1. Approval of Activity Report for the month of January 2016

III.D.1. Activity Report 2016-01 - Page 28

2. Approval of Activity Report for the month of February 2016

III.D.2. Activity Report 2016-02 - Page 33

3. Approval of bids and award of a contract to replace air handling units at Hutchens House

III.D.3. Replace Air Handling Units Hutchens House - Page 37

4. Approval of bids and aware of a contract for the FY16 preventative parking lot maintenance for the Springfield campus

III.D.4. FY16 Preventative Parking Lot Maintenance - Page 39

E. Human Resources

1. Approval of Actions Concerning Academic Employees

III.E.1. AcadboardMar2016 - Page 41

2. Approval of Actions Concerning Non-academic Employees

III.E.2. NonacadMar2016 - Page 65

IV. Update on Annual Goals

A. Springfield

IV.A. Nine Major Goals for 2015-2016 final - Page 73

MajorGoals II. BOG Enr Summary March 2016 (002) - Page 81

MajorGoals II.3. GEP 101 - Page 83

MajorGoals II.3. Access to Success.Math Improvement - Page 91

MajorGoals II.5. Cost of Attendance Info - Page 93

MajorGoals II.6. Outcomes Tracking Update.3-2016 - Page 94

MajorGoals II.6. Career Center Mission and Services - Page 98
Major Goals III. Public Affairs Assessment Plan - Page 99
MajorGoals III. NSSE15 Snapshot (Missouri State) - Page 101
MajorGoals IV. Research Report - Page 105
MajorGoals V.1. Climate Study - Page 109
MajorGoals V.2. MSU Care Clinic Update - Page 116
MajorGoals VI.1. Improved Compensation - Page 118
MajorGoals VI.2. Faculty/Staff Diversity Report - Page 119
MajorGoals VI.2. Institutional Equity and Compliance Data - Page 121
MajorGoals VII.5. ERM Goal Update 2016 - Page 122
MajorGoals VII.7. Improved Processes - Page 123
MajorGoals VIII.2. APR Report - Page 126
MajorGoals VIII.3. MVC All-Sport Standings - Page 128

B. West Plains

IV.B. WPC Annual Goals - Page 129

V. Discussion on Key Performance Indicators

A. Springfield

V.A. KPI overview for BOG 31616 - Page 130

B. West Plains

V.B. WPC Key Performance Indicators - Page 132

VI. Principles Impacting the Long-range Plan

A. Financial and Budgeting Strategies

VI.A. 2015 College Pricing Trends - Page 133

VI.A. Optimizing MSUs Institutional Budget Model version BOG March 2016 - Page 134

B. Higher Learning Commission (HLC) Findings

VI.B. Higher Learning Commission Report for BOG Retreat - Page 146

C. Visioning Document Assumptions

VI.C. Missouri State Vision - Our Passion for Excellence - Page 148

VII. Discussion on Long-range Plan

VII. Long-range Plan - Page 154

VII. Substantive changes made to Long-Range Plan - Page 192

VII. Long-Range Plan - Timeline - Mar 14 2016 - Page 194

A. Diversity

B. Infrastructure

C. Overview of Entire Plan

D. Implementation

E. The Metrics -- revising the key performance indicators

VIII. Board of Governors' Procedural Matters (Renewal of Director's Desk, Presidential Assessment, Discussion Topics for Future Board Meetings, Board Secretary Position, and other matters)

IX. New Business

X. Resolution Authorizing Closed Meeting, Pursuant to Sections 610.021(1), (2), (3), (6), (9), (11), (12), (13), (14) and/or (17) of the Revised Statutes of Missouri

X. Closed Meeting Resolution - Page 195

XI. Adjournment

XII. Date of Next Meeting: Thursday, May 12, 2016, 1 p.m., 313 Plaster Student Union

XIII. (Note: The order of the above items may need to change due to Board members' availability.)

MINUTES OF THE BOARD OF GOVERNORS
MISSOURI STATE UNIVERSITY
FEBRUARY 5, 2016

1. Roll Call

Present- Mr. Joe Carmichael, Vice Chair
Mr. Caleb Doyle, Student Governor
Ms. Virginia Fry, Governor
Dr. Peter Hofherr, Chair
Mr. Stephen B. Hoven, Governor
Mr. Kendall Seal, Governor
Mr. Greg Spears, Governor
Ms. Carrie Tergin, Governor

Absent- Mr. Gabriel E. Gore, Governor
Ms. Beverly Miller, Governor

Also

Present- Clifton Smart III, President
Drew Bennett, Chancellor of the West Plains Campus
Frank Einhellig, Provost
Wes Pratt, Assistant to the President and Chief Diversity Officer
Dee Siscoe, Vice President for Student Affairs
Matt Morris, Vice President for Administrative Services
Jim Baker, Vice President for Research, Economic Development, and International Programs
Stephen Foucart, Chief Financial Officer
Jeff Morrissey, Chief Information Officer
Donna Christian, Director of Internal Audit & Compliance
Suzanne Shaw, Vice President for Marketing & Communications
Brent Dunn, Vice President for University Advancement
Rachael Dockery, General Counsel
John McAlear, Secretary of the Board

2. Presiding --- The presiding officer for the meeting was Dr. Peter Hofherr, Chair of the Board of Governors. He called the meeting to order at 1:00 p.m. in the Traywick Parliamentary Room in the Plaster Student Union on the campus of Missouri State University in Springfield, Missouri.

3. Approval of Minutes:

a. Board of Governors Meetings --- Dr. Hofherr mentioned that the first item of business was the approval of the minutes for the open and closed meetings of December 11, 2015, and the open and closed meetings of December 30, 2015. Mr. Hoven so moved, receiving the second of Mr. Spears.

Motion passed 7-0.

4. **Consent Agenda** --- Dr. Hofherr noted that the next item of business on the agenda was the approval of the Consent Agenda for this meeting. The items included in the Consent Agenda are:

President

Approval of revision to G5.02 Expressive Activity Policy (Board Policies No. 98-16).

Approval of revision to G12.01 Information Assurance Policy (Board Policies No. 99-16).

Approval of 2016-2017 Employment Agreements for Athletic Coaches - Assistant Coaches for Football (Human Resources No. 1513-16).

West Plains Campus

Approval of Activity Report dated February 5, 2016 (West Plains Campus Activity Report No. 115-16).

Approval of actions concerning West Plains Campus non-academic employees (West Plains Campus Personnel No. 386-16).

Financial

Approval of Procurement Activity Report for the period November 19, 2015, through January 20, 2016 (Purchasing Activity Report No. 432-16).

Facilities and Equipment

Approval of Activity Report for the month of November 2015 (Activity Report No. 276-16).

Approval of Activity Report for the month of December 2015 (Activity Report No. 277-16).

Approval of amendments and changes to the Memorandum of Agreement between Missouri State University and Teamsters Local Union No. 245 (Agreement No. 371-16).

Human Resources Items

Actions concerning academic employees (Human Resources No. 1514-16).

Actions concerning non-academic employees (Human Resources No. 1515-16).

Ms. Fry made a motion to approve the Consent Agenda, receiving a second from Ms. Tergin.

Motion passed 7-0.

5. **President's Report** --- President Clif Smart began his report by indicating that it is anticipated that we will have another Springfield Campus Spring enrollment record – our first week enrollment was 20,501, which is up about 1½%. He added that the West Plains campus has rebounded from a fall enrollment that was down about 8.8%. Current enrollment in West Plains is 1,579 students.

President Smart next reported that last week, he testified in opposition to two bills dealing with who may carry firearms on campus. Each bill would allow anyone with a conceal-carry permit to carry a concealed firearm anywhere on campus. In Missouri, the minimum age to be able to obtain a conceal-carry permit is 19. He added that his testimonies dealt with concerns on the breadth of these bills particularly allowing firearms in residence halls, research facilities, board meetings, disciplinary hearings, and other inappropriate areas. All of the two- and four-year public schools and the private schools are working together on the response to this type of legislation. Student Governor Caleb Doyle then shared research that found a significant positive relationship between gun ownership and overall homicide levels and that gun ownership is a strong risk factor for suicide. He mentioned that he has been working with a group of students across the state on this matter. They plan to take the facts on this subject to the State Capitol to anyone that will listen to show that allowing guns on campus is a really dangerous idea.

President Smart next gave an update in the diversity and inclusion area since our last meeting. He introduced Mr. Wes Pratt as our new Chief Diversity Officer and Assistant to the President for Diversity and Inclusion and Dr. Gilbert Brown as our new Associate Provost for Diversity. He also stated that a new 34-member Diversity Council will be announced next week. We also now have a Bias Response Team led by our Dean of Students, Dr. Thomas Lane, to investigate and respond to any incidents of hateful speech.

He ended his report by previewing the Information Technology Infrastructure discussion which will be later in today's meeting, led by Mr. Jeff Morrissey, Chief Information Officer.

6. Academic Affairs:

a. Report from Provost --- Dr. Frank Einhellig, Provost, first gave an overview of the 2015-2016 tenure and promotion application process. Ten faculty members have applied for both tenure and promotion while there are another 28 faculty members who have applied for promotion only. He next gave a dual-credit update. Dual-credit students are those students who are taking courses in high school for which they receive college credit. Last fall, we had 2,151 students taking dual-credit courses at their respective high schools. He added that, at the State level and our accreditation level, the requirements to qualify as a high school dual-credit instructor will become more rigorous – a Master's degree with at least 18 credit hours in the teaching discipline. Over 90% of our dual-credit teachers already meet these requirements, but we do have some teachers shy on the 18 credit-hour requirement, especially Physics and Mathematics teachers. We are looking at how we can help these teachers become qualified under these requirements. Dr. Einhellig then reported on the spring 2016 online enrollment. This spring, we have: 465 class sections that are taught online; ten percent of total credit hours are online; and 3,000 unduplicated students are enrolled in at least one online course. These factors have doubled since five years ago, with the credit-hour factor almost tripling.

7. Student Affairs:

a. Report from Student Body President --- Ms. Ashley Crisafulli, Student Body President, first reported on the activities on the West Plains campus which included the

West Plains SGA supporting the new common fee concept for next year. Included in her report for the Springfield SGA were course evaluations being updated, and the upcoming February 24th Day at the Capitol where there will be a busload of students and organizations traveling to Jefferson City to represent the University.

- b. **Commendation** --- Dr. Dee Siscoe, Vice President for Student Affairs, offered a commendation for Caleb Doyle for his outstanding service as Student Governor for Missouri State University. Moved by Ms. Tergin and seconded by Mr. Carmichael.

Motion passed 7-0.

- 8. **Staff Senate** --- Ms. Christina Bowles, Chairperson for the Staff Senate, reported that the Staff Satisfaction Survey is not ready to be released at this time. It should be released in mid-February and they are pleased with a 53% response rate.

- 9. **Human Resources** --- Mr. Matt Morris, Vice President for Administrative Services, presented a resolution (Board Policies No. 100-16) amending the Employee Handbook for Administrative, Professional, and Support Staff and Employees and related policies. The changes included: (a) changes in the operation process of employee-initiated transfers; (b) changes in the operation process of within-grade salary adjustments; (c) clarifications in language regarding long-term care insurance; (d) changes in the operation process of credit course fee waivers; (e) incorporating Inside Missouri State as an internal communication tool; (f) changes in the operation process of the University charge account plan to My Payment Plan; (g) updating the Bursar's Office operating hours and location; and (h) adding a delegation of responsibility provision to the President to establish, implement, and make appropriate modifications when necessary with identified changes being reported to the Board. Moved by Mr. Hoven and seconded by Mr. Spears.

Motion passed 7-0.

10. New Business:

- a. **Revisions to G1.05 Non-Discrimination Policy Statement and G7.02-2 University Policies** – Ms. Rachael Dockery, General Counsel, presented a resolution (Board Policies No. 101-16) approving revisions to the University's Non-Discrimination Policy Statement. She reminded the Board that, last year, they asked for a review of this statement to ensure that the language was legally sufficient. She commented that this review was performed and it has been determined that the language is legally sufficient, but that there is an opportunity to update the existing language to more closely track federal law and the guidance provided by the Equal Employment Opportunity Commission (EEOC) and the U.S. Department of Education's Office for Civil Rights (OCR). Additionally, with the proposed changes, there is an opportunity to add clarity as to the scope and the intention of our existing statement, and to make our policy statement more current and consistent with many of our peer institutions. Ms. Dockery summarized the three changes to the statement: (1) to clarify that our existing prohibition on sex discrimination also includes discrimination on the basis of various subsets of sex discrimination, including pregnancy, marital and family status, gender identity and

expression, and sexual orientation. While this is a change to our existing language, this is not a change to our existing practice. To some extent, these changes are “form over substance” if you are looking at what we are actually doing; (2) to add “genetic information” as a specifically enumerated basis for non-discrimination which is consistent with the Genetic Information Nondiscrimination Act of 2008; and (3) to tighten up the existing policy statement where it has a very broad statement that is somewhat unclear in terms of – not discriminating on any basis – which goes much further than federal law. Motion to approve made by Ms. Tergin, with the second being offered by Mr. Carmichael. Mr. Hoven commented that he would be voting against this motion due to what Ms. Dockery has noted, this is “form over substance.” He added that he thinks our existing policy is very clear – not discriminating against anyone – and it’s a policy he has respected. He does not believe a change is needed.

Motion passed 6-1 (Mr. Hoven voting nay).

b. Major Discussion Topic: Information Technology Infrastructure --- Mr. Jeff Morrissey, Chief Information Officer, began his presentation by showing the teamwork structure of the 145 centralized and distributed IT support employees across the MSU System. These employees are from: 1) Information Services Division – Springfield Campus; 2) IT Services Department – West Plains Campus; 3) Distributed IT support staff on the Springfield campus, and; 4) Faculty Center for Teaching and Learning. He explained that the Missouri State Information Technology Council (IT Council) was created eighteen years ago to serve as a clearing house for all major IT initiatives. The IT Council: 1) ensures initiatives are aligned with the University’s mission and planning documents; 2) reviews large information technology purchases, and; 3) reviews and develops IT policies, procedures, and standards. He next summarized the University’s current core infrastructure components: 1) Networks; 2) Computing and Telecommunications Centers; 3) Information Security; 4) Business and Application Systems; 5) Blackboard – Learning Management System; 6) Open-access Computer labs; and 7) Help Desk Services.

In moving forward, Mr. Morrissey next touched on the four major IT initiatives identified by the recent Visioning Task Force, what we are doing, and what we plan to do for each initiative. The four major initiatives are:

- 1) Hiring and retaining qualified staff, and continue to update the knowledge and skills of existing technology staff.
- 2) Optimizing the use of technology in teaching and learning, in collaboration with faculty and students.
- 3) Developing an enterprise IT architecture responsive to changing conditions and new opportunities.
- 4) Providing user support in the new normal – mobile, online education, cloud, and BYOD (Bring Your Own Device) environments.

A lengthy discussion was then held on how the University is meeting the IT challenges and needs of the campuses and the need to be responsive to ever-changing conditions and new opportunities.

11. **Closed Meeting** --- It was determined that the Board of Governors needed to meet in a closed session to consider items of business provided in the Revised Statutes of Missouri. Dr. Hofherr asked if a resolution authorizing a closed meeting of the Board was prepared. Thereupon, the following resolution was presented for consideration:

BE IT RESOLVED by the Board of Governors for Missouri State University that a closed meeting, with closed records and closed vote, be held immediately following this February 5, 2016, meeting of the Board of Governors to consider items of business pursuant to:


- a. R.S.Mo. 610.021(1). “Legal actions, causes of action, or litigation involving a public governmental body...”
- b.. R.S.Mo. 610.021(17). “Confidential or privileged communications between a public governmental body and its auditor,....”

Ms. Fry moved the approval of the resolution and Mr. Hoven seconded the motion.

A roll call vote on the resolution was as follows: those voting in favor – Governors Carmichael, Fry, Hofherr, Hoven, Seal, Spears, and Tergin; those voting against – none; those absent – Governors Gore and Miller

Dr. Hofherr declared the resolution passed unanimously.

12. **Date of Next Meeting** --- The date of the next regularly scheduled meeting was set for Thursday, March 31, 2016, at 9:00 a.m. at the Hilton St. Louis Downtown at the Arch, 400 Olive Street, St. Louis, Missouri.
13. **Adjournment** --- Dr. Hofherr adjourned the meeting at 3:10 p.m., on the motion of Mr. Hoven, the second of Ms. Fry, and the unanimous vote of the Board.



John W. McAlear
Secretary

III.A.1.

RECOMMENDED ACTION – Approval of 2016/2017 Athletics Employment Agreements for Catherine Ostoich as Head Coach of Field Hockey and Adam Lang as Assistant Strength and Conditioning Coach

The following resolution was moved by _____ and seconded by _____.

WHEREAS, Missouri State University desires to employ Catherine Ostoich as Missouri State University’s Head Coach for Field Hockey for a term running from March 4, 2016 through June 30, 2017, and Ms. Ostoich desires to accept such employment;

WHEREAS, an Athletics Employment Agreement for Ms. Ostoich is attached hereto and incorporated by reference as Exhibit A;

WHEREAS, the University desires to employ Adam Lang as Missouri State University’s Assistant Strength and Conditioning Coach for a term running from February 22, 2016 through June 30, 2017, and Mr. Lang desires to accept such employment; and

WHEREAS, the Athletics Employment Agreement for Mr. Lang is attached hereto and incorporated by reference as Exhibit B.

NOW, BE IT RESOLVED that the Board of Governors of Missouri State University approves and authorizes the President to execute the attached Employment Agreements for the Head Coach for Field Hockey and the Assistant Strength and Conditioning Coach.

VOTE: AYE _____

NAY _____

COMMENT:

Catherine Ostoich

In her capacity as Head Coach of Field Hockey, Catherine Ostoich will receive an annual salary of \$43,600. Additionally, Ms. Ostoich will be eligible to receive the following achievement payments:

- \$700 for Mid-American Conference (MAC) Regular Season Championship or Co-Championship;
- \$1,400 for MAC Tournament Championship; and
- \$700 per game played in NCAA Tournament.

Adam Lang

In his capacity as Assistant Strength and Conditioning Coach, Adam Lang will receive an annual salary of \$40,000. Additionally, Mr. Lang will be eligible to receive the following achievement payments:

- \$500 for regular season conference championship in football;
- \$250 for each regular season conference championship or co-championship in any other men's or women's sport; and
- \$250 for each men's or women's team that advances to NCAA post-season competition (excludes NIT/WNIT).

In addition, Mr. Lang will be provided with moving expense reimbursement, consistent with the reimbursement provided to other coaches.

Finally, Mr. Lang will be provided with a one-time stipend in the amount of \$930.68 to defray out-of-pocket medical expenses that he will incur from paying COBRA premiums until he and his wife are eligible for coverage under the University's health plan.



Missouri State
UNIVERSITY

ATHLETICS EMPLOYMENT AGREEMENT – HEAD COACH

This Employment Agreement (“Agreement”) is by and between the Board of Governors of Missouri State University (“University”) and the employee identified below (“Coach”).

By executing this Agreement, the University agrees to employ Coach, and Coach agrees to be employed by University, for the position, sport, and term identified below. In exchange for Coach’s services, the University will provide Coach with the compensation, achievement payments (if the contingencies are satisfied), and other benefits and incentives identified below.

The parties further agree to be bound by, and that the terms set forth herein are subject to, the Athletics Employment Agreement Terms and Conditions – Head Coach*, which is incorporated herein by this reference.

Name of Coach: Catherine Ostoich

Position: Head Coach

Sport: Field Hockey

Term: March 4, 2016 – June 30, 2017

Compensation: \$43,600 annually

Achievement Payments:

\$700 for Mid-American Conference (MAC) Regular Season Championship or MAC Regular Season Co-Championship; and \$1,400 for MAC Tournament Championship; and \$700 per game played in NCAA Tournament

Other Benefits and Incentives:

Coach may participate in camps and/or clinics

Moving expenses: The University agrees to reimburse Ms. Ostoich for any documented expenses associated with Ms. Ostoich relocation to Springfield, Missouri, including but not limited to packing, unpacking and moving expenses/fees for household items.

COACH

MISSOURI STATE UNIVERSITY



Catherine Ostoich

Clifton M. Smart III
President

3/8/16

Date

Date

*Athletics Employment Agreement Terms and Conditions – Head Coach dated March 18, 2013

ATHLETICS EMPLOYMENT AGREEMENT TERMS AND CONDITIONS – HEAD COACH

1. Term and Termination. This Agreement will automatically terminate at the end of the term identified in this Agreement (“Term”). If the parties do not execute a new agreement but Coach remains employed by the University at the end of the Term, all terms and conditions of this Agreement will continue to govern the parties’ relationship.

The University may terminate this Agreement, with or without advance notice, in its sole discretion, without owing any continuing obligation to pay Coach’s salary or perform any other obligations under this Agreement, if:

- a. Coach fails to perform as agreed, Coach otherwise breaches this Agreement, or termination is otherwise appropriate pursuant to the terms of the Employee Handbook; or
- b. Appropriations or unencumbered funds adequate to pay the obligations herein created become unavailable for any reason.

Additionally, Coach’s employment with the University shall be “at will” such that either party may terminate this Agreement, with or without cause, in its sole discretion, at any time.

2. Duties. Coach’s duties are set forth in the job description (as maintained by the University’s Office of Human Resources) associated with the position identified in this Agreement. Such job description is incorporated herein by this reference. Coach will be treated as an exempt employee for purposes of applicable wage and hour laws because Coach’s duties primarily involve teaching proper skills development to student-athletes and instructing student-athletes on physical health, team concepts, and safety, and because Coach will have a great deal of independent discretion and judgment as to the manner and method of such teaching and instruction. Coach shall faithfully serve the University; perform the aforementioned duties; at all times devote his or her whole time, attention, and energies to his or her duties to the University; and do and perform all services, act, and things the Director of Athletics and the Associate Director of Athletics direct.

3. Camps and Clinics. *This section applies only if this Agreement states that Coach may operate camps and/or clinics as an additional benefit and incentive.* If this Agreement so states, Coach may operate camps and clinics associated with the sport identified in this Agreement (“Sport”) for Coach’s own benefit. Coach understands and agrees that, though such camps and clinics may occur on University property, the University does not own, operate, or conduct such camps and clinics, the University is not responsible for any liabilities or other matters associated with such camps and clinics, and the University will not compensate Coach for operating such camps and clinics. The fee for each camp enrollee shall be established by Coach, and the income derived from such camp shall belong solely to Coach. Coach’s duties for the University do not include operating camps or clinics, but the University authorizes Coach to operate camps or clinics as outlined herein for Coach’s own benefit as an additional benefit and incentive. Coach may use the University’s names, logos and depictions in brochures and similar camp documentation. As it is the responsibility of the University to ensure compliance with NCAA rules, Coach will provide all camp records (e.g., rosters, applications, admissions information, bank statements, expense and payroll records, etc.) to the University upon request. If Coach operates a camp or clinic:

- a. Coach agrees to pay the University the amount (per enrollee or otherwise) set forth in this Agreement (if any such amount is set forth in this Agreement). Coach does not guarantee any number of enrollees.
- b. Coach agrees to secure commercial general liability insurance to cover its operation. Such insurance shall be in minimum liability limits of Three Hundred Thousand Dollars (\$300,000) per person, and Two Million Dollars (\$2,000,000) in the aggregate, with the Board of Governors of Missouri State University named as an additional insured. No such insurance shall be construed to constitute a waiver of any sovereign, governmental or official immunity.
- c. The University will provide facilities for such camp or clinic at no additional charge; however, University facilities provided for such camp or clinic shall be limited to those ordinarily used for the Sport, subject to such further limitations (if any) set forth in this Agreement.
- d. If this Agreement sets forth rates for residence hall housing for camp enrollees, the University will provide residence hall housing for camp enrollees at such rates.
- e. Coach will not alter the University’s facilities, will be responsible for all damages to the University’s facilities, and will comply with the University’s policies and reasonable instructions with regard to camp or clinic activities occurring on or in the University’s facilities.

4. Use of Automobile. *This section applies only if this Agreement states that Coach will have use of an automobile as an additional benefit and incentive.* If this Agreement so states, Coach shall be furnished with an automobile, pursuant to a lease agreement with the University, for Coach’s business and personal use as long as the University and/or Foundation receives sufficient automobiles (via trade-out with automobile dealers in relation to memberships in The Bears Fund) to fulfill all of the University’s commitments to provide automobiles to employees. If insufficient automobiles are available, the University has sole discretion to determine which employees will receive automobiles. The terms of the lease agreement shall control the use, maintenance, and insurance requirements applicable to such automobile; and Coach

will be responsible for ensuring compliance with all such requirements. Without limitation to the foregoing, Coach understands and agrees that Coach (and not the University) is individually responsible for maintaining insurance for the automobile.

5. Employee Handbook and University Policies. Coach’s employment shall be subject to and governed by the Employee Handbook for Administrative, Professional, and Support Staff Employees (“Employee Handbook”) and all other applicable University policies, practices, and protocols. Coach understands and agrees that policies, practices, protocols, and Employee Handbook provisions may be adopted, revoked, and changed at any time with or without notice. Coach’s employment is not subject to the Faculty Handbook, and Coach is not entitled to tenure or any other rights, privileges, or protections afforded to faculty.

6. Professional and Moral Conduct Requirement. It is understood Coach is being employed by the University, by a member institution of the National Collegiate Athletic Association, for the purpose of administering, conducting and coaching intercollegiate athletics. Coach agrees he or she will diligently conduct himself or herself in such a manner that NCAA regulations and codes of conduct now existing or hereinafter enacted, will be fully complied with, in all particulars, including, but not limited to, the following:

- a. Participating student-athletes shall deport themselves with honesty and sportsmanship at all times so that intercollegiate athletics as a whole, the institution, and they as individuals, shall represent the honor and dignity of fair play and the generally-recognized high standards associated with wholesome, competitive sports.
- b. Staff members of the University’s Athletics Department shall not accept compensation or gratuities of any kind whatsoever, either directly or indirectly, for representing a professional sports organization in the scouting or contacting of athletics talent or the negotiating of a contract. In this regard, any compensational arrangement between a professional sports organization and the University’s staff member (e.g., for scouting other professional teams or assisting the professional employer in coaching his or her team) shall be considered *prima facie* evidence of an indirect arrangement to assure the staff member’s assistance in evaluating or procuring college talent.
- c. Staff members of the University, or others serving on NCAA committees or acting as consultants, shall not, directly or by implication, use the NCAA’s name or their affiliation with the NCAA in the endorsement of products or services.
- d. Staff members of the University’s Athletics Department shall not knowingly participate, directly or indirectly, in the management, coaching, officiating, supervision, promotion or player selection or any all-star contest involving student-athletes which is not certified by the NCAA’s Extra Events committee.
- e. Staff members of the University’s Athletics Department shall not represent, directly or indirectly, a student-athlete in the marketing of athletics ability or reputation to a professional sports team or professional sports organization, and shall not receive compensation or gratuities of any kind, directly or indirectly, for such services.
- f. Coach is required to provide a written detailed account annually to the University President for all athletically related income and benefits from sources outside the institution. In addition, the approval of all athletically related income and benefits shall be consistent with the institution’s policy related to outside income and benefits applicable to all full-time or part-time employees. Sources of such income shall include, but are not limited to, the following:
 - Income from annuities;
 - Sports camps;
 - Housing benefits (including preferential housing arrangements);
 - Country club memberships;
 - Complimentary ticket sales;
 - Television and radio programs; and
 - Endorsement or consultation contracts with athletics shoe, apparel or equipment manufacturers.
- g. Coach further agrees that he or she may be suspended for a period of time, without pay, or that his or her employment may be terminated, notwithstanding any other provisions of this agreement, if he or she is found to be involved in deliberate and serious violations of any NCAA regulations.

7. Miscellaneous. The laws of the State of Missouri shall govern this Agreement. The parties agree that any lawsuit arising from any dispute or alleged breach of this Agreement shall be brought in the Circuit Court of Greene County, Missouri. This Agreement contains all terms and conditions agreed upon by the parties, and all prior agreements between the parties are void. This Agreement may be modified only by a written instrument executed by the parties hereto.

March 18, 2013



Missouri State UNIVERSITY

ATHLETICS EMPLOYMENT AGREEMENT – ADMINISTRATOR

This Employment Agreement (“Agreement”) is by and between the Board of Governors of Missouri State University (“University”) and the employee identified below (“Administrator”).

By executing this Agreement, the University agrees to employ Administrator, and Administrator agrees to be employed by University, for the position and term identified below. In exchange for Administrator’s services, the University will provide Administrator with the compensation, achievement payments (if the contingencies are satisfied), and other benefits and incentives identified below.

The parties further agree to be bound by, and that the terms set forth herein are subject to, the Athletics Employment Agreement Terms and Conditions – Administrator*, which is incorporated herein by this reference.

Name of Administrator: Adam Lang

Position: Assistant Strength and Conditioning Coach

Term: February 22, 2016 – June 30, 2017

Compensation: \$40,000

Achievement Payments:

\$500 for regular season conference championship in Football; or
\$250 for each regular season conference championship or co-championship in any other men’s or women’s sport; and
\$250 for each men’s or women’s team that advances to NCAA post-season competition (excludes NIT/WNIT).

Other Benefits and Incentives:

Moving expenses: The University agrees to reimburse Mr. Lang for any documented expenses associated with Mr. Lang relocation to Springfield, Missouri, including but not limited to packing, unpacking and moving expenses/fees for household items.

One-Time Insurance Expense Stipend. To aid Mr. Lang in insurance COBRA pay due to pregnancy of wife. The University will provide Mr. Lang with a one-time stipend of \$930.68 to defray the out-of-pocket medical expenses he incurs between employment.

ADMINISTRATOR

MISSOURI STATE UNIVERSITY

Adam Lang

Clifton M. Smart III
President

Date

Date

*Athletics Employment Agreement Terms and Conditions – Administrator dated March 18, 2013

ATHLETICS EMPLOYMENT AGREEMENT TERMS AND CONDITIONS – ADMINISTRATOR

1. Term and Termination. This Agreement will automatically terminate at the end of the term identified in this Agreement (“Term”). If the parties do not execute a new agreement but Administrator remains employed by the University at the end of the Term, all terms and conditions of this Agreement will continue to govern the parties’ relationship.

The University may terminate this Agreement, with or without advance notice, in its sole discretion, without owing any continuing obligation to pay Administrator’s salary or perform any other obligations under this Agreement, if:

- a. Administrator fails to perform as agreed, Administrator otherwise breaches this Agreement, or termination is otherwise appropriate pursuant to the terms of the Employee Handbook; or
- b. Appropriations or unencumbered funds adequate to pay the obligations herein created become unavailable for any reason.

Additionally, Administrator’s employment with the University shall be “at will” such that either party may terminate this Agreement, with or without cause, in its sole discretion, at any time.

2. Duties. Administrator’s duties are set forth in the job description (as maintained by the University’s Office of Human Resources) associated with the position identified in this Agreement. Such job description is incorporated herein by this reference. Administrator will be treated as an exempt employee for purposes of applicable wage and hour laws because Administrator’s duties primarily involve organizing and administering athletics programs, supervising sports programs, and supervising personnel associated with sports programs. Administrator will have a great deal of independent discretion and judgment as to the manner and method of such duties. Administrator shall faithfully serve the University; perform the aforementioned duties; at all times devote his or her whole time, attention, and energies to his or her duties to the University; and do and perform all services, act, and things the Director of Athletics directs.

3. Use of Automobile. *This section applies only if this Agreement states that Administrator will have use of an automobile as an additional benefit and incentive.* If this Agreement so states, Administrator shall be furnished with an automobile, pursuant to a lease agreement with the University, for Administrator’s business and personal use as long as the University and/or Foundation receives sufficient automobiles (via trade-out with automobile dealers in relation to memberships in The Bears Fund) to fulfill all of the University’s commitments to provide automobiles to employees. If insufficient automobiles are available, the University has sole discretion to determine which employees will receive automobiles. The terms of the lease agreement shall control the use, maintenance, and insurance requirements applicable to such automobile; and Administrator will be responsible for ensuring compliance with all such requirements. Without limitation to the foregoing, Administrator understands and agrees that Administrator (and not the University) is individually responsible for maintaining insurance for the automobile.

4. Employee Handbook and University Policies. Administrator’s employment shall be subject to and governed by the Employee Handbook for Administrative, Professional, and Support Staff Employees (“Employee Handbook”) and all other applicable University policies, practices, and protocols. Administrator understands and agrees that policies, practices, protocols, and Employee Handbook provisions may be adopted, revoked, and changed at any time with or without notice. Administrator’s employment is not subject to the Faculty Handbook, and Administrator is not entitled to tenure or any other rights, privileges, or protections afforded to faculty.

5. Professional and Moral Conduct Requirement. It is understood Administrator is being employed by the University, by a member institution of the National Collegiate Athletic Association, for the purpose of administering, conducting and coaching intercollegiate athletics. Administrator agrees he or she will diligently conduct himself or herself in such a manner that NCAA regulations and codes of conduct now existing or hereinafter enacted, will be fully complied with, in all particulars, including, but not limited to, the following:

a. Participating student-athletes shall deport themselves with honesty and sportsmanship at all times so that intercollegiate athletics as a whole, the institution, and they as individuals, shall represent the honor and dignity of fair play and the generally-recognized high standards associated with wholesome, competitive sports.

b. Staff members of the University’s Athletics Department shall not accept compensation or gratuities of any kind whatsoever, either directly or indirectly, for representing a professional sports organization in the scouting or contacting of athletics talent or the negotiating of a contract. In this regard, any compensational arrangement between a professional sports organization and the University’s staff member (e.g., for scouting other professional teams or assisting the professional employer in coaching his or her team) shall be considered *prima facie* evidence of an indirect arrangement to assure the staff member’s assistance in evaluating or procuring college talent.

c. Staff members of the University, or others serving on NCAA committees or acting as consultants, shall not, directly or by implication, use the NCAA’s name or their affiliation with the NCAA in the endorsement of products or services.

d. Staff members of the University’s Athletics Department shall not knowingly participate, directly or indirectly, in the management, coaching, officiating, supervision, promotion or player selection or any all-star contest involving student-athletes which is not certified by the NCAA’s Extra Events committee.

e. Staff members of the University’s Athletics Department shall not represent, directly or indirectly, a student-athlete in the marketing of athletics ability or reputation to a professional sports team or professional sports organization, and shall not receive compensation or gratuities of any kind, directly or indirectly, for such services.

f. Administrator is required to provide a written detailed account annually to the University President for all athletically related income and benefits from sources outside the institution. In addition, the approval of all athletically related income and benefits shall be consistent with the institution’s policy related to outside income and benefits applicable to all full-time or part-time employees. Sources of such income shall include, but are not limited to, the following:

- Income from annuities;
- Sports camps;
- Housing benefits (including preferential housing arrangements);
- Country club memberships;
- Complimentary ticket sales;
- Television and radio programs; and
- Endorsement or consultation contracts with athletics shoe, apparel or equipment manufacturers.

g. Administrator further agrees that he or she may be suspended for a period of time, without pay, or that his or her employment may be terminated, notwithstanding any other provisions of this agreement, if he or she is found to be involved in deliberate and serious violations of any NCAA regulations.

6. Miscellaneous. The laws of the State of Missouri shall govern this Agreement. The parties agree that any lawsuit arising from any dispute or alleged breach of this Agreement shall be brought in the Circuit Court of Greene County, Missouri. This Agreement contains all terms and conditions agreed upon by the parties, and all prior agreements between the parties are void. This Agreement may be modified only by a written instrument executed by the parties hereto.

III.B.1.

RECOMMENDED ACTION - Approval of Actions Concerning Academic Employees.

The following resolution was moved by _____ and seconded by _____:

BE IT RESOLVED by the Board of Governors for Missouri State University that the actions indicated for academic employees of the West Plains Campus, as itemized below, are hereby approved.

(See Addendum A for Supplemental Payments for the spring 2016 semester)

(See Addendum B for Per Course Faculty for the spring 2016 semester)

VOTE: **AYE** _____

NAY _____

ADDENDUM A**Supplemental payments for the spring 2016 semester:**

<u>Name</u>	<u>Department</u>	<u>Salary</u>
Leigh Adams	ENG	\$1,069
Cathy Boys	AGR/CIS/IDS/QBA/LWE/LWE Internship/ Div. Chair duties	\$8,078
Cindy Bridges	MGT	\$1,800
Thora Broyles	IDS	\$3,507
Judy Carr	PSY/SOC/Div. Chair duties	\$7,990
Barbara Caton	ALH/NUR	\$6,711
Anyta Cavitt	IDS	\$1,000
Christine Combs	EDU	\$1,400
Melinda Denton	MTH	\$743
Ana Estrella	BIO/BMS	\$644
James Hart	CIS/TEC	\$250
Ronald Hensley	TEC	\$3,125
Mina Higgins	NUR	\$544
Lindsay Hill	NUR	\$1,432
Phillip Howerton	ENG	\$3,672
Carla Huddleston	NUR	\$3,791
Joyce Jennings-Pineda	BMS	\$2,352
Seongchun Kwon	MTH/IDS	\$1,217
Kathy Mann	COM	\$1,500
Jason McCollom	HST	\$3,000
Renee Moore	CFD/CFD Internships	\$9,558
Michael Orf	HST	\$4,200
Gary Phillips	COM/IDS	\$1,299
Alex Pinnon	HNR/PHI	\$4,471
Jacob Poulette	CGP Internships	\$250
Frank Anthony Priest	ENG	\$4,066
Joseph Rugutt	CHM	\$4,193
Dasha Russell	ACC/CIS/ACC Internships	\$1,370
Scott Schneider	CIS	\$2,004
Brenda Smith	CFD	\$3,853
Deanna Smith	ECO	\$1,800
Rogers Taylor	IDS	\$1,000
Rajiv Thakur	GRY	\$1,315
Jay Towell	MTH/Div. Chair duties	\$10,224
Jerry Trick	MTH/PSY/IDS Coord. duties	\$5,200
Lisa Wade	NUR	\$2,186
Laurie Wall	CFD	\$1,200
V. Jan Ward	EDU	\$6,776
Ben Wheeler	BIO	\$2,881
David White	BUS/MGT/IDS EPR/Dist. Learning Coord./ EPR &MGT Internships	\$8,923
Linda Wulff-Risner	AGR/AGR Internship	\$5,566

ADDENDUM B

The following have been appointed as Per Course Faculty for the spring 2016 semester:

<u>Name</u>	<u>Department</u>	<u>Salary</u>
Josefina Adriance	VIN	\$1,800
Valda Aguero	ART	\$1,800
Dalena Allen	MTH	\$1,800
Ray Allen	VIN	\$2,202
Virginia Allsman	PSY	\$1,800
Elliott Anderson	REL	\$3,600
Mark Basom	MKT	\$1,800
Beverly Bishop	MTH	\$1,800
Sherryl Brannan	KIN	\$1,404
Joshua Brown	PLS	\$2,100
Sharon Bynum	HST	\$5,400
Cleo Fawn Cockrum	IDS	\$1,800
Krystal Colvin	ALH	\$1,800
Ruth Cooke	REL	\$1,800
Lillard Davis	HST/GRY	\$3,000
Mary Ann Davis	GLG	\$2,170
Joseph Driscoll	FIN	\$1,800
Jerry Dunn	PSY	\$1,800
Barbara Dykes	CHM	\$4,355
Dennis Emslie-Drummond	VIN	\$1,200
Paula England	CFD	\$2,004
Nathan Ferree	ART/CGP	\$3,600
Connie Fikter	ALH	\$5,826
Kathy Fisher	PLS	\$6,300
Stephen Fugitt	REL	\$4,200
Mark Fugitt	PHI/REL	\$3,600
John Giannini	VIN	\$3,600
Joseph Golden	BIO	\$3,038
Lesa Hall	CIS	\$4,008
William David Hall	MUS	\$550
Frank Hamill	VIN	\$2,100
Phillip Hamilton	AGR	\$3,038
Darrell Hampsten	EPR	\$3,130
John Hansen	ENG	\$2,700
Sherry Harper-McAfee	COM	\$5,400
William T. Hass	LAW	\$2,100
Danny Hobbs	PSY	\$1,800
Linda Hobbs	MTH	\$4,008
Rebecca Holman	SOC	\$3,600
Melissa Hufstedler	MUS	\$1,800
Billie Hutchings	SWK	\$1,800
Craig Jennings	AGR	\$1,068
Janice Johnson	IDS	\$1,800
Candace Killian	HST	\$2,100
Carl Kimmons	CGP/CSC	\$4,608
Robert Kitt	ART	\$1,800
Barbara Luna	CIS	\$4,008
Darrell Mahan	SOC	\$3,600

ADDENDUM B, cont'd.

<u>Name</u>	<u>Department</u>	<u>Salary</u>
Elizabeth Mahan	PSY	\$1,800
Howard Mainprize	BIO	\$4,676
Bonnie Majkut	ENG	\$1,800
David Mayers	ENV/BIO	\$5,208
Debra Mayers	BIO	\$3,444
Angela McCully	CIS	\$2,004
Scott McWilliams	AGR	\$3,850
Diane Moore	MTH	\$1,800
Heather Mulford	CIS	\$4,008
Mary Mutrux	GRY	\$5,616
Michele Nigliazzo	LAW	\$2,100
Norma Ogletree	PSY	\$1,800
Patricia Orchard	EDU	\$1,400
Joseph Oslakovic	MTH	\$1,800
Merilark Padgett-Johnson	VIN	\$4,200
R. A. Pendergrass	PLS	\$4,200
Bonnie Peterson	PHY/PSY	\$2,604
Shelia Priest	REL	\$1,800
Sandra Ross	CIS	\$4,008
Ashley Rowan	ENG	\$3,000
Laurette Roylance	BIO	\$3,006
Randy Story	COM/THE	\$3,600
Krista Tate	HST	\$1,800
Bethany Teeter	CRM	\$3,600
Patricia Thakur	PSY	\$1,800
Sonie Trotter	COM/PSY	\$3,600
Susan Trowbridge	SPN	\$1,800
Eric Tumminia	ENG	\$3,600
Alice Vandergriff	ART	\$5,400
Peggy Walton	COM	\$1,800
Terri Whitsell	IDS	\$4,200
Barbara Williams	ART	\$1,800
Bridget Williams	IDS	\$1,400
Julie Williams	IMT	\$2,100
Nicholas Xidis	AST/PHY	\$5,412
Wendy Ziegler	ART	\$3,010

III.B.2.

RECOMMENDED ACTION - Approval of Actions Concerning Non-Academic Employees.

The following resolution was moved by _____ and seconded by _____ :

BE IT RESOLVED by the Board of Governors for the Missouri State University that the actions indicated for non-academic employees of the West Plains Campus, as itemized below, are hereby approved.

APPOINTMENT:

<u>Name</u>	<u>Position-Department</u>	<u>Grade</u>	<u>Salary</u>	<u>Effective</u>
Jordan E.S. Kimbrough	Custodian I WP Physical Plant	21	\$9.75 Hourly	03/14/2016

RESIGNATION:

<u>Name</u>	<u>Position-Department</u>	<u>Effective</u>
Rogers L. Taylor	Coordinator Student Life & Development WP Student Life & Development	03/09/2016

VOTE: **AYE** _____

NAY _____

III.C.1.

RECOMMENDED ACTION - Approval of Procurement Activity Report

The following resolution was moved by _____
and seconded by _____.

BE IT RESOLVED by the Board of Governors for Missouri State University that the attached Activity Report for all reportable actions since the last Board of Governors' meeting, as presented by the Office of Procurement Services, be approved.

VOTE: **AYE** _____
 NAY _____

COMMENTS:

Recommend the attached report summarizing all reportable Office of Procurement Services activity from January 20, 2016 through March 16, 2016 be approved.

**ACTIVITY REPORT
MISSOURI STATE UNIVERSITY
OFFICE OF PROCUREMENT SERVICES**

FOR APPROVAL

Exercise contract renewal option for the purchase of goods and services estimated > \$100,000

**Outcomes Tracking Software \$27,500.00
Career Center (Year One \$27,500/Total Five-Year Contract \$101,500.00)**

In response to required advertising, three (3) bids were received for outcomes tracking software for the Career Center. The purpose of the software is to capture employment, continuing education, and outcome data from students and alumni, and provide reporting capabilities and data analytics. The software will enable the University to comply with a new performance funding measure that is tied to collecting and reporting graduate outcomes.

Cost/Price was evaluated and scored by the Office of Procurement Services. The non-cost factors were evaluated and scored by a committee of six (6) representing the end users. Based on the factors considered, 12Twenty received the highest total evaluated score.

The Career Center recommends that a contract be awarded to 12Twenty as the best offer. Approval is requested for the original contract period of May 1, 2016 through April 30, 2017 at a cost of \$27,500.00, and subject to providing satisfactory service, four (4) one-year renewal options under the terms of the contract, at a cost of \$18,500.00 annually, for a total cost of \$101,500.00 for the full five-year period.

Note: Funding to be from the FY16 operational budget.

January 20, 2016 through March 16, 2016

**ACTIVITY REPORT
PAGE TWO**

FOR INFORMATIONAL PURPOSES ONLY

Single Purchase > \$25,000 < \$100,000 from established cooperative contract

**Portable Radios \$26,199.41
Center for Resource Planning and Management**

Pursuant to University policy, which allows for participation in contract agreements established by other public entities, the University is utilizing the National Association of State Procurement Officials cooperative contract with Command 1 LLC to purchase portable radios for the Center for Resource Planning and Management.

The portable radios are necessary to sustain the operational capabilities of the Missouri Region D Skylab Communications Vehicle, as housed and maintained by the Springfield/Greene County Office of Emergency Management. These radios will replace aging and obsolete equipment that is currently beyond its lifecycle and due for replacement as a result of new technologies and end of functional use.

A purchase order has been issued to Command 1 LLC.

Note: Funding to be from the FY16 Homeland Security Regionalization Program Grant.

Single Feasible Source > \$25,000 < \$100,000

**Broadband Magnetic Sensors \$28,670.00
Geography, Geology and Planning**

Pursuant to University policy, which addresses justification for making awards on a single feasible source basis, the University has purchased three broadband magnetic sensors for Geography, Geology and Planning.

The broadband magnetic sensors are to be used on a Phoenix Magnetotelluric (MT) system that the University already owns. The current MT system is a Phoenix system and only Phoenix magnetic sensors will work with it. The new sensors will record a wider range of frequencies than the current ones, allowing imaging of different depths into the earth's surface.

January 20, 2016 through March 16, 2016

**ACTIVITY REPORT
PAGE THREE**

A purchase order has been issued to Phoenix Geophysics, the manufacturer of the required magnetic sensors.

Note: Funding to be from the FY16 operational budget.

Single Feasible Source > \$25,000 < \$100,000

Ethernet Circuit for 1514 S Glenstone **\$30,000.00**
Networking and Telecommunications **(Three Year Cost)**

Pursuant to University policy, a contract/agreement has been consummated with City Utilities – SpringNet as the single feasible source for Ethernet circuit service to 1514 South Glenstone. A three-year term was determined to be the most cost effective. Applicable cost components are as follows:

One-Time Installation Cost:	\$ 1,200.00
Monthly Recurring Cost [\$800.00 x 36 months]:	<u>\$28,800.00</u>
Total Three-Year Cost:	\$30,000.00

City Utilities is the only known source able to provide Ethernet circuit service to 1514 South Glenstone. In 2010, the University issued a formal solicitation for similar service to the DARR Agricultural Center. This solicitation was issued to City Utilities, AT&T and Windstream. City Utilities was the only vendor to respond. At this time, there are no other known sources able to provide this service.

Service is scheduled to begin no later than May 1, 2016.

Note: Initial year funding and installation cost to be from the FY16 operational budget.

Exercise of contract renewal option for the purchase of goods and services estimated > \$25,000 < \$100,000

Kitchen Hood Exhaust Systems Cleaning Services **\$30,520.00**
Food Service **(Estimated)**

Contract C6947-1 with Hydro-Clean LLC to provide kitchen hood exhaust systems cleaning services for campus food services will be renewed for the period of May 17, 2016 through

January 20, 2016 through March 16, 2016

**ACTIVITY REPORT
PAGE FOUR**

May 16, 2017. This is the first of four available contract renewal options. Prices will remain unchanged in accordance with the contract.

Note: Funding to be from the FY16 operational budget.

Single Feasible Source > \$25,000 < \$100,000

**Oracle Software Maintenance Renewal \$32,739.28
Computer Services**

Pursuant to University policy, which addresses justification for making awards on a single feasible source basis, the University has renewed maintenance support for the Oracle software licenses on campus.

The software includes Tuning Pack, Diagnostics Pack and a Database Gateway for DRDA. These tools are used to perform a comprehensive set of real-time and automatic performance diagnostics. They also facilitate improvement of application performance through real-time monitoring of database operations and built-in tuning advisors.

A purchase order has been issued to Oracle America Incorporated.

Note: Funding to be from the FY16 operational budget.

Single purchase > \$25,000 < \$100,000 that was not competitively bid

**Annual Software Maintenance Support for eVisions \$35,295.00
Form Fusion and Intellectcheck Software Products
Computer Services**

Payment processed to eVisions for annual software system maintenance support for Form Fusion; Intellectcheck; and Argos software tools/products purchased under ERP Contract C3284-1, Amendment Two for Computer Services for the period April 1, 2016 through March 31, 2017. Amendment Two was approved by the Board on December 14, 2007.

Note: Funding to be from the FY16 operational budget.

January 20, 2016 through March 16, 2016

**ACTIVITY REPORT
PAGE FIVE**

Single Feasible Source > \$25,000 < \$100,000

**FEI Scanning Electron Microscope Service and Support Agreement \$36,360.00
College of Natural and Applied Sciences**

In 2008, the University competitively procured a Field Emission Scanning Electron Microscope for the Department of Physics, Astronomy and Materials Science from FEI Company. The warranty for this equipment has expired and the department purchased a service agreement from the vendor to continue the service and support of the equipment.

The service agreement will cover regular maintenance as well as one-time issues due to equipment malfunctions. The coverage period is February 9, 2016 through February 8, 2017.

Note: Funding to be from the FY16 operational budget.

Single purchase > \$25,000 < \$100,000 that was competitively bid

**Bulk Cattle Feed \$40,000.00
Agriculture (Estimated)**

In response to required advertising, only one bid was received for the purchase of bulk cattle feed for Journagan Ranch in Mountain Grove for the period January 1, 2016 through March 31, 2016.

A purchase order has been issued to MFA Agri Services of Mountain Grove.

Note: Funding to be from the FY16 operational budget.

Single Feasible Source > \$25,000 < \$100,000

**Automated Tissue Processor \$53,638.30
Biomedical Sciences**

Pursuant to University policy, which addresses justification for making awards on a single feasible source basis, the University has purchased an automated tissue processor for Biomedical Sciences.

January 20, 2016 through March 16, 2016

**ACTIVITY REPORT
PAGE SIX**

Biomedical Sciences requires an automated tissue processor designed for research histopathology. The Lecia automated tissues processor is the only one available on the market that meets the required key features to augment histological processing for undergraduate and graduate research projects, as well as classroom instruction.

A purchase order has been issued to North Central Instruments.

Note: Funding to be from the FY16 operational budget.

Exercise of contract renewal option for the purchase of goods and services estimated > \$25,000 < \$100,000

Fire Detection and Suppression Systems Repair Services **\$54,000.00**
Campus Wide **(Estimated)**

Contract C4194-1, Amendment Two with SimplexGrinnel to provide fire detection and suppression systems repair services will be renewed for the period of May 16, 2016 through May 15, 2017. This is the third of four available contract renewal options. Prices will remain unchanged. This contract is for repair services only. Fire detection and suppression system inspection and testing services are performed under a separate contract.

Note: Funding to be from the FY16 operational budget.

Single purchase > \$25,000 < \$100,000 from established cooperative contract

Chiller Maintenance **\$72,260.76**
Facilities Management **(Estimated)**

Pursuant to University policy, which allows for participation in contract agreements established by other public entities, the University will utilize HVAC Equipment and Service Cooperative Contract R150502 with TRANE U.S. Incorporated to provide annual inspection, maintenance and repair services for five centrifugal chillers located on the Missouri State University campus.

Maintenance services will be provided under the contract for a period of five (5) years beginning on or about March 1, 2016 and ending on February 28, 2021. The estimated cost for five years and five chillers is \$72,260.76 per the schedule below. The University will be billed annually at a cost of \$14,452.15 per year.

January 20, 2016 through March 16, 2016

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Wells House Chiller:	\$10,550.51
Meyer Library Chiller:	\$20,778.36
Karl's Hall Power House:	\$10,550.51
Hammons Student Center:	\$20,778.36
Woods House:	<u>\$ 9,603.02</u>
Total Five-Year Cost:	\$72,260.76

Note: Funding for the first year to be from the FY16 operational budget.

III.D.1.

RECOMMENDED ACTION - Approval of Activity Report for the month of January 2016.

The following resolution was moved by _____ and seconded by _____:

BE IT RESOLVED by the Board of Governors for Missouri State University that the attached Activity Report for the month of January 2016, as presented by Planning, Design & Construction, be accepted and approved.

VOTE: **AYE** _____

NAY _____

COMMENTS:

This report lists all activities of Planning, Design & Construction with respect to bids received, notices to proceed, change orders, and activity on consultant contracts.

It is recommended that the attached report be accepted.

**ACTIVITY REPORT
MISSOURI STATE UNIVERSITY
PLANNING, DESIGN & CONSTRUCTION**

January 2016

This report documents activities managed by Planning, Design & Construction for the month of January 2016. The projects listed here may be for a budget level that does not require formal action by the Board of Governors. Any and all project bids, notices to proceed, approved change orders, and activity on consultant contracts are listed on this monthly activity report.

January 11, 2016

New Construction	Project Budget
Davis-Harrington Welcome Center	\$6,375,000.00

A change order was signed with Wright Construction, Inc. in the amount of \$42,317.40. This is the eighth change order on this project. Work added under this change order modifies the building signage. The contract amount will be increased to \$4,963,814.27. This project is being funded by the University Welcome Center budget.

New Construction	Project Budget
Davis-Harrington Welcome Center	\$6,375,000.00

A change order was signed with Wright Construction, Inc. in the amount of \$45,940.15. This is the ninth change order on this project. Work added under this change order removes unsuitable soil from the project site and fifteen calendar days will be added to the contract completion date. The contract amount will be increased to \$5,009,754.42. This project is being funded by the University Welcome Center budget.

New Construction	Project Budget
Davis-Harrington Welcome Center	\$6,375,000.00

A change order was signed with Wright Construction, Inc. in the amount of \$43,986.60. This is the tenth change order on this project. Work added under this change order replaces asphalt paving at Parking Lot 14 and ninety-nine calendar days will be added to the contract completion date. The contract amount will be increased to \$5,053,741.02. This project is being funded by the University Welcome Center budget.

Resurface Basketball Courts	Project Budget
Bill R. Foster and Family Recreation Center	\$11,000.00

A change order was signed with Kenmar Construction, Inc. in the amount of \$854.35. This is the first change order on this project. Work added under this change order includes screening the existing basketball courts. The contract amount will be increased to \$10,152.35. This project is being funded by the Campus Recreation budget.

January 13, 2016

**Install Bathtub and Shower Liner, Suite 121
Freudenberger House**

**Project Budget
\$5,500.00**

A notice to proceed was issued to Kenmar Construction, Inc. in the amount of \$4,634.35. This project was issued under the FY16 Job Order Contracting Services agreement. Work under this project provides and installs a bathtub and shower liner in suite 121.

The project budget has been established as follows:

Project Budget	
Consulting Fees	\$ 0.00
Construction Contracts	4,634.35
Project Administration	250.00
Construction Contingency	615.65
Furniture, Fixtures, and Equipment	0.00
Telecommunications	0.00
Relocation Costs	<u>0.00</u>
Total Project Budget	\$5,500.00

This project is being funded by the Residence Life Refurbishing budget.

January 14, 2016

**Renovation
Ellis Hall**

Following approval at the October Board of Governors' Executive Committee meeting, a contract was signed with Patterhn Ives, LLC for services in conjunction with the renovation of Ellis Hall. The fixed fee for the consultant's work is \$630,000.00 plus reimbursables. This project is being funded by the Ellis Hall Renovation budget.

January 22, 2016

**Install Tribute Mural
John Q. Hammons Arena**

**Project Budget
\$12,017.39**

A notice to proceed was issued to Kenmar Construction, Inc. in the amount of \$10,826.39. This project was issued under the FY16 Job Order Contracting Services agreement. Work under this project installs a wall mural in tribute to the generosity of Betty and Bobby Allison for projects on campus and in Springfield.

The project budget has been established as follows:

Project Budget	
Consulting Fees	\$ 0.00
Construction Contracts	10,826.39
Project Administration	108.00
Construction Contingency	1,083.00
Furniture, Fixtures, and Equipment	0.00
Telecommunications	0.00
Relocation Costs	<u>0.00</u>
Total Project Budget	\$12,017.39

This project is being funded by the All Sports - Men budget.

New Construction	Project Budget
Davis-Harrington Welcome Center	\$6,375,000.00

A change order was signed with Wright Construction, Inc. in the amount of \$44,532.19. This is the eleventh change order on this project. Work added under this change order includes site improvements and National Avenue signage. The contract amount will be increased to \$5,098,273.21. This project is being funded by the University Welcome Center budget.

Replace Dish Machine	Project Budget
Garst Dining Center	\$41,000.00

A change order was signed with Kenmar Construction, Inc. for a deduct in the amount of \$9,584.35. This is the first change order on this project. Work added under this change order reflects a lower cost installing the dish machine. The contract amount will be decreased to \$27,300.15. This project is being funded by the Garst Dishwasher Install budget.

Solar Stop QR Code Plaque	Project Budget
Campus Bikeways	\$4,500.00

A change order was signed with Kenmar Construction, Inc. in the amount of \$235.09. This is the first change order on this project. This change order installs adhesive stickers with a printed QR code to the signage that offers information about sustainability and the solar array. The contract amount will be increased to \$2,963.01 and fourteen calendar days will be added to the contract completion date. This project is being funded by the Sustainability – Solar Stop budget.

January 26, 2016

Relocate Sanitary Sewer	Project Budget
Glass Hall	\$156,165.00

A change order was signed with Trotter Construction, LLC for a deduct in the amount of \$9,480.00. This is the first change order on this project. This change order eliminates street repairs and a temporary sidewalk from the scope of work. The contract amount will be decreased to \$83,520.00. This project is being funded by the Glass Hall Renovation and Addition budget.

January 27, 2016

**Relocate Sanitary Sewer
Glass Hall**

**Project Budget
\$156,165.00**

A change order was signed with Trotter Construction, LLC in the amount of \$3,775.15. This is the second change order on this project. Work added under this change order clears gravel from the utility trench. The contract amount will be increased to \$87,295.15. This project is being funded by the Glass Hall Renovation and Addition budget.

**Laboratory Renovations
Temple Hall**

**Project Budget
\$3,378,095.00**

A change order was signed with Carson-Mitchell, Inc. in the amount of \$20,311.53. This is the fifth change order on this project. Work added under this change order installs an eye wash station and water faucets. The contract amount will be increased to \$2,786,760.17. This project is being funded by the Temple Laboratory Renovations budget.

January 28, 2016

**Tornado Community Safe Room
Sunvilla West**

**Project Budget
\$1,859,750.00**

A contract was signed with Palmerton & Parrish, Inc. for services in conjunction with material testing and special inspections. The hourly not-to-exceed fee for the consultant's work is \$12,717.50. This project is being funded by the Residence Life – Hazard Mitigation Grant Program Safe Room budget.

January 31, 2016

**Upgrade Fire Prevention in Rooms
Hutchens House**

A contract was signed with Malone Finkle Eckhardt & Collins for services in conjunction with the upgrade of the fire alarm system. The fixed fee for the consultant's work is \$17,500.00. This project is being funded by the Residence Life Refurbishing budget.

III.D.2.

RECOMMENDED ACTION - Approval of Activity Report for the month of February 2016.

The following resolution was moved by _____ and seconded by _____:

BE IT RESOLVED by the Board of Governors for Missouri State University that the attached Activity Report for the month of February 2016, as presented by Planning, Design & Construction, be accepted and approved.

VOTE: **AYE** _____

NAY _____

COMMENTS:

This report lists all activities of Planning, Design & Construction with respect to bids received, notices to proceed, change orders, and activity on consultant contracts.

It is recommended that the attached report be accepted.

**ACTIVITY REPORT
MISSOURI STATE UNIVERSITY
PLANNING, DESIGN & CONSTRUCTION**

February 2016

This report documents activities managed by Planning, Design & Construction for the month of February 2016. The projects listed here may be for a budget level that does not require formal action by the Board of Governors. Any and all project bids, notices to proceed, approved change orders, and activity on consultant contracts are listed on this monthly activity report.

February 1, 2016

Install Additional Linesets **Project Budget**
Juanita K. Hammons Hall for the Performing Arts **\$159,900.00**

A change order was signed with Bales Construction Company, Inc. in the amount of \$9,090.21. This is the first change order on this project. Work added under this change order includes specialty welding and installation of diverter pulleys. The contract amount will be increased to \$136,090.21. This project is being funded by the Juanita K. Hammons Hall for the Performing Arts Foundation budget.

Installation of Technology for the Laboratory Renovation **Project Budget**
Temple Hall **\$92,150.51**

A change order was signed with SKC Communication Products, Inc. in the amount of \$3,345.32. This is the first change order on this project. Work under this change order provides additional supervision and technician support to accelerate the schedule to coordinate with other contractors working in the same area to insure classroom technology was functional at start of fall classes. The contract amount will be increased to \$87,295.83. This project is being funded by the Temple Laboratory Renovation budget.

February 2, 2016

Replace Roofs at the West Grandstand **Project Budget**
Robert W. Plaster Stadium **\$72,000.00**

A change order was signed with Weatherproofing Technologies, Inc. for extension of the contract completion date by three calendar days. This is the first change order on this project. This change order revises the completion date due to a delayed start of the project due to inclement weather. The contract amount will remain unchanged at \$57,802.80. This project is being funded by the Plaster Sports Complex Exterior Envelope Improvements budget.

February 9, 2016

Install Electrical for Signage **Project Budget**
Professional Building **\$26,000.00**

A notice to proceed was issued to Kenmar Construction, Inc. in the amount of \$23,059.71. This project was issued under the FY16 Job Order Contracting Services agreement. Work under this project installs the electrical components required for the new signage for the new Betty and Bobby Allison Fun Field at the Child Development Center.

The project budget has been established as follows:

Project Budget	
Consulting Fees	\$ 0.00
Construction Contracts	23,059.71
Project Administration	250.00
Construction Contingency	2,640.29
Furniture, Fixtures, and Equipment	0.00
Telecommunications	50.00
Relocation Costs	<u>0.00</u>
Total Project Budget	\$26,000.00

This project is being funded by the Child Development Center Playground Fund.

February 11, 2016

Modifications to Multicultural Resource Center Annex Freudenberger House	Project Budget \$7,200.00
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A notice to proceed was issued to Kenmar Construction, Inc. in the amount of \$6,472.27. This project was issued under the FY16 Job Order Contracting Services agreement. Work under this project installs new sprinkler heads in room 035.

The project budget has been established as follows:

Project Budget	
Consulting Fees	\$ 0.00
Construction Contracts	6,472.27
Project Administration	177.00
Construction Contingency	550.73
Furniture, Fixtures, and Equipment	0.00
Telecommunications	0.00
Relocation Costs	<u>0.00</u>
Total Project Budget	\$7,200.00

This project is being funded by the One Time Funding Vice President of Student Affairs budget.

February 16, 2016

Inside Plant Wiring Contract Networking and Telecommunications	Project Budget \$150,000.00
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A notice of award was issued to TSI Technology Solutions, LLC for renewal of the inside plant wiring contract for the Networking and Telecommunications department on the Springfield, Mountain Grove, and West Plains campuses. This contract provides voice and data wiring, as well as on-site installation services on a unit price basis. The renewal period shall become effective March 1, 2016 and shall remain in force until February 28, 2017. The cumulative total of this contract may not exceed \$150,000.00 during any one-year contract renewal period. This is the second renewal of five available renewals for this contract.

February 17, 2016

**Rectify Water Damage
John Q. Hammons Arena**

**Project Budget
\$341,652.78**

Bids were received on February 9, 2016 for repairing water damage in the basement locker rooms. Following the February Board of Governors' Executive Committee meeting, a notice to proceed was issued to Hovey Homes, LLC in the amount of \$92,000.00. This project is being funded by the John Q. Hammons Arena Operations budget.

February 18, 2016

**Roof Repair and Replacement
Student Exhibition Center**

**Project Budget
\$80,000.00**

A change order was signed with Crown Exteriors, LLC in the amount of \$136.48. This is the first change order on this project. Work added under this change order installs a modified built-up roof in lieu of asphalt shingles. The contract amount will be increased to \$63,946.48 and eighty calendar days will be added to the contract completion date. This project is being funded by the Student Exhibition Center Roof budget.

**Modify Kitchen, Room 802
Sunvilla Tower**

**Project Budget
\$18,500.00**

A change order was signed with Kenmar Construction, Inc. for a deduct in the amount of \$4,987.55. This is the first change order on this project. This change order reimburses the University as the project did not require as many labor hours or materials as originally estimated. The contract amount will be decreased to \$11,778.60 and thirty-eight calendar days will be added to the contract completion date. This project is being funded by the Residence Life Refurbishing budget.

February 24, 2016

**Improve Acoustics at Carrie's Café
Pummill Hall**

A contract was signed with Dake Wells Architecture for services in conjunction with the study of the sound concerns with Carrie's Café. The fixed fee for the consultant's work is \$3,700.00. This project is being funded by the College of Natural and Applied Sciences Reserves budget.

**Renovations to
Pummill Hall**

**Project Budget
\$7,025,000.00**

A reduction in services was approved with Dake Wells Architecture to reimburse the University for additional construction costs that were required due to a discrepancy within the construction documents associated with the elevator equipment room. The reduced amount is \$6,095.63. The new contract amount is \$506,404.37. This project is being funded by the Pummill Hall Renovation budget.

III.D.3.

RECOMMENDED ACTION – Approval of bids and award of a contract to replace air handling units at Hutchens House.

The following resolution was moved by _____ and seconded by _____:

BE IT RESOLVED by the Board of Governors for Missouri State University that the low bid of Hovey Homes, LLC in the amount of Two Hundred Forty-six Thousand and 00/100ths dollars (\$246,000.00) for the base bid plus alternate 1 to replace air handling units at Hutchens House be accepted, approved, and awarded.

BE IT FURTHER RESOLVED that the financial plan be established as follows:

Project Budget	
Consultant Fees	\$0.00
Construction Costs	\$246,000.00
Project Administration	\$8,000.00
Construction Contingency	\$18,500.00
Furniture, Fixtures, and Equipment	\$0.00
Telecommunications	\$2,500.00
Relocation Costs	\$0.00
Total Project Budget	\$275,000.00
Funding Source	
Hutchens - Air Handling budget	\$275,000.00
Total Funding Source	\$275,000.00

BE IT FURTHER RESOLVED that this be paid from the Hutchens – Air Handling budget funded from the Residence Life Refurbishing budget.

BE IT FURTHER RESOLVED that the Vice President for Administrative Services or the University Architect and Director of Planning, Design & Construction be authorized to sign the agreement with the selected contractor, incorporated herein by reference, and perform those acts necessary to carry out and perform the terms of the agreement.

VOTE: AYE _____

NAY _____

COMMENTS:

The bids received on this project are as follows:

Contractor	Base Bid	Alternate 1	Total (Base Bid + Alt. 1)
Hovey Homes, LLC	\$180,000.00	\$66,000.00	\$246,000.00
WMC, Inc.	\$181,388.00	\$84,841.00	\$266,229.00
American Boiler & Mechancial	\$194,735.00	\$95,098.00	\$289,833.00
Mechancial Services, Inc.	\$219,000.00	\$98,000.00	\$317,000.00

This project replaces the existing air handling units on the roof of Hutchens House. The new air handling units will have stand-alone controls that allow for dehumidification of outdoor air. The existing north boiler will also be replaced.

Alternate 1 will replace of the existing south boiler, repair the mechanical combustion air supply, and improve the penthouse roof relief opening. Alternate 1 is recommended for acceptance.

This project will be paid from the Hutchens – Air Handling budget funded from the Residence Life Refurbishing (\$275,000.00) budget.

III.D.4.

RECOMMENDED ACTION – Approval of bids and award of a contract for the FY16 preventative parking lot maintenance for the Springfield campus.

The following resolution was moved by _____ and seconded by _____:

BE IT RESOLVED by the Board of Governors for Missouri State University that the low bid of Ball Paving Inc. in the amount of One Hundred Forty-three Thousand Four Hundred Fifty and 00/100ths dollars (\$143,450.00) for the base bid plus alternates 1, 2, 3, 4, and 5 for the FY16 preventative parking lot maintenance for the Springfield campus be accepted, approved, and awarded.

BE IT FURTHER RESOLVED that the financial plan be established as follows:

Project Budget	
Consultant Fees	\$0.00
Construction Costs	\$143,450.00
Project Administration	\$14,345.00
Construction Contingency	\$28,690.00
Furniture, Fixtures, and Equipment	\$0.00
Telecommunications	\$0.00
Relocation Costs	\$0.00
Total Project Budget	\$186,485.00
Funding Source	
FY16 Preventative Maintenance Parking Lot budget	\$186,485.00
Total Funding Source	\$186,485.00

BE IT FURTHER RESOLVED that this be paid from the FY16 Preventative Maintenance Parking Lot budget funded from the Public Safety – Parking Lots budget.

BE IT FURTHER RESOLVED that the Vice President for Administrative Services or the University Architect and Director of Planning, Design & Construction be authorized to sign the agreement with the selected contractor, incorporated herein by reference, and perform those acts necessary to carry out and perform the terms of the agreement.

VOTE: AYE _____

NAY _____

COMMENTS:

The bids received on this project are as follows:

Contractor	Base Bid	Alternate 1	Alternate 2	Alternate 3	Alternate 4	Alternate 5	Alternate 6	Total (Base Bid + Alt. 1 - Alt. 5)
Ball Paving, Inc.	\$28,540.00	\$7,790.00	\$15,770.00	\$24,975.00	\$55,975.00	\$10,400.00	\$30,160.00	\$143,450.00
Springfield Sealing Service, Inc.	\$27,362.00	\$15,691.00	\$19,010.00	\$27,752.00	\$40,683.00	\$24,983.00	\$21,660.00	\$155,481.00

This project includes repairing, cleaning, filling of cracks, and striping several of the asphalt parking lots on the Springfield campus. This project is part of the annual preventative maintenance program for the parking lots. Broken, spalling or otherwise damaged free standing wheel stops shall be replaced. Parking lots to be repaired in the project are 19, 27, 29, 35, 44, Juanita K. Hammons Hall for the Performing Arts loading dock and the Professional Building parking lot. Parking areas to be restriped are Bear Park North and Bear Park South parking garages. The work is scheduled to begin May 23, 2016 and be completed by August 12, 2016. There will be no sealing of parking areas or parking garages.

Alternates 1 through 4 removes damaged asphalt, repairs, and restripes Lots 27, 29, 35, 44, Juanita K. Hammons Hall for the Performing Arts loading dock and the Professional Building parking lot. Alternate 5 restripes Bear Park North and Bear Park South parking garages. It is recommended that these alternates be accepted.

Alternate 6 provides a two inch asphalt overlay and restripe on the Juanita K. Hammons Hall for the Performing Arts loading dock. It is recommended that this alternate not be accepted due to acceptance of the preferred Alternate 4.

Unit prices were also received during bidding and additional areas or parking lots may be addressed based on unit prices as needs and funding are identified. The contingency for this project is larger than normal to allow for correcting areas within parking lots by using unit prices.

This project will be paid from the FY16 Preventative Maintenance Parking Lot budget funded from the Public Safety – Parking Lots (\$186,485.00) budget.

MISSOURI STATE UNIVERSITY

III.E.1.

BE IT RESOLVED by the Board of Governors for Missouri State University that the actions indicated for academic employees, as itemized below, are hereby approved.

RANKED FACULTY APPOINTMENT:

<u>Name</u>	<u>Position-Department</u>	<u>Salary</u>	<u>Effective</u>
James Satterfield	Department Head Counseling, Leadership & Special Ed. Professor with Tenure Educational Leadership (12-month appointment)	\$120,000 annually	08/01/16
Anthony J. Clark	Assistant Professor Computer Science	\$72,500 annually	08/15/16
Carissa Hoelscher	Assistant Professor Communication	\$51,000 annually	08/15/16
Seth Hoelscher	Assistant Professor Finance & General Business	\$125,000 annually	08/15/16
Holly W. Holladay	Assistant Professor Media, Journalism & Film	\$52,000 annually	08/15/16
Philippa Koch	Assistant Professor Religious Studies	\$54,000 annually	08/15/16
Cedric Mbang	Assistant Professor Finance & General Business	\$125,000 annually	08/15/16
Matthew Paul McKay	Assistant Professor Geography, Geology & Planning	\$56,000 annually	08/15/16
Stephen Spates	Assistant Professor Communication	\$51,000 annually	08/15/16
Alicia M. Walker	Assistant Professor Sociology & Anthropology	\$54,000 annually	08/15/16

Academic Personnel Board Actions, cont'd.

Page 2

Robert W. Westenberg	Associate Professor Coordinator of Musical Theatre Theatre & Dance	\$74,000 annually	08/15/16
Asa Wilson	Assistant Professor Management	\$100,000 annually	08/15/16

UNRANKED FACULTY APPOINTMENTS (Term):

<u>Name</u>	<u>Position-Department</u>	<u>Salary</u>	<u>Effective</u>
Jodie Adams	Practitioner-in-Residence Kinesiology	\$40,000 annually	08/15/16 05/19/17
Cynthia L. Bennett	Instructor School of Accountancy	\$45,000 annually	08/15/16 05/19/17
Vicky Scott	Instructor Music	\$40,000 annually	08/15/16 05/19/17

(See Addendum A for Per Course Faculty Appointments)

(See Addendum B for Summer Appointments)

(See Addendum C for Supplemental Payments)

RESIGNATIONS:

<u>Name</u>	<u>Position-Department</u>	<u>Effective</u>
Samantha A. Warner	Instructor Agriculture	06/30/16

RETIREMENTS:

<u>Name</u>	<u>Position-Department</u>	<u>Effective</u>
Robert I. Egbert	Professor Cooperative Engineering	05/13/16

Christopher H. Ellis	Instructor Marketing	05/13/16
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David W. Brown	Interim Department Head Childhood Ed. & Family Studies Professor Childhood Ed. & Family Studies	06/30/17
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DECEASED:

<u>Name</u>	<u>Position-Department</u>	<u>Effective</u>
James Lampe	Professor School of Accountancy	01/16/16

NON-REAPPOINTMENTS:

<u>Name</u>	<u>Position-Department</u>	<u>Effective</u>
Ahren Johnston	Assistant Professor Marketing	05/13/16

LEAVE WITH PAY:

<u>Name</u>	<u>Position-Department</u>	<u>Effective</u>
Michele Granger	Professor Management	01/11/16 05/13/16

SABBATICALS:

The faculty members listed below are recommended for sabbatical leave. Faculty members receive full pay for leave of one semester or half to three-fourths pay for leave of full academic year.

Suzanne Walker-Pacheco	Professor, Sociology & Anthropology Fall 2016 Continue research on diabetes and obesity prevention among Latino immigrant children.
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David Romano	Professor, Political Science Academic Year 2017 Research on the foreign policies of the Kurdistan Regional Government of Iraq with intent to develop into a book manuscript.
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- Dana Haggard Associate Professor, Management
Spring 2017
A comprehensive review of the recommendations, solutions, and suggestions made to individuals and organizations dealing with abusive supervision.
- Timothy Knapp Professor, Sociology & Anthropology
Spring 2017
Continue research with regard to history of African Americans in Springfield, Missouri.
- Grant Peters Professor, Music
Spring 2017
“Enhancing Trumpet Teaching Techniques: An Observational Study.”

CHANGE OF STATUS:

<u>Name</u>	<u>Position-Department</u>	<u>Action</u>	<u>Effective</u>
David W. Brown	From: Professor	Change	12/14/15
	Childhood Ed. & Family Studies \$92,112 annually	of Status	12/14/17
Sapna M. Chakraborty	To: Interim Department Head	Change of Status & Salary Adjustment	01/01/16 12/31/16
	Childhood Ed. & Family Studies Professor Childhood Ed. & Family Studies \$92,112 annually (\$3,642 monthly supplemental)		
Sapna M. Chakraborty	From: Program Director	Change of Status & Salary Adjustment	01/01/16 12/31/16
	Occupational Therapy Program Assistant Professor Sports Medicine & Athletic Training \$95,183 annually (12-month appointment)		
Sapna M. Chakraborty	To: Department Head	Change of Status & Salary Adjustment	01/01/16 12/31/16
	Occupational Therapy Assistant Professor Sports Medicine & Athletic Training \$97,484 annually (12-month appointment)		

Academic Personnel Board Actions, cont'd.

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Robert A. Mayanovic	From: Professor Physics, Astronomy & Mat. Sciences \$87,460 annually 9-month appointment To: Assistant Department Head Physics, Astronomy & Mat. Sciences Professor Physics, Astronomy & Mat. Sciences \$87,460 annually (\$810 monthly supplemental) 12-month appointment	Change of Status	01/01/16 12/31/16
Anthony Toste	From: Professor Chemistry To: Faculty Emeritus Chemistry	Change of Status	01/05/16
Johnny Washington	From: Professor Philosophy To: Faculty Emeritus Philosophy	Change of Status	01/21/16
Marc Cooper	From: Professor History To: Faculty Emeritus History	Change of Status	01/22/16
Andrew W. Lewis	From: Professor History To: Faculty Emeritus History	Change of Status	02/01/16
Jason L. Shaw	Assistant Professor Physical Therapy From: \$83,000 annually To: \$84,000 annually	Salary Adjustment	02/01/16

Marilyn B. Odneal	From: Horticulture Outreach Advisor Agriculture-Mtn. Grove GR 43, \$55,968 annually (12-month staff position) To: Clinical Instructor Agriculture-Mtn. Grove \$55,968 annually (12-month faculty appointment)	Change of Status	03/01/16
Joretta L. Wilcox	From: Clinical Instructor Childhood Ed. & Family Studies To: Faculty Emeritus Childhood Ed. & Family Studies	Change of Status	05/13/16
David T. Oatman	From: Professor Kinesiology To: Faculty Emeritus Kinesiology	Change of Status	08/01/16

REAPPOINTMENTS:

Non-tenured, unranked faculty, effective August 15, 2016 through May 19, 2017, unless otherwise noted.

COLLEGE OF HEALTH & HUMAN SERVICES

Department of Nursing

Kathryn A. Adams	Clinical Instructor
Jan M. Atwell	Clinical Instructor
Louise L. Bigley	Clinical Instructor
Carol A. Daniel	Clinical Instructor
Carolyn F. Graves	Clinical Instructor
Alisha K. Jones	Clinical Assistant Professor
Vanessa L. McConnell	Clinical Assistant Professor
Kathryn A. Patterson	Clinical Assistant Professor
Lucretia J. Smith	Clinical Instructor

COLLEGE OF HUMANITIES & PUBLIC AFFAIRS

Department of Economics

Julie H. Gallaway	Senior Instructor
John S. Rabon	Instructor

Vote: _____ Yea
 _____ Nay

COMMENTS:

James W. Satterfield, Department Head, Counseling, Leadership & Special Ed., Professor with Tenure, Educational Leadership

Ed.D. Eastern Michigan University, 2002
M.A. Norfolk State University, 1995
B.S. Norfolk State University, 1993

Experience: 2007 – Present, Associate Professor, Clemson University, Clemson, South Carolina; 2012 – 2013, Visiting Professor, University Study Abroad Consortium, Puntarenas, Costa Rica; 2002 – 2007, Assistant Professor, University of Texas at El Paso; 2000 – 2002, Lecturer, Eastern Michigan University, Ypsilanti, Michigan; 1997 – 2000, Doctoral Fellow, Teaching/Research Assistant, Eastern Michigan University; 1995 – 1997, Special Education Teacher, Granby High School, Norfolk, Virginia; 1994 – 1995, Upward Bound Counselor, Lincoln University, Lincoln University, Pennsylvania.

Anthony J. Clark, Assistant Professor, Computer Science

Ph.D. Michigan State University, Expected May 2016
B.S. Kansas State University, 2009

Experience: 2010 – Present, Graduate Fellow & Research Assistant, Michigan State University, East Lansing, Michigan; May 2015 – July 2015, Instructor, Michigan State University; May 2009 – December 2009, Undergraduate Research Assistant, Kansas State University, Manhattan, Kansas; August 2008 – May 2009, Undergraduate Research Assistant, Kansas State University; Summer 2008, Software Engineer Intern, Garmin International, Olathe, Kansas; Summer 2007, Undergraduate Research Fellow, University of Illinois at Urbana-Champaign; 2007 – 2009, Scholars Assisting Scholars Tutor, Kansas State University.

Carrisa S. Hoelscher, Assistant Professor, Communication

M.A. West Texas A&M University, 2010
B.A. West Texas A&M University, 2008

Experience: 2015 – Present, Graduate Teaching Fellow, University of Oklahoma, Norman, Oklahoma; August 2011 – May 2015, Course Director & Instructor, University of Oklahoma; Summer 2009 – Fall 2011, Instructor, West Texas A&M University, Canyon, Texas.

Seth A. Hoelscher, Assistant Professor, Finance & General Business

M.S. West Texas A&M University, 2011
M.B.A. West Texas A&M University, 2009
B.S. West Texas A&M University, 2008

Experience: Fall & spring 2015, Instructor, University of Oklahoma, Norman, Oklahoma; Fall & Spring 2014, Instructor, University of Oklahoma; Fall & Spring 2013, Instructor, University of Oklahoma; 2012, Instructor, Fall & Spring, University of Oklahoma; Spring 2009, Instructor, West Texas A&M University, Canyon, Texas; Fall 2008, Instructor, West Texas A&M University.

Holly W. Holladay, Assistant Professor, Media, Journalism & Film

Ph.D. University of Missouri, 2015
M.A. Ball State University, 2008
B.S. Murray State University, 2006

Experience: 2015 – Present: Postdoctoral Teaching Fellow, University of Missouri, Columbia, Missouri; 2010 – 2015, Graduate Teaching Assistant, University of Missouri; 2015, Adjunct Instructor, Columbia College, Columbia, Missouri; 2008 – 2010, Adjunct Instructor, Western Kentucky University, Bowling Green, Kentucky; 2008, Adjunct Instructor, Ivy Tech Community College of Indiana, South Bend, Indiana; 2006 – 2008, Graduate Teaching Assistant, Ball State University, Muncie, Indiana.

Philippa R. Koch, Assistant Professor, Religious Studies

Ph.D. University of Chicago, expected June 2016
M.A. University of Chicago, 2007
B.A. Georgetown University, 2004

Experience: 2015, Instructor, Wilson College, Chambersburg, Pennsylvania; 2015, Instructor, University of Chicago, Chicago, Illinois; 2006, 2014, Research Assistant, University of Chicago; 2011 – 2012, Survey Coordinator, Council on Graduate Study of Religion; 2012, Writing Intern /Preceptor, University of Chicago; 2008 – 2012, Co-coordinator, University of Chicago Divinity Students Association; 2011, Teaching Intern, University of Chicago; 2007 – 2010, Coordinator, Council on Advanced Studies, University of Chicago; 2010, Teaching Assistant, University of Chicago; 2007, Publications Department Assistant, University of Chicago; 2006, Career Resource Assistant, University of Chicago; 2005 – 2006, Research Assistant, University of Chicago.

Cedric T. Mbang, Assistant Professor, Assistant Professor, Finance & General Business

D.B.A. Louisiana Tech University, 2015
M.B.A. New Mexico Highlands University, 2009
M.S. University of Douala, Cameroon, 2006
B.S. University of Douala, Cameroon, 2005

Experience: 2015 – Present, Visiting Assistant Professor, University of Mississippi, Oxford, Mississippi; 2011 – 2015, Doctoral Teaching & Research Assistant, Louisiana Tech University, Ruston, Louisiana; 2008 – 2009, Teaching and Research Assistant, New Mexico Highlands University, Las Vegas, New Mexico.

Matthew P. McKay, Assistant Professor, Geography, Geology & Planning

Ph.D. West Virginia University, ABD
M.S. University of Alabama, 2011
B.S. University of Alabama, 2009

Experience: 2014 – Present, Geological Survey of Alabama; Summer 2014, Internship, University of Texas at Austin, Austin, Texas; Summer 2012 & 2013, Internship, Chevron Energy Technology Company, West of Shetlands, Offshore U.K.; 2011 – 2014, Teaching/Research Experience, West Virginia University, Morgantown, West Virginia; 2008 – 2011, University of Alabama, Tuscaloosa, Alabama.

Stephen Spates, Assistant Professor, Communication

M.A. Western Michigan University, 2012
B.A. Oakwood University, 2009

Experience: Fall 2013 – Present, Graduate Teaching Associate, University of Tennessee, Knoxville, Tennessee; 2013 - 2015, Instructor, University of Tennessee; 2013 – 2012, Graduate Diversity Fellow, University of Tennessee; Spring 2012, Instructor, Western Michigan University, Kalamazoo, Michigan; Summer 2013, Instructor, King University, Bristol, Tennessee.

Alicia Walker, Assistant Professor, Sociology & Anthropology

Ph.D. University of Kentucky, 2015
M.Ed. Texas State University, 2010
B.A. University of Tampa, 1992

Experience: 2015 – Present, Visiting Assistant Professor, Missouri State University; Summer 2015, Adjunct Instructor, University of Kentucky, Lexington, Kentucky; January 2015 – April 2015, Adjunct Instructor, Transylvania University, Lexington, Kentucky; Summer 2012, Research Assistant, University of Kentucky; August 2011 – May 2015, Graduate Teaching Assistant, University of Kentucky; August 2008 – June 2011, English Teacher, Walsh Middle School, Round Rock ISD, Round Rock, Texas; August 2006 – June 2008, English Teacher, Stony Point High School, Round Rock ISD, Round Rock, Texas; August 1994 – January 1996, English Teacher, Copperas Cove ISD, Copperas Cove, Texas.

Robert Westenbergh, Associate Professor with Tenure, Coordinator of Musical Theatre, Theatre & Dance

M.F.A. National Theatre Conservatory, 1999
B.A. California State University, 1977

Experience: 2015 – Present, Assistant Chair, Department of Fine/Performing Arts-Theatre, Drury University; 2015, Certified Meisner Instructor, Drury University; 2014 – 2015, Artistic Director, Drury University; 2011 – 2015, Associate Professor, Drury University; 2009 – 2014, Chair, Department of Theatre, Drury University; 2006 – 2011, Assistant Professor, Drury University; 2005 – 2006, Visiting Professor, Drury University; Actor on Broadway & Film.

Asa B. Wilson, Assistant Professor, Management

DHA	Central Michigan University
Ph.D.	Bowling Green State University
MSA	Central Michigan University
B.A.	University of Charleston

Experience: 2013 – Current, Assistant Professor, Central Michigan University, Mount Pleasant, Michigan; 2012 – 2013, Fixed-Term Faculty, Central Michigan University; Spring/Summer 2012, Adjunct Assistant Professor, University of Mount Olive, Mount Olive, North Carolina; 2010 – 2012, Medical Programs Director, Bryant & Stratton College, Syracuse, New York; 2007 – 2010, Chief Executive Officer, Jackson County Hospital District, Edna, Texas; 2007, Interim Executive Director, Great Salt Plains Community Health Center, Cherokee, Oklahoma; 2007, Interim Chief Executive Officer, Sabine County Hospital, Hemphill, Texas; 2005 – 2006, Vice President of Operations, Pekin Hospital, Pekin, Illinois; 2001 – 2004, Chief Executive Officer, Bob Wilson Memorial Hospital, Ulysses, Kansas; 2000, Chief Executive Officer, Community Medical Center, Falls City, Nebraska; 1999, Regional Administrator, Alegent Health System, Schuyler, Nebraska; 1997 – 1999, Administrator, Decatur County Hospital & Cedar Living Center, Oberlin, Kansas.

ADDENDUM A

The following have been appointed as Per Course Faculty for the spring semester: January 11, 2016 through May 13, 2016.

<u>Name</u>	<u>Department</u>	<u>Salary</u>
Ampleman, James	Management	\$2,255.00
Appelquist, John	Criminology & Criminal Justice	\$8,475.00
Augustson, Darice	Music	\$1,077.00
Babbitt, Kevin	Communication	\$1,100.00
Babusa, Emily	Chemistry	\$2,424.00
Baedke, Jessie	Biomedical Sciences	\$1,265.00
Baker, JoAnn	Communication Sciences & Disorders	\$495.00
Ball, Zachary	Physical Therapy	\$915.00
Barnett, Helen	Sociology & Anthropology	\$2,035.00
Bartels, Cecilia	Management	\$1,000.00
Bennett, Evan	Foreign Language Institute	\$2,248.00
Bennett, Susan	Theatre & Dance	\$1,980.00
Bergant, Amy	Modern & Classical Languages	\$7,344.00
Berman, Ilan	Defense & Strategic Studies	\$6,800.00
Bishop, Rhonda	Childhood Ed. & Family Studies	\$2,420.00
Bodenstein, Amanda	History	\$1,632.00
Botsford, Diana	Media, Journalism & Film	\$495.00
Brame, Erika	Media, Journalism & Film	\$2,255.00
Brammer, Ronald	Music	\$2,145.00
Brocaille, Nicole	Psychology	\$3,355.00
Bronson, Lisa	Defense & Strategic Studies	\$6,800.00
Brown, Bryan	Communication	\$2,145.00
Brown, Gina	Childhood Ed. & Family Studies	\$2,805.00
Bruce, Richard	Technology & Construction Mgmt.	\$1,760.00
Buergler, Melanie	Missouri State Outreach	\$2,448.00
	Psychology	\$2,970.00
Bushman, Bobbie	Computer Information Systems	\$3,000.00
Campbell, Stephanie	Psychology	\$7,085.00
Carisetti, Domenic	Agriculture	\$3,600.00
Coker, Whitney	Communication	\$2,200.00
Collier, Meaghan	Missouri State Outreach	\$2,448.00
Collins, Christopher	Communication	\$880.00
	Missouri State Outreach	\$4,290.00
Cook, Heather	English	\$1,100.00
Cover, Joseph	English	\$1,045.00

Academic Personnel Board Actions, cont'd.

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Cowsert, Derek	English	\$2,448.00
Cutright, Joyce	Agriculture	\$2,100.00
Dawson, Carl	Counseling, Leadership & Special Ed.	\$2,445.00
DeBiaso, Peppino	Defense & Strategic Studies	\$6,800.00
Dibble, Laurel	Media, Journalism & Film	\$1,045.00
Dixon, Stephanie	Outreach Registration	\$2,448.00
	Psychology	\$1,650.00
Dunn, Joanne	Missouri State Outreach	\$2,448.00
Elkins, Frances	Theatre & Dance	\$1,430.00
Elliott, Travis	Agriculture	\$6,765.00
Elliott, W. Anson	Agriculture	\$2,970.00
Elliston, Hiromi	Foreign Language Institute	\$7,344.00
Faust, Kristine	Biomedical Sciences	\$4,865.00
Fielding, Steven	Art & Design	\$2,754.00
Ford, Tiffany	Computer Information Systems	\$4,265.00
Foster, Jeffrey	Psychology	\$1,430.00
Francka, Amanda	Kinesiology	\$931.00
Frietze, Joseph	Graduate College	\$3,600.00
Garton, Mark	Computer Information Systems	\$1,265.00
George, Larry	Honors College	\$3,200.00
Gibson, Melissa	Childhood Ed. & Family Studies	\$2,255.00
Grisham, Craig	Agriculture	\$2,700.00
Groman, Jennifer	Childhood Ed. & Family Studies	\$1,100.00
Groves, Jeffrey	Graduate College	\$990.00
Guion, Neil	Geography Geology & Planning	\$6,360.00
Harrison, Glenda	Missouri State Outreach	\$2,754.00
Haynes, Tricia	Biomedical Sciences	\$6,000.00
Herring, Sean	English	\$1,760.00
Hetzler, Brandon	Sports Medicine & Athletic Training	\$3,200.00
Hill, Pamela	English	\$3,799.00
Holcomb, Kazumi	Foreign Language Institute	\$2,448.00
Hooker, Tristin	Missouri State Outreach	\$2,448.00
Hoovens, James	Marketing	\$4,620.00
Houser, Brett	English	\$4,896.00
Howell, Meghan	Sports Medicine & Athletic Training	\$1,950.00
Ice, Whitney	Missouri State Outreach	\$2,145.00
Jacobson, Carol	English	\$1,100.00
Jean-Charles, Loretta	Counseling, Leadership & Special Ed.	\$2,445.00
Johnston, Glenda	Mathematics	\$2,424.00
Keeling, Russell	Communication	\$4,861.00
Keller, Ted	Missouri State Outreach	\$3,785.00

Academic Personnel Board Actions, cont'd.

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Kitchin, Jonathan	English	\$1,155.00
Koch, Susan	Defense & Strategic Studies	\$5,400.00
Kopp, Kevin	Counseling, Leadership & Special Ed.	\$1,373.00
Krumme, Gregg	Biomedical Sciences	\$3,190.00
Kyle, Michael	Criminology & Criminal Justice	\$2,090.00
Lakin, Brenda	Counseling, Leadership & Special Ed.	\$1,870.00
Lambert, Lauren	Communication	\$2,200.00
Leggitt, Stephen	Media, Journalism & Film	\$1,045.00
Levine, Marlene	Childhood Ed. & Family Studies	\$1,265.00
Lines, Samuel	Art & Design	\$4,896.00
Liston, Jennie	Defense & Strategic Studies	\$5,500.00
Liu, Fan	Foreign Language Institute	\$2,448.00
Loffler, Robert	Music	\$505.00
Maas, Richard	Physical Therapy	\$2,745.00
Manley, Heather	Outreach Registration	\$2,448.00
	Psychology	\$990.00
Mann, Natalya	Foreign Language Institute	\$4,774.00
Massey, Dallas	Biomedical Sciences	\$1,265.00
Mattix, Lora	English	\$1,100.00
	Outreach Registration	\$2,448.00
McCracken, Ramey	English	\$2,090.00
McDonald, Scott	Finance & General Business	\$2,585.00
McIntire, Carolyn	Childhood Ed. & Family Studies	\$1,320.00
McNew, Sarah	Psychology	\$4,575.00
Milan, Jennifer	Childhood Ed. & Family Studies	\$1,100.00
Miller, Arden	Psychology	\$1,485.00
Miller, Myra	Management	\$1,870.00
	Missouri State Outreach	\$3,300.00
Mitchell, Molinda	Outreach Registration	\$2,754.00
Moore, Kenneth	Art & Design	\$4,896.00
Mossman, Jason	Childhood Ed. & Family Studies	\$4,340.00
Murphy, Lindsey	Childhood Ed. & Family Studies	\$5,140.00
Murr, Katrina	Missouri State Outreach	\$2,448.00
Niekamp, Melissa	Nursing	\$1,980.00
Nye, Kimberly	Counseling, Leadership & Special Ed.	\$1,210.00
Nygren, McKenzie	Agriculture	\$540.00
Oberdiear, Louis	Psychology	\$1,328.00
Owen, Carla	Childhood Ed. & Family Studies	\$2,163.00
Owen, Jana	Art & Design	\$6,324.00
Owenby, Drucilla	Computer Information Systems	\$3,300.00
Parker, Lane	Technology & Construction Mgmt.	\$1,375.00

Academic Personnel Board Actions, cont'd.

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Patterson, Jane	Finance & General Business	\$2,145.00
Pearce Amy	Biomedical Sciences	\$1,200.00
Peck, David	Defense & Strategic Studies	\$6,800.00
Pennington, David	Communication	\$2,090.00
Pettijohn, James	Finance & General Business	\$4,565.00
Pettus, Julie	Computer Information Systems	\$2,805.00
Prosono, Marvin	Sociology & Anthropology	\$3,740.00
Qualls, Lisa	Music	\$2,475.00
Quirk, Brady	Counseling, Leadership & Special Ed.	\$1,173.00
Rakowski, Karen	Sports Medicine & Athletic Training	\$3,200.00
Rasmussen, Jamie	Criminology & Criminal Justice	\$6,245.00
Rathbun, Susa	Childhood Ed. & Family Studies	\$4,000.00
Raynor, James	Sports Medicine & Athletic Training	\$2,250.00
Renth, Erik	English	\$990.00
Rice, Judith	Missouri State Outreach	\$2,754.00
Rideout, Jennifer	Sociology & Anthropology	\$2,145.00
Robbins, Linda	Counseling, Leadership & Special Ed.	\$6,335.00
Rosen O'Neal, Meganne	English	\$2,448.00
	Missouri State Outreach	\$2,448.00
Ross, Erin	Music	\$951.00
Rossetti, Anthony	Counseling, Leadership & Special Ed.	\$2,288.00
Ruggiero, Giulianella	Foreign Language Institute	\$4,596.00
Russell, Chelsea	Missouri State Outreach	\$2,145.00
Salloum, Georget	Foreign Language Institute	\$2,048.00
Scales, Megan	Sociology & Anthropology	\$7,425.00
Schmitt, Vickie	Reading, Foundations & Technology	\$1,705.00
Schwendinger, Kate	Social Work	\$2,445.00
Senovich, Samuel	Art & Design	\$2,448.00
Shewmake, Jamie	Childhood Ed. & Family Studies	\$1,630.00
Slattery, Dianne	Technology & Construction Mgmt.	\$7,091.00
Smith, Sean	Technology & Construction Mgmt.	\$2,090.00
Smith, Susan	Political Science	\$5,335.00
Stacy, William	Music	\$2,090.00
Starnes, David	Theatre & Dance	\$2,035.00
Steingraber, Jason	Counseling, Leadership & Special Ed.	\$2,745.00
Stockburger, David	Psychology	\$1,320.00
Summers, A. Lawrence	Management	\$3,000.00
Sutherland, Kelly	Childhood Ed. & Family Studies	\$935.00
Sutliff, Jackson	English	\$2,145.00
Sutliff, Jennifer	English	\$2,145.00
Sutton, Kim	Childhood Ed. & Family Studies	\$2,365.00

Academic Personnel Board Actions, cont'd.

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Tintocalis, Stacy	English	\$1,815.00
Tow, Richard	Communication	\$715.00
Trudeau, Jason	Kinesiology	\$931.00
Tsahiridis, Peter	History	\$2,754.00
Turner, Melissa	Management	\$1,760.00
Turpin, Barbara	Psychology	\$1,760.00
Vanderhoof, Glenna	Computer Information Systems	\$10,973.00
Wallenburg, Roger	Finance & General Business	\$2,475.00
Wan, Stephanie	Psychology	\$2,745.00
Wells, Jeffrey	Technology & Construction Mgmt.	\$9,000.00
Whitaker, Charles	Media, Journalism & Film	\$4,349.00
Whitaker, Natalie	English	\$4,290.00
Whitson, Sherry	Childhood Ed. & Family Studies	\$4,502.00
Whittaker, Lyle	Agriculture	\$2,400.00
Wideman, Whitney	Psychology	\$3,260.00
Wiles, Mike	Agriculture	\$2,700.00
Wyrick, Thomas	Economics	\$11,314.00
Zhou, QiongQiong	Biomedical Sciences	\$440.00

ADDENDUM B

The following have been appointed as Summer Faculty for the summer semester: June 6, 2016 through July 29, 2016

<u>Name</u>	<u>Department</u>	<u>Salary</u>
Baldwin, Julie	Criminology & Criminal Justice	\$6,000.00
Baynes, Leslie	Religious Studies	\$6,000.00
Bosch, Eric	Chemistry	\$6,801.00
Chuchiak, John	History	\$5,517.00
DeAzeredo Moura, Isabel	Foreign Language Institute	\$1,600.00
Dicke, Thomas	History	\$10,904.00
Eassey, John	Criminology & Criminal Justice	\$6,000.00
Ford, Tiffany	Computer Information Systems	\$3,000.00
Gallaway, Terrel	Economics	\$6,526.00
Greer, Olen	College of Business EMBA	\$10,500.00
Gullette, Gregory	Sociology & Anthropology	\$6,000.00
Hermans, Charles	College of Business EMBA	\$10,500.00
Hickey Dennis	Political Science	\$14,226.00
High, Brian	Chemistry	\$7,581.00
Johnson, Andrew	Philosophy	\$4,271.00
Joswick, David	Technology & Construction Mgmt.	\$1,843.00
Kaula, Rajeev	College of Business EMBA	\$10,900.00
Kim, Kyoungtae	Biology	\$6,000.00
Kyle, Jerri	Communication	\$3,077.00
LaBarr, Cameron	Music	\$6,000.00
Meyer, Judith	Geography, Geology & Planning	\$6,000.00
Miller, F Thornton	History	\$10,871.00
Mitra, Mahua	Economics	\$6,592.00
Morgan, Michelle	History	\$6,000.00
Nelson, Eric	History	\$5,463.00
Olsen, Reed	Economics	\$6,882.00
Olsen, Stevan	College of Business EMBA	\$10,900.00
Parker, Richard	College of Business EMBA	\$10,900.00
Peterson, Dane	College of Business EMBA	\$10,500.00
Qiu, Xiaomin	Geography, Geology & Planning	\$6,000.00
Rabon, John	Economics	\$3,321.00
Richter, Mark	Chemistry	\$8,516.00
Sakidja, Ridwan	Physics, Astronomy & Mat Sciences	\$6,000.00
Scott, Charles	Economics.	\$5,152.00
Scott, Patrick	Political Science	\$5,939.00

Academic Personnel Board Actions, cont'd.

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Siebert, Matthew	Chemistry	\$5,480.00
Sobel, Elizabeth	Sociology & Anthropology	\$6,000.00
Walters, Heather	Communication	\$3,012.00
Yoojin, Jo	Foreign Language Institute	\$4,696.00

ADDENDUM C**Supplemental payment for teaching assignments:**

<u>Name</u>	<u>Department</u>	<u>Salary</u>
Abidogun, Jamaine	History	\$1,595.00
Adamson, Reesha	Counseling, Leadership & Special Ed.	\$1,705.00
Ajuwon, Paul	Counseling, Leadership & Special Ed.	\$1,540.00
Alsup-Egbers, Clydette	Agriculture	\$100.00
Amidon, Ethan	Criminology & Criminal Justice	\$1,210.00
Anderson, Rayanna	SBTDC	\$300.00
Anderson, Wayne	Finance & General Business	\$752.00
Artman, Amy	Religious Studies	\$2,695.00
Baldwin, Julie	Criminology & Criminal Justice	\$605.00
Barreda, Albert	Hospitality & Restaurant Admin.	\$880.00
Barrier, Tonya	Computer Information Systems	\$1,815.00
Bass, Samuel	School of Accountancy	\$3,300.00
Basu Roy, Subhasree	Economics	\$4,963.00
Beach, Patrick	Philosophy	\$2,640.00
Beatty, Nick	Political Science	\$3,520.00
Berg, Susan	Nursing	\$1,848.00
Berquist, Charlene	Communication	\$1,265.00
Berry, Roberta	English	\$1,555.00
Bodenhausen, Brad	College of Business EMBA	\$10,900.00
Bourhis, John	Communication	\$1,705.00
Boyd, Carmen	Biomedical Sciences	\$15,312.00
Boyle, Michael	Philosophy	\$2,640.00
Bradley, Karla	Nursing	\$3,758.00
Brahnam, S Berlin	College of Business EMBA	\$10,500.00
	Computer Information Systems	\$4,455.00
Brazeal, LeAnn	Communication	\$1,045.00
Breault, Donna	Childhood Ed. & Family Studies	\$495.00
Breault, Rick	Reading, Foundations & Technology	\$880.00
Burge, Sara	English	\$2,145.00
Burnett, Melissa	College of Business EMBA	\$9,900.00
Burton, Richard	Computer Information Systems	\$3,000.00
Buyrugan, Nebil	College of Business EMBA	\$10,500.00
	Technology & Construction Mgmt.	\$10,990.00
Byrd, Sandra	Graduate College	\$1,705.00
	School of Accountancy	\$2,585.00
Cadle, Lanette	English	\$880.00

Academic Personnel Board Actions, cont'd.

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Callahan, Richard	Technology & Construction Mgmt.	\$1,265.00
Camp, Deanne	Reading, Foundations & Technology	\$9,861.00
Cantillo, Andres	Economics	\$3,188.00
Cemore Bridgen, Joanna	Childhood Ed. & Family Studies	\$3,795.00
Chang, Chih-Cheng	College of Business EMBA	\$10,500.00
Chang, Ching-Wen	Reading, Foundations & Technology	\$5,625.00
Claborn, David	Defense & Strategic Studies	\$880.00
	Master of Public Health	\$935.00
	Political Science	\$1,100.00
Cobb, Barry	College of Business EMBA	\$10,500.00
Cornelius-White, Jeffrey	Counseling, Leadership & Special Ed.	\$880.00
Cox, Nora	Communication	\$2,400.00
Crain, Susan	Finance & General Business	\$2,310.00
Cunningham, Denise	Childhood Ed. & Family Studies	\$293.00
Curry, Natalie	Social Work	\$605.00
Dallas, Melissa	Hospitality & Restaurant Admin.	\$330.00
Daniel, Carol	Nursing	\$1,466.00
Dattero, Ronald	Computer Information Systems	\$2,896.00
DeBode, Jason	Management	\$2,475.00
DePaepe, Paris	Counseling, Leadership & Special Ed.	\$1,705.00
Dicke, Thomas	History	\$6,600.00
Dillon, Randy	Communication	\$1,430.00
Dollar, Susan	Biomedical Sciences	\$1,045.00
	Social Work	\$2,090.00
Duitsman, Dalen	Master of Public Health	\$1,430.00
Dyer, Samuel	Graduate College	\$660.00
Eassey, John	Criminology & Criminal Justice	\$2,915.00
Echols, Leslie	Psychology	\$1,375.00
Eisenhauer, Isabel	SBTDC	\$150.00
Ellickson, Mark	Political Science	\$3,630.00
Ernce, Keith	Kinesiology	\$4,344.00
Feeney, Sylvia	Biomedical Sciences	\$128.00
Felicilda, Rhea	Nursing	\$550.00
Finch, Kim	Counseling, Leadership & Special Ed.	\$2,745.00
Foreman, Elizabeth	Philosophy	\$1,650.00
Foster, Kurtis	English Language Institute	\$510.00
Frederick, Dana	Management	\$2,860.00
Garland, Brett	Criminology & Criminal Justice	\$2,200.00
Gattis, Lyn	English	\$990.00
Gebken, Richard	College of Business EMBA	\$10,700.00
	Technology & Construction Mgmt.	\$6,185.00

Academic Personnel Board Actions, cont'd.

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Geiger, Lacey	Computer Information Systems	\$9,575.00
Goodwin, David	Reading, Foundations & Technology	\$1,760.00
Groves, Fred	Reading, Foundations & Technology	\$2,325.00
Gutting, Edward	History	\$2,255.00
Haggard, Dana	Management	\$3,795.00
Haggard, Kelly	College of Business EMBA	\$10,700.00
Hail, Cynthia	Childhood Ed. & Family Studies	\$3,465.00
Hallgren, Deanna	Childhood Ed. & Family Studies	\$1,833.00
Hammond, Michael	School of Accountancy	\$14,325.00
Hass, Aida	Criminology & Criminal Justice	\$6,600.00
Heitger, Lester	School of Accountancy	\$550.00
Hellman, Daniel	Music	\$220.00
Hermans, Charles	Marketing	\$2,695.00
Hiller, Jokima	Hospitality & Restaurant Admin.	\$1,100.00
Hines, James	School of Accountancy	\$3,375.00
Hobbs, Lora	Religious Studies	\$5,390.00
Hope, Kathryn	Nursing	\$513.00
Hornsby-Gutting	History	\$1,485.00
Hubbard, Kevin	Technology & Construction Mgmt.	\$5,660.00
Hughes, Joseph	Modern & Classical Languages	\$5,374.00
Hunter, AnneMarie	Biomedical Sciences	\$1,045.00
Hurst, Beth	Reading, Foundations & Technology	\$2,970.00
Hwang, Chin-Feng	Agriculture	\$1,800.00
Iman, Gary	Communication	\$9,208.00
Jean-Charles, Alex	Reading, Foundations & Technology	\$697.00
Johnson, David	Political Science	\$2,255.00
Johnson, Richard	Computer Information Systems	\$2,585.00
Jones, Alisha	Nursing	\$1,375.00
Jones, Jeffrey	Finance & General Business	\$2,145.00
Jones, Martin	Technology & Construction Mgmt.	\$1,815.00
Jordan, Linda	English	\$2,038.00
Kaula, Radhika	Computer Information Systems	\$3,000.00
Kaula, Rajeev	Computer Information Systems	\$990.00
Knowles, Amy	English	\$815.00
LaBarr, Cameron	Music	\$1,500.00
Leamy, Diane	Criminology & Criminal Justice	\$4,070.00
Lewis, Kayla	Reading, Foundations & Technology	\$2,090.00
Loge, Jana	Reading, Foundations & Technology	\$1,485.00
MacGregor, Cynthia	Counseling, Leadership & Special Ed.	\$2,745.00
Maier, Melissa	Communication	\$2,035.00
Masterson, Gerald	Graduate College	\$880.00

Academic Personnel Board Actions, cont'd.

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Matthews, James	Counseling, Leadership & Special Ed.	\$2,163.00
Mays, Larry	Greenwood	\$108.00
McCarthy, Bernard	Criminology & Criminal Justice	\$1,320.00
McConnell, Vanessa	Nursing	\$3,210.00
McLean, Annice	Reading, Foundations & Technology	\$7,920.00
McMurtrey, Shannon	Computer Information Systems	\$3,795.00
Miller, F Thornton	History	\$4,272.00
Morgan, Michelle	History	\$880.00
Morris, Taleyna	Communication	\$2,420.00
Murray, Sarah	Biomedical Sciences	\$1,113.00
Nelson, Eric	History	\$4,125.00
Nelson, Walt	Finance & General Business	\$12,796.00
Novik, Melinda	Kinesiology	\$4,263.00
Oden, Debra	School of Accountancy	\$605.00
Odneal, Marilyn	Agriculture	\$3,080.00
Olson, Stevan	School of Accountancy	\$2,704.00
Onyango, Benjamin	Agriculture	\$1,641.00
Oswalt, Mary	Communication Sciences & Disorders	\$1,430.00
Pace, Glenn	College of Business EMBA	\$21,400.00
Pace, Glenn	Management Development Institute	\$2,460.00
Patterson, Kathryn	Nursing	\$2,550.00
Pearman, Cathy	Reading, Foundations & Technology	\$3,575.00
Penkalski, Melissa	Nursing	\$440.00
Peterson, Dane	College of Business EMBA	\$10,900.00
	Marketing	\$2,585.00
Philpot, James	Finance & General Business	\$2,255.00
Price, Debra	Childhood Ed. & Family Studies	\$1,320.00
Pursley, Jennifer	Mathematics	\$3,630.00
Quiao, Yuhua	Graduate College	\$495.00
Quinn, Nathaniel	Counseling, Leadership & Special Ed.	\$278.00
Rabon, John	Economics	\$3,321.00
Ragan, Kent	College of Business EMBA	\$10,900.00
	Finance & General Business	\$2,805.00
Ravenscraft, Julia	School of Accountancy	\$4,000.00
Rector, Paula	Criminology & Criminal Justice	\$3,465.00
Rimal, Arbindra	Agriculture	\$5,552.00
Roam, Kimberly	Childhood Ed. & Family Studies	\$3,520.00
Rogers, Lori	English	\$1,100.00
Rost, Ann	Psychology	\$604.89
Rowe, Roberta	Communication	\$7,688.00
Ryder, Christina	Sociology & Anthropology	\$5,642.00

Academic Personnel Board Actions, cont'd.

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Salinas, Patti	Criminology & Criminal Justice	\$825.00
Saxton, Caryn	Criminology & Criminal Justice	\$2,750.00
Schaefer, Allen	College of Business EMBA	\$10,900.00
Schmelze, George	School of Accountancy	\$11,981.00
Schotthofer, Melissa	Childhood Ed. & Family Studies	\$2,475.00
Scott, James	Finance & General Business	\$2,695.00
Scott, Shari	Counseling, Leadership & Special Ed.	\$1,980.00
Scroggins, Wesley	College of Business EMBA	\$21,400.00
Self, Sharmistha	Economics	\$2,695.00
Sells, Patrick	Marketing	\$2,750.00
Sheffield, Eric	Reading, Foundations & Technology	\$2,745.00
Simmers, Christine	Marketing	\$3,135.00
Sims-Giddens, Susan	Nursing	\$1,925.00
Sly, James	Psychology	\$3,190.00
Smith, Cara	Childhood Ed. & Family Studies	\$2,255.00
Smith, Joshua	Biomedical Sciences	\$1,400.00
Smith, Lucretia	Nursing	\$715.00
Smith, Michele	Counseling, Leadership & Special Ed.	\$2,745.00
	Office of Assessment	\$150.00
Smotherman, Rebecca	Counseling, Leadership & Special Ed.	\$2,745.00
Stafford, Gary	Mathematics	\$2,090.00
Stalnaker, Jo Lynne	Computer Information Systems	\$3,000.00
Stanojevic, Vera	Mathematics	\$43.00
Stulce, Tara	Biomedical Sciences	\$1,540.00
Suttmoeller, Michael	Criminology & Criminal Justice	\$2,475.00
Templeton, Kelly	Theatre & Dance	\$2,035.00
Test, Joan	Childhood Ed. & Family Studies	\$3,978.00
Thompson, Kip	Master of Public Health	\$550.00
Tivener, Kristin	Biomedical Sciences	\$1,430.00
Turner, John	English	\$2,255.00
Utley, Rose	Nursing	\$1,302.00
Van Landuyt, Cathryn	Computer Information Systems	\$5,830.00
Van Ornum, Kimberly	Mathematics	\$3,410.00
Wait, D. Alexander	Biology	\$3,200.00
Walker, Elizabeth	Agriculture	\$1,650.00
Walters, Heather	Communication	\$4,290.00
Whisenhunt, Brooke	Psychology	\$3,245.00
Winkler, Danny	Computer Information Systems	\$3,300.00
Witte, Hugh	Finance & General Business	\$2,585.00
Yarckow-Brown, Ivy	Criminology & Criminal Justice	\$8,990.00
Yu, HaeMin	Childhood Ed. & Family Studies	\$55.00

Academic Personnel Board Actions, cont'd.

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Zhang, Ying	College of Business EMBA	\$10,900.00
	Finance & General Business	\$550.00

MISSOURI STATE UNIVERSITY

III.E.2.

BE IT RESOLVED by the Board of Governors for Missouri State University that the actions indicated for non-academic employees, as itemized below, are hereby approved.

APPOINTMENTS:

<u>Name</u>	<u>Position-Department</u>	<u>Grade</u>	<u>Salary</u>	<u>Effective</u>
David S. Szepatowski	Administrative Assistant II College of Natural & Applied Sciences	12	\$26,270 annually	01/04/16
April J. Wood	Administrative Assistant II Office of the Registrar	12	\$26,728 annually	01/21/16
Dustin Wadley	Groundskeeper Facilities Management-Grounds	22	\$21,278 annually	01/25/16
Margrie Davis-Cunningham	Custodian I Facilities Management-Custodial	21	\$20,155 annually	02/01/16
Joni Durden	Academic Administrative Assistant II Biology	12	\$31,095 annually	02/01/16
Benjamin Utne	Centralized User Support Specialist Computer Services	33	\$40,331 annually	02/08/16
Rachelle McCart	Administrative Assistant II Facilities Maintenance-Custodial/ Grounds	12	\$ 26,000 annually	02/09/16
Sheila A. Allen	Centralized User Support Specialist Computer Services	33	\$40,331 annually	02/16/16
Micki J. Melton	Buyer Office of Procurement	43	\$40,000 annually	02/16/16
James B. Pitts	Custodian I Facilities Management-Custodial	21	\$20,155 annually	02/16/16

Non-academic Personnel Board Actions, cont'd.

Page 2

Beverly S. Talty	Registered Nurse Taylor Health & Wellness Ctr.	42	\$46,842 annually	02/16/16
Adam Lang	Assistant Strength & Conditioning Coach Athletics Strength & Conditioning	UN	\$40,000 annually	02/22/16
Aundrea Tindle	Custodian Apprentice Residence Life, Housing & Dining Services	20	\$18,208 annually	02/23/16
Kori Garretson	Administrative Assistant I Residence Life, Housing & Dining Services	11	\$23,192 annually	02/29/16
Virginia K. Moore	Accounting Technician Financial Services	13	\$27,872 annually	03/01/16
Teresa Raymond	Accounting Technician Financial Services	13	\$27,872 annually	03/01/16
Catherine Ostoich	Head Athletics Coach Intercollegiate Athletics	UN	\$43,600 annually	03/04/16
Alicia M. Osborn	Custodian I Custodial Services	21	\$20,155 annually	03/07/16
Jennifer L. Douglas	Accounting Specialist Bookstore	13	\$28,080 annually	03/16/16
James T. Craig	Director Veteran Student Services	45	\$53,000 annually	06/01/16

RESIGNATIONS:

<u>Name</u>	<u>Position-Department</u>	<u>Effective</u>
Carol Rawlings	Custodial I Facilities Management-Custodial	01/08/16
Brandon Billington	Custodian I Facilities Management-Custodial	01/19/16

Non-academic Personnel Board Actions, cont'd.

Page 3

Gregory M. Winkeler	Centralized User Support Specialist Computer Services	01/29/16
Seth Thoenen	ResNet Administrator Residence Life, Housing & Dining Services	02/05/16
Tamicka Monson	Academic Administrative Assistant I Nursing	02/15/16
Jacob B. Miller	Assistant Strength & Conditioning Coach Intercollegiate Athletics	02/16/16
Audrianna Killian	Assistant Director TRIO Upward Bound	02/23/16
Larry Yoder	Custodian I Residence Life, Housing & Dining Services	02/23/16
Desiree D. Malam	Administrative Specialist II Taylor Health & Wellness Ctr.	02/26/16
John R. McMellen	Sr. Broadcast Engineer-Radio Broadcast Services	03/11/16
Margaret L. Fischer	Document & Report Specialist Advancement Services	03/17/16
Pamela K. Campbell	Training Specialist Office of Human Resources	05/01/16
Laura Welch	Residence Hall Director Residence Life, Housing & Dining Services	06/03/16

RETIREMENTS:

<u>Name</u>	<u>Position-Department</u>	<u>Effective</u>
Janelle Melton	Administrative Assistant II Honors College	02/29/16
Cynthia Parker	Academic Administrative Assistant I Communication Sciences & Disorders	02/29/16

Non-academic Personnel Board Actions, cont'd.

Page 4

Gerald E. Brooks	Facilities Manager Facilities Maintenance	03/31/16
Janet S. Snider	Administrative Assistant II Office of Human Resources	03/31/16
William Agee	Electronics Technician II College of Natural & Applied Sciences	04/30/16

CHANGE OF STATUS:

<u>Name</u>	<u>Position-Department</u>	<u>Action</u>	<u>Effective</u>
Matthew T. Pulliam	From: Maintenance General Mechanic Facilities Management-Maintenance of GR 25, \$31,083 annually To: EGR Shop & Lab Supervisor Cooperative Engineering Program GR 25, \$33,000 annually	Change of & Salary Adjustment	11/30/15
Joan R. Newman	From: Administrative Assistant II Achievement Center To: Staff Emeritus Achievement Center	Change of Status	01/01/16
Melissa D. Berry	From: Equal Opportunity Specialist Office for Institutional Equity & Compliance GR 43, \$53,715 annually To: Associate Director Office for Institutional Equity & Compliance GR 45, \$60,160 annually To: Interim Director Office for Institutional Equity & Compliance Associate Director Office for Institutional Equity & Compliance GR 45, \$60,160 annually (\$1,000 monthly supplemental)	Reclassification & Salary Adjustment Change of Status	01/11/16 01/11/16 12/31/16

Non-academic Personnel Board Actions, cont'd.

Page 5

Al Arnold	From: Programmer/Analyst Computer Services GR 33, \$46,342 annually To: Systems Analyst Computer Services GR 35, \$53,000 annually	Promotion	01/18/16
Anne Marie Baker	From: Archivist Library GR 44, \$47,666 annually To: Interim Head of Special Collections Library Archivist Library GR 44, \$47,666 annually (\$500 monthly supplemental)	Change of Status	02/01/16
Kristy M. Teague	From: Academic Administrative Assistant I Chemistry GR 11, \$24,011 annually To: Executive Assistant II College of Health & Human Services GR 13, \$30,514 annually	Promotion	02/01/16
Barbara J. Alldridge	From: Custodian I Residence Life, Housing & Dining Services To: Custodian I Facilities Management-Custodial	Transfer	02/16/16
Andrea Mostyn	From: Assistant Director University Communications GR 43, \$44,002 annually To: Director University Communications GR 45, \$57,000 annually	Promotion	02/19/16

Non-academic Personnel Board Actions, cont'd.

Page 6

Edward Brown	From: Public Safety Officer Shift Supervisor Safety & Transportation To: Patrol Sergeant Safety & Transportation	Title Change	02/23/16
Dean Fritz	From: Public Safety Officer Shift Supervisor Safety & Transportation To: Patrol Sergeant Safety & Transportation	Title Change	02/23/16
Steven Lowery	From: Public Safety Officer Shift Supervisor Safety & Transportation To: Patrol Sergeant Safety & Transportation	Title Change	02/23/16
Peng Zhang	From: China Operations Specialist Research & Economic Development GR 42, \$37,906 annually To: Business Instruction Specialist Research & Economic Development GR 43, \$46,000 annually	Promotion	02/29/16
April L. Babington	From: Academic Administrative Assistant II Childhood Ed. & Family Studies GR 12, \$27,321 annually To: Administrative Assistant III Multicultural Services GR 13, \$30,493 annually	Promotion	03/10/16

Non-academic Personnel Board Actions, cont'd.

Page 7

Geralyn M. McKenzie	<p>From: Assistant Director for Human Resources Compensation & Information Management Office of Human Resources GR 45, \$62,004 annually</p> <p>To: Interim Director Office of Human Resources Assistant Director for Human Resources Compensation & Information Management Office of Human Resources GR 45, \$62,004 annually (\$1,000 monthly supplemental)</p>	<p>Change of Status</p>	03/01/16
Janelle Melton	<p>From: Administrative Assistant II Honors College</p> <p>To: Staff Emeritus Honors College</p>	<p>Change of Status</p>	03/01/16
Cynthia Parker	<p>From: Administrative Assistant I Communication Sciences & Disorders</p> <p>To: Staff Emeritus Communication Sciences & Disorders</p>	<p>Change of Status</p>	03/01/16
Lori Swindell	<p>From: Accountant Financial Services GR 42, \$37,942 annually</p> <p>To: Sr. Accountant-Analyst Financial Services GR 44, \$42,495 annually</p>	<p>Reclassification & Salary Adjustment</p>	03/01/16
Xiaomin Zhou	<p>Financial Technology Support Specialist Financial Services</p> <p>From: GR 32, \$37,562 annually</p> <p>To: GR 33, \$42,069 annually</p>	<p>Reclassification & Salary Adjustment</p>	03/01/16

Non-academic Personnel Board Actions, cont'd.

Page 8

Janet S. Snider	From: Administrative Assistant II Office of Human Resources	Change of	04/01/16
	To: Staff Emeritus Office of Human Resources	Status	

William Agee	From: Electronics Technician II College of Natural & Applied Sciences	Change of	05/01/16
	To: Staff Emeritus College of Natural & Applied Sciences	Status	

Vote: _____ Yea
 _____ Nay



NINE MAJOR GOALS FOR 2015-2016

Introduction

This document summarizes the University's nine major goals for 2015-2016. This document is an action plan—a road map—that the Board of Governors and University administration will follow in the coming year. These goals were specifically designed to assist the University in achieving its mission of developing educated persons as outlined in the final year of the current long-range plan.

These goals are not intended to take the place of the University's Mission Statement (<http://www.missouristate.edu/about/missionstatement.htm>), Long-Range Plan (<http://www.missouristate.edu/LongRangePlan/>), Key Performance Indicators (<https://mis.missouristate.edu/KeyPerformanceIndicators/>), statewide performance measures for funding (<http://www.missouristate.edu/oir/151306.htm>), or the other goals, objectives, and action items established by the University and its component parts.

I. Strategic Planning

1. Develop a report on the University's progress under the 2011-2016 long-range plan.
2. Complete the strategic visioning project including the report developed as part of that process.
3. Develop a 2016-2021 long-range plan through a collaborative process that seeks broad input from University stakeholders.
4. Evaluate opportunities to improve the University's existing mission statement.
5. Create and grow a reserve fund designed to enable investment into strategic initiatives.
6. Develop a visioning guide that supports the University's long range plan through a collaborative process that seeks broad input from University stakeholders.

II. Access to Success

1. Successfully complete the Higher Learning Commission accreditation process.
2. Maintain modest growth in enrollment while increasing the diversity of the student body.
 - Continue to implement incentive and recruitment programs directed at increasing enrollment of underrepresented students.
 - Promote and assess the graduate needs-based scholarship program and the graduate diversity scholarship program.
 - Continue to strengthen relationships with diversity-oriented organizations.
 - Strengthen and maintain relationships with community college partners.
 - Promote and assess the Bachelor of General Studies program.
 - Create new academic programs based on student demand and state need.
 - Evaluate opportunities to eliminate, merge or redesign existing programs.
 - Diversify international student enrollment, with a focus on recruiting students from India and South America.
3. Increase retention and graduation rates.
 - Implement a redesigned transfer student orientation program.
 - Implement an engagement camp for new students.
 - Continue to improve family activities and expand living learning communities.
 - Increase participation in the Partners in Education program.
 - Expand college-specific GEP 101 sections and specialized GEP 101 sections directed at first-generation students, and develop and implement an assessment model to track the impact these sections have on retention.
 - Implement the first-generation retention initiatives included in the University's recent Title III grant application if funding is awarded.
 - Continue efforts to improve student placement and success in college level math courses.
4. Increase the number of alternative pathway options for students.
 - Strategically implement and expand credit by assessment and credit by experience programs.
 - Evaluate opportunities to improve the model used to deliver programs at off-campus sites.
 - Offer and actively market an open online course titled *Missouri's Civil War* and reoffer two existing open online courses titled *Laura Ingalls Wilder: Examining Her Work and Writing Life – The Early Years* and

Laura Ingalls Wilder: Examining Her Work and Writing Life – The Later Years.

- Create an online option for the Bachelor of Science in Psychology program.
5. Maintain competitive cost of attendance.
 6. Develop and implement a comprehensive plan to successfully track the outcomes of graduates as required by the state's performance funding model.
 7. Advocate for state funding of scholarship and grant programs that enhance access to higher education for Missouri residents.

III. Public Affairs Integration

1. Emphasize and hold the seven signature public affairs events.
2. Enhance the profile of the Missouri Public Affairs Hall of Fame and operationalize the selection and induction of nominees.
3. Evaluate opportunities to expand and improve the Public Affairs Conference.
4. Continue the Comprehensive Public Affairs Assessment Plan to assess multiple measures (open-ended essays and the 40-item Public Affairs Scale) of student learning in public affairs. Evidence of student learning will be collected from graduating seniors as part of the University Exit Exam. Faculty, staff, and students will review student learning in an annual workshop. Assessment grants will be available to support public affairs learning outcomes and a public affairs teaching toolkit will be expanded.
5. Sponsor programs and activities recognizing anniversaries of significant public affairs events, including the 800th anniversary of the Magna Carta and the 70th anniversary of the United Nations.
6. Begin work on renewing the University's Carnegie Community Engagement Classification.

IV. Engaged Inquiry

1. Sustain applications for grants and sponsored research above 300 annually and awards of grants and sponsored research above \$20 million annually.
2. Continue to develop and implement strategies to emphasize nanotechnology and computational science research.

3. Continue to encourage collaboration between faculty in the College of Natural and Applied Sciences and the businesses conducting research in the Jordan Valley Innovation Center.
4. Continue to publicize the University's research successes.
5. Increase institutional support for graduate student research.
6. Evaluate opportunities to encourage and incentivize faculty who receive external research funding.

V. Partners in Progress

1. Evaluate the campus climate study and develop a plan of action to create and implement recommendations directed at enhancing the campus climate.
2. Expand the University's health care partnerships by developing a primary care clinic on campus in collaboration with Mercy.
3. Complete the two-year pilot project for the Center for Community Engagement ("CCE"), and evaluate the viability and sustainability of the CCE.
4. Evaluate opportunities to expand collaborations with public K-12 school districts.
5. Continue to enhance the University's support for entrepreneurial activities that foster job creation and economic growth by implementing a seed capital fund for qualified businesses.
6. Continue to expand the International Leadership and Training Center, with a focus on contributing revenue to the University's general operations.
7. Continue and evaluate opportunities to expand the Focus First Vision Program a collaboration with the Vision Rehabilitation Center of the Ozarks, under which low income populations receive vision screening.
8. Collaborate with the City of Springfield, the History Museum on the Square, the Route 66 Association of Missouri, and others to publicize Springfield, Missouri as the birthplace of Route 66.
9. Collaborate with the Missouri Department of Conservation to utilize the University's agricultural properties to demonstrate sustainable practices for private land owners.

10. Collaborate with community organizations to provide services and opportunities for underrepresented individuals, including initiatives funded by the Springfield Project 2025 (Lumina Foundation grant).

VI. Valuing and Supporting People

1. Continue to improve compensation for faculty and staff.
 - Provide a cost of living pay raise for fulltime employees.
 - Continue the third year of the Full Professor Salary Incentive Program.
 - Implement programs to target other high-performing and underpaid employee groups for additional compensation.
 - Evaluate opportunities to improve policies and protocols with regard to compensation and hiring.
 - Evaluate opportunities to improve the fringe benefits package available to employees.
2. Continue to improve diversity of the workforce.
 - Encourage individuals involved in hiring processes to hire highly qualified, diverse candidates in furtherance of the University's affirmative action plan, with a target of at least 20% of new hires being ethnically or racially diverse, international, disabled, of veteran status, LGBT status, or a member of a group that is underrepresented within the hiring department.
 - Continue to implement the campus-wide Appraisal and Development Plan ("ADP") diversity goal, with a target of at least 80% of ADPs including a goal related to diversity.
3. Enhance initiatives and programs to prevent and address sex and gender discrimination and harassment (including sexual assault) in compliance with Title IX.
4. Establish an employee resource group for young professional staff.

VII. Responsible Stewardship

1. Continue to grow and diversify revenue.
 - Maximize state funding by satisfying the five established statewide performance measures.
 - Advocate for matching capital funding from the state for the Glass Hall addition and renovation project.

- Advocate for increased operational funding from the state, including an increase designated for STEM programs.
 - To continue to receive private support through mini capital campaigns for Glass Hall, the Hospitality and Restaurant Administration Department projects, the College of Health and Human Services projects, the College of Arts and Letters projects, and the Meyer Library renovation.
2. Successfully bond the addition to and renovation of Glass Hall.
 3. Invest in the preservation, modernization, and replacement of capital assets to support mission critical needs.
 - Complete the construction and renovation of Pummill Hall, the O'Reilly Clinical Health Sciences Center, the Davis-Harrington Welcome Center, Sunvilla Tower, Temple Hall Laboratories, John Q. Hammons Parkway Transit, and Meyer Library (Phase 1).
 - Begin construction and renovation of Glass Hall, Ellis Hall, West Plains Life Safety Improvements, and Sunvilla West FEMA Safe Room.
 4. Utilize and operate facilities efficiently.
 - Continue to incorporate sustainability into campus operations and foster principles of environmental stewardship, as measured by continued improvement within the Sustainability Tracking, Assessment and Rating System (STARS), a program of the Association for the Advancement of Sustainability in Higher Education (AASHE).
 - Continue to expand the campus chilled water system to ensure reliable chilled water service to more efficiently air condition campus facilities.
 - Continue to evaluate the sustainability of parking lot maintenance activities with regard to the performance, impact and cost of coal tar and asphalt emulsion sealant products.
 5. Manage University-wide risk effectively through the Enterprise Risk Management and Compliance Committee, including an external assessment of the University's emergency preparedness.
 6. Develop and deploy a comprehensive rebranding creative campaign utilizing brand research completed in 2013 which will include a campaign style guide for use across the University, and internal roll-out plan and a state and regional marketing plan.
 7. Develop opportunities to operate the University in a more efficient manner by streamlining, eliminating, and improving University policies, processes, and programs.

VIII. Athletics

1. Comply fully with NCAA rules with no major violations.
2. Maintain an NCAA Academic Progress Rate above 930 for all teams.
3. Finish in the top three in the Missouri Valley Conference All-Sports standings.
4. Enhance revenues by increasing ticket sales in football, men's basketball and women's basketball and by increasing Bears Fund memberships.
5. Successfully integrate the operations of the University's athletics facilities, JQH Arena, and Juanita K. Hammons Hall for the Performing Arts with the Athletics Department.
6. Create a fiscally responsible budget for the Athletics Department that incorporates the University's athletic facilities, JQH Arena, and Juanita K. Hammons Hall for the Performing Arts, and maintain athletic expenses within applicable budgetary limits.
7. Coordinate with the new football staff to complete a successful transition and to position the football team for a winning season.
8. Collaborate with students and Learfield Sports to improve the overall game day experience.
9. Successfully implement the Missouri Valley Conference television and digital media initiative.
10. Continue to evaluate new NCAA legislation and implement appropriate strategic responses.

IX. West Plains Integration

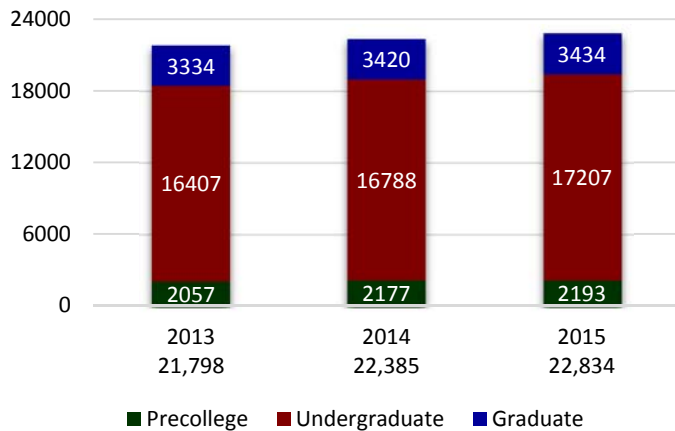
1. Continue to develop and market pathways for students to transition from West Plains coursework to Springfield coursework.
 - Evaluate the potential for delivery of additional Springfield courses and programs on the West Plains campus.
 - Continue to refine marketing efforts to inform West Plains students of their available options to participate in Springfield courses and programs.

- Enhance orientation processes for students transferring from the West Plains campus to the Springfield campus.
 - Identify and encourage opportunities for Springfield student organizations to coordinate and interact with West Plains student organizations.
2. Identify and evaluate opportunities to improve the coordination of Banner processes between the West Plains and Springfield campuses.
 3. Solicit private support and begin design and construction for the renovation of Missouri Hall.

ENROLLMENT HIGHLIGHTS FOR MARCH 2016 BOARD OF GOVERNORS RETREAT

Bolded items reference those in the “9 Major Goals for 2015-16” document.

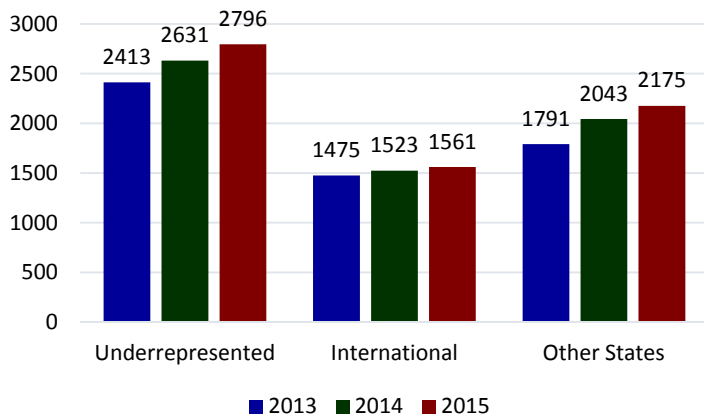
Total Fall Semester Headcount Enrollment



Our goal is to ***maintain modest annual growth***. We have grown each year since 2011, and our average annual growth over the last three years has been 2.7 percent. From fall 2014 to fall 2015, we grew in most student categories, including undergraduate degree-seeking, graduate, and dual credit (precollege). Our fall 2015 and spring 2016 enrollments were both records.

One factor in our growth in 2015 was an ***increased retention*** of first-time, full-time students to the following fall. For the 2012 and 2013 cohorts, the retention percentage was 75.2. It jumped to 78.2 for the fall 2014 cohort. We also enrolled our first students in the new ***Bachelor of General Studies*** program.

Selected Target Population Enrollments- Fall Semesters

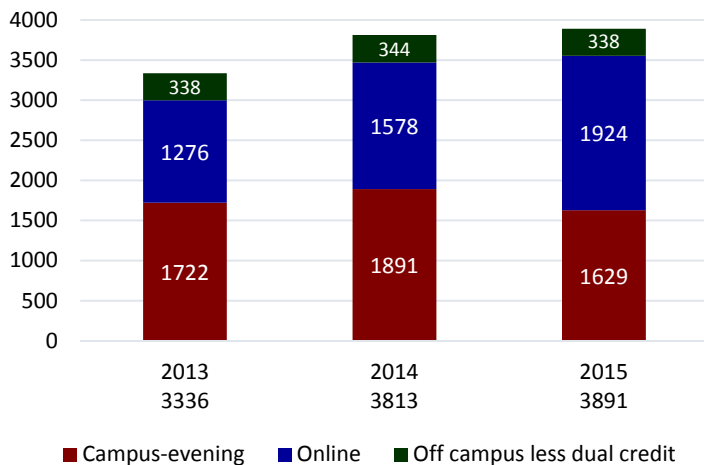


Consistent with our goal of ***increasing the diversity of our student body***, enrollment of underrepresented students continued to increase. Our fall 2015 enrollment of students from underrepresented ethnic groups was 2,796, an increase of 6.4 percent over fall 2014.

Our international student enrollment also continued its upward trend. In fall 2015, we had 1,561 international students representing 83 countries studying on the Springfield campus. Our combined enrollment of 4,357 underrepresented and international students represented 19.1 percent of our total enrollment, up from 17.8 percent in fall 2013.

Our enrollment of students from other states showed another increase in fall 2015 and included students from every state except Hawaii.

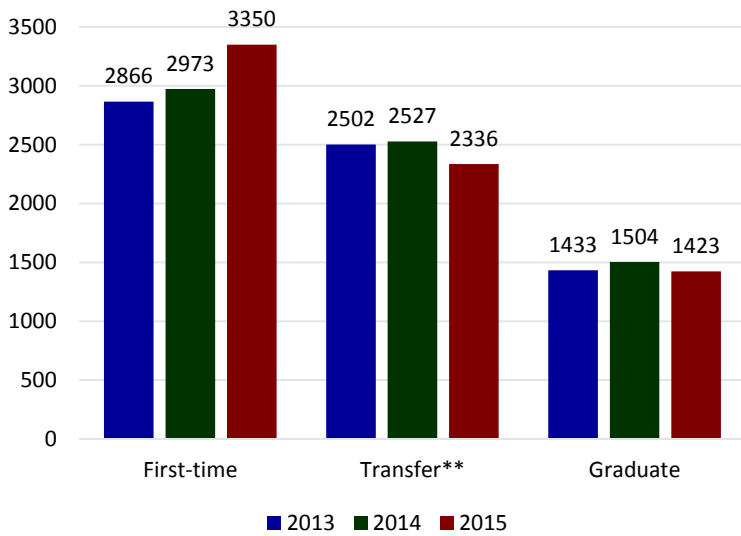
Students Predominantly Taking Evening, Online, or Off-Campus Courses



As of fall 2015, 69 majors could be completed through ***alternate pathway options*** (that is, could be completed through online, off-campus, and/or evening courses). The number of options (combinations of major and modality) approached 150. Through recently developed tracking procedures, we identified 1,427 students specifically pursuing one of those programs in fall 2015, up from 1,180 in fall 2014. Many other students are taking a predominance of their courses either online, off-campus, or in the evening as shown by the graph.

In the fall 2015 semester, courses taken through non-traditional means (online, blended, interactive video, and iCourse) generated 46,560 credit hours, 18.0 percent of the total credit hours for that semester.

New Degree-Seeking Students by Calendar Year*



*Spring, summer, and fall combined

**Excludes transfers on the China campus

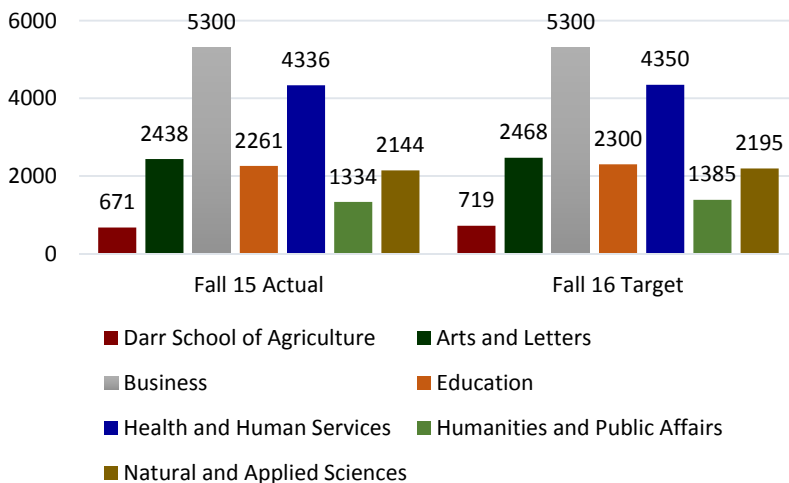
Our total enrollment of new degree-seeking students during the 2015 calendar year was 7,109, up from 7,004 in 2014, driven by an increase of 377 (12.7 percent) in enrollment of first-time new in college students during a year when many institutions in the state reported declines. Enrollment of new transfers dropped after two years of growth, due largely to significant declines in Missouri's community colleges in recent years. The number of new degree-seeking graduate students dropped back to near 2013 levels, though overall graduate enrollment remained steady in keeping with national trends..

Applications for Fall 2016 as of March 12, 2016

Student Type	Applications	Change over corresponding date in 2015
First Time-New in College	9869	8.1%
New Transfer	1490	12.3%
New Degree Seeking Graduate	870	-13.7%

Indicators point to continued growth in fall 2016. We are ahead of last year in the number of applied and admitted first-time and transfer students. While we are down in applications from new graduate students, much of the decline is due to a new application process being used by several graduate programs. Many graduate students begin in the summer, and as of March 12 we had 171 of applications from new graduate students for summer 2016, up from 138 last year.

College Enrollment Targets for Fall 2016



Through the Executive Enrollment Management Committee, enrollment targets are established for total enrollment and various segments of the enrollment.

The overall target for 2016 is 23,175, an increase of 1.5 percent over fall 2015. The target set the previous year was 22,500, which we exceeded by 334 students. Targets by college are shown in this graph.

First Generation Pilot Project 2014-2016



MISSOURI STATE UNIVERSITY

Fall 2014: FGS Pilot Program



- Enrolled 224 first-time-in-college and first generation students in eight (8) GEP 101 sections.
 - Six sections were organized by college and the remaining two were undecided students.
- **Goal**: Improve overall retention rate and experience of first generation college students.

Fall 2014: FGS Pilot Program



- **Results:** Fall to fall retention for first generation students in GEP 101 dedicated sections was **72%**, while all other GEP 101 students was **75%**.
 - **Update:** 4th semester retention for FGS pilot group is **68.7%**
- Small pilot project appears to have reduced the gap between first generation and other students in fall-to-fall retention

Fall 2015: FGS Pilot Program



- Enrolled 320 first-time-in-college and first generation students in eleven (11) sections:
 - Two groups: FGS & College and College only
 - *FGS*: 163 students enrolled in six (6) sections by college with two undecided groups
 - *College only*: 144 students enrolled in five sections
- **Goal**: Improve overall retention rate and experience of first generation college students.

Fall 2015: FGS Pilot Program



- **Results:** 150 of 163 FGS students were enrolled in spring 2016 classes for a **92%** retention rate.
 - Last year's rate for the same comparison group was 89%
- College only sections: 132 of 144 students enrolled in spring 2016 classes for a **91.6%** retention rate.
- All other GEP 101 students--87.2% (typical).
- *Continue to reduce the gap between retention of first generation and other students.*

Coming next



- Scholarship workshop in February to train FGS on applying for scholarships by March 1 deadline
- Coordinate group of FGS student “first mentors” to work with new FGS students
- Investigate “financial aid” nudges to FGS and Pell eligible students
- Plan Summer AAC&U Institute to enhance FGS programs
- Write-up results from two years of GEP 101 FGS program and submit
- Plan fall 2016 GEP first gen and college sections

Additional data



- **Surveyed students 3 times during semester.**
 - Most common reasons for leaving: finances, homesickness, desire to attend another university, and academic programs availability
 - No correlation between the level of involvement in extracurricular activities and desire to remain at Missouri State University

FGS Pilot Program



- Students provided advice to next year's students about how to be successful in college.
 - Advice largely academic and highlights the differences between high school and college.
 - Students discussed three main themes in their advice: *to go to class, to study hard and to manage their time wisely*
 - ✦ *The biggest problem I had was using my time wisely. I would say just to be smart about the way that you spend your time.*
 - ✦ *Don't overwhelm yourself. Try to have some fun!*
 - ✦ *Make sure you don't procrastinate and study! If you think you've studied enough, keep studying!*
 - ✦ *I would tell them to relax, concentrate on your studies and be able to manage time*

Access to Success: Math Improvement

CHALLENGE: "Continue efforts to improve student placement and success in college level math classes."

UPDATE: From Bill Bray (MTH Department Head) and Tammy Jahnke (CNAS, Dean)

FACTS AND BACKGROUND INFORMATION:

All Missouri State University students must pass MTH130 (Contemporary Mathematics), MTH135 (College Algebra) or a higher level course as part of the general education requirement in quantitative literacy.

All students who score less than 22 on the mathematics portion of the ACT are placed into MTH101 or MTH103. A complete breakdown is available in the catalog.

Enrollment Data in 100 level Mathematics Courses

	S14	Su14	F14	Tot	S15	Su15	F15	Tot
MTH 101	233	63	351	647	218	74	423	715
MTH 103	263	50	395	708	241	39	377	657
MTH 130	249	41	301	591	233	44	328	605
MTH 135	599	125	951	1675	678	110	1114	1902
				3621				3879

Percentage of students earning ABC grades in the fall of semester for each of the following courses:

Fall Semester	MTH101	MTH103	MTH130	MTH135
2013	47	66	71	59
2014	50	70	70	56
2015	65	60	73	54

ACTIONS:

MSU Springfield continues to work on appropriate placement through two primary pathways.

- 1) The department head and I have been meeting with deans and department heads with course syllabi to make sure students in each major are taking the best class for their needs. There are many majors who do not need MTH135 and it would be helpful if their advisors would steer students toward MTH130 where student success is higher.
 - a. For example nearly all CHPA students (except for Economics majors) will be advised to take MTH130.
 - b. Many COAL students will be advised to take MTH130.
 - c. Most CNAS and CHHS students (STEM students) are required to have mathematics through calculus and therefore are required to take MTH135.

- d. Most COE students are advised to take MTH130 (except for those in STEM).
 - e. COB requires MTH135 and doesn't feel a need to change. This requirement is not tied to accreditation.
- 2) The mathematics department was working on an on-line placement exam, but this is not yet available. We currently place by ACT and student have the option of taking a paper placement exam during SOAR.

Student Success Trials

- 1) Before 2014 students with an ACT score less than 22 had two pathways to MTH130 or MTH135.
 - a. MTH101 to MTH102 to MTH130 or 135
 - b. MTH103 to MTH130 or 135

We learned that the first pathway rarely led to success so we changed the MTH101 course (increasing contact hours) and deleted MTH102 in 2014. Now students with ACT scores less than 22 are either placed in MTH101 or 103.
- 2) Success rates (percent of students who earn A, B or C grades) in MTH101 and 102 hovered around 45-50% prior to 2014. After significant course transformation in both courses (and elimination of MTH102) we currently have success rates of that average 65% for the year in both MTH101 and 103.
- 3) This is an outstanding improvement but our goal is to help every student who wants to pass quantitative literacy for graduation is successful. We continue to track the success in our pathways and also to encourage more students into MTH130 who do not need MTH135 for future classes.
- 4) We also continue to work on student success within MTH135.
- 5) Much of student success in mathematics lies on our culture and student motivation. Although higher education understands the value of quantitative literacy not everyone in our society understands. All students come with the capacity to pass but not always with the motivation to pass.

THE FUTURE

Dr. Bray is a member of a statewide taskforce set up by MDHE, Missouri Mathematics Pathways Taskforce, whose goal is to develop a set of pathways in mathematics for students aligned with meta-majors, e.g., Liberal Arts, Business, STEM, etc. At the current time, the taskforce is developing four pathways: STEM pathway—for students going on to Calculus; Quantitative Literacy pathway—for students in Liberal Arts, some social science; Statistics pathway—student majors to be determined; Elementary Ed pathway. The Department of Mathematics is having ongoing conversations around this and Bray has started a few campus conversations for input on the mathematical needs of students in various disciplines. The taskforce would like to begin implementation of this program statewide in Fall 2018.

**Missouri Comprehensive Fee Survey for Public Institutions of Higher Education: FY 2016 Four-Year
Per MDHE**

Resident				Resident			
<i>Undergraduate</i>	Nondesignated and unrestricted per credit hour tuition	Total required fees, per semester charged to all full-time students	Total Tuition and required fees, per year, charged to a typical full-time student	<i>Graduate (Not Professional)</i>	Nondesignated and unrestricted per credit hour tuition	Total required fees, per semester charged to all full-time students	Total Tuition and required fees, per year, charged to a typical full-time student
University of Missouri- St. Louis	\$335.50	-	\$10,065.00	Missouri University of Science and Technology	\$387.00	\$624.48	\$10,536.96
Missouri University of Science and Technology	\$276.20	\$670.88	\$9,619.76	University of Missouri- St. Louis	\$435.80	-	\$10,459.20
University of Missouri-Kansas City	\$272.30	\$692.15	\$9,553.30	University of Missouri-Kansas City	\$345.20	\$651.05	\$9,586.90
University of Missouri-Columbia	\$276.20	\$611.61	\$9,509.22	University of Missouri-Columbia	\$350.10	\$551.76	\$9,505.92
Northwest Missouri State University	\$180.61	\$1,520.25	\$8,458.80	Northwest Missouri State University	\$252.86	\$1,273.20	\$8,615.04
Truman State University	\$238.40	\$152.00	\$7,456.00	Truman State University	\$343.83	\$152.00	\$8,556.00
University of Central Missouri	\$214.85	\$438.00	\$7,321.50	Missouri Western State University	\$314.48	\$354.20	\$8,255.92
Missouri State University	\$205.00	\$455.00	\$7,060.00	Lincoln University	\$285.00	\$425.84	\$7,691.68
Lincoln University	\$205.00	\$446.09	\$7,042.18	University of Central Missouri	\$278.45	\$438.00	\$7,558.80
Southeast Missouri State University	\$199.30	\$505.50	\$6,990.00	Southeast Missouri State University	\$260.80	\$404.40	\$7,068.00
Missouri Western State University	\$197.79	\$359.20	\$6,652.10	Missouri State University	\$255.00	\$455.00	\$7,030.00
Missouri Southern State University	\$177.03	\$283.00	\$5,876.90	Missouri Southern State University	\$250.00	\$133.00	\$6,266.00
Harris-Stowe State University	\$199.00	\$522.00	\$5,820.00				

Update on Missouri State University's Graduate Tracking and Outcomes Reporting

Outcomes Tracking Software

In late July 2015, President Smart and the Administrative Council authorized generating an RFP for outcomes tracking software. A committee was formed to develop an RFP. Committee members include:

Mark Biggs, COAL
Jared Cates, West Plains
Brian Edmond, Computer Services – MIS (added later)
Vickie Hicks, COB
Theresa McCoy, Computer Services – MIS
Michelle Olsen, Institutional Research
Scott Schneider, West Plains
Tanya Smith, Procurement
James Sottile, COE
Jill Wiggins, Career Center
Mark Woolsey, Office of Assessment

The committee has been meeting since September. The development of the final RFP was completed in the fall and went out for bids beginning November 18, 2015. Bids were due by January 12, 2016. Initial evaluations were completed and vendor demos occurred in February. The committee stayed on track with the original timeline that was proposed at the beginning of the process. The committee is now in the final phase of selecting the vendor. Ideally the committee would like to have a vendor selection and implementation complete by April 2016. The committee knows this is a fairly aggressive timeline, but the goal is to have the software up and running prior to Spring Commencement. The committee is confident it will be fully functioning by Summer Commencement.

Temporary Database/Reports

In late July, Jill Wiggins met with Theresa McCoy and Stephanie Turek in MIS. Stephanie was able to take three different data sets (the old Graduate Tracking System data, data from COB, and the data that has been entered into a temporary database built by MIS) and merge it into one. That project was finished in September. This has been extremely useful as work is done to identify those graduates who still require follow-up. Data still has to be manually entered into the temporary database, however, once entered basic reports can be generated.

Preliminary Data Collected

Fall 2014 (initial data collected at Commencement was approximately 39.47% for undergraduates). There was not an organized system for collecting data at Fall 2014 Commencement. Data was collected for both graduate students and undergraduate students (the knowledge rate for Fall 2014 was approximately 60.6% for undergraduates and graduates combined). At Fall 2014 Commencement the CBHE had not released the specific questions that were going to be required. That information was not released until later in December 2014. When comparing data from Fall 2014 to Spring and Summer 2015, you will note it looks slightly different because the questions changed once the CBHE released the questions.

Here is preliminary data for Fall 2014:

	Fall 2014
Total # Undergraduates	984
Total # w/ Data at Commencement	388
Knowledge Rate at Commencement	39.43%
Total # w/ Data after follow-up	591
Current Knowledge Rate (March 2016)	60.06%
Total # w/ No Data	393
% w/ No Data	39.94%

Based on those we know about (60.06%), here is the breakdown of first-destination data/outcomes for Fall 2014:

Employed (FT/PT)	384	64.97%
Continuing Education Admitted	113	19.12%
Continuing Education Not Admitted	9	1.52%
Military (did not ask)		
Volunteer (did not ask)		
Will Seek Emp After Cert (did not ask)		
Seeking	79	13.37%
No Plans to Seek/Continue Education	6	1.02%
	591	100.00%

At Spring 2015 Commencement, a new process to collect the data was put in place through collaboration with the Career Center and Registrar's Office. A large team was assembled to collect the data in a more organized process at Commencement. The data was still collected manually via a paper survey, but the process was much more efficient. Data was only collected for undergraduates. A temporary database was created to house this data until a permanent system is identified.

Preliminary data for Spring 2015:

	Spring 2015
Total # Undergraduates	1805
Total # w/ Data at Commencement	1045
Knowledge Rate at Commencement	57.89%
Total # w/ Data after follow-up	1509
Current Knowledge Rate (March 2016)	83.60%
Total # w/ No Data	296
% w/ No Data	16.40%

Based on those we know about (83.6%), here is the breakdown of first-destination data/outcomes for Spring 2015:

Employed Full Time	601	39.83%
Employed Part Time	57	3.77%
Continuing Education Admitted	277	18.36%
Continuing Education Not Admitted	95	6.30%
Military	10	0.66%
Volunteer	5	0.33%
Will Seek Employment After Certifications	28	1.86%
Seeking	404	26.77%
No Plans to Seek/Continue Education	32	2.12%
	1509	100.00%

Preliminary data for Summer 2015:

	Summer 2015
Total # Undergraduates	319
Total # w/ Data at Commencement	169
Knowledge Rate at Commencement	52.98%
Total # w/ Data after follow-up	
Current Knowledge Rate (March 2016)	52.98%
Total # w/ No Data	150
% w/ No Data	47.02%

Based on those we know about (52.98%), here is the breakdown of first-destination data/outcomes for Summer 2015:

Emp Full Time	52	30.77%
Emp Part Time	11	6.51%
Continuing Ed Admitted	28	16.57%
Continuing Ed Not Admitted	9	5.33%
Military	4	2.37%
Volunteer	0	0.00%
Will Seek Emp After Certifications	0	0.00%
Seeking	65	38.46%
No Plans to Seek/Continue Ed	0	0.00%
	169	100.00%

Preliminary data for Fall 2015:

	Fall 2015
Total # Undergraduates	1014
Total # w/ Data at Commencement	592
Knowledge Rate at Commencement	58.38%
Total # w/ Data after follow-up	
Current Knowledge Rate (March 2016)	58.38%
Total # w/ No Data	422
% w/ No Data	41.62%

Based on those we know about (58.38%), here is the breakdown of first-destination data/outcomes for Fall 2015:

Emp Full Time	135	22.80%
Emp Part Time	49	8.28%
Continuing Ed Admitted	58	9.80%
Continuing Ed Not Admitted	75	12.67%
Military	4	0.68%
Volunteer	3	0.51%
Will Seek Emp After Certifications	37	6.25%
Seeking	229	38.68%
No Plans to Seek/Continue Ed	2	0.34%
	592	100.00%

Current Methods for Data Collection

- Customized paper survey at Commencement
- Data collected from individual colleges and departments
- GEN 499 (beginning in Summer 2015, students completing the GEN 499 exit exam were asked the specific questions required by the CBHE – data collected for Summer 2015 and on can now be utilized)
- LinkedIn profiles (at this time, every graduate from Fall 2014 that was seeking or was unknown has been searched on LinkedIn at least once)
- Emails to individual colleges with a list of students requiring follow-up can be emailed once data is entered into the temporary database
- Student Tracker through National Student Clearinghouse

Future Methods for Follow-up (including those above)

- Emails with a link to a survey (once a vendor system is in place) – this can begin prior to Commencement and continue at various intervals after Commencement
- Phone calls (updated email addresses and phone numbers have been requested since Spring 2015)
- Facebook
- Google search

Report to Board of Governors Retreat Career Center Mission and Services March 2016

The mission of the Missouri State University Career Center is to provide professional assistance and intervention to Missouri State students and alumni through the use of career counseling, internship and full-time job searches, and vocational and educational information, so they may make insightful career decisions. This mission is best met by building partnerships with faculty, staff, students, employers and alumni to collaborate in the process of preparing students for life after graduation. Just as recruiting students to attend MSU is the responsibility of everyone in the MSU community, it is also the responsibility of everyone in the MSU community to prepare students for life after MSU.

The Career Center provides numerous services to students and alumni at various stages of the career development process. Services include career counseling/assessments, occupations/majors research, cover letter/resume/CV critiques, internship search assistance, on-campus interviews, career fair preparation, graduate school search/preparation, classroom presentations, IDS 120 courses, employer research, mock interviews, job search assistance, networking, career fair, events/workshops, and individual appointments.

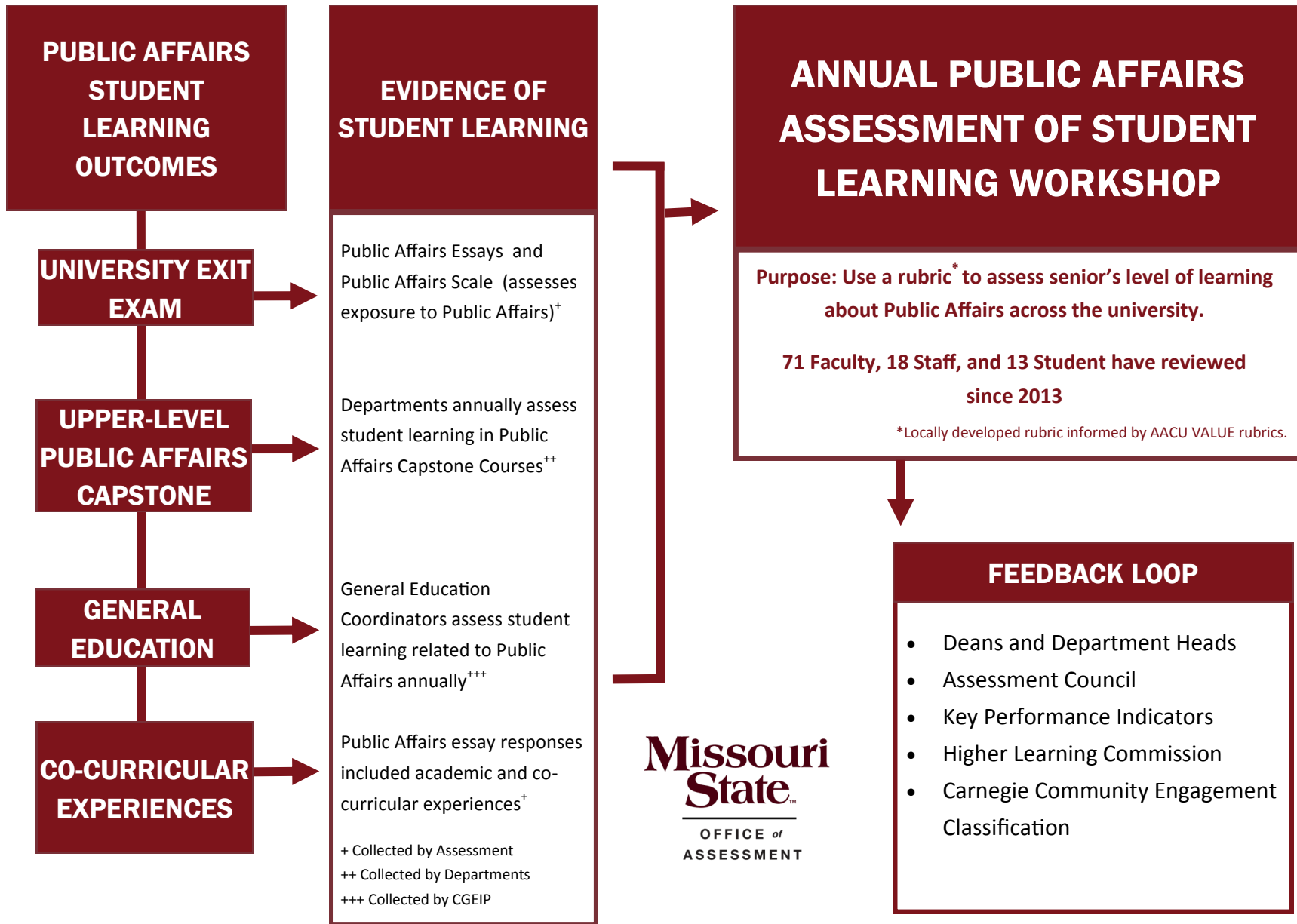
Students/alumni who are in the job search can access a variety of resources to aid them in that process. Students are encouraged to start early when beginning their job search since we know finding a full time job can be a full time job. Some of the specific resources that may be utilized when students or alumni are in the job search include:

- 1) **Schedule an appointment to meet with a Career Resources Specialist to develop a plan.** Career Resources Specialists are trained to coach students through the career development process, including the job search.
- 2) **Perfect application materials.** Students are strongly encourage to have their cover letters/resumes/CVs critiqued prior to applying for positions. This can be done by scheduling an appointment in the Career Center, participating in Resume Madness events, or meeting with a Peer Advisor during walk-in hours.
- 3) **Practice interviewing.** Students can participate in mock interviews by scheduling an appointment in the Career Center, participating in Mock Interview Day, or utilizing Interview Stream, a web-based mock interview tool provided by the Career Center.
- 4) **Register on JobTracks.** JobTracks is a free job-posting database utilized by the Career Center. Currently there are more than 950 active job postings in the system. Students can access job postings, apply for positions, and post their resumes through this system.
- 5) **Participate in on-campus recruiting.** Each year, numerous employers/organizations come to campus to recruit students in a variety of majors.
- 6) **Participate in career fairs.** Numerous employers/school districts/organizations participate in MSU career fairs throughout the year. This is an incredible way for students to have face-to-face interaction with recruiters who are trying to fill positions.
- 7) **Utilize LinkedIn.** Career Resource Specialists can teach students to maximize the power of LinkedIn in their job search.
- 8) **Network.** There are numerous opportunities for students/alumni to network with employers throughout the year, some of which have previously been mentioned. For the past few years, the Speed Networking event, co-hosted by the Career Center and the Alumni Association, has provided the opportunity for students to meet alumni in a fun, interactive environment. Networking is a critical component in the job search, since research shows it is the number one way to find a job.

The Career Center has made some changes this academic year to better serve students, alumni, faculty, staff and employers. Some of those changes include:

- 1) Offering a Resume Madness event for each of the academic colleges in both the fall and spring semesters.
- 2) Moving venues for both the Career Expo and Education Day. In 2015, the Career Expo event was at maximum capacity with 150 employers. This year, by moving the Career Expo to the Springfield Expo Center, more than 180 employers/organizations attended and parking was much more convenient for employers. One employer said, "I, as a recruiter, have been to many career fairs in the past year and this one was by far the most professional and helpful. I have never received that level of hospitality before and it didn't go unnoticed. I want to give personal thanks on behalf of my recruiting staff to you guys for hosting such a successful event. I will always give Missouri State raving reviews due to my experience this year." Education Day 2016 will be held at the University Plaza Convention Center. Currently there are more than 70 school districts/organizations registered to attend.
- 3) The Career Center partnered with the Office of Community Involvement & Service to co-host the Community Involvement Fair both in the fall and the spring. We realized there was a duplication of efforts recruiting many of the same non-profits/government agencies to multiple events on campus.
- 4) For the first time, the Career Center is co-hosting a Physical Therapy Career Fair.
- 5) Peer Advisors now have dedicated office space to better meet the needs of clients who are seeking advice for their cover letters/resumes/CVs. This space has added professionalism and confidentiality to the client experience.
- 6) The Career Center is working with the Alumni Office to add a web-based networking component to the Speed Networking event that will allow alumni in other locations to connect with students on campus.

PUBLIC AFFAIRS ASSESSMENT PLAN



PUBLIC AFFAIRS ASSESSMENT PLAN

HOW THE PROCESS INFLUENCES THE CAMPUS

ASSESSMENT FINDINGS DRIVE CHANGE

Faculty report the following changes:

- Changed a course
- Made a curricular change
- Changed a General Education course
- Changed a Public Affairs capstone course
- Changed their thinking about learning in Public Affairs or PA as a mission
- Shared information with colleagues, program, department, dean, etc.
- Had collaborative discussions with colleagues

“Missouri State is to be commended for its work on this three-year project which has the potential to impact other institutions through the sharing of resources as outlined in the report.”

- Higher Learning Commissions 2015 report

Highest Performing Public Affairs Attributes in University Exit Exam Essays (2015)

2015 (n=1,791 essays scored)

- Civic Identity and Commitment
- Diversity of Communities and Cultures

What did students choose to write about?

Cultural Competence 50%	Ethical Leadership 27%	Community Engagement 23%
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NSSE* Public Affairs Items (2015)

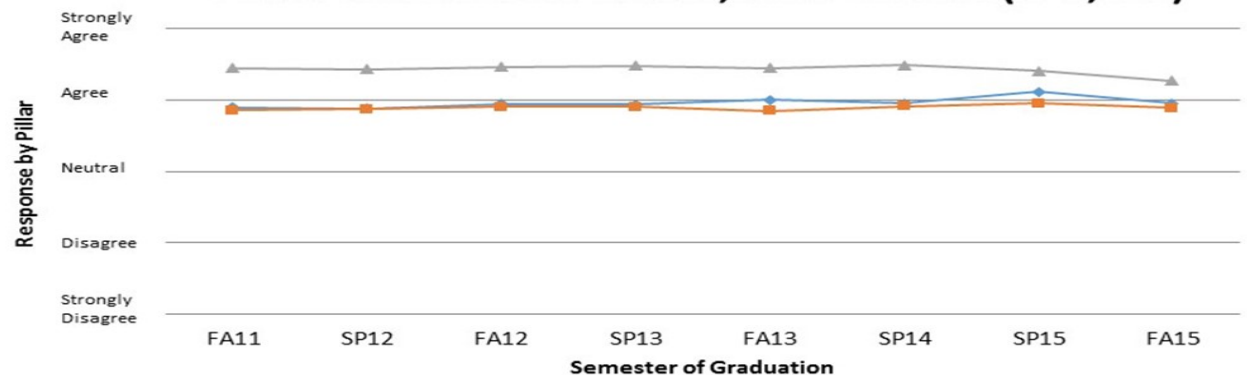
About how many of your courses at this institution have included a community-based project (service-learning)? (0=None, 4=All)

	MSU	Plains Public	Carnegie	CUMU
First-Year Students 2015 (n=922)	1.8 ▲	1.5	1.6	1.6
Senior Students 2015 (n=945)	1.9 ▲	1.7	1.8	1.7

*National Survey of Student Engagement

▲ Favorable Results—Significant

Public Affairs Scale Scores, MSU Seniors (n=9,361)



A Summary of Student Engagement Results

Student engagement represents two critical features of collegiate quality. The first is the amount of time and effort students put into their studies and other educationally purposeful activities. The second is how institutional resources, courses, and other learning opportunities facilitate student participation in activities that matter to student learning. NSSE surveys first-year and senior students to assess their levels of engagement and related information about their experience at your institution.

Comparison Group

The comparison group featured in this report is

Plains Public

See your *Selected Comparison Groups* report for details.

This *Snapshot* is a concise collection of key findings from your institution's NSSE 2015 administration. We hope this information stimulates discussions about the undergraduate experience. Additional details about these and other results appear in the reports referenced throughout.

Engagement Indicators

Sets of items are grouped into ten Engagement Indicators, organized under four broad themes. At right are summary results for your institution. For details, see your *Engagement Indicators* report.

Key:

- ▲ Your students' average was significantly higher ($p < .05$) with an effect size at least .3 in magnitude.
- △ Your students' average was significantly higher ($p < .05$) with an effect size less than .3 in magnitude.
- No significant difference.
- ▼ Your students' average was significantly lower ($p < .05$) with an effect size less than .3 in magnitude.
- ▽ Your students' average was significantly lower ($p < .05$) with an effect size at least .3 in magnitude.

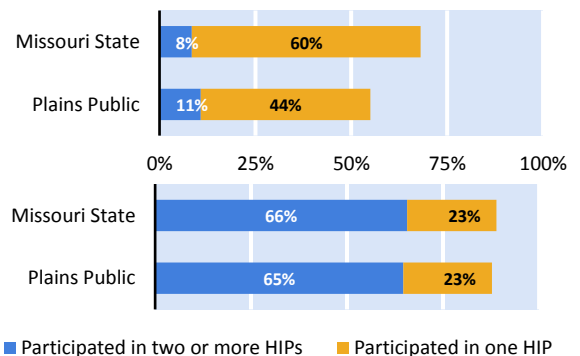
Theme	Engagement Indicator	Your students compared with Plains Public	
		First-year	Senior
Academic Challenge	Higher-Order Learning	--	--
	Reflective & Integrative Learning	△	△
	Learning Strategies	--	△
	Quantitative Reasoning	--	--
Learning with Peers	Collaborative Learning	--	△
	Discussions with Diverse Others	△	--
Experiences with Faculty	Student-Faculty Interaction	--	△
	Effective Teaching Practices	--	--
Campus Environment	Quality of Interactions	△	--
	Supportive Environment	△	△

High-Impact Practices

Due to their positive associations with student learning and retention, special undergraduate opportunities are designated "high-impact." For more details and statistical comparisons, see your *High-Impact Practices* report.

First-year
Learning Community, Service-Learning, and Research w/Faculty

Senior
Learning Community, Service-Learning, Research w/Faculty, Internship, Study Abroad, and Culminating Senior Experience

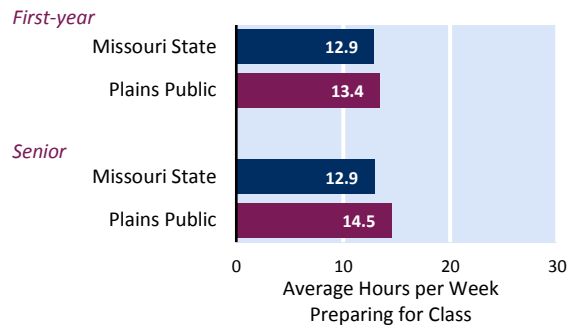


Academic Challenge: Additional Results

The Academic Challenge theme contains four Engagement Indicators as well as several important individual items. The results presented here provide an overview of these individual items. For more information about the Academic Challenge theme, see your *Engagement Indicators* report. To further explore individual item results, see your *Frequencies and Statistical Comparisons*, the *Major Field Report*, the *Online Institutional Report*, or the Report Builder—Institution Version.

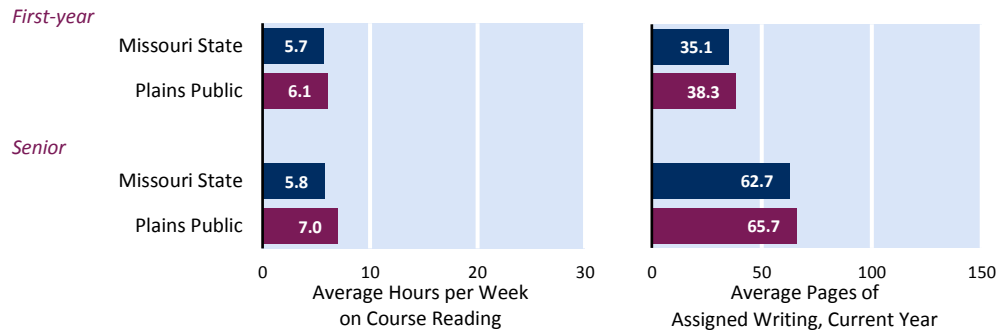
Time Spent Preparing for Class

This figure reports the average weekly class preparation time for your first-year and senior students compared to students in your comparison group.



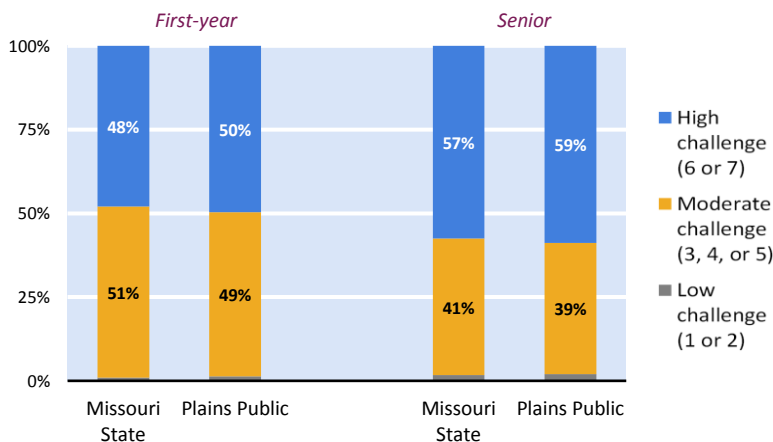
Reading and Writing

These figures summarize the number of hours your students spent reading for their courses and the average number of pages of assigned writing compared to students in your comparison group. Each is an estimate calculated from two or more separate survey questions.



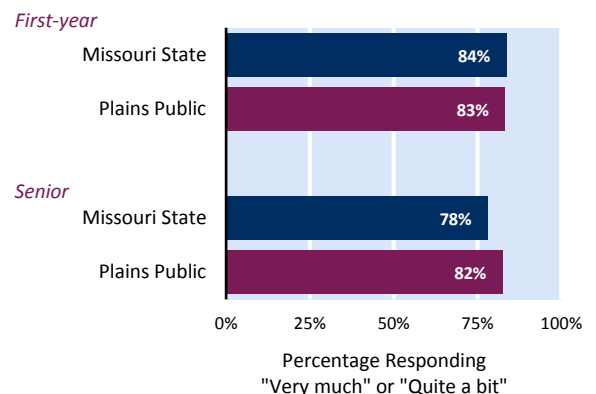
Challenging Students to Do Their Best Work

To what extent did students' courses challenge them to do their best work? Response options ranged from 1 = "Not at all" to 7 = "Very much."



Academic Emphasis

How much did students say their institution emphasizes spending significant time studying and on academic work? Response options included "Very much," "Quite a bit," "Some," and "Very little."



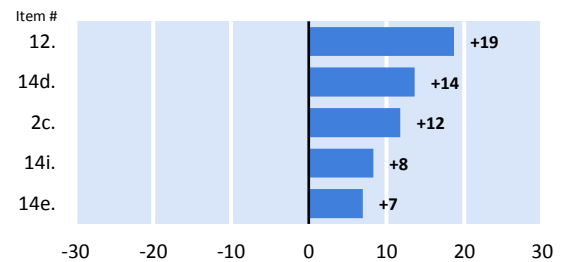
Item Comparisons

By examining individual NSSE questions, you can better understand what contributes to your institution's performance on Engagement Indicators and High-Impact Practices. This section displays the five questions^a on which your first-year and senior students scored the highest and the five questions on which they scored the lowest, relative to students in your comparison group. Parenthetical notes indicate whether an item belongs to a specific Engagement Indicator or is a High-Impact Practice. While these questions represent the largest differences (in percentage points), they may not be the most important to your institutional mission or current program or policy goals. For additional results, see your *Frequencies and Statistical Comparisons* report.

First-year

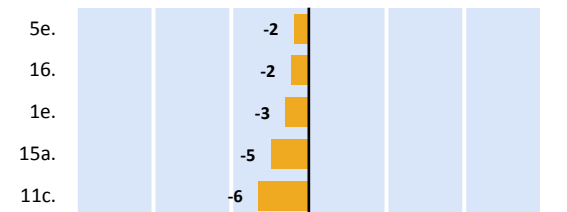
Highest Performing Relative to Plains Public

- About how many courses have included a community-based project (service-learning)?^e (HIP)
- Institution emphasis on encouraging contact among students from different backgrounds...^c (SE)
- Included diverse perspectives (...) in course discussions or assignments^b (RI)
- Institution emphasis on attending events that address important social/econ./polit. issues^c (SE)
- Institution emphasis on providing opportunities to be involved socially^c (SE)



Lowest Performing Relative to Plains Public

- Instructors provided prompt and detailed feedback on tests or completed assignments^c (ET)
- Spent more than 10 hours per week on assigned reading^f
- Asked another student to help you understand course material^b (CL)
- Spent more than 15 hours per week preparing for class
- Participated in a learning community or some other formal program where... (HIP)

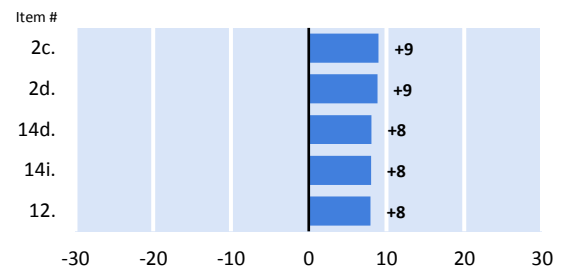


Percentage Point Difference with Plains Public

Senior

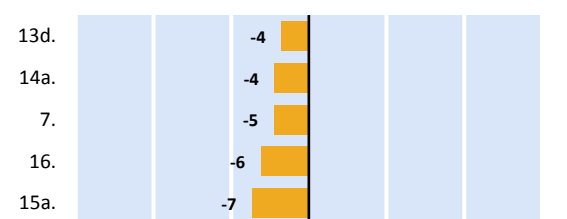
Highest Performing Relative to Plains Public

- Included diverse perspectives (...) in course discussions or assignments^b (RI)
- Examined the strengths and weaknesses of your own views on a topic or issue^b (RI)
- Institution emphasis on encouraging contact among students from different backgrounds...^c (SE)
- Institution emphasis on attending events that address important social/econ./polit. issues^c (SE)
- About how many courses have included a community-based project (service-learning)?^e (HIP)



Lowest Performing Relative to Plains Public

- Quality of interactions with student services staff (...)^d (QI)
- Institution emphasis on studying and academic work^c
- Assigned more than 50 pages of writing^g
- Spent more than 10 hours per week on assigned reading^f
- Spent more than 15 hours per week preparing for class



Percentage Point Difference with Plains Public

a. The displays on this page draw from the items that make up the ten Engagement Indicators (EIs), six High-Impact Practices (HIPs), and the additional academic challenge items reported on page 2. Key to abbreviations for EI items: HO = Higher-Order Learning, RI = Reflective & Integrative Learning, LS = Learning Strategies, QR = Quantitative Reasoning, CL = Collaborative Learning, DD = Discussions with Diverse Others, SF = Student-Faculty Interaction, ET = Effective Teaching Practices, QI = Quality of Interactions, SE = Supportive Environment. HIP items are also indicated. Item numbering corresponds to the survey facsimile included in your *Institutional Report* and available on the NSSE website.

b. Combination of students responding "Very often" or "Often."

c. Combination of students responding "Very much" or "Quite a bit."

d. Rated at least 6 on a 7-point scale.

e. Percentage reporting at least "Some."

f. Estimate based on the reported amount of course preparation time spent on assigned reading.

g. Estimate based on number of assigned writing tasks of various lengths.

How Students Assess Their Experience

Students' perceptions of their cognitive and affective development, as well as their overall satisfaction with the institution, provide useful evidence of their educational experiences. For more details, see your *Frequencies and Statistical Comparisons* report.

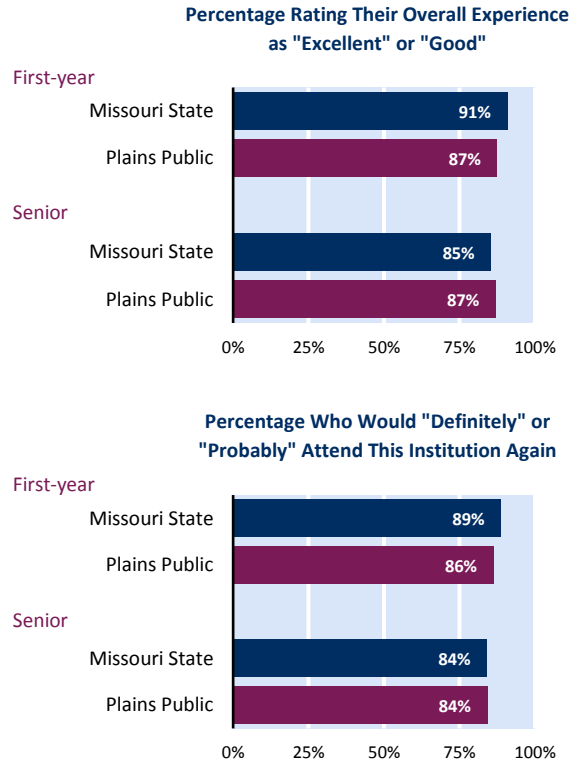
Perceived Gains Among Seniors

Students reported how much their experience at your institution contributed to their knowledge, skills, and personal development in ten areas.

Perceived Gains (Sorted highest to lowest)	Percentage of Seniors Responding "Very much" or "Quite a bit"
Thinking critically and analytically	80%
Working effectively with others	74%
Acquiring job- or work-related knowledge and skills	72%
Speaking clearly and effectively	70%
Writing clearly and effectively	66%
Understanding people of other backgrounds (econ., racial/ethnic, polit., relig., nation., etc.)	63%
Developing or clarifying a personal code of values and ethics	62%
Solving complex real-world problems	60%
Analyzing numerical and statistical information	60%
Being an informed and active citizen	59%

Satisfaction with Missouri State

Students rated their overall experience at the institution, and whether or not they would choose it again.



Administration Details

Response Summary

	Count	Resp. rate	Female	Full-time
First-year	1,040	36%	71%	98%
Senior	1,034	26%	67%	82%

See your *Administration Summary* and *Respondent Profile* reports for more information.

Additional Questions

Your institution administered the following additional question sets:

- First-Year Experiences and Senior Transitions
- Sustainability Education Consortium

See your *Topical Module* and *Consortium* reports for results.

What is NSSE?

NSSE annually collects information at hundreds of four-year colleges and universities about student participation in activities and programs that promote their learning and personal development. The results provide an estimate of how undergraduates spend their time and what they gain from attending their college or university. Institutions use their data to identify aspects of the undergraduate experience that can be improved through changes in policy and practice.

NSSE has been in operation since 2000 and has been used at more than 1,500 colleges and universities in the US and Canada. More than 90% of participating institutions administer the survey on a periodic basis.

Visit our website: nsse.indiana.edu



**THE OFFICE OF RESEARCH ADMINISTRATION
ACTIVITY REPORT – FISCAL YEAR 2016 THROUGH FEBRUARY**

Missouri State University faculty, staff, and students are involved in research, education, and service projects through the support of governmental, business, and philanthropic entities. This report summarizes key aspects of this activity and highlights awards received in FY 2016 through the month of February.

PROJECT HIGHLIGHTS

- **Peter Plavchan**, Assistant Professor of Physics, Astronomy & Materials Science, recently received an **\$18,750** award from the **NASA via the University of Missouri**. Funding from this grant will be used to detect planets around low-mass M dwarf stars using novel instrumentation and data analysis techniques.
- **Chin-Feng Hwang**, Professor of Agriculture, received **\$297,587** from the **US Department of Agriculture through the Missouri Department of Agriculture**. The purpose of this project is to build a collaborative program between Missouri State University and the Grape and Wine Institution at the University of Missouri to strengthen the grape breeding program.
- **Benjamin Onyango**, Associate Professor of Agriculture, received **\$549,411** from the **US Department of Agriculture**. This project addresses food security through improvements in meat goat production and marketing and outreach efforts by enhancing research and outreach capacities of three universities (MSU, Lincoln, and Fort Valley State). The intent is to develop strategies to contribute to rural development by enhancing methods of income generation avenues to rural stakeholders in Missouri, Georgia, and Arkansas.
- **Adena Young-Jones**, Associate Professor of Psychology, received funding from the **Society for the Teaching of Psychology** in the amount of **\$2,100** for Experiencing Alternative Perspectives in the Classroom. This project includes a survey sampling of students with and without disabilities to compare beliefs regarding the potential of role-playing strategies and interventions to decrease negative perceptions, insult/harm to the disabled community, and the viability of ableism role play within the classroom. The sensitive nature of the particular topic requires respect and guidance of students with disabilities and the community.
- **Char Berquist**, Director of the Center for Dispute Resolution, received funding from the **US Department of Health & Human Services via Alternative Opportunities, Inc.** in the amount of **\$39,100**. This project is part of the Regional Partnership Grant: Preserving Families through Partnership Together. The MSU CDR provides services and supports programs that help people take control of their lives. CDR's primary role within the grant is to facilitate successful implementation of Family Group Conferencing with clients and their families/support system.

RESULTS

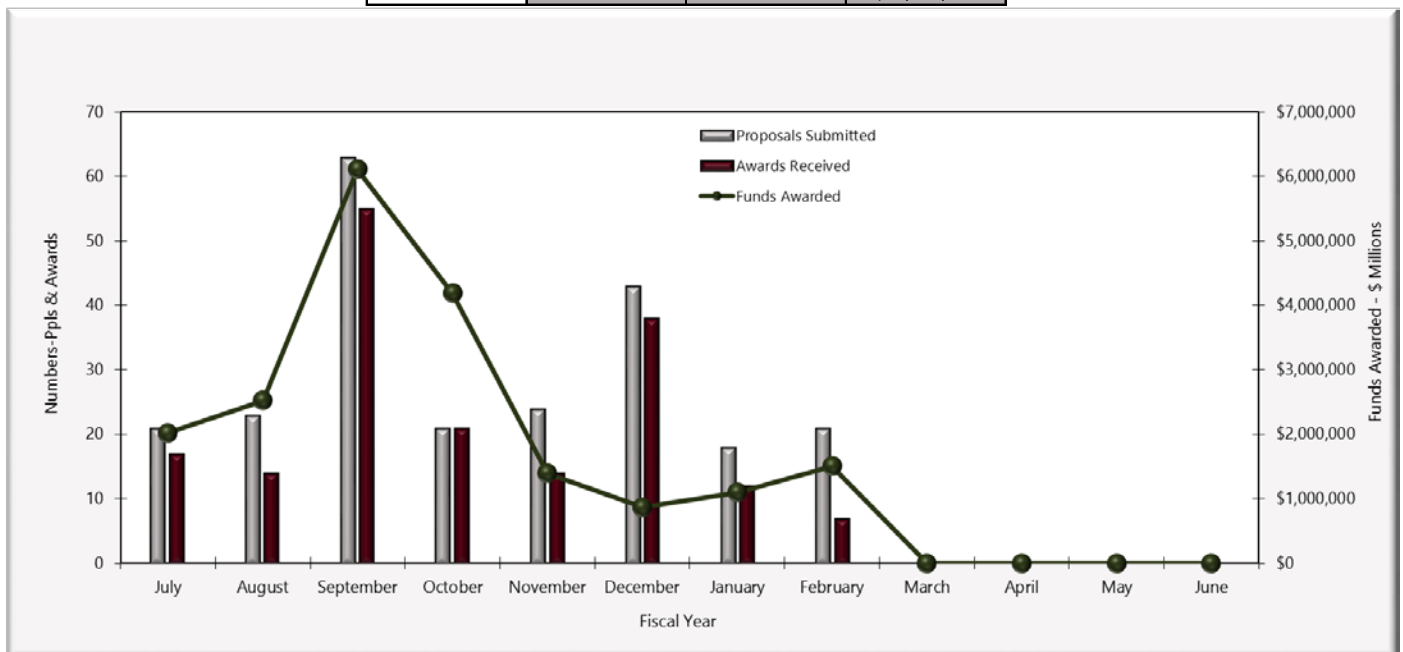
As of the end of February, the University has submitted 234 proposals for support of University-based projects. To date, 178 awards have been received – some of which are from proposals submitted during the previous fiscal year. The commitment of funds in these grants and contracts to date is \$19.7 million. Some of these awards are for projects that extend over more than one year, but the full commitment for funds is allocated to the first year.

Key Indicators	Activity for FY 2016	% Change from FY 2015
Proposals Submitted	234	2%
Funds Requested	\$45,318,136	46%
Named Investigators	103	6%
Grants & Contracts Awarded	178	-1%
Funds Awarded	\$19,709,691	50%

External funding activity so far in FY 2016:

Sponsored Program Activity FY 2016

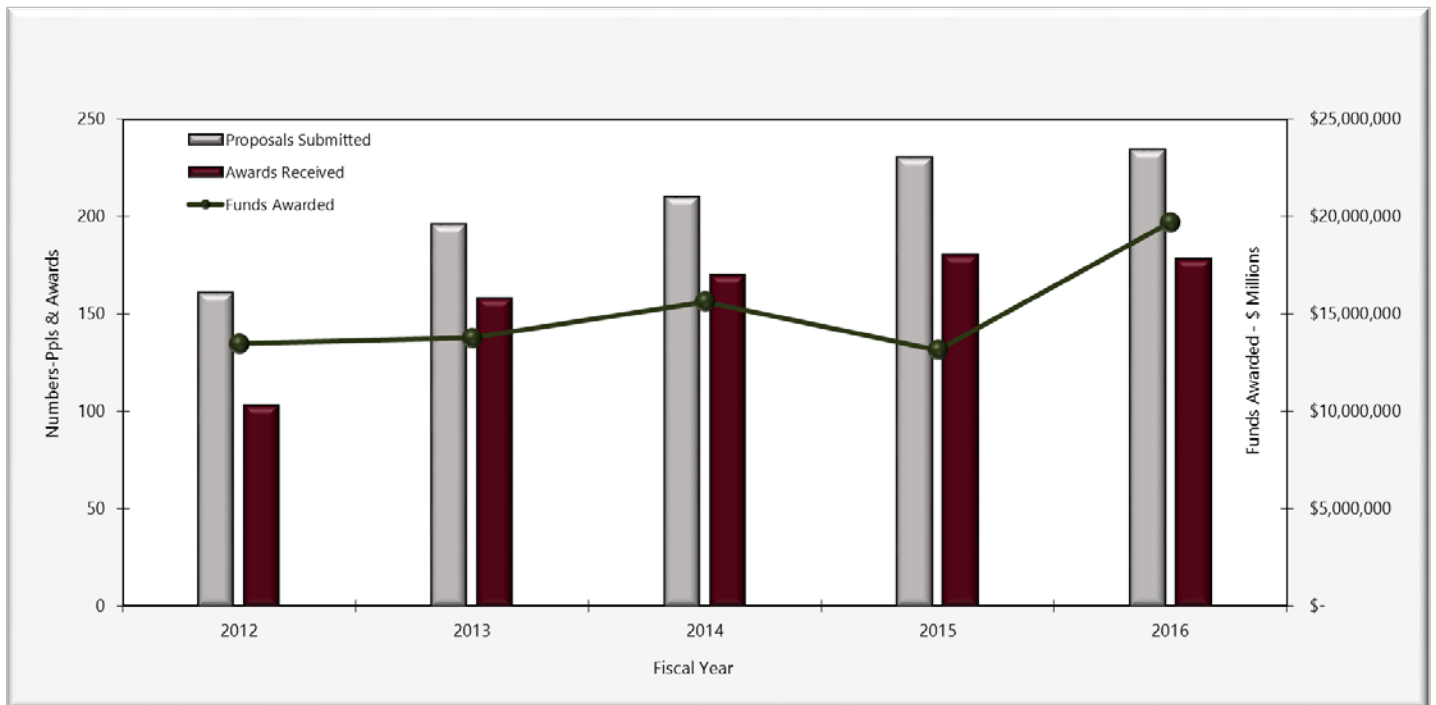
Month	Proposals Submitted	Total Awards	Dollars Awarded
July	21	17	\$2,018,944
August	23	14	\$2,526,455
September	63	55	\$6,109,588
October	21	21	\$4,190,658
November	24	14	\$1,396,150
December	43	38	\$864,922
January	18	12	\$1,097,561
February	21	7	\$1,505,413
March	0	0	\$0
April	0	0	\$0
May	0	0	\$0
June	0	0	\$0
	234	178	\$19,709,691



A comparison of activity over the last five years:

Cumulative Sponsored Program Activity Through the Month of February (FY 2012 - FY 2016)

Fiscal Year	Proposals Submitted	Number of Awards						\$Millions	
		Education	Equipment	Infrastructure	Research	Service	Ttl Awds	Requested	Awarded
2012	161	34	2	2	21	44	103	\$ 27,716,828	\$ 13,461,135
2013	196	35	2	3	28	90	158	\$ 23,840,765	\$ 13,761,345
2014	210	34	0	3	40	93	170	\$ 25,927,052	\$ 15,640,457
2015	230	40	0	2	30	109	180	\$ 30,963,141	\$ 13,160,065
2016	234	39	2	5	34	98	178	\$ 45,318,136	\$ 19,709,691



Grant and contract activity for FY 2016, through February, by University Unit.

Missouri State University
FY 16 Grant/Contract Activity by Unit

Unit	# Applying		# Awarded		Credit Share*			Actual**		
	Staff	Faculty	Staff	Faculty	Grants / Contracts		Award	Grants / Contracts		Award
					Submit	Awards	\$	Submit	Awards	\$
Admin & Info Services	0	0	0	0	0	0	\$ -	0	0	\$ -
College of Arts & Letters	3	3	1	1	20	9	\$ 188,306	11	6	\$ 188,306
Center for Dispute Resolution	0	1	0	1	3	3	\$ 58,955	3	3	\$ 58,955
College of Business	0	2	0	2	5	5	\$ 2,630,196	5	5	\$ 2,630,196
Center for Project Innovation & Management	0	1	0	1	3	1	\$ 27,000	3	1	\$ 27,000
College of Education	3	4	3	4	13	14	\$ 567,625	13	13	\$ 567,625
Institute for Play Therapy	0	0	0	0	0	0	\$ -	0	0	\$ -
Institute for School Improvement	0	0	0	0	0	0	\$ -	0	0	\$ -
Southwest Regional Professional Development Center	0	1	0	1	4	4	\$ 1,217,762	4	4	\$ 1,217,762
College of Health & Human Services	4	21	3	14	33	24	\$ 1,078,887	25	19	\$ 1,053,932
Center for Research & Service	0	0	0	0	0	0	\$ -	0	0	\$ -
College of Humanities & Public Affairs	0	7	0	8	7	8	\$ 871,733	5	6	\$ 871,733
Center for Archaeological Research	0	1	2	1	2	4	\$ 41,746	2	3	\$ 41,746
Center for Community Engagement	0	1	0	0	1	0	\$ -	1	0	\$ -
Center for Economic Research	0	1	0	1	1	1	\$ 7,533	1	1	\$ 7,533
Center for Social Science & Public Policy Research	0	1	0	1	2	2	\$ 2,650	2	2	\$ 2,650
College of Natural & Applied Sciences	3	42	1	16	87	26	\$ 1,208,857	56	20	\$ 1,189,483
Bull Shoals Field Station	1	1	1	1	3	3	\$ 27,505	3	3	\$ 27,505
Center for Resource Planning & Management	2	1	3	1	12	11	\$ 482,382	7	6	\$ 482,382
Ozark Environmental Water Research Institute	1	1	1	1	11	12	\$ 462,012	8	9	\$ 483,012
Diversity & Inclusion	0	0	0	0	0	0	\$ -	0	0	\$ -
Graduate College	0	0	0	0	0	0	\$ -	0	0	\$ -
Library	2	2	0	0	5	0	\$ -	3	0	\$ -
President	3	0	0	0	3	0	\$ -	2	0	\$ -
Provost	2	1	3	1	5	5	\$ 29,079	3	5	\$ 29,079
Ozarks Public Health Institute	0	1	0	1	4	5	\$ 222,986	4	5	\$ 222,986
Research & Economic Development	4	0	4	0	19	15	\$ 1,212,230	15	13	\$ 1,212,230
Center for Applied Science & Engineering	5	0	4	0	11	6	\$ 963,931	8	4	\$ 963,931
Center for Biomedical & Life Sciences	0	1	0	1	9	6	\$ 77,434	9	6	\$ 77,434
International Leadership & Training Center	1	0	1	0	4	4	\$ 352,300	4	4	\$ 352,300
Jordan Valley Innovation Center	1	0	1	0	5	5	\$ 513,254	5	5	\$ 513,254
Small Business Development & Technology Center	1	0	1	0	4	5	\$ 224,382	4	5	\$ 224,382
Southwest Missouri Area Health Education Center	1	0	1	0	4	3	\$ 119,710	4	3	\$ 119,710
School of Agriculture	2	5	2	7	12	13	\$ 687,719	8	9	\$ 711,048
Center for Grapevine Biotechnology	0	1	0	1	2	2	\$ 48,084	2	2	\$ 48,084
Mid-America Viticulture & Enology Center	1	1	1	0	3	3	\$ 4,297,464	3	3	\$ 4,297,464
Student Affairs	1	0	2	0	1	4	\$ 1,563,378	1	4	\$ 1,563,378
West Plains	4	4	4	2	12	9	\$ 524,591	10	9	\$ 524,591
TOTAL	45	105	39	67	310	212	\$ 19,709,691	234	178	\$ 19,709,691

* Credit Share - divides the proposals/awards between the PI's, therefore proposals/awards may be reflected in the totals more than once.

** Actual - proposals/awards will only be shown in the originating unit.

**Report of Recommendations from the Ad Hoc Faculty Committee on Climate Study
Follow-Up on Diversity and Inclusion**

Committee members:

Chair: Mike Stout (CHPA)

Mara Cohen Ioannides (COAL)

Roberto Canales (CHHS)

Angela Hornsby-Gutting (CHPA)

Michele Smith (CNAS)

CJ Maples (COAL)

Kevin Evans (CNAS)

Amanda Perkins (CHHS)

Jamaine Abidogun (CHPA & Provost Diversity Fellow)

Committee Charge

The committee was charged by Faculty Senate to look into the recommendations of the Diversity related Climate Study that fall under the purview of faculty. This included focusing mainly on diversity hiring, diverse faculty retention, and the curriculum. Committee members were asked to examine the recommendations of the Climate Study and suggest ways to improve the curriculum. In addition, the committee was asked to assess for ways to increase the proportion of diverse faculty on the Missouri State University campus. Also, the committee was asked to do a thorough investigation of best practices in these areas as well as what our peer institutions have done or are planning to do in these areas. The committee was asked to look at both benefits and well as costs associated with suggestions that this committee would make.

Process

In order to reach the goals outlined in the committee's charge we proceeded in the following way:

1. All committee members read the Climate Study report.
2. The committee pulled all recommendations related to our charge from the report. Thirty-three recommendations were identified.
3. The committee ranked priorities in terms of importance and reached consensus on eleven recommendations to be adopted in the short, medium, and long term.
4. The committee researched best practices and examples of what other universities and colleges across the country have accomplished to increase and retain diverse faculty.

Recommendations

The committee's recommendations fall under two main areas. The first area focuses on the recruitment, retention, and training of faculty, staff, and administration. The second area focus on curriculum. The committee proposes the following short term, medium term, and long term recommendations:

Recruitment, Retention, and Training

Short Term (Spring 2016 to Spring 2017):

- Follow established best practices to increase recruitment and retention of diverse faculty.
- Incorporate meaningful diversity training for all new faculty, staff, and administrators. This training could most effectively be incorporated into orientation programming.
- Review and strengthen Equal Employment Opportunity (EEO) training for faculty search committees, and require all members of search committee and department heads to participate.
- Require a tenured faculty member from an outside department to serve on search committees to ensure the hiring process meets EEO requirements.
- Draft a diversity pledge for students, faculty, staff, and administrators to sign voluntarily.

Medium/Long Term (Spring 2016 to Fall 2020)

- Provide additional administrative support to the existing mentoring program.
- Require all current faculty and administrators to participate in diversity training.
- Develop a plan to ensure that all university buildings and facilities are accessible and compliant with the federal laws summarized in the Americans with Disabilities Act (ADA).
- Establish a process to ensure equitable accountability in hiring practices across academic and administrative units.
- Develop a system and process for tracking and evaluating the retention rate among diverse hires.
- A committee of faculty should be organized to look at MSU's Equity / Compliance (hiring process) as it relates to faculty searches. The intent would be to assess if the current process can be improved upon.

Curriculum

The climate study report made the following recommendations related to the university's curriculum:

- Implement multicultural training for all faculty, staff, and teaching assistants
- Professional development for administrators, faculty, and staff
- More faculty development should be provided on intercultural competence for teaching assistants and part-time faculty

These three areas are related to training and professional development, which is covered in the section above on Recruitment, Retention, and Training.

- Establish a cadre of faculty who will be trained to facilitate diversity education, workshops, and activities with their colleagues in order to create more inclusive classrooms for culturally diverse and minority students

The committee agrees with this recommendation from the climate study and recommends the university adopt a plan for implementing this process in the short term (Spring 2016 to Spring 2017).

- Curriculum transformation for multicultural education and intercultural competence needs to become a priority across disciplines

The committee also strongly agrees with this recommendation. While the university does have Cultural Competence as part of its General Education requirements, these requirements can be strengthened. For example, under current university policy students can potentially pick and choose courses in a way that allows them to totally by-pass taking a course in say American History or Culture or some other courses which include content related directly to multicultural education.

The committee recommends that the current curriculum on cultural competency requirements be reexamined and strengthened so that all students are required to take at least one course that focuses specifically on diversity and inclusion as a prerequisite to graduation. There are several ways this can be accomplished.

For example, the university now has an interdisciplinary diversity studies minor, which covers a variety of topics related to multicultural education. As part of the minor, there are several courses listed as introductory classes that cover a range of topics related to diversity and multicultural education. The university might consider requiring all students to take at least one of the introductory courses listed as options for the diversity studies minor. This will insure that students are all receiving exposure to topics related to diversity and inclusion before they graduate.

Resources for Implementing Recommendations

University Diversity Pledge

Diversity pledges are becoming more common at institutions of higher education across the country. Many of the models being used are based on language used at two large American universities:

University of California-San Diego: http://newscenter.sdsu.edu/lead/pledge_diversity.aspx

University of Denver: <http://www.du.edu/socialwork/diversitypledge.html>

Estimated Costs: The primary costs associated with the pledge would be the development of a web page where students, faculty, staff, and administrators can sign the pledge.

Estimated Benefits (from <http://racebridgesstudio.com/making-promises-creating-a-diversity-pledge/>):

- Diversity pledges solidify commitments from participants – students, staff, faculty, and administration. It establishes a set of expectations to be enforced. Pledging to support diversity at your school is a promise to adhere to respectful and inclusive behaviors and attitudes.
- Diversity mission statements and pledges form bonds, foster respect, and build trust within a school.
- Unlike so many other things in life, these bring people together. Despite their differences, mission statements and pledges provide unity.
- They encourage new experiences, and support the pursuit of knowledge of the world we live in.
- They build strong people skills, as diversity in classrooms allows students to work collectively with students of other cultures.

Follow Best Practices for Recruiting and Retaining Diverse Faculty

As the committee went about its research, we discovered that institutions of higher education across the country also struggle with recruiting and retaining diverse faculty. As a result, there are many models for recruiting and retaining diverse faculty.

One of the most comprehensive plans for recruiting and retaining diverse faculty is summarized in a report describing the plan at Western Washington University. The report also highlights best practices at other American higher education institutions, which can be referred to when establishing a plan to increase hiring and retention of diverse faculty, staff, and administration. The report also has examples of programs and policies covering a number of the committees other suggestions, in the areas of establishing a process to ensure equitable accountability in hiring practices across academic and administrative units, and for developing a system and process for tracking and evaluating the retention rate among diverse hires.

The committee recommends that the Division of Diversity and Inclusion examine and adapt appropriate policies and programs that are summarized in Western Washington's model. The full Western Washington report is available on their website at

http://www.wvu.edu/eoo/docs/Best%20Practices_Recruiting%20and%20Retaining%20Staff%20of%20Color.pdf

Estimated Costs: Costs for this recommendation will vary depending on which practices the Division of Diversity and Inclusion chooses to adopt. Some practices require additional funding, such as ensuring competitive starting salaries, creating a fund for “bridge” money, funding for diverse faculty research projects, establishing an internal grant program for assisting departments with new faculty hires, establishing a process of shared funding, and setting up fundraising campaigns to support faculty and staff diversity. Other policies and programs covered in the Western Washington report would require no additional (or minimal) financial costs. For example, establishing a minority faculty welcoming program or creating a minority employee council.

Estimated Benefits: Various reports have shown that recruitment and retention of diverse faculty has improved at Western Washington, and that rates of diverse student recruitment and retention have also improved. Their reports are available on the web at <http://www.wvu.edu/president/diversity.shtml> .

Assuring the Hiring Process is Equitable for Diverse Candidates

There are already a number of requirements in place at Missouri State to ensure diverse candidates have equal opportunity in the hiring process. However, there were a few areas where the committee agreed improvements can be made. First, the committee recommends that the Equal Employment Opportunity (EEO) training provided by the university be updated to reflect the most up-to-date information and pedagogies. Second, the committee recommends that all faculty on the hiring committee, not just the Chair, participate in EEO training. Requiring all members of the hiring committee to participate in the training assures that everyone has been exposed to the reasoning and goals of equal opportunity hiring, which will reinforce the importance of the need for recruitment and retention of diverse faculty and staff.

Emory University has a useful two part summary of best practices for diversity hiring. Part one summarizes best practices from the beginning of the search process until invitations for interviews are extended <http://www.equityandinclusion.emory.edu/diversity/faculty/best-practices-one.html> . Part two summarizes best practices for when diverse candidates are brought to campus <http://www.equityandinclusion.emory.edu/diversity/faculty/best-practices-two.html> .

Estimated Costs: Costs should be minimal. Most of the changes recommended are policy changes to the hiring process.

Estimated Benefits: Ensuring the hiring process is equitable should increase the number of diverse candidates who apply and are interviewed for positions at the university.

Diversity Training

“Diversity training represents the opportunity for employers to educate employees about diversity. Although diversity training cannot completely change an individual's beliefs, it does have the ability to increase awareness, impart knowledge, and educate employees on how to accept differences among fellow employees. Organizations use diversity training to bring out the

best in their employees. Organizations also want to break down the barriers that separate different types of employees, such as ethnic, social, and political barriers, so they can work together and be productive as a team.” –Study.com: What is Diversity Training in the Workplace? Definition and Importance <http://study.com/academy/lesson/what-is-diversity-training-in-the-workplace-definition-importance-quiz.html>

The College and University Professional Association for Human Resources (CUPA-HR) provides an array of resources on best practices in higher education diversity training, as well as examples of success stories at a number of universities. Resources for suggested readings on diversity can be found on the CUPA-HR website at <http://www.cupahr.org/diversity/files/Diversity-and-Inclusion-Suggested-Reading-List.pdf> . The CUPA-HR Knowledge Center provides an overview of various types of training that has been effective at other universities <http://www.cupahr.org/knowledgecenter/dei.aspx> . The Knowledge Center also has a variety of resources that are useful for addressing a number of the other recommendations made by the committee.

Estimated Costs: Costs will vary depending on which training program(s) is selected. Possible costs include training human resources staff to administer programs, purchasing relevant program material, and assessment of training effectiveness.

Estimated Benefits: There are a number of benefits that will result from incorporating diversity training into all aspects of the university community (i.e., students, faculty, staff, and administrators). The ultimate benefit will be from exposing all university stakeholders to the strengths and drawbacks of increasing diversity, and should lead to a more inclusive, democratic environment on campus.



Missouri State

U N I V E R S I T Y

The MSU Care Clinic officially opened its doors to patients on October 20, 2015. The clinic is open from 8 a.m. to 5 p.m. on all weekdays, except Thursday which is 10 a.m. to 5 p.m. Currently Mercy provides four full-time staff, a part-time medical director, and a part-time clinic manager. A full-time physician assistant funded by Mercy will begin in April 2016. Missouri State nursing faculty members provide the equivalent services of one full-time nurse practitioner. Student involvement includes graduate students in the DNP program, undergraduate BSN students, dietetic interns and several students working on special projects. Mental health services are provided by Burrell Behavioral Health (one part-time employee) and Ozarks Counseling Center (one part-time, grant-funded position). The National Alliance on Mental Illness (NAMI) offers support groups through a grant-funded initiative. Several physicians are interested in volunteering their services once liability insurance issues are resolved.

The management team consists of four individuals from Mercy and four from MSU who meet weekly to discuss various issues associated with clinic operation. The advisory board consists of both management team members and community members.

Patient data from October 20, 2015 through February 29, 2016 is as follows:

Patient Data	Response
Total # of Appointments Scheduled	1268
Total # of Appointments Seen	988
No Show Rate	273 (21%)
# of New Appointments	662 (67% of those seen)
# of Established Appointments	479

Total Completed Appointments

Month	Completed Appointments	No Show Rate
October 2015 (20-31)	76	21%
November	161	20%
December	241	21%
January 2016	242	23%
February	268	21%

The complex needs of the patient population, the limited number of providers, and the need to enter patient data into the new EPIC EMR System has resulted in extended patient appointment times during this initial stage of operation.

Patient Demographics

- 68% Caucasian
- 82% from Springfield Metro area zip codes
- 75% ages 39-64
- The majority are high risk, complex patients with multiple chronic problems
- Seeing high risk patients from ER's and hospital discharges.

Top Conditions Seen:

- #1 Diabetes (140)
- #2 Hypertension (110)
- #3 Mental Health (74) (#1 with Mercy Data – with all types recorded for total reporting period)
- #4 Pain due to chronic orthopedic/neurological issues (52)
- #5 General (38)
- #6 Chronic Obstructive Pulmonary Disease (COPD)(34)
- #7 Chronic Pain (29)
- #8 Gastric esophageal reflux (27)
- #9 Hepatitis C (18)
- #10 Tobacco Use (17)

Medications

- Free medication system working well

Security

- Only minor issues

**FY16 Budget Outline
Springfield Campus Operating Fund**

6/26/2015

1.8% Raise

Revenue Changes

Fee resolution tuition growth, net	1,508,472
FY15 enrollment growth, net	2,060,033
State appropriation increase (Governor's 1.5%)	1,223,884
Other increases	1,293,926
<u>Total net revenue changes</u>	6,086,315

Compensation Increases

Pay raise operating fund with fringe	\$2,147,720
Staff pool	\$225,000
Instructor equity pool	\$100,000
GA wage increase	63,654
Faculty promotions with fringe	220,071
Full professor program with fringe (10)	67,300
	<u>2,823,745</u>

Priority Increases

New faculty positions	\$800,000
CPI cost center budget increase	186,032
Increased maintenance, security and grounds	181,791
Staff positions for compliance and support	315,582
	<u>1,483,405</u>

New Expenses

Increased utilities	\$379,247
Disability Support Center	25,000
Increased property insurance	100,000
ERP budget increase	45,000
Increased rental cost	226,000
Increased athletic costs (raise + MVC requirements)	395,849
Police contract increase	15,000
Compliance	5,100
President's enhancement	(112,031)
	<u>1,079,165</u>

Strategic Initiatives/Occupational Therapy Bonds \$700,000

Total expense changes **\$6,086,315**

MISSOURI STATE UNIVERSITY DIVERSITY REPORT

Faculty and Staff

Table 16. All Employees by Ethnicity, Gender and Fiscal Year

Ethnicity	Fiscal Year											
	2013-2014				2014-2015				2015-2016			
	Male	Female	All	% of Sub-Total	Male	Female	All	% of Sub-Total	Male	Female	All	% of Sub-Total
All Employees												
Nonresident Alien	50	42	92	2.8%	47	64	111	3.3%	58	73	131	3.8%
Hispanic/Latino	22	35	57	1.7%	24	37	61	1.8%	29	36	65	1.9%
American Indian/Alaskan Native	8	12	20	0.6%	4	13	17	0.5%	4	13	17	0.5%
Asian	37	33	70	2.1%	41	35	76	2.3%	38	32	70	2.0%
Black or African American	40	32	72	2.2%	46	34	80	2.4%	43	29	72	2.1%
Native Hawaiian/Pacific Islander	1	0	1	0.0%	1	1	2	0.1%	1	1	2	0.1%
White	1,238	1,563	2,801	84.4%	1,213	1,566	2,779	82.6%	1,228	1,596	2,824	81.4%
Two or more races	19	42	61	1.8%	24	32	56	1.7%	26	39	65	1.9%
Race or ethnicity unknown	68	75	143	4.3%	90	91	181	5.4%	101	121	222	6.4%
All Employees	1,483	1,834	3,317		1,490	1,873	3,363		1,528	1,940	3,468	
Full-Time Instructional Faculty												
Nonresident Alien	4	3	7	1.0%	7	8	15	2.1%	11	9	20	2.7%
Hispanic/Latino	11	1	12	1.7%	10	1	11	1.5%	10	2	12	1.6%
American Indian/Alaskan Native	3	0	3	0.4%	2	0	2	0.3%	2	1	3	0.4%
Asian	26	19	45	6.4%	28	18	46	6.3%	26	17	43	5.9%
Black or African American	12	7	19	2.7%	11	9	20	2.7%	12	8	20	2.7%
Native Hawaiian/Pacific Islander	0	0	0	0.0%	0	0	0	0.0%	0	0	0	0.0%
White	310	297	607	85.7%	310	304	614	84.3%	305	297	602	82.6%
Two or more races	4	8	12	1.7%	5	7	12	1.6%	6	7	13	1.8%
Race or ethnicity unknown	3	0	3	0.4%	8	0	8	1.1%	11	5	16	2.2%
All Full-Time Instructional Faculty	373	335	708		381	347	728		383	346	729	
Part-Time Instructional Faculty												
Nonresident Alien	2	1	3	0.8%	3	2	5	1.3%	1	2	3	0.7%
Hispanic/Latino	1	3	4	1.0%	2	4	6	1.5%	4	3	7	1.7%
American Indian/Alaskan Native	0	2	2	0.5%	0	3	3	0.8%	0	1	1	0.2%
Asian	2	2	4	1.0%	3	2	5	1.3%	2	2	4	1.0%
Black or African American	1	0	1	0.3%	0	1	1	0.3%	0	0	0	0.0%
Native Hawaiian/Pacific Islander	0	0	0	0.0%	0	0	0	0.0%	0	0	0	0.0%
White	147	189	336	84.4%	136	176	312	78.8%	153	169	322	79.1%
Two or more races	0	2	2	0.5%	0	1	1	0.3%	1	4	5	1.2%
Race or ethnicity unknown	20	26	46	11.6%	29	34	63	15.9%	27	38	65	16.0%
All Part-Time Instructional Faculty	173	225	398		173	223	396		188	219	407	
Full-Time Non-Instructional Research Faculty												
Nonresident Alien	0	0	0	0.0%	0	0	0	0.0%	0	0	0	0.0%
Hispanic/Latino	0	0	0	0.0%	0	0	0	0.0%	0	0	0	0.0%
American Indian/Alaskan Native	0	0	0	0.0%	0	0	0	0.0%	0	0	0	0.0%
Asian	1	0	1	20.0%	1	0	1	20.0%	1	0	1	20.0%
Black or African American	0	0	0	0.0%	0	0	0	0.0%	0	0	0	0.0%
Native Hawaiian/Pacific Islander	0	0	0	0.0%	0	0	0	0.0%	0	0	0	0.0%
White	4	0	4	80.0%	4	0	4	80.0%	4	0	4	80.0%
Two or more races	0	0	0	0.0%	0	0	0	0.0%	0	0	0	0.0%
Race or ethnicity unknown	0	0	0	0.0%	0	0	0	0.0%	0	0	0	0.0%
All FT Research Faculty	5	0	5		5	0	5		5	0	5	

MISSOURI STATE UNIVERSITY DIVERSITY REPORT

Faculty and Staff

Table 16. All Employees by Ethnicity, Gender and Fiscal Year - Continued

Ethnicity	Fiscal Year											
	2013-2014				2014-2015				2015-2016			
	Male	Female	All	% of Sub-Total	Male	Female	All	% of Sub-Total	Male	Female	All	% of Sub-Total
Full-Time Staff												
Nonresident Alien	5	3	8	0.6%	5	5	10	0.7%	5	5	10	0.7%
Hispanic/Latino	4	19	23	1.7%	5	18	23	1.7%	7	21	28	2.1%
American Indian/Alaskan Native	4	8	12	0.9%	2	7	9	0.7%	2	6	8	0.6%
Asian	6	5	11	0.8%	5	7	12	0.9%	5	8	13	1.0%
Black or African American	23	12	35	2.6%	25	14	39	2.9%	21	17	38	2.8%
Native Hawaiian/Pacific Islander	1	0	1	0.1%	1	0	1	0.1%	1	1	2	0.1%
White	546	677	1,223	90.7%	536	683	1,219	90.3%	524	690	1,214	89.1%
Two or more races	11	19	30	2.2%	14	17	31	2.3%	12	18	30	2.2%
Race or ethnicity unknown	2	4	6	0.4%	3	3	6	0.4%	10	9	19	1.4%
All Full-Time Staff	602	747	1,349		596	754	1,350		587	775	1,362	
Part-Time Staff												
Nonresident Alien	5	2	7	2.1%	7	2	9	2.4%	7	12	19	4.4%
Hispanic/Latino	1	7	8	2.4%	1	8	9	2.4%	2	4	6	1.4%
American Indian/Alaskan Native	1	1	2	0.6%	0	2	2	0.5%	0	1	1	0.2%
Asian	1	2	3	0.9%	2	1	3	0.8%	0	0	0	0.0%
Black or African American	3	1	4	1.2%	5	3	8	2.1%	2	0	2	0.5%
Native Hawaiian/Pacific Islander	0	0	0	0.0%	0	1	1	0.3%	0	0	0	0.0%
White	79	154	233	68.9%	79	176	255	67.1%	89	195	284	66.0%
Two or more races	3	5	8	2.4%	3	4	7	1.8%	3	4	7	1.6%
Race or ethnicity unknown	36	37	73	21.6%	44	42	86	22.6%	47	64	111	25.8%
All Part-Time Staff	129	209	338		141	239	380		150	280	430	
Graduate Assistants												
Nonresident Alien	34	33	67	12.9%	25	47	72	14.3%	34	45	79	14.8%
Hispanic/Latino	5	5	10	1.9%	6	6	12	2.4%	6	6	12	2.2%
American Indian/Alaskan Native	0	1	1	0.2%	0	1	1	0.2%	0	4	4	0.7%
Asian	1	5	6	1.2%	2	7	9	1.8%	4	5	9	1.7%
Black or African American	1	12	13	2.5%	5	7	12	2.4%	8	4	12	2.2%
Native Hawaiian/Pacific Islander	0	0	0	0.0%	0	0	0	0.0%	0	0	0	0.0%
White	152	246	398	76.7%	148	227	375	74.4%	153	245	398	74.4%
Two or more races	1	8	9	1.7%	2	3	5	1.0%	4	6	10	1.9%
Race or ethnicity unknown	7	8	15	2.9%	6	12	18	3.6%	6	5	11	2.1%
All Graduate Assistants	201	318	519		194	310	504		215	320	535	

Note: Full-time faculty counts represent data as of November 1st of the report year.

Source: IPEDS Human Resources Survey Part A1

Missouri State University

New Hires – Springfield Campus
7-1-2015 to 3-14-2016

New Hires	161
Identified as Minority	27*
Identified as Protected Veteran	1
Identified as Disabled	10
Identified as Female	99

*13 did not identify race/ethnicity, which is voluntary information

Prepared by the Office for Institutional Equity and Compliance

VII. Responsible Stewardship

Manage University-wide risk effectively through the Enterprise Risk Management and Compliance Committee, including an external assessment of the University's emergency preparedness.

- In June 2015 the Board of Governors received the report from the Enterprise Risk Management Committee detailing the top risks of the University and recommendations to help mitigate those risks.
- In February 2016 the Board of Governors met in closed session with Internal Auditor, Donna Christian and several members of University management to discuss the progress made on implementing the recommendations within the ERM report.
- The Enterprise Risk Management and Compliance Committee continues to meet approximately monthly to discuss University risks. For example, at the March 4, 2016 meeting a discussion was held with Rhonda Lesley, Director of the University's Counseling Center. During this discussion, Dr. Muegge suggested we provide information to students on coping/resiliency during the GEP100 class. This information is provided by the counseling center to help reduce a student's anxiety or depression. Dr. Craig offered to facilitate this idea and to further meet with Ms. Lesley about including this within the curriculum for this class. This is just one example of where these committee members work together to help mitigate University risk.
- For outside assistance on the University's emergency preparedness, Safety and Transportation requested the State Emergency Management Agency and the Office of Emergency Management evaluate the University Emergency Response Plan and the University Emergency Operation Center Guide. Safety and Transportation is in the process of implementing recommendations made by SEMA and OEM.
- Safety and Transportation is in the process of contracting with the International Association of Campus Law Enforcement Administrators (IACLEA) for the purpose of providing consultation on public safety. This organization has a "Loaned Executive Management Assistance Program" (LEMAP) that uses the talents and resources of executives from campus law enforcement/security as consultants.

Nine Major Goals for 2015-2016

Responsible Stewardship

Bullet 7: Develop opportunities to operate the University in a more efficient manner by streamlining, eliminating, and improving University policies, processes, and programs.

University efficiency has improved this year by leveraging electronic workflow and software application development tools to automate paper-driven processes. Several examples of these types of automation are:

- **Curricular Action Workflow** – Prior to the electronic workflow being implemented, course and program proposals were submitted via paper forms and faced obstacles that included incorrect routing of proposals leading to unnecessary delays. Among the benefits of the electronic process are the ability to easily track a proposals progress, review/approve/reject a proposal from virtually anywhere via the internet, and easily share a proposal with others for review and collaboration prior to submission. The electronic workflow has been in production since August 2015 and has processed approximately 700 submissions.
- **Registration Hold Removal and Request to Drop a Class Workflows** - Prior to these two electronic workflows being developed, students were required to complete paper forms and visit multiple offices throughout campus to complete the requests; all while coordinating meetings with advisors, department heads, and/or college deans as necessary. Now the processes are as simple as completing an online form that is automatically routed to the appropriate individual for approval, minimizing the effort and potential “runaround” for the student. The Registration Hold Removal workflow has been in production since May of 2015 with almost 800 submissions processed. The Drop a Class workflow has been in production since January 2016 with almost 300 submissions being processed.
- **Fee Waiver Web Application** –Fee Waivers are a popular employee benefit that funds up to 15 credit hours per year for each full-time employee and is used by approximately one third of those eligible. The new online process replaces the former manual process and use of the Fee Waiver paper form. This automated streamlined process has resulted in significant reduction of Human Resources staff time to process the request and has greatly improved customer service for all full-time employees. The flexibility of this custom system made it easy to support the extension of this benefit to high school instructors to incentivize them to teach dual credit classes.

- **BearPAF Workflow** - The BearPAF electronic workflow initiative is aimed at replacing the paper-driven method used when processing personnel actions. Currently, it is used to process actions for graduate assistants and per course faculty members. The graduate assistant component of this workflow was implemented in spring of 2013 and replaces approximately 1,000 paper-driven requests annually. The per course faculty component of this workflow was implemented in spring of 2016 and has already processed 971 requests. This BearPAF initiative will continue until all uses of the Personnel Action Form are converted to the electronic workflow process.
- **Mobile Applications** - The Missouri State University Mobile Application continues to be improved. At the request of SGA, the BearPass card mobile application component was enhanced to allow students, faculty, and staff to manage their BearPass Card balances. All of the features of this application are now available in a mobile-friendly, responsive design on handheld devices. This allows users to easily navigate the application on their phone to add (or change) Boomer Meals, meal plans, and Bear Bucks allotments. Security was improved by making it possible to disable lost BearPass cards via a mobile device.
- **CAMS** – The Computer Account Management System (CAMS) web application was upgraded spring 2016 to improve the information security component used by all students, faculty, and staff to reset their BearPass password via an online process. The enhancement incorporates the best-practice of requiring users to enter a recovery email address and answer four security questions before allowing an automated password reset.

Continuous Process Improvements include:

- **Procurement** – Updated the Procurement Policy that will result in reduced time for Procurement to process purchases \$10,000 and under.
- **Grant Time Processing** – Developed a new electronic format for processing grant time and effort reporting from a paper system. We have worked with several other universities to implement the system and should be able to substantially reduce processing time.
- **Student Refund Process** – Developed and implemented a student refund process through credit cards to avoid fraud transactions. The Banner ERP system only allows refunds to student bank accounts. The new process will issue a refund to a credit card if it was used to pay on a student account. This avoids the potential for a stolen credit card payment to the university to be refunded to an unrelated bank account. Refunds under this scenario are when students register for classes and then drop within our allowed time frame.
- **Financial Hold Revamping** – Revamped the financial hold process to reduce human intervention. At the end of a semester, if a student owes more than \$200 on their account,

a hold is placed on their records that prevents them from registering for classes for the upcoming semester. The previous hold process required a student to meet a Financial Services employee to manually remove the financial hold. Now, when a student pays their account balance below the \$200 threshold, their hold is automatically removed and they can register for classes. This eliminates the student from needing to meet with a Financial Services employee and for the employee to manually release the hold after payment is made.

- **Employee-Initiated Transfer Process** – Employee Handbook (EH) 4.3.5.2 reflects change in operation process of Employee-Initiated Transfers providing flexibility to the cost center to determine salary levels when dealing with lateral transfers and transfers to a job with a lower midpoint.
- **Within-Grade Salary Adjustments** – EH 4.3.7 reflects change in operation process of Within-Grade Salary Adjustments providing flexibility to the cost center, budget permitting, to determine within-grade salary adjustments, in instances where additional responsibilities from a reorganization or implementation of a new organizational initiative have taken place, or identifying top tier employees.
- **Delegation of Responsibility** – EH 11.0 reflects addition of Delegation of Responsibility provision by adding a delegation of responsibility provision to the President to establish, implement, and make appropriate modifications when necessary. Identified changes will be reported to the Board of Governors.
- **Printing and Postal Services Manager** – Printing Manager and Postal Services Supervisor (2 FT staff positions) combined into 1 FT staff position (Printing and Postal Services Manager).
- **Visioning Guide** – Visioning Guide in process to change to a 5-year document (2016 to 2021); in synch with Long Range Planning efforts; eliminates Master Planning Committee, as Guide will be developed as part of Long Range Plan.

NCAA Division I 2014 - 2015 Academic Progress Rate Institutional Report

Institution: Missouri State University

Date of Report: 03/14/2016

This report is based on NCAA Division I Academic Progress Rate (APR) data submitted by the institution for the 2011-12, 2012-13, 2013-14 and 2014-15 academic years. Institutions are encouraged to forward this report to appropriate institutional personnel on campus.

[Note: All information contained in this report is for four academic years. Some squads may still have small sample sizes within certain sport groups. In accordance with the Family Educational Rights and Privacy Act's (FERPA's) interpretation of federal privacy regulations, institutions should not disclose statistical data contained in this report for cells made up of three or fewer students without student consent.]

Sport	APR			Eligibility/Graduation		Retention	
	Multiyear Rate (N)	Multiyear Rate Upper Confidence Boundary	2014 - 2015 (N)	Multiyear Rate	2014 - 2015	Multiyear Rate	2014 - 2015
Baseball	981 (112)	N/A	990 (27)	972	981	966	980
Men's Basketball	969 (50)	N/A	979 (12)	990	1000	938	957
Football	952 (319)	N/A	985 (85)	940	982	948	969
Men's Golf	985 (33)	N/A	1000 (8)	985	1000	985	1000
Men's Soccer	997 (98)	N/A	988 (23)	995	1000	983	976
Men's Swimming	995 (97)	N/A	1000 (27)	995	1000	995	1000
Women's Basketball	978 (58)	N/A	1000 (12)	991	1000	964	1000
Women's Cross Country	976 (55)	N/A	964 (14)	972	964	981	964
Field Hockey	991 (84)	N/A	1000 (21)	1000	1000	981	1000
Women's Golf	977 (33)	N/A	1000 (9)	985	1000	954	1000
Women's Softball	997 (83)	N/A	1000 (23)	1000	1000	993	1000

* Denotes data representing three or fewer student-athletes. In accordance with FERPA's interpretation of federal privacy regulations, institutions should not disclose statistical data contained in this report in cells made up of three or fewer students without student consent.

N/A = No APR or not applicable.

N = Number of student-athletes represented.

¹ Denotes APR that does not subject the team to ineligibility for postseason competition based on institutional, athletics and student resources and the team's Graduation Success Rate.

² Denotes APR that does not subject the team to ineligibility for postseason competition due to the team's demonstrated academic improvement.

³ Denotes APR that does not subject the team to ineligibility for postseason competition due to the squad-size adjustment. The "upper confidence boundary" of a team's APR must be below 930 for that team to be subject to ineligibility for postseason competition. Squad-size adjustment does not apply to teams with four years of APR data and a multiyear cohort of 30 or more student-athletes.

⁴ Denotes APR that does not subject the team to penalties due to the team's demonstrated academic improvement.

⁵ Denotes APR that does not subject the team to penalties due to the squad-size adjustment. The "upper confidence boundary" of a team's APR must be below 930 for that team to be subject to penalties. The squad-size adjustment does not apply to teams with four years of APR data and a multiyear cohort of 30 or more student-athletes.

⁶ Denotes APR based on a one year cohort, not subject to ineligibility for postseason competition and/or any penalties.

⁷ Denotes APR based on a two year cohort, not subject to ineligibility for postseason competition and/or any penalties.

⁸ Denotes that team is not subject to ineligibility for postseason competition and/or penalties based on institutional resources.

⁹ Denotes APR that requires an APP Improvement Plan be created for this sport.

NCAA Division I 2014 - 2015 Academic Progress Rate Institutional Report

Institution: Missouri State University

Date of Report: 03/14/2016

Sport	APR			Eligibility/Graduation		Retention	
	Multiyear Rate (N)	Multiyear Rate Upper Confidence Boundary	2014 - 2015 (N)	Multiyear Rate	2014 - 2015	Multiyear Rate	2014 - 2015
Women's Soccer	984 (116)	N/A	992 (32)	977	984	986	1000
Women's Swimming	993 (120)	N/A	992 (31)	978	1000	991	983
Women's Tennis	1000 (7)	1000	1000 (7)	1000	1000	1000	1000
Women's Track	974 (113)	N/A	983 (31)	967	983	976	983
Women's Volleyball	995 (53)	N/A	1000 (14)	990	1000	990	1000

* Denotes data representing three or fewer student-athletes. In accordance with FERPA's interpretation of federal privacy regulations, institutions should not disclose statistical data contained in this report in cells made up of three or fewer students without student consent.

N/A = No APR or not applicable.

N = Number of student-athletes represented.

¹ Denotes APR that does not subject the team to ineligibility for postseason competition based on institutional, athletics and student resources and the team's Graduation Success Rate.

² Denotes APR that does not subject the team to ineligibility for postseason competition due to the team's demonstrated academic improvement.

³ Denotes APR that does not subject the team to ineligibility for postseason competition due to the squad-size adjustment. The "upper confidence boundary" of a team's APR must be below 930 for that team to be subject to ineligibility for postseason competition. Squad-size adjustment does not apply to teams with four years of APR data and a multiyear cohort of 30 or more student-athletes.

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⁶ Denotes APR based on a one year cohort, not subject to ineligibility for postseason competition and/or any penalties.

⁷ Denotes APR based on a two year cohort, not subject to ineligibility for postseason competition and/or any penalties.

⁸ Denotes that team is not subject to ineligibility for postseason competition and/or penalties based on institutional resources.

⁹ Denotes APR that requires an APP Improvement Plan be created for this sport.

MVC All Sport Standings

Average Rank by School	
2.571	Wichita State
3.667	Illinois State
4.188	Southern Illinois
4.375	Missouri State
4.667	Northern Iowa
5.375	Indiana State
5.667	Loyola
5.778	Drake
5.875	Bradley
7.063	Evansville

MSU Rank by Sport		
Sport	Rank	Teams
Volleyball	3rd	10
M-Soccer	4th	6
W-Soccer	3rd	7
Cross Country	8th	10
Indoor Track	5th	9
M-Basketball	6th	10
W-Basketball	2nd	10
Baseball*	1st	8
Softball*	2nd	10
M-Golf*	3rd	9
W-Golf*	2nd	10
Outdoor Track	NA	9
Tennis	NA	8
Football**	10th	10
M-Swimming**	3rd	7
W-Swimming**	2nd	6
Field Hockey**	4th	7

**MVC Preseason Rankings*

***Sports that do not count in MVC Standings
due to different conference affiliations*

Missouri State University-West Plains 2015-2016 Annual Goals

1. Increase Enrollment/FTE

- Increase recruitment of new students
- Increase retention of current students
- Increase total credit hours

2. Post Office Building Capital Improvement

3. Update Long Range Plan

4. Academic Programming

- Market and grow General Education (AA) degree online
- Implement a formal Academic Program Review process

Key Performance Indicators: Background and Focus

Missouri State University's 15 Key Performance Indicators (KPI's) and the data associated with these measures can be found at the University website: www.MissouriState.edu/kpi. These KPI's were drawn from the most salient goals of the current long-range plan, *Fulfilling Our Promise*. A number of the individually-titled indicators have data on several different measures embedded within them, so a total of 61 measures are being followed in the KPI's. The website presentation also provides an initial preview of progress being made on each KPI by rating whether the data show a trend toward sustained excellence. This "dot map" rating is a subjective analysis, and drilling down into the absolute data should be done for a more precise view of the outcomes within a KPI, including the reality that not all the sub-measures in that KPI will show the same trend.

After the KPI's were established at MSU, the state of Missouri established statewide Performance Measures (PM's). These state PM's became the basis on which new funding dollars from the state were allocated. Thus, meeting (or not meeting) each measure potentially has a financial impact. Although the MSU KPI's and the state PM's are not the same thing, all of the state measures can be found within the KPI's. Information on the PM on student success that is the percentage of first-time full-time students completing 24 credit hours their first year is in KPI #1. A second state PM on student success, the six-year graduation rate of first-time-full-time students, aligns with the MSU KPI #2. A third state PM is quality of student learning and MSU has chosen to use professional/occupational licensure as the measure. These licensure data are one of the measures in KPI #7. The fourth state PM is the percent of total education and general expenditure devoted to the core mission of teaching, research, and service. This measure aligns with KPI #12.

The state of Missouri allowed each institution to select one performance measure that would be specific to its own goals. MSU chose this PM to be the number of graduates completing degrees in discipline areas listed by the state as "critical fields" for employment demand. Critical field areas include the STEM disciplines (science, technology, engineering, math), health care, and a miscellaneous group of others such as criminal justice and several areas of teacher education. Data on this state PM is embedded as part of KPI # 3.

KPI Overview

The long-range plan, [Fulfilling Our Promise](#), outlined four goals for Missouri State University to help it achieve its core mission of educating persons. Annual performance measures—called Key Performance Indicators (KPI)—will provide an objective standard for determining the extent to which Missouri State achieves its goals and how it compares to other universities.

The KPIs focuses on 15 important institutional measures, including five items that are part of the [State of Missouri Performance Funding Formula](#). For each measure, up to five years of trend data will be presented below; newer measures will have fewer years. The KPIs will provide accountability along with serving as a guide for longer-term planning, priority setting and budgeting.

Progress towards 2016 targets

Indicators (Long Term View)	Trending Away	No Trend Across Variables	Trending Toward or Sustained Excellence
1 Student Success and Progress (Full-Time First-Time New in College Cohort)	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
2 Six-Year Graduation Rate	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
3 Undergraduate and Graduate Academic Awards (Degrees and Certificates)	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
4 Degree Program Alternate Pathways	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
5 Total Enrollment	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
6 Student Performance on University Exit Exam	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
7 Student Performance on Discipline-Specific Competency Exams	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
8 Student and Faculty Involvement in Missouri State University's Public Affairs Mission	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
9 Engendering a Supportive Learning Environment	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
10 Faculty Scholarship	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
11 Diversity	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
12 Educational & General Expenditures	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
13 Faculty and Staff Salaries	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
14 External Grant and Contract Activity	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
15 Private Contributions to Missouri State University Foundation.	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>

Key Performance Indicators

[Missouri State-West Plains](#) > Key Performance Indicators

KPI Overview

The long-range plan, [Putting Students First](#), outlined six strategies for Missouri State University-West Plains to help it achieve its core mission of educating persons. Annual performance measures—called Key Performance Indicators (KPI)—provide an objective standard for determining the extent to which Missouri State achieves its goals and how it compares to other universities.

The KPIs focus on 12 important institutional measures. For each measure, up to five years of trend data will be presented below; newer measures will have fewer years. The KPIs will provide accountability along with serving as a guide for longer-term planning, priority setting and budgeting.

Progress towards 2016 targets

Indicators (Long Term View)	Trending Away	No Trend Across Variables	Trending Toward or Sustained Excellence
1 Enrollment			
2 First Fall to Second Fall Retention			
3 Three-Year Graduation and Transfer Rate			
4 Native Transfers to MSU Springfield			
5 Performance			
6 Faculty Instruction			
7 Tutoring Services			
8 Diversity			
9 Grant Activity			
10 Private Giving			
11 Public Affairs Mission			
12 Sustainability			



Trends in College Pricing 2015 - College Board

State Funding and Tuition and Fees per Full Time Equivalent Student

State	Funding Per Public FTE Student 2015-16	2015-16 In-State Tuition and Fees	Total
Illinois	\$13,186	\$13,190	\$26,376
Alaska	\$18,559	\$6,570	\$25,129
Connecticut	\$12,568	\$11,400	\$23,968
Hawaii	\$13,742	\$10,170	\$23,912
New Jersey	\$7,847	\$13,300	\$21,147
Massachusetts	\$8,933	\$11,590	\$20,523
Wyoming	\$15,160	\$4,890	\$20,050
Vermont	\$4,522	\$14,990	\$19,512
New Hampshire	\$3,658	\$15,160	\$18,818
Delaware	\$6,741	\$11,680	\$18,421
Pennsylvania	\$4,970	\$13,390	\$18,360
Minnesota	\$7,527	\$10,830	\$18,357
Tennessee	\$8,909	\$9,260	\$18,169
North Dakota	\$10,450	\$7,690	\$18,140
Maryland	\$8,910	\$9,160	\$18,070
North Carolina	\$10,927	\$6,970	\$17,897
Virginia	\$6,046	\$11,820	\$17,866
South Carolina	\$6,018	\$11,820	\$17,838
Georgia	\$9,162	\$8,450	\$17,612
California	\$8,182	\$9,270	\$17,452
New York	\$9,702	\$7,640	\$17,342
Alabama	\$7,526	\$9,750	\$17,276
Maine	\$7,577	\$9,570	\$17,147
Rhode Island	\$5,669	\$11,390	\$17,059
Nebraska	\$9,362	\$7,610	\$16,972
United States	\$7,376	\$9,410	\$16,786
Kentucky	\$7,190	\$9,570	\$16,760
Washington	\$6,452	\$10,290	\$16,742
Michigan	\$4,625	\$11,990	\$16,615
Texas	\$7,471	\$9,120	\$16,591
Arkansas	\$8,507	\$7,870	\$16,377
Indiana	\$6,756	\$9,120	\$15,876
Ohio	\$5,510	\$10,200	\$15,710
New Mexico	\$9,196	\$6,350	\$15,546
Oklahoma	\$7,500	\$7,450	\$14,950
Mississippi	\$7,607	\$7,150	\$14,757
Louisiana	\$6,724	\$7,870	\$14,594
Iowa	\$6,687	\$7,880	\$14,567
Kansas	\$5,934	\$8,530	\$14,464
Arizona	\$3,809	\$10,650	\$14,459
South Dakota	\$6,286	\$8,050	\$14,336
Wisconsin	\$5,468	\$8,820	\$14,288
Idaho	\$7,252	\$6,820	\$14,072
Oregon	\$4,548	\$9,370	\$13,918
Missouri	\$5,348	\$8,560	\$13,908
Florida	\$7,511	\$6,360	\$13,871
West Virginia	\$6,668	\$7,170	\$13,838
Utah	\$7,466	\$6,360	\$13,826
Nevada	\$7,105	\$6,670	\$13,775
Colorado	\$4,010	\$9,750	\$13,760
Montana	\$6,153	\$6,350	\$12,503
Missouri State University	\$4,445	\$7,060	\$11,505

FIGURE 17B. State Funding for Higher Education per Student by State, 2015-16

Figure 8. Average 2015-16 In-State Tuition and Fees at Public Four-Year Institutions by State

Data for Figure 17B and Figure 8 is from the Trends in College Pricing 2015-College Board, except Missouri State University Data



Missouri StateTM
U N I V E R S I T Y

Optimizing MSU's Institutional Budget Model

Presented on March 31, 2016

Established in 2007, the Education Advisory Board is a trusted advisor and performance improvement partner to 1,000+ colleges and universities across North America and Europe.

Whether through best practice research, data analytics, technology, or consulting services, EAB's 650+ researchers, consultants, engineers, and data scientists work with members every day to make higher education smarter.



Per the Education Advisory Board: To build a more intentional budget model, institutions should consider how individual elements of their budget process can be redesigned to incentivize revenue growth and cost control, set performance targets, and fund strategic priorities.

In reality, no single budget model provides a complete solution to all of an institution's financial challenges. Underlying Responsibility Center Management (RCM) and any other budget model are a set of budget model elements that specify how to allocate revenues, how to distribute costs, and how to define and operationalize institutional priorities. Focusing on these elements and the specific activities to encourage or discourage is more productive than debating the overall merits of an off-the-shelf budget model.



The following are key budget design elements identified by the Education Advisory Board and how these elements have been implemented in the Missouri State University budget/revenue allocation process:

- 1. Institutional goals should determine how the budget model allocates revenue in order to incentivize academic units in order to influence growth in revenue sources.**
- 2. Keep cost allocation simple, there is little benefit from metering most university services.**
- 3. Incorporate performance targets and institutional goals into the budget.**
- 4. Build and maintain a central strategic reserve fund.**



The following are key budget design elements identified by the Education Advisory Board and how these elements have been implemented in the Missouri State University budget/revenue allocation process:



1. Institutional goals should determine how the budget model allocates revenue in order to incentivize academic units in order to influence growth in revenue sources.

Missouri State University has implemented the following revenue sharing programs:

- **Supplemental course fees to fund material costs above base tuition costs.**
- **In FY2012, the Board approved funding direct internet instruction costs and sharing in revenue growth between the academic units and centrally.**
- **In FY2012, the Board approved summer school growth incentive program where academic units share in growth in summer school revenue.**
- **In FY2013, the Board approved a new key strategic initiative for program-specific enrollment fees. These new fees have been established for programs in the College of Arts and Letters, College of Business upper level and graduate level courses, and College of Health and Human Services graduate level sources.**
- **Examples of programs that retain their revenue are: Study Away, ELI, FLI, EMBA, Executive Master of Health Administration, Executive Master of Science Computer Information System Program, and DSS.**
- **The approximate revenue shared direct to the academic units and international programs was \$18.5 million for FY2015.**



2. Keep cost allocation simple, there is little benefit from metering most university services.

Missouri State University centrally budgets and controls university services and only charges out to cost centers external party direct costs. The University is spending approximately \$11 million less on “non-core mission” areas of academic support, student services and institutional support based upon the average of the Coalition of Urban and Metropolitan Universities peer group.

During calendar year 2012, a state of Missouri joint committee on higher education determined Missouri State University is underfunded to national peers by \$51 million. Based upon peer measures, the core mission of instruction/research/public service is underfunded by \$23 million.

The Delaware Study with over 250 participating schools compares program level costs. The data from FY 2013 shows that 49% of the MSU academic programs are in the lowest quartile in cost per SCH and cost per FTE, compared to peers. Another 38% of MSU programs were in the second quartile, making a total of 87% of MSU programs below the mean in cost effectiveness.



3. Incorporate performance targets and institutional goals into the budget.

Missouri State University has implemented in the budget process the following goals based upon recommendations from academic units, faculty and staff senates, the Executive Budget Committee and the Board of Governors:

- **The key institutional priority goal is faculty/staff compensation. From 1/1/2012 through the 7/1/2015 raise , across the board raises total 8.5%. The corresponding five year CPI totals 8.5%.**
- **In 2013 the Professor Salary Incentive Program was established to recognize continued excellence. Forty faculty members have received the incentive.**
- **Missouri State University allocates available operating budget funds to colleges based upon growth in credit hours and majors.**
- **The establishment of an international travel budget.**
- **The establishment of a pool for equity based raise**



4. Build and maintain a central strategic reserve fund.

- **Missouri State University has implemented the following strategic reserve funds:**
- **All annual operating budget funds not spent are retained by the College, Provost and administrative levels to fund one-time strategic needs. Since policy requires Board approval for expenditures over \$100,000, utilizing these funds are typically presented to the Board. The academic units had \$26.8 million available at 6/30/15 and administrative areas had \$10.1 million available.**
- **The budget provides approximately \$1.0 million annually to the President for enhancements for the university and net revenue above and beyond the academic and administrative units is retained by the President to fund one-time strategic needs. The President had \$27.6 million available at 6/30/15.**
- **At the end of FY2007 the total one time carry forward fund balance (strategic reserve) was \$35.6 million and at the end of FY2015, the balance had grown to \$64.6 million.**
- **The FY2016 budget has a \$700,000 ongoing strategic reserve that can be used for ongoing funding for strategic initiatives.**



The following slide shows the FY2015 operating budget and actual tuition revenue and budgeted expenses by college and for the University. In addition, the slide shows the strategic revenue the academic areas receive directly to support, improve and develop and fund new programs. Revenue is from supplemental fees, enrollment specific fees, new programs funded with the support of dedicated state appropriations, study away programs and international programs. The total dedicated revenue is \$18.5 million, or 15.1% of the general operating fund tuition. The funding task force for the Strategic Visioning Project determined a 10-15% alternative revenue sources which the University is already exceeding.

A key to our overall success can be measured in the growth in Springfield Credit Hours: FY2012 (492,344); FY2013 (493,998); FY2014 (503,326); FY2015 (515,596); and FY2016 (530,380)



Operating Fund	Tuition FY2015	Budget Expenses	Net	Dedicated Funds	Revenue	Expenses
Humanities & Public Affairs Total	19,505,676.00	10,881,610.00	8,624,066.00	Humanities & Public Affairs Total	1,143,747.97	1,129,432.78
Business Total	24,706,880.75	18,325,199.00	6,381,681.75	Business Total	1,958,386.71	966,785.10
Natural & Applied Sciences Total	20,465,516.00	15,711,920.00	4,753,596.00	Natural & Applied Sciences Total	1,143,747.97	1,129,432.78
Health & Human Services Total	21,734,988.75	16,540,064.00	5,194,924.75	Health & Human Services Total	2,676,211.28	2,434,175.85
Arts & Letters Total	22,447,366.00	18,412,308.00	4,035,058.00	Arts & Letters Total	1,040,556.08	635,806.95
Agriculture, School of Total	3,067,024.50	2,371,616.00	695,408.50	Agriculture, School of Total	1,439,799.28	870,360.45
Education Total	8,848,943.35	8,928,571.00	(79,627.65)	Education Total	1,615,922.96	1,266,834.60
Graduate College Total		1,309,516.00	(1,309,516.00)	Graduate College Total		
Library Science, Department of Total	58,185.00	6,223,121.00	(6,164,936.00)	Library Science, Department of Total		
Mountain Grove Research Center		1,112,624.00	(1,112,624.00)	VP Research International Programs	5,367,012.11	5,425,951.08
				Shared Revenue to Operating Fund	237,757.56	237,757.56
Scholarships/Waivers	(20,904,974.89)	5,024,750.22	(25,929,725.11)			
Undergraduate College/Provost Total	<u>1,666,915.48</u>	<u>11,653,320.00</u>	<u>(9,986,404.52)</u>	Undergraduate College/Provost Total	<u>493,424.41</u>	<u>576,182.99</u>
Total College Level	101,596,520.94	116,494,619.22	(14,898,098.28)	Total Dedicated Funds	17,116,566.33	14,672,720.14
President		5,478,404.05	(5,478,404.05)			
Internal Audit		334,027.52	(334,027.52)	Dedicated FY2015 Growth to Colleges	800,000.00	
Chief Financial Officer		3,712,827.97	(3,712,827.97)	Internet/Summer School Growth Incentives	826,260.00	
VP Adm & Information Services		18,128,531.73	(18,128,531.73)			
VP Research & Economic Development		2,582,838.67	(2,582,838.67)			
VP Student Affairs		7,286,678.72	(7,286,678.72)			
VP Advancement		3,274,619.07	(3,274,619.07)			
VP diversity & Inclusion		1,264,817.58	(1,264,817.58)			
University Wide		16,081,683.77	(16,081,683.77)			
Non-Recurring		242,814.00	(242,814.00)			
Debt Service		1,303,982.89	(1,303,982.89)			
Operating Transfers		2,721,055.00	(2,721,055.00)			
Other Revenue	<u>2,457,894.00</u>	-	<u>2,457,894.00</u>			
Total Non Academic Areas	2,457,894.00	62,412,280.97	(59,954,386.97)			
State Appropriations	<u>77,839,925.00</u>		<u>77,839,925.00</u>			
Total Operating Fund	<u>181,894,339.94</u>	<u>178,906,900.19</u>	<u>2,987,439.75</u>			



Operating Fund	Tuition FY2013	Budget Expenses	Net FY2013	Tuition FY2014	Budget Expenses	Net FY2014	Tuition FY2015	Budget Expenses	Net FY2015
Humanities & Public Affairs Total	17,893,727.24	10,076,794.00	7,816,933.24	18,134,068.17	10,594,823.00	7,539,245.17	19,505,676.00	10,881,610.00	8,624,066.00
Business Total	23,140,702.48	17,373,603.00	5,767,099.48	24,222,059.89	17,934,104.00	6,287,955.89	24,706,880.75	18,325,199.00	6,381,681.75
Natural & Applied Sciences Total	19,304,524.14	14,877,106.00	4,427,418.14	20,133,631.70	15,284,947.00	4,848,684.70	20,465,516.00	15,711,920.00	4,753,596.00
Health & Human Services Total	19,181,074.47	15,416,609.00	3,764,465.47	20,976,372.11	16,172,098.00	4,804,274.11	21,734,988.75	16,540,064.00	5,194,924.75
Arts & Letters Total	21,640,039.60	17,558,872.00	4,081,167.60	22,081,515.72	18,002,853.00	4,078,662.72	22,447,366.00	18,412,308.00	4,035,058.00
Agriculture, School of Total	2,316,573.39	1,997,476.00	319,097.39	2,708,102.67	2,185,326.00	522,776.67	3,067,024.50	2,371,616.00	695,408.50
Education Total	8,079,167.68	8,419,112.00	(339,944.32)	8,226,151.61	8,773,210.00	(547,058.39)	8,848,943.35	8,928,571.00	(79,627.65)



Higher Learning Commission Report – Springfield Campus

Press Release <http://news.missouristate.edu/2016/02/19/hlc/>

The Higher Learning Commission (HLC) has granted Missouri State University full accreditation for another 10 years. The official notification of accreditation followed a comprehensive self-study and evaluation visit to Missouri State by an HLC team.

The [commission's report](#) indicates that Missouri State met all criteria and core components for reaffirmation of accreditation with no interim monitoring required. In particular the report states, "Missouri State University operates with integrity, lives its public affairs mission, and acts in an ethical and responsible manner."

An HLC review team visited campus Oct. 5-6, 2015, and met with students, faculty and staff. Prior to arriving on campus, the team reviewed the [assurance argument and evidence file](#) that had been prepared by Missouri State University over the past four years.

The review team separately reviewed Missouri State's recently approved Doctor of Nurse Anesthesia Practice (DNAP) program and found that no interim monitoring is required.

Selected points of pride from the report have been put into one of four categories – Mission, Integrity, Budget and Planning, and Teaching and Learning (Resources and Assessment).

MISSION – HLC states that MSU's mission:

- ❖ Is well-defined in public affairs: ethical leadership, cultural competence, and community engagement.
- ❖ Serves the public good and receives recognition for contributions to the community.
- ❖ Guides strategic planning, general education curriculum, and outreach activities.

INTEGRITY – HLC states that MSU's integrity is shown by:

- ❖ Increasing diversity in a homogeneous region since 2011 when initiatives were enacted and valuing freedom of expression.
- ❖ Transparency in its policy library, financial, academic, personnel, and auxiliary functions.
- ❖ Appropriate policies and practices in research, teaching, scholarship, and learning.

TEACHING and LEARNING (RESOURCES and ASSESSMENT) – HLC recognizes that MSU's academic programs:

- ❖ Are comprehensive, student-centered, and well-suited to its mission.
- ❖ Have clear lines of oversight for programs, on-going assessment of student learning, and support for faculty development. Demonstrates responsibility to the quality and review of

its educational programs with institutional evaluation of transcripts and excellent co-curricular activities.

BUDGET and PLANNING – *HLC acknowledges that MSU is a well-managed institution that:*

- ❖ Has a well-developed process for budgeting and monitoring expense and seeks to continue improving the quality of education while maintaining state-of-the-art facilities.
- ❖ Has a strong resource base, the financial stability of which has been confirmed through multiple independent sources including bond rating agencies and external audits.
- ❖ Serves a broader statewide constituency while adapting to financial and enrollment challenges.

An HLC Accreditation Committee has been appointed by Provost Frank Einhellig to consider the HLC recommendations and prepare for a review in four years as part of the Open Pathway Accreditation process. Members of the committee include:

- Keri Franklin, chair, director of assessment
- Tom Dicke, professor of history
- Gilbert Brown, associate provost for diversity and associate professor and director student affairs in higher education
- Donna Christian, director, internal audit and compliance
- Rob Hornberger, assistant vice president enrollment management and services and registrar
- Julie Masterson, associate provost and dean of the Graduate College

Recommendations

- ❖ Revise the presentation of MSU's fee structure and the information available to students and parents on fees of all types.
- ❖ Overall assessment was noted as a strength but areas of improvement included clearly articulated assessment plan with annual goals/prioritized from the provost's office; more attention to assessment of all course delivery methods to ensure quality of educational processes; and simplifying general education assessment.
- ❖ Diversity – “The current team therefore concludes that the University has begun to take appropriate actions, and strongly encourages continuing emphasis on these initiatives.”
- ❖ Continue work to track graduates. The team noted that we have additional incentive from a statewide performance measure.
- ❖ Implement and publish timelines for expected responses to student complaints. *This has already been done!*
- ❖ Registrar and Office of the Provost must work together to identify potential issues with credit awarded for short-term classes. *A communication plan is now in place to identify the issues.*

Missouri State Vision: Our Passion for Excellence

Assumptions



As they researched and discussed topics leading to their reports, all six task forces operated with five major assumptions:

The rate of change will continue to accelerate

Change will remain constant, but the rate of change will accelerate exponentially, driven in large part by advances in technology. More people will have easy, fast and cheap access to each other, the world, and, most importantly, to the vast amount of knowledge available electronically.

Organizations will be required to adapt so they not only survive, but thrive. Good organizations will add programs and functions to deal with change; great organizations will not only add what is needed, but also excel in “planned abandonment” – eliminating programs and services that have outlived their usefulness.

There will be changes in demographics

There will be changes in demographics and the majority of those changes will benefit Missouri State. While Missouri’s overall population is predicted to remain flat or decrease slightly, southwest

Missouri is expected to continue growing. In the coming years, the number of high school graduates in the state will increase modestly. While Missouri and the Midwest may be among the last to experience it, the population of the United States will continue to become more diverse over the next 10 years.



Competition will intensify

The knowledge age will continue, so education and training will remain essential. This fact will attract additional providers into the higher education marketplace and cause existing institutions to expand their reach with new programs and especially with online delivery. Competitors will look for advantages both with superior products and with “customer-centric” convenience and services.

Cost will matter to Missouri State students

Since it was founded in 1905, Missouri State University has served students to whom cost matters. That is not likely to change. A majority of Missouri State students come from modest means; a significant number work while attending school; and many enter professions, such as teaching, that are more vital than they are lucrative. Missouri State views itself as the “high-quality educational option offered at a competitive price.” Containing cost while offering high-quality programs at both the undergraduate and graduate level, providing 21st century facilities, and hiring and retaining

talented faculty and staff who are compensated appropriately will be a balancing act, especially given the status of state appropriations and related issues such as rising student loan debt.

State appropriations will remain unpredictable

A significant portion of the University's budget comes from state appropriations – approximately \$86 million (\$80.1 million to Springfield and \$5.8 million to West Plains) or about 37.5 percent of the total budget. There is no evidence to suggest that state appropriations will increase dramatically over the next decade. For planning purposes, therefore, increases in appropriations are predicted to approximate the rate of inflation. This will put more pressure on other sources of revenue: student tuition and fees, grants and contracts, private giving and entrepreneurial ventures. The bottom line is that funding will continue to be a challenge.

Guiding Principles



The task forces all discussed a half-dozen principles that were so pervasive that they did not fit neatly into a single report, but rather were embraced by all six. These six guiding principles, therefore, are described here and not emphasized in the six task force summaries:

Student success is priority one

The University's goal is clear: Help students succeed, however they personally define "success." For most students, success means maturing, gaining a strong educational foundation and becoming skilled in a particular academic area that will support a career. Consistent with the public affairs mission, other measures of success are the contributions students make to their communities, state and nation.

Continuous improvement toward excellence is the goal

Missouri State University believes strongly in continuous improvement with the ultimate goal of achieving excellence in all of its programs and services. At the forefront of this philosophy are the academic programs, which the University ensures are robust, responsive to needs and relevant to employers. Excellence may be defined in many different ways. In a few cases, excellence means the activities are among the best anywhere and considered "world class." In other cases, excellence means being among the best nationally, regionally or in Missouri. Sometimes, excellence will be in comparison to an appropriate peer group of institutions. In yet other cases, excellence means overachieving based on the resources available.



Attracting and retaining talented employees is paramount

It is not possible to overstate the importance of attracting and retaining talented faculty, staff and administrators. Talent will be required to achieve the visions identified by the six task forces. From the recruitment and hiring, to orientation and professional development, to compensation packages, there must be a focus on talent. Simply stated, Talent = Brand.

The statewide mission in public affairs remains important

For the 20 years since 1995, Missouri State has benefited from a strong and consistent mission statement. The statewide mission in public affairs is distinctive, meaningful and memorable. Since it was established, the mission has been continuously incorporated into all aspects of campus life. Each generation of employees and students has explored the meaning of and built upon the mission. With its three pillars of ethical leadership, cultural competence and community engagement, the public affairs mission provided a foundation for all six task forces.

Organizational agility is vital

Rather than gazing into a hazy crystal ball to predict the future, the task forces chose instead to focus on improving the University's agility in dealing with whatever changes might occur in the next 10-12 years. The increased agility comes in three primary areas: 1) People – hiring and retaining talented faculty, staff and administrators (see item at left) who possess both the talent and adaptability to help the University achieve its goals; 2) Policies and procedures – reviewing, revising, streamlining or eliminating policies and procedures to shorten the time between idea and implementation; and 3) Processes – improving processes to better serve constituents: students, parents, donors, alumni and the public. Missouri State has control over these and, therefore, can positively impact all three.



Partnerships and allies will be key

As well as Missouri State has done identifying allies and developing partnerships, it will need to expand those efforts even more in the future. Internally, the partnerships – more often known as “interdisciplinary work” – will be necessary in academic preparation and research initiatives.

Employers will insist that students have interdisciplinary experiences that provide them with context and an appreciation for the interconnection between functions. Academic units and faculty will need to cooperate even more to live up to that expectation. Externally, the need for allies and partnerships is almost endless: with business, industry, chambers of commerce, state agencies and entrepreneurs on applied research all to help spur economic development; with leaders from the city, county and faith communities on increasing diversity; with health care and other employers to provide practical professional experience for students; with other schools at all levels to offer academic programs and training, to conduct joint community projects, and to advocate for public higher education funding; and with other countries and their universities to develop fully Missouri State’s vision for globalization.

<https://www.missouristate.edu/vision/assumptions.htm>

DRAFTS: Mission, Vision and Values (as of 3-15-16)

Mission

Missouri State University is a comprehensive institution offering undergraduate and graduate programs, including the professional doctorate. The University educates students to be global citizen scholars committed to public affairs.

Vision

Missouri State University will be the university of choice to develop successful students who excel academically and in ethical leadership, cultural competence and community engagement.

Values

We value:

- a **student-centered learning environment** and **excellent teaching** that promote and support academic success and personal development.
- the generation, discovery, dissemination, and preservation of **knowledge** developed through **research** and **creative activity**.
- personal and academic **integrity** in all our endeavors.
- **inclusiveness**, fairness, equity, and social justice; the recognition that each person possesses not just one, but multiple identities; and the celebration of the similarities, as well as the differences, of our diverse campus.
- **our people** and their ability to foster an **environment of respect** for all individuals within a climate of civility, trust, and collaboration.
- **continuous improvement** in our programs, policies, and procedures.
- **innovation** and promotion of the **entrepreneurial spirit** in all aspects of University life.
- **collaboration**, both internally and externally, to promote meaningful **partnerships** that further the University's goals.
- **pride in**, and **celebration of**, the achievements of the University and campus community, past and present.
- **responsible and transparent stewardship** of the University's and community's resources for a sustainable future.

Introduction – Long-Range Plan

DRAFT 3-15-16

Effective long-range plans are strategic. They describe organizations’ vision, mission and values. While they chart a bold course, they are flexible. They include goals that are aspirational and inspiring, but also achievable. Perhaps most importantly, the best long-range plans are calls to action, focusing on implementation and accountability.

Built on the foundation of the Visioning Committee’s work and report in 2014-15, Missouri State’s long-range plan for 2016-21 outlines the vision, strategic priorities, University goals, and key performance indicators in each of the six key areas that will drive decisions for the next five years: Academic Profile, Student Experience, Diversity, Globalization, Infrastructure, and Funding. The course has been charted. Now the work begins.

Missouri State’s unique character

Since its founding in 1905 as Normal School Number Four to provide for the education of teachers, Missouri State has held service to the citizens of Missouri to be one of its highest values. Moreover, excellent teaching has been a priority for the institution and contributes to the unique character of what is now Missouri State University. Another hallmark of the institution is its student centeredness, manifested in the accessibility of faculty and staff to students. We take pride in this defining characteristic of the University—that its faculty and staff work with students, individually and collectively, to help them achieve their academic and life goals.

In 1995, Missouri State's statewide mission in public affairs was approved and signed into law. The mission asks students, faculty and staff to consider what they learn in the context of their role as citizens—to think of themselves as citizen biologists, citizen artists, citizen accountants, and so forth. The mission has been developed in subsequent years and encompasses three pillars of public affairs: ethical leadership, cultural competence and community engagement. Faculty and staff have worked intentionally over the last two decades to integrate the mission within the normal fabric of university curricular and co-curricular activities. The goal has been to help students understand that their actions never happen in a vacuum; thus, they have an obligation to consider how their actions affect the society at large.

These characteristics—Missouri state's founding as an institution designed to serve the needs of the state, its student-centered focus on excellent teaching, and its commitment to serving the public good through its public affairs mission—constitute the heart of the institution and will be preserved in the long-range plan.

Challenges to higher education

Higher education in the United States faces challenges as daunting as any time in history. These challenges will influence the institution's strategic priorities for the foreseeable future.

First among these is increased competition at all levels: for students, for faculty and staff, and for resources. For example, the very technology that increases Missouri State's ability to serve citizens beyond its state borders via online programs also provides other universities' access to Missouri students, and so forth. Competition will intensify in coming years.

Demographic changes will influence how the university operates. Missouri State—along with other institutions—will find itself educating students who have not traditionally considered themselves college-bound students. For example, in any given year, between 35 and 40 percent of incoming students are first-generation students, neither of whose parents has completed a four-year degree. These students—talented and qualified academically—may lack the background that gives non-first-generation students a boost in navigating college waters. It is imperative that we not lose this talent, which means that the institution must have a viable plan for helping ensure the success of all its students.

Among the most influential changes affecting higher education has been the decreasing support for higher education at the state level. Thirty years ago, nearly three-fourths of the University's financial support came from the state, with student tuition and private support constituting the remainder. Those numbers are now reversed—the state provides about one-third of the university's support. This has created considerable financial burdens for students and their families, who have had to close the funding gap, often by assuming heavy student loan debt. It also has forced universities to rely on private support from a variety of contributors. Therefore, we must keep affordability in mind as we develop the strategic plan.

Finally, societal attitudes about the value of a college education contribute to the climate in which this strategic plan is being developed. In recent years, some have questioned the value of a college education—this despite the data showing consistently that those with college degrees make more money (and pay more taxes) over a lifetime of work, are less likely to be unemployed

or underemployed, and are less subject to the vagaries of the workplace. In addition, a college education has increasingly become viewed as a private good rather than a public good that benefits all of society. Viewing a college education as a private good provides justification for asking students and their families to pay for this “commodity.” We somehow have lost the notion that a college education represents an investment not only in the individual receiving the education but in the society in which that education will be utilized. Colleges and universities find themselves, increasingly, having to justify their programs, activities, and in some cases their very existence.

All of these factors and a host of others—including the rapid changes in technology—are challenges that must be taken into account as we develop Missouri State University’s strategic plan.

Student success is the top priority

Student success is at the center of the long-range plan and is the reason for the programs, initiatives, and so forth, developed as part of this plan.

While what constitutes success will be defined individually by each student, a *sine qua non* is that Missouri State University seeks to develop broadly educated persons. As the University’s general education’s statement emphasizes, regardless of what major a student has selected or individually designed, “a University should do more than simply prepare a student for a specific job or career.” Students can expect to change jobs or careers from three to seven times in their lifetimes and it has been estimated that one-quarter of college graduates work in careers different

from what they studied in college. Students need to be able to ask good questions, develop solutions to problems, and make generalizations—in short, to *think*. They also must be able to work collaboratively to solve problems. In addition, whatever the student’s ultimate degree, the liberal arts provide the foundation on which the student’s education rests.

When students graduate, they must be prepared with the skills to enter the job market. They must also—by virtue of their liberal arts and sciences foundation—be able to adapt to changes in the job market and be prepared to change jobs or even careers as individual interests and societal changes shape their paths.

Student success also involves the ability to engage appropriately with each of the three pillars of public affairs. Graduates must be able to take their positions as leaders, in their communities, nationally, and globally. They must be able to interact with others whose upbringing, values, culture and so forth may be markedly different from one’s own. Finally, they must be willing to contribute their skills, knowledge and experiences to benefit their communities and the broader society.

Implementing the long-range plan

This long-range plan provides the framework for the hard work to follow: the implementation of this plan. The priorities and goals presented in this plan are strategic in nature. After the plan is approved, it is expected that each unit of the University will develop the specific goals and tactics that will operationalize the plan, identify which individuals or groups are responsible for implementation, and specify the lines of accountability for the plan.

Academic Profile – *Full Narrative*

DRAFT AS OF 3-15-16

The Academic Profile goals are as clear as they are challenging. Over the next five years, Missouri State aspires to maintain its strongest academic traditions, fully develop its competitive advantages, and position itself to respond appropriately to the changing environment.

The University will strive to achieve these goals at a time where state appropriations represent a declining percentage of overall funding, where there is a desire and continuing need to increase enrollment in a highly competitive environment, where there are increasing demands of faculty, and where there is increased scrutiny of the value of a college degree.

Academic traditions

Since it was founded in 1905, Missouri State has been known for its outstanding teaching, strong liberal arts foundation, and commitment to academic standards. Those traditions have remained University hallmarks throughout its 111-year history.

Missouri State is committed to the search for knowledge. It recognizes that human curiosity explores unknown intellectual worlds as well as unknown physical worlds. In a world where knowledge can become outdated in only a few years, the University is committed to the discovery and dissemination of knowledge that serves the future, and to emphasizing the importance of critical thinking skills to adapt to these changes.

Missouri State has long been recognized for its student advising, having won multiple regional and national awards. The University is recommitting itself to superior advising, understanding the important role it plays in student success.

Competitive advantages

Missouri State's graduate programs and targeted research set it apart from other institutions in Missouri and the region. The University wishes to build on this competitive advantage in the coming five years.

Over the past 25 years, Missouri State has tripled its graduate programs and more than doubled the number of graduate students. As graduate education has grown, so has a corresponding emphasis on research and scholarly activity.

All tenure-track faculty are expected to participate in research, defined broadly in the *Faculty Handbook* as scholarship that ranges from artistic creation to scientific discover, which not only generates new knowledge, but also positively impacts teaching and student learning. Missouri State has developed and invested in research areas where faculty have expertise and grant dollars are available, and it will continue to do so.

To maintain its edge, Missouri State will explore ways to balance the faculty's work in research and scholarly activity with its other diverse responsibilities: teaching, advising, mentoring, University service, community service, and more. Finding the appropriate balance will require

the University to use all of the administrative tools currently available, as well as explore other approaches to effectively fulfill these responsibilities.

Finally, Missouri State's statewide mission in public affairs, approved by the Missouri General Assembly and signed into law by the Governor in 1995, distinguishes the University. The three pillars of the mission – ethical leadership, cultural competence, and community engagement – have been woven into all aspects of campus life, from academics to residence life to special events of all kinds.

Response to change

Change will come at an accelerated pace during the next five years. Missouri State is committed to initiating new academic programs to meet societal needs, embracing new delivery systems to respond to student desires, and addressing requirements of employers – all without compromising academic rigor and integrity.

One key to achieving this goal is through cross-disciplinary partnerships in academic programs and research. Such partnerships provide students with breadth and context, and also prepare them to work in teams and across geographic distances to achieve goals – all skills demanded by society and employers.

Vision

Missouri State University will provide students with choices from an array of academic programs, research options and opportunities to connect in meaningful ways, all of which will help them succeed and fulfill their dreams.

Strategic priorities

- Offer distinctive academic programs to succeed in the crowded and competitive higher education marketplace.
- Create an environment that stimulates research, which will enhance the quality of teaching and increase the University's profile at the national and international level.
- Emphasize collaboration, both internally and externally, to promote academics and research for developing well rounded students who can effectively integrate into society and their chosen careers.
- Embrace dynamic adaptation as the norm at Missouri State to meet the pace of change, including theoretical and technological advances.

University goals

- Continue to offer a strong liberal arts education as the foundation for all academic programs.
- Regularly evaluate, modify, add and eliminate programs to respond to societal needs as appropriate.
- Expand graduate programs to serve distinctive regional, national, and international needs.
- Provide faculty and students the resources, mentoring, and incentives that support research productivity and collaboration.

- Employ a strategic approach to faculty recruitment and hiring which will enhance scholarship and excellent instruction.
- Improve performance on measures of student success (e.g., retention, graduation) to achieve sustained excellence.
- Organize academic units to increase efficiency and facilitate cross-disciplinary study and research.
- Offer cutting-edge academic programs that incorporate innovative technologies and experiential learning.
- Increase the use of student-centered instructional models and schedules while maintaining academic rigor.

Pertinent Key Performance Indicators (KPIs)

KPI 3: Undergraduate and Graduate Academic Awards (Degrees and Certificates)

KPI 4: Degree Program Alternate Pathways

KPI 5: Total Enrollment

KPI 9: Engendering a Supportive Learning Environment

KPI 10: Faculty Scholarship

KPI 14: External Grant and Contract Activity

Student Experience – *Full Narrative*

DRAFT AS OF 3-15-16

Universities used to strive for *high student satisfaction*. That's not good enough any longer. In recent years, the bar has been appropriately raised.

Today, the only acceptable result is *student success*. That is what students—traditional, nontraditional, or graduate students—expect for their investment of time and money. And that is why student success is a major focus for this five-year plan.

While students may define success in slightly different ways depending on their own situations and goals, for full-time undergraduates, it means graduating in 4 and no more than 6 years; having no debt or at least manageable debt; possessing the characteristics of an educated person; being prepared to have a successful career in their chosen field; and having the skills and experience not only to be productive members, but also leaders in their communities. All reasonable expectations.

To achieve student success, Missouri State is committed to the development of each student as a whole person. So, in addition to providing a wide array of strong undergraduate and graduate academic programs, and fostering students' academic success, the University will advocate wellness as a lifestyle, provide a safe and secure environment in which to live and study, promote and protect freedom of expression, develop leaders, provide meaningful support services, and celebrate diversity and inclusion, as well as the globalization of the campus.

By achieving greater student success, Missouri State will solidify its student-centered reputation, and have strong, loyal alumni and generous donors.

Educated persons

The characteristics of an educated person are clear, measurable, and recognizable. An educated person is someone who is literate in the broadest sense; has an appreciation for the beauty and complexities of citizenship in his or her community and in the world; has the skills and motivation to continue to learn after leaving the university; and can solve problems through the mastery and application of one or more academic disciplines.

Educated persons are developed through the interaction of competent, caring faculty; skilled and dedicated staff; and capable, motivated fellow students. The University is committed to developing educated persons by challenging them academically, while nurturing them in their personal growth. As enrollment continues to grow, maintaining these vital relationships with faculty and staff may require the University to find and implement some fresh approaches.

Keys to success

Research and experience support that there are several keys to improving retention and graduation rates. They include:

- Providing early, regular, and outstanding advising.
- Allowing students to take courses in their chosen area of interest early in their college careers.

- Creating opportunities for students to develop relationships with faculty members, and encouraging faculty members to mentor students.
- Engaging students in academic activities (internships, practicums, part-time jobs, study away, service learning, and more) and campus activities (intercollegiate athletics, arts, speaker and other special events, living-learning communities, intramurals, clubs and organizations, fraternities and sororities, and more).
- Making available and publicizing a variety of support services for students, from personal, confidential counseling, to the health center, to the wellness and recreation center, to library and computer resources, to academic support labs, and more.
- Fully communicating and then connecting students to Missouri State's statewide mission in public affairs and its three pillars.

Enhancing these will be among the priorities for the long-range plan.

Vision

Missouri State University will provide a rich, memorable, distinctive and transformative educational experience through a variety of curricular and co-curricular programs that will ensure students succeed both during and after college.

Strategic priorities

- Ensure all students experience a sense of belonging and personalized connection to Missouri State.

- Cultivate a student-centered learning environment promoting and supporting academic excellence and personal development.
- Provide opportunities for increasing the students' sense of University pride and tradition.
- Provide an increasing number of opportunities for students to meaningfully engage with the public affairs mission.

University goals

- Improve efforts to orient, engage, and support specific groups of students – for example, first-year undergraduates, transfer students, online students, first-generation students, historically under-represented students, veterans, non-traditional students, international students, students with disabilities, graduate students – to Missouri State.
- Better integrate the academic programs and personal development opportunities to provide students with the full University experience to promote student progression, retention, and graduation.
- Expand leadership, community engagement, and cultural development opportunities for all students.
- Implement traditions and activities designed to enhance school pride, and promote school spirit, all to contribute to student success and elicit alumni support.
- Increase student participation in high impact experiences.
- Engage alumni in meaningful ways to support current and prospective students.
- Increase visibility of intercollegiate athletics, performing arts, fine arts, and other activities as important to the University student, community, and alumni experience.

Pertinent Key Performance Indicators (KPIs)

KPI 1: Student Success and Progress

KPI 2: Six-Year Graduation Rate

KPI 6: Student Performance on University Exit Exam

KPI 7: Student Performance on Discipline-Specific Competency Exams

KPI 8: Student and Faculty Involvement in Missouri State University's Public Affairs Mission

Diversity and Inclusion – *Full Narrative*

DRAFT AS OF 3-15-16

Achieving greater diversity and inclusion will attract an expanded, often untapped, pool of talented individuals to campus. It will improve decision-making because divergent points of view lead to a broader range of ideas. It will enrich the entire University experience for students and better prepare them to interact effectively with colleagues, competitors, and customers of varied backgrounds.

That is just part of the compelling case for diversity and inclusion. It describes why Missouri State is renewing its unwavering commitment to make progress in both and it is why achieving greater diversity is one of the University's core values. To succeed in this effort, Missouri State knows it will need to demonstrate resolve, creativity, and courage.

At its core, diversity is about having respect for all individuals. Of course, diversity and inclusion are moral and ethical issues. It has been proven, however, that increasing diversity and inclusion also is a business best practice for both public and private organizations.

During the next five years, Missouri State will take intentional steps to diversify the University, actively recruiting, engaging and providing leadership opportunities for diverse students and faculty. Simultaneously, Missouri State will continue its leadership role for diversity in Springfield, the region and the state.

Creating a climate of inclusive excellence

To achieve inclusive excellence, the University must value, engage and include the rich diversity that faculty, staff, students, and alumni bring to campus. A key to success will be the University's ability to create a campus climate where students and faculty feel wanted and needed, included, and safe. It is vital to create a climate that ensures all members of the campus community are just as comfortable maintaining their own individual and cultural identities as they are continuing to have candid conversations about diversity and inclusion. Those discussions sometimes can be difficult and oftentimes require some courage, but in the end they can lead to positive change.

Through the Climate Study, the University has taken the first step in establishing a baseline and identifying key issues. The University will use the Climate Study results, best practices and other research and tools to make the campus and its programs even more welcoming. Implementing these changes will be a key element of the long-range plan for 2016-21.

It is not only the climate on campus that matters. The climate of Springfield and the Ozarks also is crucial to achieving greater diversity and inclusion. The fact is, the lack of racial/ethnic diversity in Springfield is more pronounced than in the rest of the country. According to the Lumina Foundation, Springfield's 2013 population was 87 percent white (66 percent nationwide), 4 percent black (13 percent nationwide), 2 percent Asian (5 percent nationwide), and 4 percent Hispanic (16 percent nationwide). That fact does not make the goal of becoming more diverse impossible, but it likely will make it more challenging. Increased diversity on

campus and in the community-at-large will more closely reflect the increasingly diverse U.S. population.

Missouri State willingly accepts its leadership role to make the local and regional climate more welcoming. For example, Missouri State, along with other community partners having large workforces—Springfield Area Chamber of Commerce, City of Springfield, City Utilities, Greene County, other colleges and universities, Springfield Public Schools, area medical centers—is working to effect change to accomplish this common goal.

Diversity and inclusion in the broadest sense

Missouri State defines diversity and inclusion in the broadest possible terms.

Diversity includes individual differences such as personality, learning styles, and life experiences. It also includes group/social differences, such as race/ethnicity, class, gender, sexual orientation, county of origin, and disabilities, as well as cultural, political, religious, or other affiliations, such as veterans and socioeconomic status. Moreover, each of us has more than one identity, and Missouri State will continue to support and advocate for the intersecting identities of all its community members, whatever those intersections might entail.

Inclusion describes the active, intentional and ongoing engagement with diversity in ways that increase awareness, content knowledge, cognitive sophistication, and empathic understanding of the ways individuals interact within and transform systems and institutions. This is accomplished

through people, within curriculum and co-curricular programs, and in various communities with which individuals might connect: intellectual, social, cultural, and geographic.

Those are just examples of groups who may not feel like their voices are heard or that they are not included in the life of the campus. Missouri State knows it is important to ensure that all voices are heard and all opinions welcome.

Keys to success

To be effective, programming that expands diversity and inclusion will need to be added. Even more importantly, diversity will need to be woven throughout the entire academic curriculum, not only in specialized courses and programs. This effort will take many forms, depending on the major, the courses, and other factors.

To reach its diversity and inclusion goals, Missouri State will tailor and expand its orientation, not only for diverse students, but for all students; expand its orientation, professional development and training opportunities for faculty and staff; and create systems for recruiting and retaining diverse faculty and staff. Cultural consciousness/competency will be critical to the success of the University in creating inclusive excellence on campus and in the community. As the diversity of the student body increases, Missouri State will provide support for students, particularly those who are underprepared for college, students from lower socio-economic backgrounds and students from other historically underrepresented groups.

Moreover, Missouri State believes it is important for groups of diverse students, faculty, and staff to interact with one another. Engaging with others about those differences and celebrating those differences will produce awareness and understanding. Success will be achieved when groups intermingle and appreciate one another. Only then will the University realize the full benefit of becoming diverse and inclusive.

All of these initiatives will help recruit, develop, and retain diverse faculty, staff and students. University personnel, particularly leaders, will be held accountable for furthering these goals.

Vision

Missouri State University will be a university of choice and opportunity for all students, a beacon for diversity locally and nationally, and a university that welcomes all forms of diversity.

Strategic priorities

- To be true to its values and achieve its goals, the University will embrace diversity in all its forms.
- The University will embrace a system-wide approach to create an environment where all groups and individuals can thrive and achieve academic and personal success.
- The University will develop accountability measures for supporting diversity and inclusion throughout the University system.

- Missouri State University will lead by example in promoting inclusiveness within the community, region and state.
- The University embraces curricular transformation as an approach to ensure that its undergraduate and graduate students have knowledge and competencies related to diversity and inclusion.

University goals

- Enhance efforts to attract and retain historically underrepresented groups as well as other diverse groups (e.g., first generation, low income, veterans, disabled, international, etc.) of students, faculty and staff so all can succeed.
- Support initiatives to encourage discussion of, and appreciation for, differences.
- Implement effective training and/or professional development to increase cultural consciousness/competence in diversity and inclusiveness for students, faculty and staff.
- Ensure academic programs incorporate diversity into the curriculum and co-curricular activities.
- Collaborate with other major businesses, institutions, and organizations in the region to promote, create, and value opportunities for diversity and inclusion.

Pertinent Key Performance Indicators (KPIs)

KPI 1: Student Success and Progress

KPI 2: Six-Year Graduation Rate

KPI 9: Engendering a Supportive Learning Environment

KPI 11: Diversity

Globalization – *Full Narrative*

DRAFT AS OF 3-15-16

With telecommunications of all forms, email and the World Wide Web, global communication is instantaneous. Every year, trillions of dollars in goods and services are bought, sold and traded among countries and continents as part of the global economy. It is now common place for businesses and companies to have locations outside the U.S. Many difficult issues must be addressed globally: disease and pandemics, hunger, energy, the environment, peace, and terrorism, to name only a few. And even athletics and all forms of the arts have become truly international in scope and participation.

It has never been more evident that students must gain global experience and cultural competency skills in order to be prepared global citizens and leaders. They must be exposed to an international environment. The curriculum must integrate globally-focused studies. The students' interactions with the international community should be fostered both on-campus and abroad. To fulfill the public affairs mission, students must become culturally competent.

There is a global battle for *smart talent*, defined as persons with excellent cognitive, professional and interpersonal skills, coupled with global experience and intercultural competence. Given that, Missouri State University will educate students to be global citizens and prepare them to succeed in the intensely competitive international workplace.

Operating from a position of strength

Today, approximately three million university students worldwide study outside their home countries, a 57 percent increase in the past decade. That number is projected to increase to more than seven million by 2025, according to NAFSA: Association of International Educators.

Nearly 25 years ago, Missouri State recognized this trend, embraced it, and began extending its international reach. From the beginning, the University's dual challenge has been to be globally engaged while remaining connected locally.

The University will continue its global emphasis given that the Missouri State experience has been enhanced by the more than 1,600 international students currently enrolled – more than triple from a decade ago. Those students come from 89 countries, with the People's Republic of China accounting for more than half of all international students.

Over the years, the University has signed agreements with more than 60 partner universities in 22 countries to promote student mobility, faculty collaboration and participation in special programs.

Comprehensive global experience

The global experience opportunities at Missouri State run the gamut and they are the reason Missouri State has been ahead of others in the globalization of campus. The number of international students has increased as a result of the support those students receive, with

targeted orientations, around-the-clock assistance, and even alumni opportunities in their home countries.

For all students, there are global elements to the curriculum and in research and scholarly activities, as well as a full range of study away opportunities of varying durations. Scholarships and other financial aid helps boost participation in these programs. There also are efforts to make cultural connections beyond the classroom in residence halls, dining centers and student organizations. Further, there are multicultural programs that promote interaction with the campus community—faculty, staff and the entire student body.

In addition, there are a number of international faculty members on campus who bring fresh perspectives to the classroom and enrich the learning experience for students. Finally, University initiatives, such as the English Language Institute, the International Leadership and Training Center, and the Foreign Language Institute, have elevated Missouri State’s international stature.

All of these opportunities help prepare students to enter a globalized environment for work, leisure, and life.

Vision

Missouri State University will foster an environment that is international in character—in teaching, research and service—so that graduates are ready to compete and succeed in an increasingly global society.

Strategic priorities

- To help reinforce its global environment, the University will attract a growing number of international students in targeted disciplines from an increasingly broad array of countries.
- So students have an appreciation for, and understanding of, other cultures, the University will enhance interaction of international and domestic students, faculty and staff.
- To provide context and promote greater understanding, the University will continue to integrate an international component into curricular and co-curricular activities.

University goals

- Increase partnerships and interdisciplinary collaborations with an international focus.
- Promote globalization initiatives and expansion of international programs.
- Enhance recruitment efforts to diversify countries and cultures represented on campus.
- Develop new or modify existing degree programs to better attract international students.
- Develop initiatives to promote interaction among international and domestic students, faculty and staff.
- Raise awareness and promote the value of international opportunities for domestic students, faculty, and staff.

Pertinent Key Performance Indicators (KPIs)

KPI 5: Total Enrollment

KPI 8: Student and Faculty Involvement in Missouri State University's Public Affairs Mission

KPI 11: Diversity

Infrastructure – *Full Narrative*

DRAFT AS OF 3-15-16

Campus is the home-away-from-home for students for two, four or more years. Faculty and staff spend more time on campus than they do in their own homes. It is on campus where faculty educate students and prepare them to be successful in their careers and in life. It is on campus where faculty complete their research. It is on campus where the University's statewide mission in public affairs is explained and modeled.

When it comes to student learning, infrastructure matters. Facilities matter. Technology matters, especially as online and distance learning continue to expand. Personal safety and cybersecurity matter. The commitment to sustainability matters. Accessibility matters. Creating a positive environment for students, faculty and staff is an important priority for Missouri State.

The next five years will require organizational agility as Missouri State strives to respond to changing conditions, new developments, and emerging opportunities. The University will begin the process by assessing its current situation and identifying gaps that need to be addressed, as well as opportunities that should be seized.

Safety

Missouri State has long been known as a safe and secure campus, the result of a variety of initiatives: a fully-staffed Springfield Police Substation located on campus, an around-the-clock safety staff, an extensive lighting system, a comprehensive shuttle system, an expanding video surveillance system, training on responding to emergencies, and a deep-seated commitment.

There is no higher priority for the University than creating and maintaining a safe and secure campus for its students, faculty, staff, and visitors.

Upholding that status requires constant diligence, especially in today's world. The University will especially be investigating the best ways to maintain a high level of safety on facilities located off the main campus in Springfield. This specifically relates to the downtown facilities: Morris Center for International Programs, Brick City, Plaster Center, and Jordan Valley Innovation Center (JVIC).

Facilities

Missouri State's campus is as functional as it is beautiful. It has grown and developed over the years—in the past 20 years, for example, the square footage of the buildings on the Springfield campus has nearly doubled. In recent years the new facilities have largely been funded by private contributions and dedicated student fees, with some state funding for renovations and in matching funds for new facilities.

The facilities represent the University's largest single investment—the total value of the buildings and grounds on all campuses is estimated to be \$1.28 billion. One of the major challenges is to protect and leverage that investment. Managing deferred maintenance promises to be an on-going challenge.

Other issues include efficiently scheduling existing facilities and identifying the best methods of funding new facilities to accommodate enrollment growth. Another emphasis will be on flexible

design and fully functional technology among facilities. In all cases, the facilities will be made accessible to all students, including those with disabilities.

Technology

Technology is key to student learning today and in the future. Online environments for teaching, learning and working are evolving rapidly. Use of data and analytics is expanding. Techniques such as data centers and cloud storage are being implemented.

Missouri State's goal is to provide the state-of-the-art technology Missouri State graduates will use in their careers. To achieve this goal, the University will work to develop a flexible infrastructure that can quickly accommodate emerging technologies and support user needs. The issues are likely to deal with mobility, accessibility, wireless access, reliability, band width, and, as always, cost.

Missouri State will need to form a strategy to accommodate the practice of "bring your own device" (BYOD), which is growing in popularity at all levels of education, including colleges and universities. Obviously, there are significant issues related to this broad trend, including providing support for a plethora of devices.

Cybersecurity is a growing concern for all colleges and universities. Missouri State will continue its vigilance in preventing identity theft, cyber-terrorism, online fiscal malfeasance, and other security threats.

Sustainability

Today's students are passionate about sustainability. Students at Missouri State and across the country have voiced their support for sustainability and championed sustainability initiatives.

Missouri State will take into account the sustainability impact in all of its major decisions. All members of the University will be encouraged to make sustainable decisions in day-to-day activities. There has been progress. For example, the University effectively reduced its energy usage over the past quarter-century, moving from City Utilities' No. 1 annual consumer of natural gas to No. 3, while significantly increasing square footage on campus.

The University will emphasize sustainable and efficient use of its facilities, seeking high ratings from the Association for the Advancement of Sustainability in Higher Education (AASHE). In addition, the University will seek efficient use of water and energy, including heating and cooling systems, and continue to improve its recycling and waste management programs. Missouri State also will consider expanding its investment in sustainability by exploring alternative sources of energy, rain water reclamation, and other environmentally-friendly practices, especially as the lag time on return on investment (ROI) declines.

Finally, Missouri State will partner with other governmental units, organizations, and groups in Springfield and throughout the Ozarks region to minimize the impact on natural resources and model good stewardship.

Transportation

Issues of parking and transportation will require increasing attention, particularly as campus enrollment grows and as facilities are added that are not within easy walking distance of the campus core. While being environmentally-friendly and increasing, transportation alternatives—mass transit, shuttles, walking, bicycles, personal transportation devices, and so forth—produce their own challenges. To address these issues, Missouri State must continue to collaborate with city, regional, and state authorities to improve transportation options.

Vision

Mindful of the importance of sustainability and accessibility, Missouri State University provides facilities and information services that advance teaching, learning, research, service, and operations.

Strategic Priorities

- **Safety and Security:** Ensure that people, campuses, equipment, networks, and data are safe and secure.
- **Facilities:** Ensure that Missouri State's facilities meet current and foreseeable needs.
- **Technology:** Ensure that the information technology is innovative, accessible, and useful.
- **Sustainability:** Through education and community outreach, instill the values and skills of socially, economically, and environmentally responsible citizenship.

University Goals

- Take necessary measures to ensure the campus—including people, facilities, networks and data—remains safe and secure.
- Manage facilities and deferred maintenance to meet enrollment demands and sustain quality programs.
- Evaluate and strengthen the plan to enhance technology infrastructure to better serve the University community.
- Incorporate sustainability into campus operations, while also fostering principles of environmental stewardship among University employees and students.
- Increase partnerships on issues and opportunities related to Missouri State’s campuses, safety, sustainability, and information technology.
- Ensure that all facilities and technology are accessible to students, faculty, and staff.

Pertinent Key Performance Indicators (KPIs)

KPI 8: Student and Faculty Involvement in Missouri State University’s Public Affairs Mission

KPI 12: Educational and General Expenditures

Funding – *Full Narrative*

DRAFT AS OF 3-21-16

Funding for the next five years will be a delicate balancing act for Missouri State. There are a multitude of factors to consider and several seemingly contradictory principles to resolve. The ultimate goal is to provide the resources for an excellent educational experience, while maintaining a competitive price for students.

Like most public universities, an increasing percentage of Missouri State’s new revenue will come from tuition and fees, with state appropriations remaining substantial—about \$87 million in operating funds for the Missouri State system in 2015-16—but increasing only at the rate of inflation. Given all factors in Missouri, including state law on tuition increases and legislative priorities, the greatest potential for additional funding for Missouri State is through enhanced student revenue.

Even so, alternative sources of revenue will become increasingly important. They include grants and contracts, proceeds from intellectual property, private support through the Missouri State Foundation, and a wide variety of operational efficiencies, regular and strategic reallocation, and/or new sources of revenue. There will be special emphasis on growing private fund-raising to the Foundation and the Foundation’s endowment.

As always, Missouri State will work to maintain its long history of good stewardship of resources, which has led to strong bond ratings and adequate reserves.

The need to instill confidence

There has always been discussion and even debate about the value of a college degree, but the frequency and volume of that discussion has increased in recent years. Specifically, some are questioning the return students and families are getting on their ever-increasing investment. But the discussion does not end there.

There also are differing views on if a college education is a *private good*, a *public good* or *both*—that is, does the benefit of receiving a college education accrue primarily to the individual receiving the education, to society as a whole, or to the individual and society equally? For the individuals and their families, research shows those with at least a bachelor's degree enjoy significantly higher lifetime earnings, higher job satisfaction, better benefits and higher pension, lower unemployment rates, and better health, to name just a few. In addition to developing an advanced level workforce, the public benefits to more college-educated citizenry include lower rates of incarceration, more tax revenue without increasing tax rates, lower unemployment, less dependence on public assistance, and more volunteering and voting,

To sustain or increase funding of all types, it will be necessary for Missouri State to help instill greater confidence in the value of higher education among decision-makers, donors, funding agencies, and the general public.

History of state funding

The state's under-funding of Missouri State is paradoxically largely due to the University's success in its growth and development over the years, coupled with changes in higher education funding at the state level.

Over the past 25 years, no Missouri university has grown and developed more than Missouri State. Selective admission was instituted in the early 1990s, the statewide mission in public affairs was approved in 1995, the number of graduate programs tripled and the number of graduate students doubled in that time, the name was changed in 2005, several additional professional doctorates have been added since 2005, the amount of research and scholarly activity has expanded significantly, and total headcount enrollment on the Springfield campus has grown from 19,523 in the fall of 1990 to 22,834 in the fall of 2015, an increase of nearly 17 percent.

Despite Missouri State's maturation into a comprehensive university, the State of Missouri's funding model has been a "base-plus" model since the late 1970s. This model means base budgets were essentially set in the mid-1970s and today's funds are largely allocated across-the-board with little or no consideration for enrollment or array of academic offerings. The result of this funding model is that the relative order in which universities are funded is fixed without regard to growth, reputational advances, or level of graduate degrees offered.

Finally, an additional complication of Missouri State's funding environment is that in the early 2000s, the Missouri General Assembly placed a limit on the amount tuition and fees that could be increased in any one year for in-state undergraduate students, statutorily limiting tuition and fee increases to no more than the rate of inflation without requesting and receiving a waiver approved by the Coordinating Board for Higher Education.

The result of these environmental changes is that since the late 1970s, Missouri State has been under-funded and remains so today. While a new statewide public higher education funding formula has now been developed that accounts for size, level of programs, graduate programs and other factors that will benefit Missouri State, it will take several years for it to impact the University's budget in a substantial way.

Balancing contradictory goals

On one hand, Missouri State intends to continue its position as a *high-quality educational option offered at a competitive price*. Being affordable has been a guiding principle for the institution since its founding 111 years ago. By keeping the cost affordable, it allows maximum access to all students who qualify and desire a college education. In addition, it helps minimize loan debt for students, a growing concern at all levels of government.

On the other hand, the University is committed to providing an excellent educational experience for students. That requires attracting, retaining, and appropriately compensating faculty and staff, and it means providing the facilities, technology and other infrastructure support required for a 21st century education.

Again, given the current circumstances, the most likely source of additional funding necessary to fund the University vision is through enhanced student revenue. The balance is preserving the commitment to affordability while generating the revenues necessary to achieve the University's goals. It is a delicate balance to strike.

Vision

Missouri State University will remain a high-quality educational option offered at a competitive price, seek maximum flexibility with existing funding sources, explore alternative funding options and continue regular reallocation as appropriate.

Strategic priorities

- Continue to offer a high quality education at a competitive price.
- Seek to ensure the long-term financial vitality of the University.
- Demonstrate responsible stewardship for University operations and capital maintenance.
- Advocate for equitable state funding consistent with Missouri State University's size, mission, and scope.
- Allocate resources as appropriate to fund the core mission.
- Continue to grow the endowment in the Missouri State Foundation

University goals

- Maintain strategic growth in enrollment while increasing retention and graduation rates.
- Improve employee compensation.
- Identify and support alternative funding sources appropriate to the mission, such as program delivery for specialized groups and intellectual property development.
- Invest strategically in activities that raise the profile of the University.

Pertinent Key Performance Indicators (KPIs)

KPI 12: Educational and General Expenditures

KPI 13: Faculty and Staff Salaries

KPI 14: External Grant and Contract Activity

KPI 15: Private Contributions to Missouri State University Foundation

Substantive changes made to Long-Range Plan since last reviewed
(Grammatical changes and minor changes made for clarification are not included here.)

March 12, 2016, 2 pm

Values

Formerly:

- **Inclusiveness**, fairness, equity and social justice and the celebration of intersecting identities in our diverse campus

Changed to:

- **inclusiveness**, fairness, equity, and social justice; the recognition that each person possesses not just one, but multiple identities; and the celebration of the similarities, as well as the differences, of our diverse campus

Added “and transparent”:

- **responsible and transparent stewardship** of the University’s and community’s resources for a sustainable future.

Introduction

Added a final paragraph to address the questions we were getting about specificity and implementation:

This long-range plan provides the framework for the hard work to follow: the implementation of this plan. The priorities and goals presented in this plan are strategic in nature. After the plan is approved, it is expected that each unit of the University will develop the specific goals and tactics that will operationalize the plan, identify which individuals or groups are responsible for implementation, and specify the lines of accountability for the plan.

Academic Profile

Strategic Priorities--Changed “workplace” to “careers”:

- Emphasize collaboration, both internally and externally, to promote academics and research for developing well rounded students who can effectively integrate into society and their chosen careers.

Student Experience

Goals—added “and prospective”

- Engage alumni in meaningful ways to support current and prospective students.

Globalization

Added “faculty and staff” to these two goals:

- Develop initiatives to promote interaction among international and domestic students, faculty and staff.
- Raise awareness and promote the value of international opportunities for domestic students, faculty, and staff.

Funding

Strategic Priorities--split the first priority into two

Formerly:

- Seek stable funding and ensure responsible stewardship for University operations and capital maintenance while offering a high quality education at a competitive price.

Changed to:

- Continue to offer a high quality education at a competitive price.
- Seek to ensure the long-term financial vitality of the University.

LRP Timeline for the rest of Spring Semester, 2016

- **March 15:** Plan revised and re-posted to website
- **Mar 31/Apr 1:** Board of Governors Retreat to discuss remaining sections (Diversity/Inclusion and Infrastructure) and entire plan
- **Apr 15:** Plan revised and re-posted to website
- **Late Town Hall Meetings**, both at PSU Theatre:
 - **Mon, May 2, 12:15 to 1:15**, Faculty, Staff and Students
 - **Tues, May 3, 12:30 to 1:30**, Faculty, Staff and Students
- **May 12:** Status report on plan at Board of Governors' meeting
- **May 15:** Deadline for receiving all feedback on plan
- **June 1:** Final draft completed and distributed to Board of Governors
- **June 10:** Board of Governors action on plan
- **July 1:** Begin implementation

X.

RECOMMENDED ACTION - Resolution authorizing closed meeting

The following resolution was moved by _____ and seconded
by _____:

BE IT RESOLVED by the Board of Governors for the Missouri State University that a closed meeting, with closed records and closed vote, be held immediately following this regular meeting of the Board of Governors to consider items pursuant to

- A. R.S.Mo. 610.021(1). "Legal actions, causes of action, or litigation involving a public governmental body..."
- B. R.S.Mo. 610.021(2). "Leasing, purchase or sale of real estate by a public governmental body..."
- C. R.S.Mo. 610.021(3). "Hiring, firing, disciplining or promoting of particular employees by a public governmental body..."
- D. R.S.Mo. 610.021(6). "Scholastic probation, expulsion, or graduation of identifiable individuals..."
- E. R.S.Mo. 610.021(9). "Preparation, including any discussions or work product, on behalf of a public governmental body or its representatives for negotiations with employee groups;"
- F. R.S. Mo. 610.021(11) and (12). "Specifications for competitive bidding...;" and "Sealed bids and related documents...;"
- G. R.S.Mo. 610.021(13). "Individually identifiable personnel records, performance ratings or records pertaining to employees or applicants for employment,..."
- H. R.S.Mo. 610.021(14). "Records which are protected from disclosure by law;" and
- I. R.S.Mo. 610.021(17). "Confidential or privileged communications between a public governmental body and its auditor,...."

VOTE: ___ AYE

___ NAY