



*Embracing the
Entrepreneurial Spirit*

Introduction

We have made history at Missouri State over the past 25 years. Milestones include adopting the public affairs mission, changing the university's name, expanding our graduate programs, establishing IDEA Commons and a campus in China.

More recently we fought for more equitable funding, advocated for new programs outside of our traditional mission, and leaned into public private partnership opportunities.

We have been the second largest public university in the state for some time. However, we have become more recognized and respected over the last 10 years. Our reputation and profile have grown, and our influence is greater.

These things didn't just happen. We made them happen.

The same will be true as we look toward the future. We cannot just wait for our next successes to come to us. We must make them happen.

Embracing big ideas

When work began on this long-range plan (LRP), we decided to infuse it with our entrepreneurial spirit and take a little different path in its development and presentation.

Our plans in the past have been good. They have helped us become who we are today as an institution.

For this plan, we wanted to go farther. We wanted to create a vision that doesn't direct people what to do. We envisioned a plan that would inspire our faculty, staff and students – one that allows everyone in the university community to dream bigger.

The steering committee was challenged to embrace big ideas - to craft a long-range plan that weaves these big ideas around our Public Affairs mission.

See yourself in the stories

Prior plans laid out lists of goals we expected to accomplish over the duration of the plan.

You will not see much of that in our 2021-26 LRP.

Instead, you will see a plan that tells aspirational stories and offers examples of big ideas that will guide our decisions and reality over the next five years.

We want our faculty, staff, students, friends and alumni to see themselves, their units and departments, and their businesses in the stories.

We hope the stories will evoke emotional reactions (positive or negative) and inspire other ideas or ways to expand or interact with the ideas presented.

This plan allows more people at the university to be creative in developing their own initiatives, programs and ideas.

We want our employees to be able to tie the work they do on a day-to-day basis to not only the long-range plan but also the success of the university.

Building action plans

The LRP will exist as a creative sketch of our future. It will provoke and drive the action items, initiatives and programs that will guide our future success.

So, while lists of goals and strategies don't appear in this LRP, our annual action plan will continue to be drafted each fiscal year.

We will still work through our central process of developing this action plan with bulleted lists of initiatives organized under the four themes set forth in the LRP.

Each division and college throughout the university will be responsible for developing their own lists of action items that align with the themes of the plan.

We will all continue to be held accountable for completing the tasks set forth in these traditional organizational documents.

And there will be key performance indicators (KPIs) These KPIs are metrics that most metropolitan universities use to measure success. The LRP represents Missouri State's nuanced approach to success in achieving the KPIs.

Presenting the long-range plan

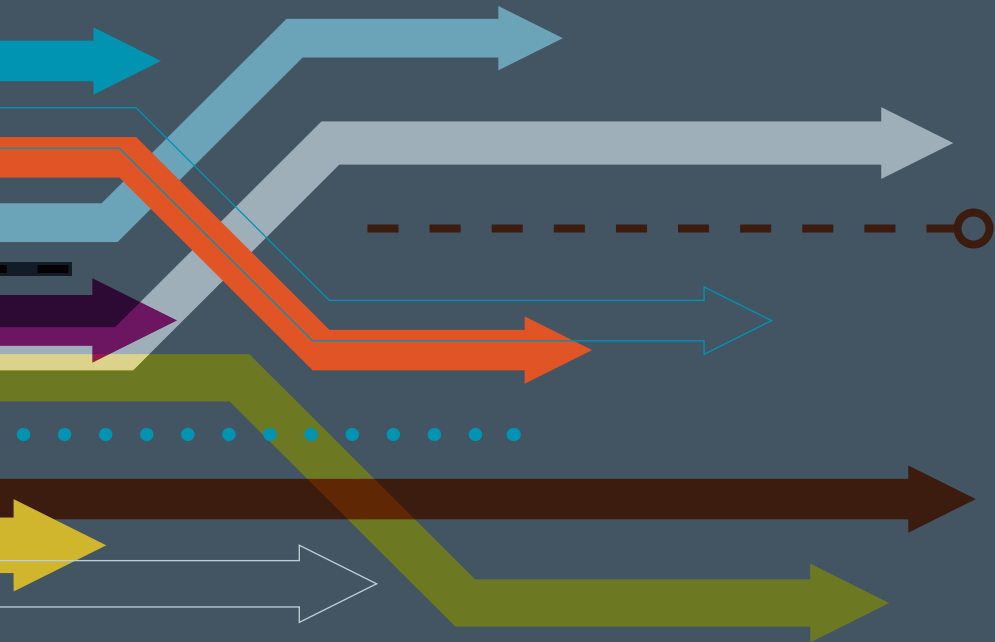
The LRP is one of three major planning documents.

The Strategic Enrollment Management plan was approved in 2020. The 2021-2026 facilities master plan and visioning guide for facilities has been approved. The LRP is the third major planning document of the university.

All three plans create an integrated strategy that will be executed over the next several years, driving the future success of Missouri State University.



Evolving academic directions for future careers

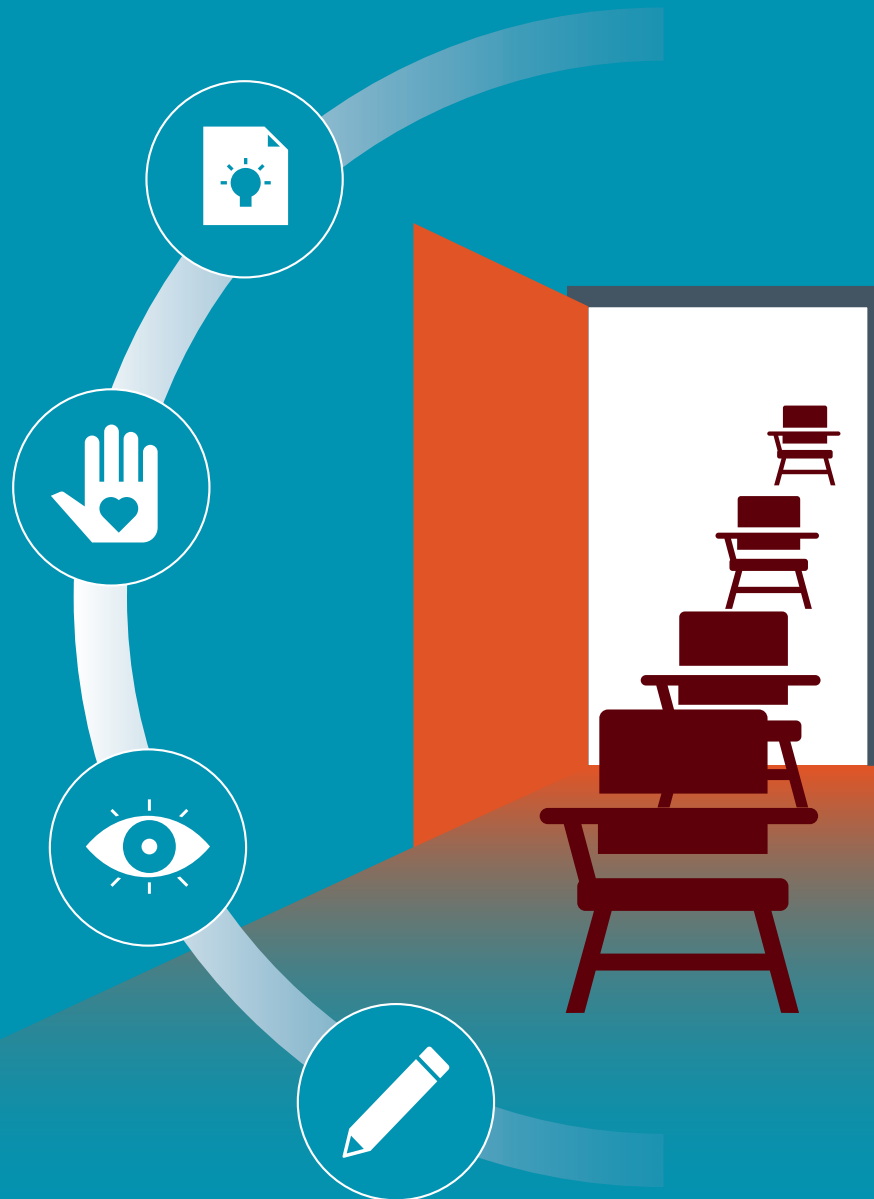


Setting the academic course

Drawing from a century of responding to the educational and workforce needs of the community, state and beyond, Missouri State University is creating an enterprising plan for the next decade of success. MSU will celebrate an entrepreneurial spirit within academics. And it will generate an environment of innovation and efficiencies across campus.

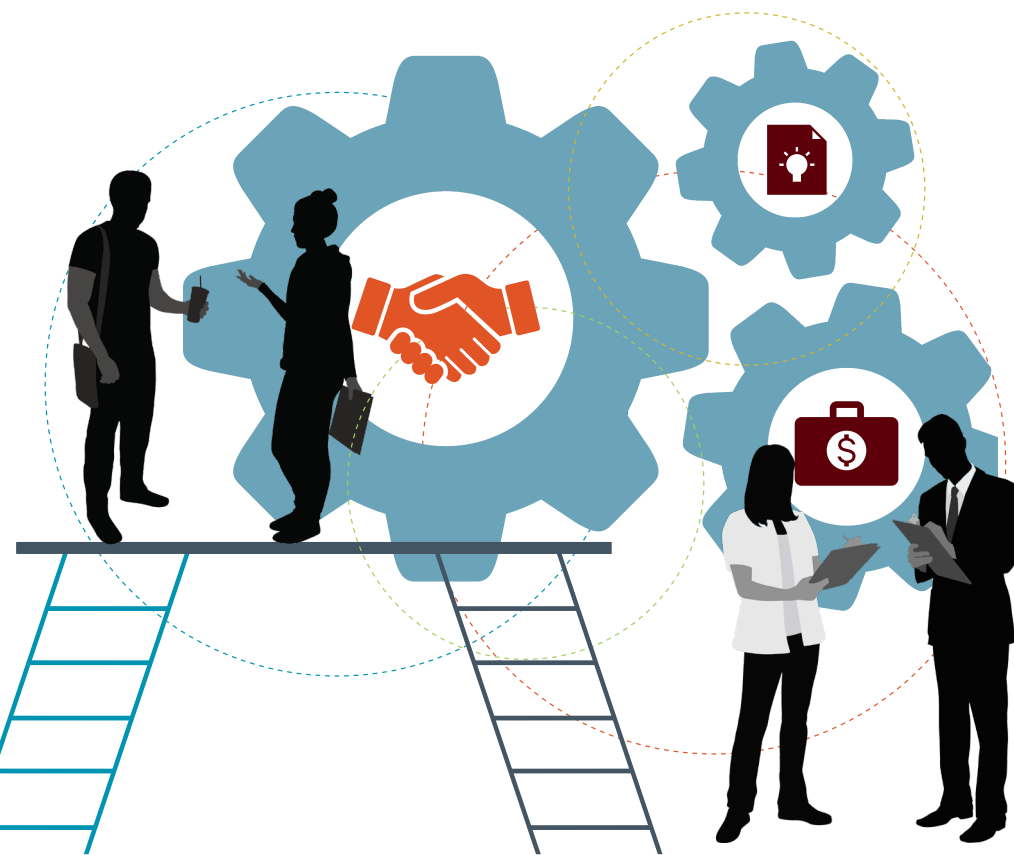
Teaching beyond the classroom

Research, creative works and service are vital to the educational process. They also contribute to the richness and essential benefits of society. Faculty support at Missouri State is crucial to ensure engaged, impactful research, scholarly activity and beneficial service to the community.

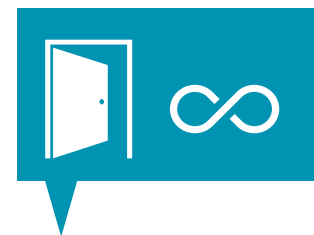


Fueling partnerships through innovation, collaboration

Community demands, workforce trends and opportunities to share resources will fuel intentional partnerships across academic and industry platforms. These agreements will result in educational and research access for a broader population of students and faculty.



Missouri State University will sustain and expand enrollment by growing and flexing its academic disciplines and programs to meet student interests, industry demands and societal needs.



Attention to supportive and inclusive student access, recruitment and retention strategies will permeate all actions.

Specialization will lead the faculty to reimagine pedagogy and its adaptation to the future.

Balanced appointments will be as unique to each discipline as the faculty member's strengths.

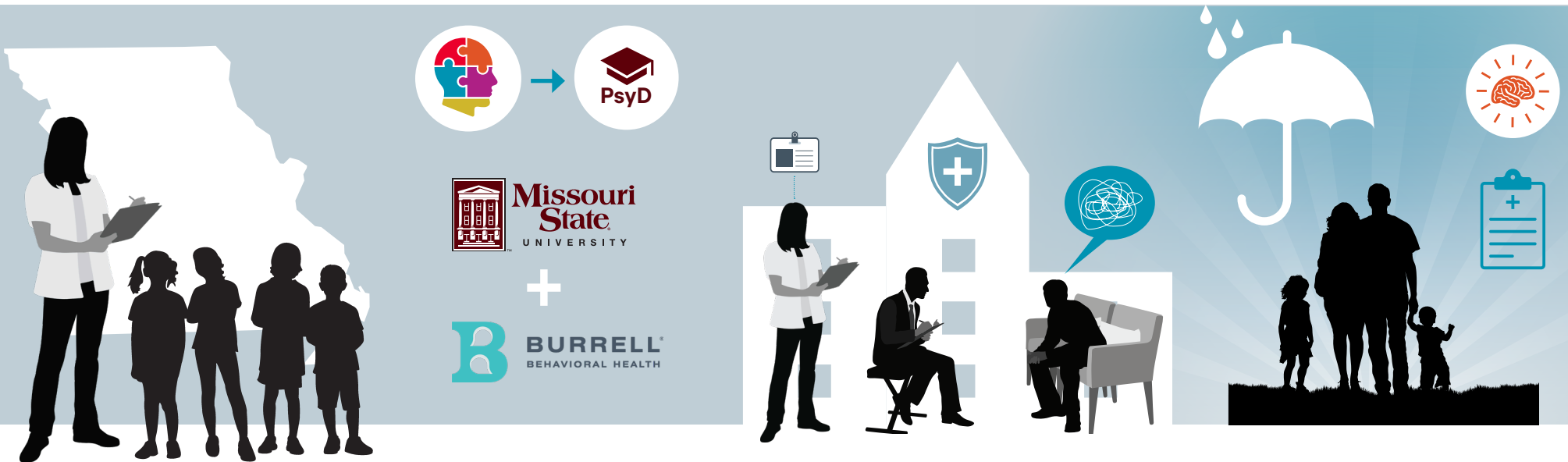
Master teachers will gain the support they need to address changing technology, student demographics and industry trends. Practitioner-based research will join traditional research applications, and both will support access and experiential learning. The path to tenure will encompass a broader view of:

- Community outreach.
- Workforce development.
- Interdisciplinary program enhancement.
- Curriculum innovation.
- Student mentoring.
- Scholarship tied to the public affairs mission.



- BIG IDEAS** ▶ MSU creates a professional doctoral program in psychology.
- ▶ Partners create a mental health center for homeless and uninsured people.
 - ▶ Creative workload allows faculty to practice professionally as part of their employment at Missouri State.

Professional doctorate offers academic, professional benefits



Olivia attended a regional university in Missouri and earned a bachelor's degree in psychology. After she graduated, she moved to Springfield to work as a children's service worker for the Missouri Department of Social Services, children's division.

After a few years working for the state, Olivia decided she was interested in becoming a psychologist. She learned about the collaborative Doctor of Psychology (PsyD) program run by Missouri State University and Burrell Behavioral Health.

Missouri State faculty members teach classes at the university and see clients at Burrell. And employees of Burrell see clients at Burrell, but also teach classes at the university.

This arrangement appealed to Olivia because, as a student, she would learn from professors who are not only knowledgeable about teaching psychology, but also current practitioners.

Olivia would also be able to do her clinical hours at the Burrell/MSU Clinic for Mental Health. The clinic serves youth and adult homeless populations and uninsured patients.

During her years working with families in the Department of Social Services, Olivia knows that mental health is a significant underlying problem with many families in the system. She's excited to take this next step in her education and career and to help meet the mental health needs of the community.

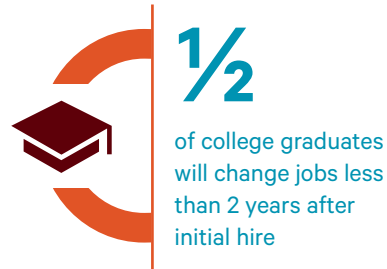
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These are the characteristics of Missouri State's academic programs. They will respond to the landscape of a new economy. Robust academic offerings that support higher career salaries as well as societal needs will be at the forefront. They will prepare. They will connect. Students will benefit from the essential foundation of a strong liberal arts and STEM-based education. They will experience the power of public affairs and become engaged citizens who make worthy contributions to their communities. And they will learn the value of cross disciplinary collaborations that fuel entrepreneurial and data-driven careers of today and the future.



Preparing Citizen Bears for the world

A Missouri State education is grounded in its public affairs mission. Course work defines and emphasizes ethical leadership, community engagement and cultural competence.



Giving weight to power skills

The pace of change in the marketplace and expectations of adaptable life skills require an agile and flexible academic environment. A strong blend of human skills – competencies that can only be achieved through a liberal arts and sciences education – continues to prepare students for career and life changes. Employers of tomorrow will continue to draw heavily from graduates who can articulate and exemplify mastery in:

- Communication.
- Management.
- Leadership.
- Critical thinking.
- Problem solving.
- Teamwork.

These power skills are adaptable and transferable and prepare students to be life-long learners.



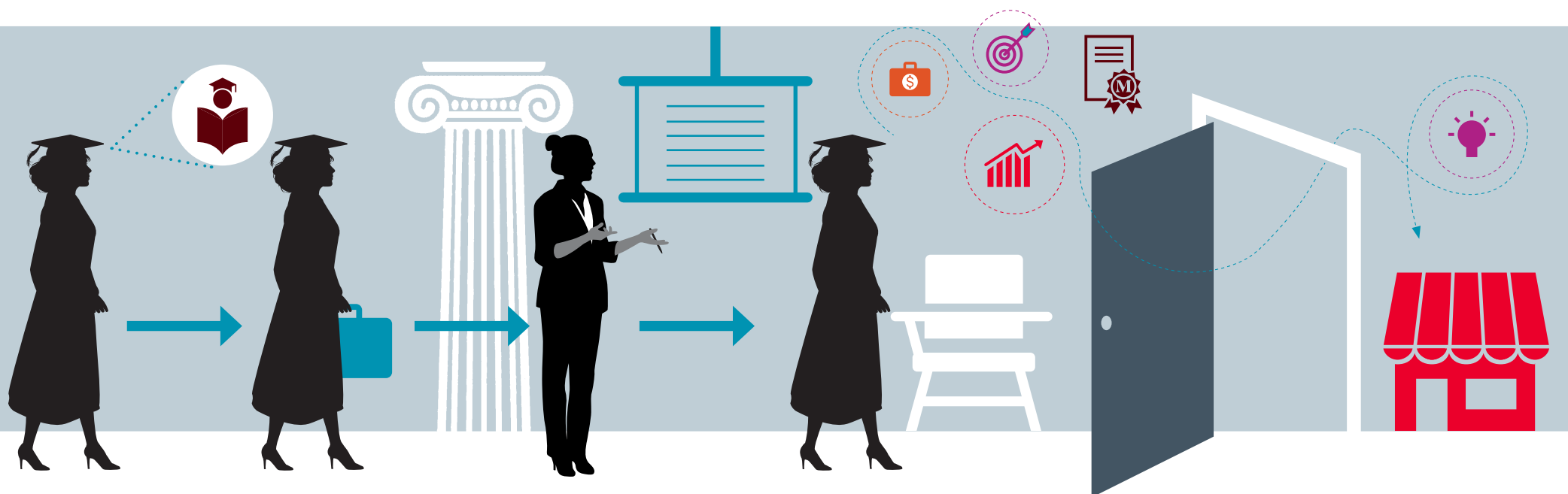
Accessibility for all

The through line that runs across all programs is accessibility. Missouri State will have a fully inclusive framework of accessible information, delivery modalities and academic support. Investment in inclusive practices will help develop and retain a diverse student population. This, in turn, fosters a richer academic and inclusive experience. Missouri State will be diligent in removing barriers - including financial - and streamlining processes to ensure students' access to education and academic credentialing.



BIG IDEA ▶ Alumni subscribe to receive free/reduced cost future classes.

Lifelong Student subscription eases career change



Abby earned an art history degree from Missouri State. When she graduated, she joined the university's "Lifelong Student" program. A small annual subscription allows Abby to take classes at the university at no cost or at a substantially reduced cost.

The program starts at a very low cost, increases marginally through mid-career, and then decreases until it becomes free at age 55.

After graduation, Abby started working as a sales associate in the gift shop at the St. Louis Art Museum while volunteering as a docent at the museum. She worked in the position for a few years and then transferred to a position as a museum technician.

Abby learned that she really enjoyed the business aspects of the museum. She started thinking about moving into the administrative areas of running a museum. Using the Lifelong Student program, Abby started taking business classes through the College of Business.

When an assistant director position opened at the Campbell House Museum, she applied and got the position. She decided to pursue the Management Graduate Certificate to learn more about ways to manage resources, analyze needs and set goals.

After several years, Abby and a co-worker decided they wanted to open their own art boutique. The Entrepreneurship Graduate Certificate was the ideal program to prepare her.

Abby and her partner now run a successful art boutique in the Central West End. The Lifelong Student program helped prepare her to find a fulfilling career that combines her love of art and entrepreneurial spirit.

Traditional and high-tech modalities to coexist

COVID-19 expanded education: How we teach.
How students learn. How we connect.

Delivery of academic programs will be matched with content and student access needs. It will be characterized by person-centered, high-touch approaches. The flexibility of modalities and pathways will consider access, convenience and adaptable time structures.

Contemporary instructional delivery will be the standard. Faculty will be supported and optimally prepared to use the latest technologies in their discipline.

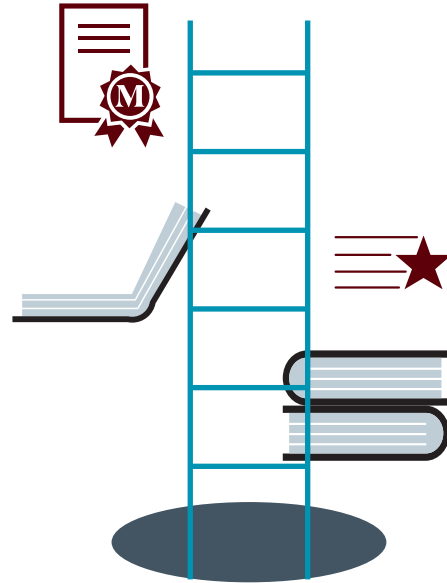
Cutting-edge technologies used in areas of study will ensure student competencies when entering their career field.

Programs will lean into high impact learning experiences that reinforce curricula and provide relevant exposure to emerging career fields that align with the university's mission.

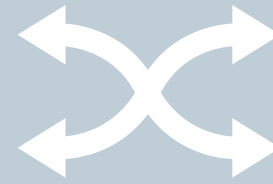


Skill up or re-skill: Academic credentials answer the call

Emerging careers. Promotions. Job loss. The list goes on, but all relate to an attainable solution. Students and graduates can build on their educational and experiential background by adding academic credentials. In response to the ebb and flow of the economy or the desire to change careers, stacking easily attainable academic credentials lends to furthering education across one's lifespan.



Health care is Springfield's #1 growth industry



Embracing synergy for better prepared students

Interdisciplinary collaborations – such as bringing together computer science and cell and molecular biology programs – provide unique and flexible opportunities to respond to relevant student, industry and societal needs. These cross-unit initiatives will power strategic growth, and they will mitigate reductions. Faculty champions and dynamic partnerships will usher the integration of curricula across disciplines and respond to emerging needs.

Predicted areas of industry growth:

- Data science.
- Mental health.
- Health care.
- STEM.
- Sustainability.
- Technology assisted teaching and health care delivery.



- BIG IDEAS** ▶ Cluster hires allow the university to quickly launch new programs.
- ▶ Greater use of technology improves accessibility.

Focused hiring practice launches new program



John Williams is a biotechnology research specialist in the Darr College of Agriculture. Originally from the Kansas City area, John came to MSU as a member of a faculty cohort cluster hire. He and other members of the cohort joined Missouri State to strengthen its focus on sustainability and STEM programs. Members of his cohort hold faculty appointments across campus.

John found his calling in plant science research and is pursuing his doctoral degree. His research focus is on developing drought-tolerant food crops. He values the opportunity to participate in research at MSU with some of the world's leading scholars in biotechnology.

Recently, John, who has trouble walking long distances, experienced advances in fieldwork practice. Differing technologies have provided access to field research, including the use of drones. He and his students can catalog data without having to travel on foot to each test site. John now uses a drone to view soil conditions, measure vegetation growth and gather samples.

Whether in the lab or in the field, John respects Missouri State's commitment to sustainability and sees progress being made in the areas surrounding STEM programs.



Global Engagement



*The future of global engagement
is evolving*

International students studying at or with Missouri State.
Global engagement at home. Domestic students studying
abroad. They are all components of Missouri State University's
global engagement.

International partnerships and collaboration

International education at Missouri State and other universities operates in a dynamic environment that is affected by national governmental decisions, international relations and global economic trends.

Missouri State is committed to building and maintaining active international partnerships. We have more than 70 international partner universities in 25 countries. This network of relationships opens the door to global learning through education abroad, virtual classrooms, on-campus interaction and international research collaboration.

After years of growth, the number of international students studying in the United States has been on the decline. Programs are being reimagined and realigned to meet current realities.



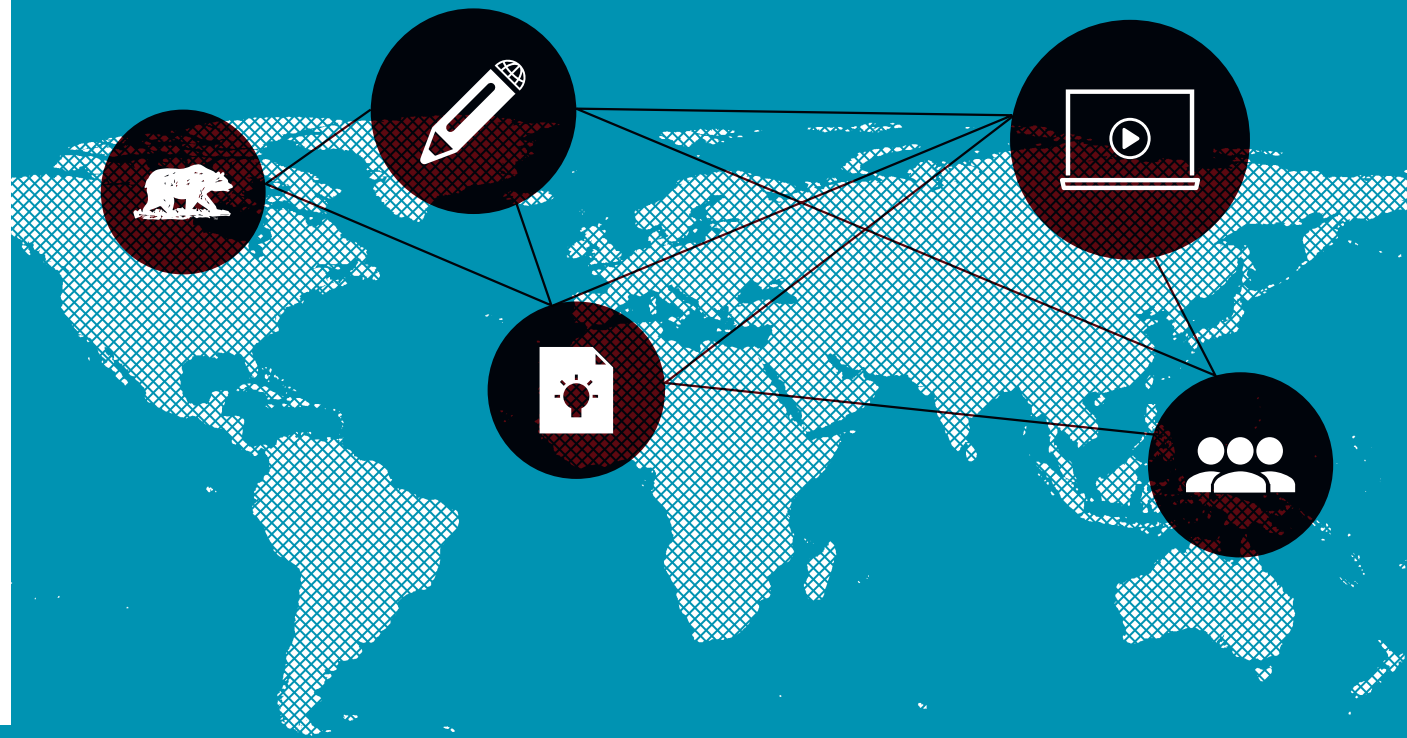
70

international partner
universities



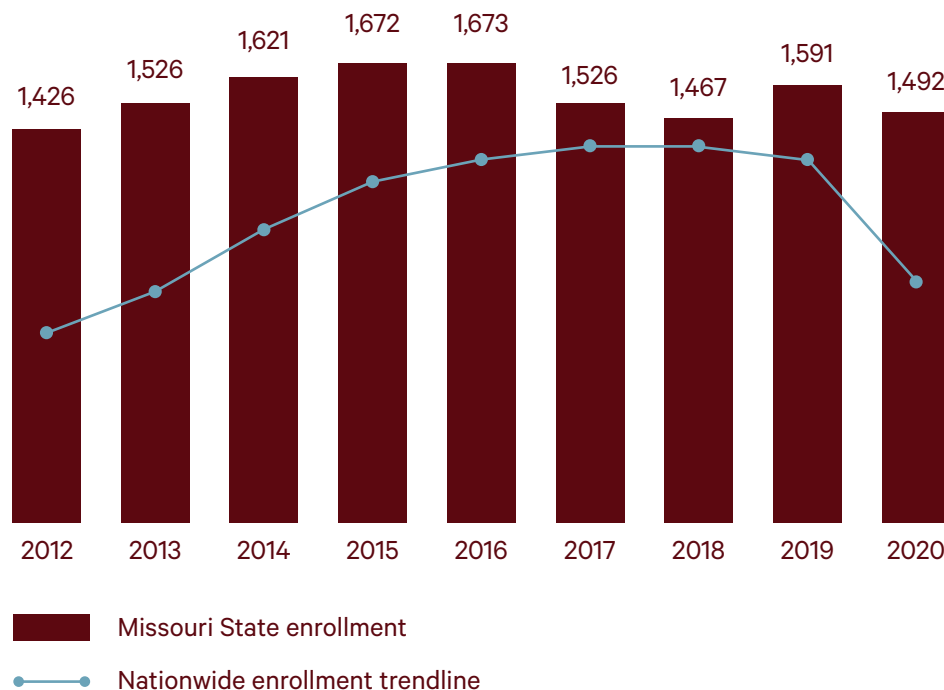
25

countries



After years of growth, international student enrollment leveled off, then dropped.

Missouri State University and Nationwide International Enrollment Trends



From 2015-16 to 2018-19

↓ 10%+

New enrollment of international students at U.S. universities declined by more than 10% between the 2015-16 and 2018-2019 academic years.

From 2019 to 2020

↓ 16%

During the COVID-19 pandemic, the total number of international students studying at U.S. universities, in person or virtually, decreased by an additional 16% from fall 2019 to fall 2020, while enrollments of new international students decreased by 43%.

Politics, increased competition from other countries and regulatory changes fueled the decline. COVID-19, concerns about safety and gun violence, and a perceived unwelcoming stance toward international students and immigrants further exacerbated the decline.

Continued and steady growth is our goal, with a diverse mix of international students on campus in Springfield and abroad.

Adapting to new models of international education, we will place a renewed emphasis on creating customized cohort programs, transfer pathways, dual degree and accelerated master's degree programs in a variety of academic disciplines. This effort will build on our existing network of international partner universities – not necessarily more partners, but deeper engagement with our most active and reliable partners.

Global engagement can occur in U.S. classrooms, abroad or online, so we will continue to blend virtual and in-person teaching and learning to expand international education opportunities. We will encourage faculty research and service to include a global perspective and involve international partners.



BIG IDEA ▶ Faculty and students will build international relationships and conduct even more impactful research through partnerships with universities abroad.

Faculty research collaboration on a global level



Mike Harris is a sociology professor at Missouri State, and, like many people, he came out of the COVID-19 pandemic with a lot of questions on his mind. The question he couldn't shake, though, was why some countries did so well at suppressing coronavirus and others struggled mightily?

Not a simple question. And it was unlikely to yield a simple answer. Mike decided to tackle this research question by building an interdisciplinary team of MSU faculty and student researchers from public health, political science, economics, psychology and sociology. With the help of the MSU International Programs and Partnerships Office, he connected with a similar interdisciplinary team from a Missouri State partner university in South Korea – a country highly touted as effective in combating COVID-19.

While the research is ongoing, initial findings have yielded qualitative and quantitative results that indicate cultural factors, government structure, public health capacity, and economic motivations played a significant role in explaining the disparate outcomes in South Korea and the United States.

The interdisciplinary and intercultural collaboration between the faculty and students has been strong and they have received recognition for helping both countries prepare for the next global health challenge.

Participating students are also learning valuable lessons that they'll be able to take into their careers.

The research is being used to develop curriculum for an interdisciplinary class on Integrated Approaches to Global Crises. The curriculum will be shared with other universities as well.

International student experience

International students diversify the campus community and provide a global perspective. They come to Missouri State through many different programs, and they come here with many different goals – and some of them don't even come to the United States at all since we have extended campus programs in other parts of the world.

Our international enrollment includes 1,492 students from 74 countries studying in Springfield, China and online from their home country.



1,492

international student
enrollment



74

countries

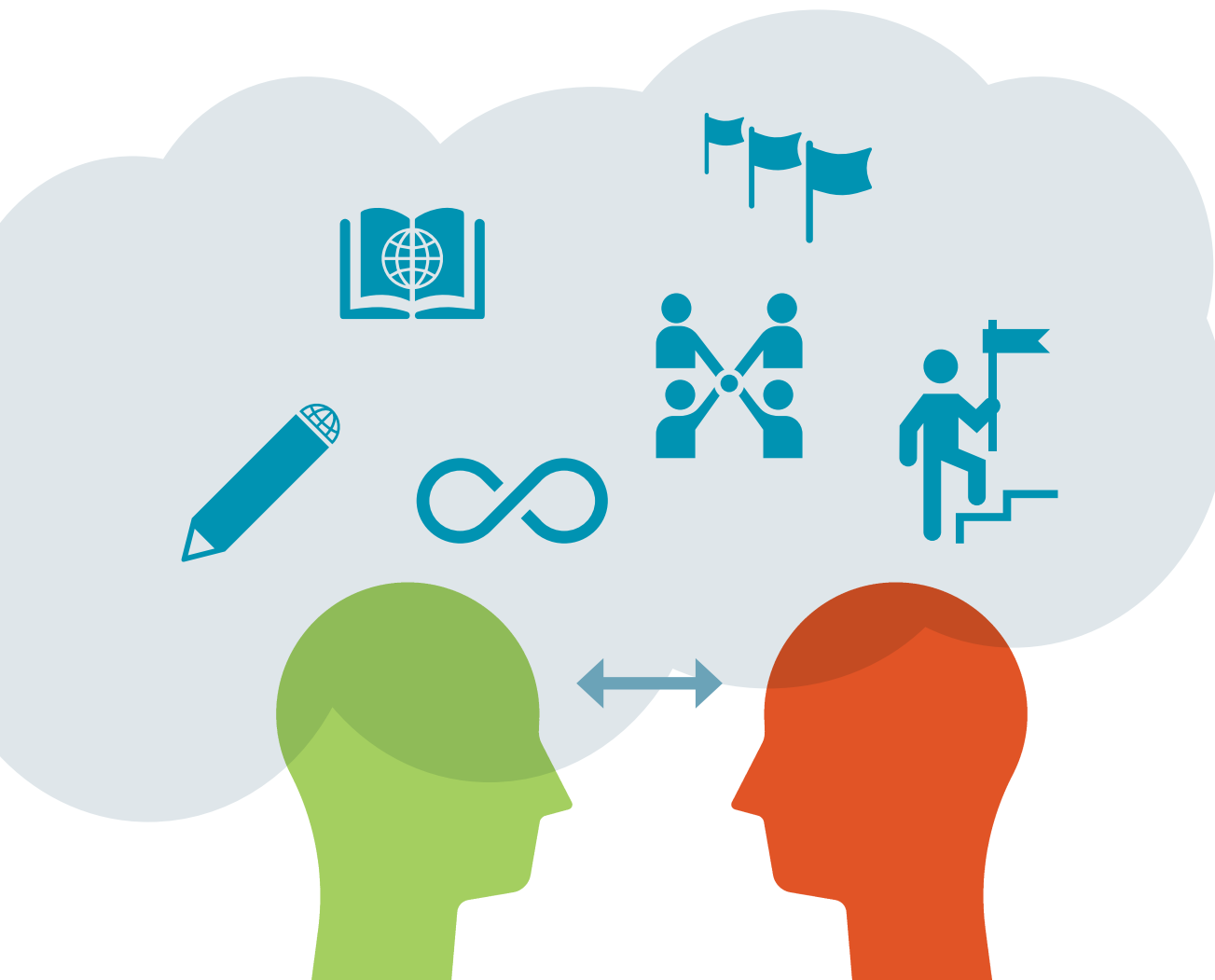


International students enrich colleges' cultures and budgets.

A Duke University study found that domestic students who engaged with international students enhanced their self-confidence, leadership, cultural competence and quantitative skills.



The continued decline in international student enrollment since the fall of 2016 has cost the U.S. economy \$11.8 billion and more than 65,000 jobs.



It's not easy being an international student in a new environment.

Some students face language and cultural barriers that make engaging with domestic students difficult. When they arrive, they must navigate an unfamiliar educational environment.

We place the highest priority on welcoming international students, encouraging their academic success, and supporting their health and well-being.

The presence of international faculty, staff and students greatly enriches the university and community. Domestic and international students benefit from learning and socializing together. Too often, though, we segregate ourselves into smaller communities and miss the opportunity to learn from each other.

To engender greater engagement, we will provide ongoing orientation and support to international students. We'll use proactive advising to help them navigate the university's educational system. And we will expand training opportunities for faculty to lead more interculturally aware classrooms.

As a university, we will better recognize the valuable resource of these important members of our community as we work to increase positive interactions and intercultural understanding.





- BIG IDEAS** ▶ Cohort programs will bring more international students to Springfield to complete their degrees.
- ▶ International House residence hall will increase friendships between domestic and international students.

Global engagement through the international student experience



At its best, the international student experience benefits the student and the host university. It provides opportunities for intercultural learning to flow in both directions.

Missouri State's customized cohort program in Digital Film and TV Production brings students from a Chinese university to MSU for two years to complete the dual degree.

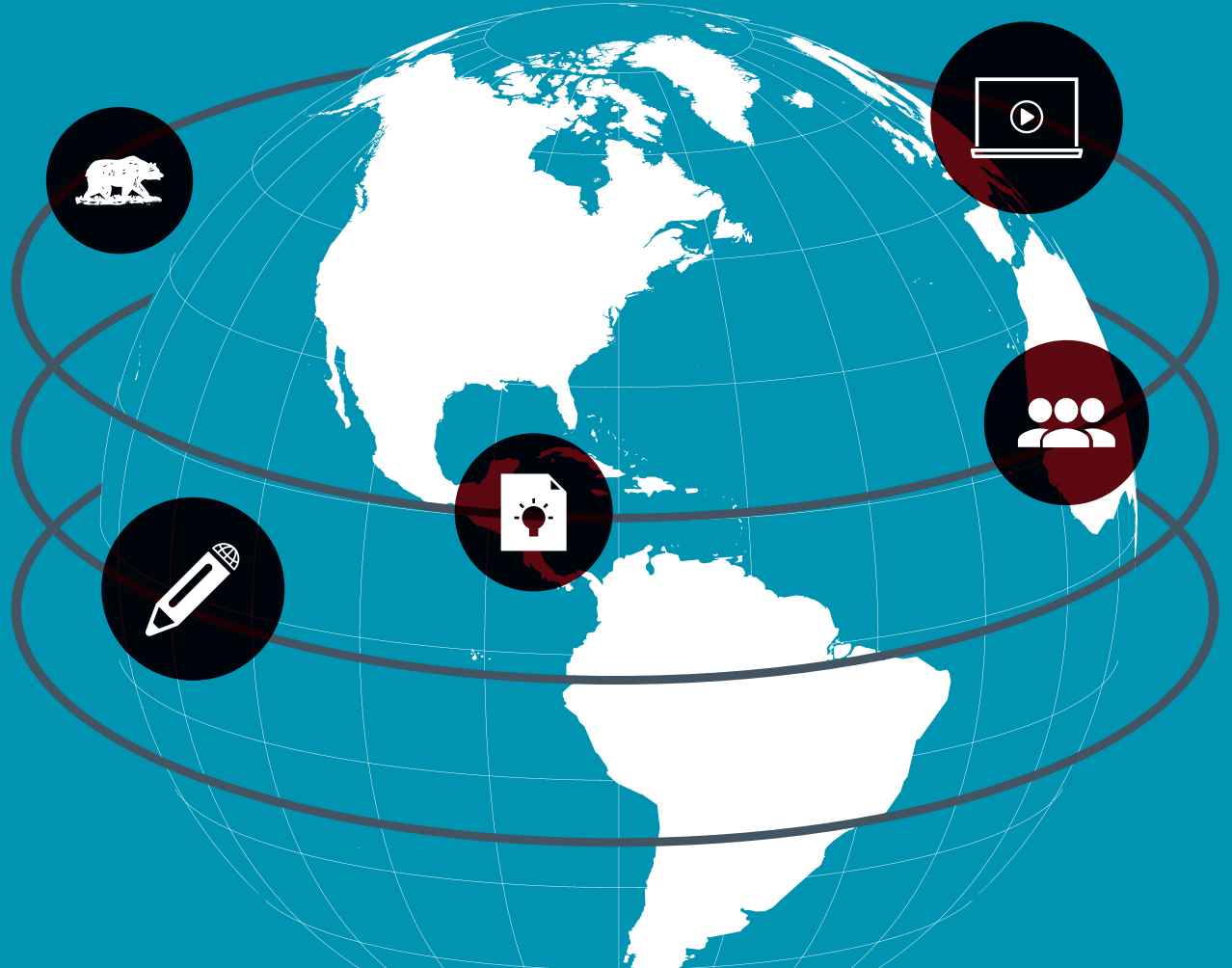
Jiawei Lu was determined for her participation in this program to be more than an academic experience. She had a goal to gain confidence in her English-speaking skills, make friends with American students, and share her Chinese culture with the campus community. Jiawei came to the right university to realize those goals.

Along with the other students in her cohort program, Jiawei lived in the new International House residence hall where she and her roommate had two American students as suitemates. They struggled at first with communication but soon became close friends. Jiawei signed up for the International Friends Program and enjoyed going to local sporting events and celebrating American holidays with her host family. She joined the Chinese Traditional Dance Team and performed at the annual Chinese New Year's celebration before a packed house in the PSU Theatre. Jiawei gained confidence and was starting to feel like a global ambassador.

Her courses in the media, journalism and film department were engaging as well. She particularly liked the way group projects were organized so she could work together with students outside her home university cohort. For her capstone project, Jiawei joined with an American student to produce a digital documentary exploring cultural misperceptions that cloud relations between the U.S. and China. After graduation, Jiawei continued her studies at Missouri State in the Master of Professional Studies – Producing and Screenwriting program.

Global engagement at home, abroad and virtually

The COVID-19 pandemic brought an abrupt halt to education abroad. Programs were reimagined to allow domestic students to have international experiences virtually. At Missouri State, domestic and international students, faculty and staff work and study at the same location. But is true engagement occurring? How can Missouri State encourage more meaningful interactions to build global understanding and engagement?



International experiences help with employment, personal growth

A study by International Education found that 80% of students who had studied abroad mentioned the experience in job interviews. More than half said they think it helped them get a job. And they reported using skills they learned in their current work environment.



A recent study shows that the U.S. educated 62 of last year's world leaders. And research has found that international students develop a trust with their host countries, which also leads to future visits and future business interactions.



At Missouri State University, we call on our students to be Citizen Scholars and encourage them to carry out the university's Public Affairs Mission by being engaged locally and globally.

To be prepared for success in an interconnected world, students must develop a global perspective and gain experience working in intercultural team settings.

To help achieve this goal, we will place a greater emphasis on incorporating global learning objectives across the curriculum. We will create global enhancement grants to allow faculty members to adapt their curriculum to better incorporate international experiences and virtual exchanges.

Education abroad opportunities will return but will not be the only way to gain a global perspective. Intercultural teams will work together on course assignments and with international partners through the "global classroom" model. Experiential learning and guided reflection will help students develop greater self-awareness and an understanding of how others make meaning of the world.



BIG IDEA ► Comparative studies through a “global classroom” experience can open new opportunities for students to develop an international perspective and intercultural team skills.

U.S. student’s career came into focus through international experience



Kristi is a Missouri State student from Lockwood, Missouri. She grew up on a farm, loves animals and is fascinated by plants. She is deeply interested in the natural world as she has experienced it in Dade County. She was the first in her family to attend college and she came to MSU to major in biology with a vague goal to possibly teach or do research in the future.

The scope of her interest greatly expanded during her second year at Missouri State when she took General Biology II. This course featured a virtual global classroom section with students in Brazil, studying the same topic at their university in the Amazon region. Realizing the Brazilian students shared her interest but were able to explore the vast biodiversity of the Amazon opened Kristi’s perspective to the world beyond Missouri.

Motivated by the course, she joined an Education Abroad program the summer before her senior year. This program brought together a multinational team (American, Brazilian, Chinese, and Indian) of 15 students to work on a project of comparative studies in conservation biology. The students spent two weeks based in Manaus, Brazil studying the structure and dynamics of the Amazon Rainforest – and two weeks at the MSU Bull Shoals Field Station studying the ecosystems of southwest Missouri.

These international experiences had a profound impact on Kristi. Now she is a staff botanist at the Emílio Goeldi Museum of Natural History in Belém, Brazil. She’s taking online classes in the Master of Arts in Teaching program and plans to return to rural Missouri in a few years to teach biology to the next generation of students.



Inclusive excellence driving university success

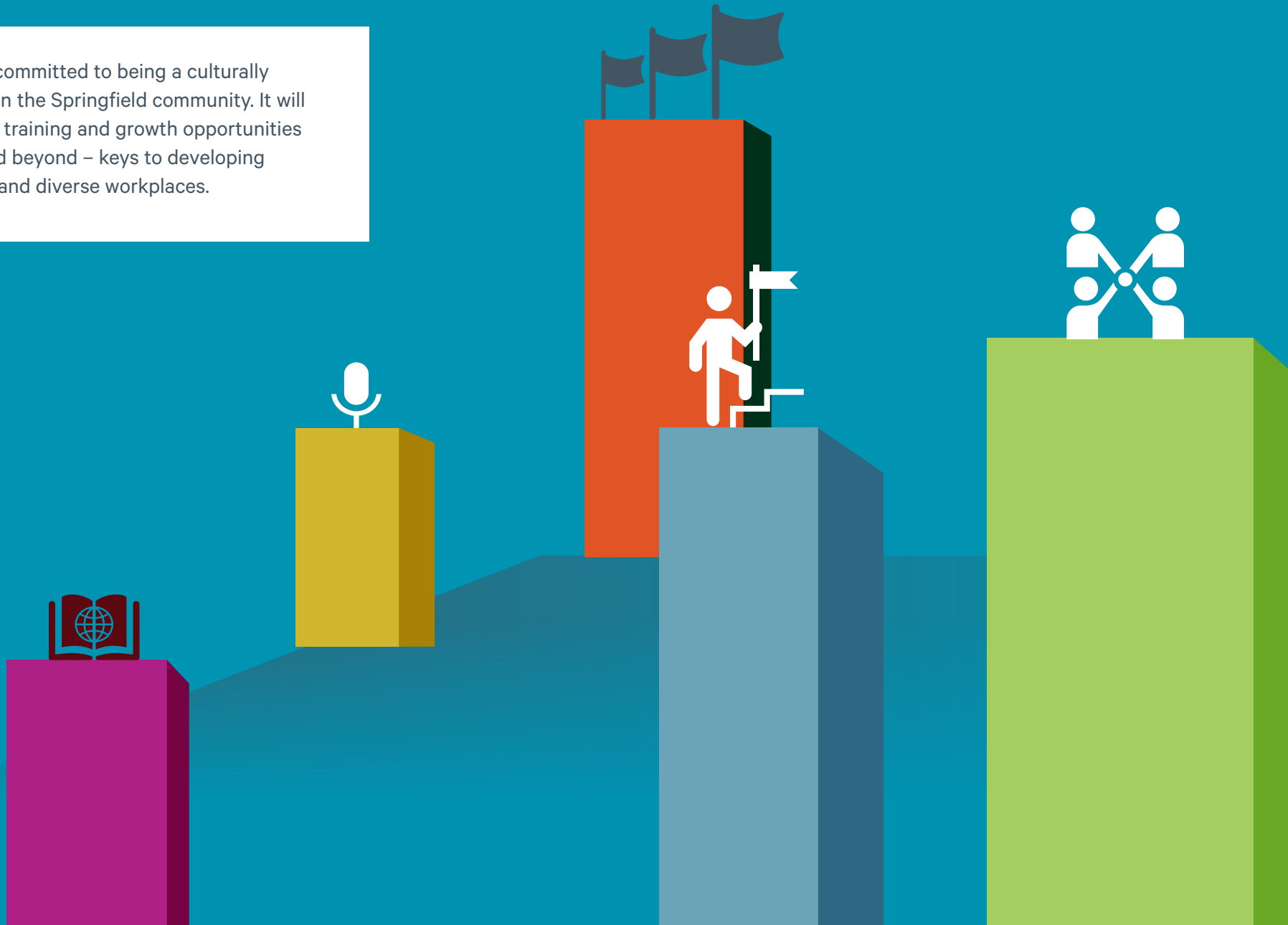


Inclusive excellence defined

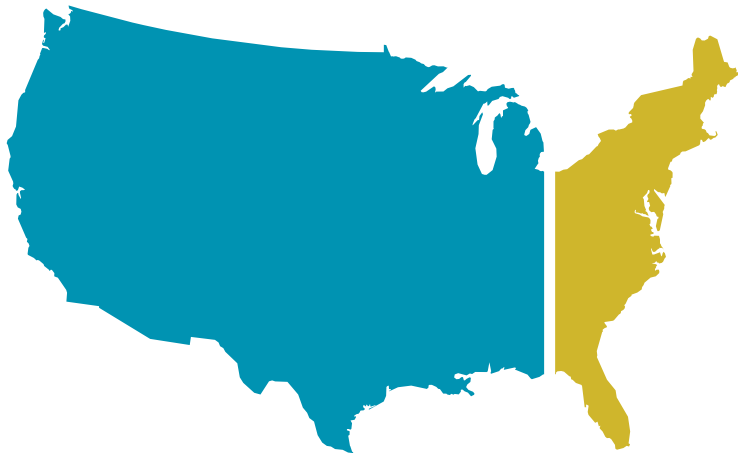
Inclusive Excellence, as defined by the Association of American Colleges and Universities (AACU), is the active, intentional and ongoing engagement with diversity — in people, in the curriculum, in the co-curriculum and in communities — in ways that increase one's awareness, content knowledge, cognitive sophistication and empathic understanding of the complex ways individuals interact within systems and institutions.

Cultural consciousness

Missouri State is committed to being a culturally conscious leader in the Springfield community. It will deliver education, training and growth opportunities to the campus and beyond – keys to developing engaged citizens and diverse workplaces.



Diversity is a demographic reality, and it is growing nationally.



39%

Diverse populations make up about 39% of the United States. As the nation and state become more racially and ethnically diverse, how will Missouri State continue to provide access to educational opportunities?



Missouri State University defines diversity broadly to include the individual and group social differences we all bring to the pursuit of higher education. Our diverse populations include veterans, people with disabilities, first generation students and LGBTQ+ among others.

How will it prepare students to effectively relate to and compete in an increasingly diverse “learning, earning and living” environment that is an integral part of our global society and economy?

IE programs reaching the community and beyond

- Facing Racism Institute
- Collaborative Diversity Conference
- United Academy for Inclusion and Belonging
- Cultural Consciousness Professional Development



Embracing diversity and diverse viewpoints

As a leader in the community and the state, Missouri State will usher in a new generation of citizens who value the inclusion of diversity by supporting equity and justice.

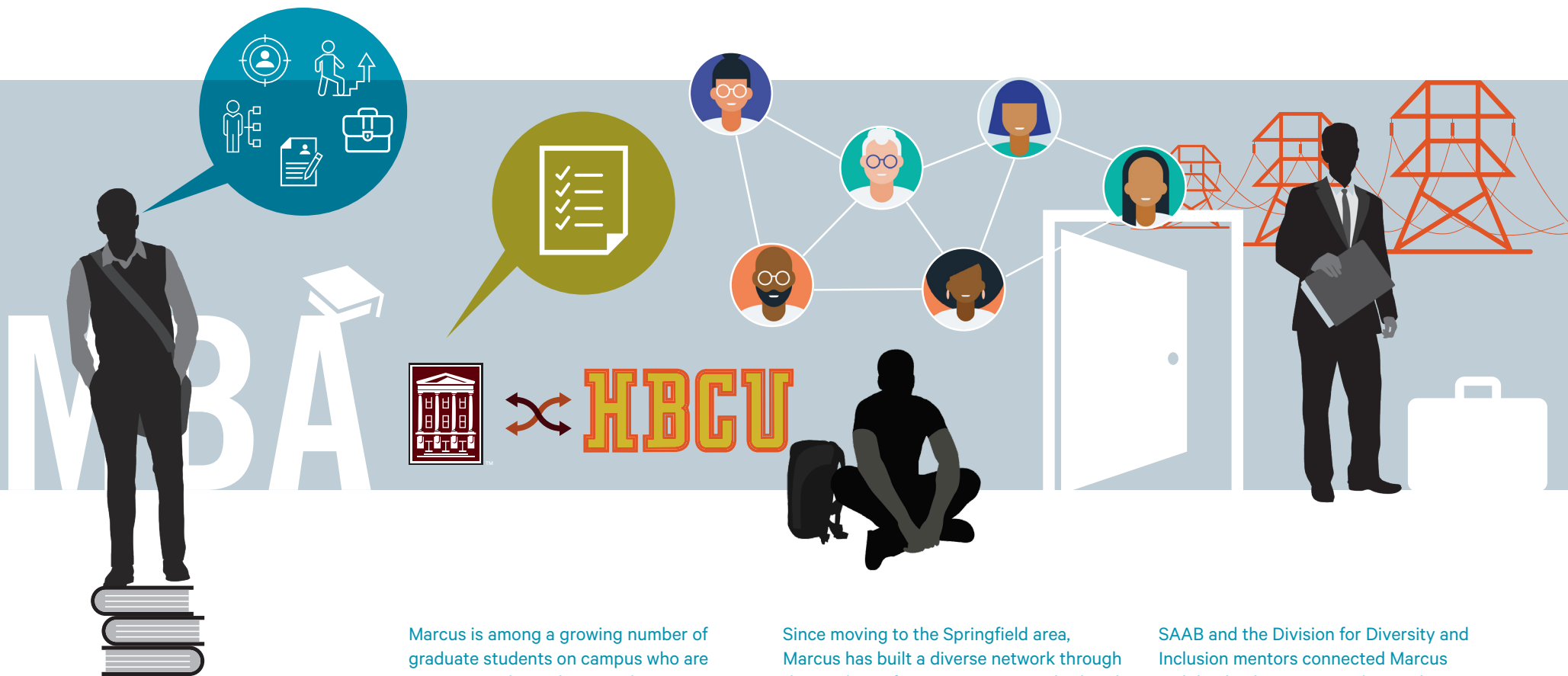
Missouri State will be an environment that:

- Engages the rich diversity of faculty, staff, students, alumni and community partners.
- Fosters a strong sense of belonging and connectivity.
- Is welcoming of varied opinions and viewpoints.
- Challenges each student to achieve and succeed at academically high levels.
- Offers a personalized system of support to overcome barriers to education.



BIG IDEA ▶ Partnerships with Historically Black Colleges and Universities allow students to apply undergraduate credit toward a master's degree at Missouri State.

Campus and community benefit from diversity partnerships



Marcus is a graduate student in the College of Business pursuing his MBA with a focus in management. His goal is to work in human resources.

Marcus is among a growing number of graduate students on campus who are maximizing their educational options through Missouri State's partnership with Historically Black Colleges and Universities (HBCU). Marcus gained his undergraduate degree from Tuskegee University. During his junior year, he became aware that he could apply TU business courses toward MSU's accelerated MBA program. This shaved a year of time and expense from his educational journey.

Since moving to the Springfield area, Marcus has built a diverse network through the Student African American Brotherhood (SAAB), the student chapter of the Society for Human Resource Management (SHRM) and the MSU Division of Diversity and Inclusion. Marcus' connection to the diversity and inclusion team opened the door to a range of university resources and opportunities beyond the classroom.

SAAB and the Division for Diversity and Inclusion mentors connected Marcus with leadership at City Utilities, where he secured a paid internship. Marcus is working toward becoming a hiring manager in the human resources unit of CU. He's excited at the prospect of staying in the community he has grown to love and being a part of a company that supports a vibrant workforce of highly qualified diverse employees.

Moving from grassroots to a culture of caring and belonging

In 2009, Missouri State declared inclusive excellence as a core value and one of the university's top priorities. The university has consistently worked to enhance the culture on campus and within the Springfield community. It has demonstrated a commitment to recognize the value of inclusion and the contributions of all members of the community.

More remains to be done.



Advance findings of campus climate study



Building on the principal findings of the Higher Education Data Sharing (HEDS) Diversity and Equity Campus Climate Survey, Missouri State will work to raise the participation in – and positive responses to – annual polls, especially in the undergraduate student population where only 9% participated in the first year.

Respondents to the survey included:

- 9% of the undergraduate student population
- 18% of the graduate student population
- 40% of the faculty population
- 37% of the staff/administrators population

Source: 2019 Climate Survey – Springfield campus



Missouri State values 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.

Source: Missouri State University Mission, Vision and Values

Weaving IE through the fabric of campus

Members of the campus community will feel a sense of belonging, support and value at Missouri State. Faculty, staff and students will strengthen their awareness of cultural consciousness and civility through day-to-day interactions and intentional measures that cultivate:

- A deepened understanding of self-awareness.
- An appreciation of how other people make meaning of the world.
- Mindfulness and the ability to be present in opportunities to learn and understand.
- The capacity to embrace and celebrate differences.

Students will gain knowledge and a broadened sense of responsibility from a foundation of core values infused into general education courses. Graduates will be engaged citizens in their community and beyond. And employers will benefit from an adept workforce that recognizes the value of the inclusion of diversity and their obligation to be ethical leaders and culturally conscious members of society.





BIG IDEA ▶ Core values will be infused into general education courses.

Campus culture transforms perspectives



Nick is a Missouri State junior from Kennett, Missouri. He comes from a close-knit family with ties in the health care and educational communities in Kennett. During high school, Nick played sports and was active in National Honor Society. He also began identifying with the LGBTQIA+ community.

During his first semester on campus, Nick grew to appreciate its welcoming vibe. He recalls his general education courses really set the tone for what he should expect during his time at Missouri State:

- To begin with an open mind.
- To be accepting of others.
- To value and support equity and justice.
- To search for and find opportunities to grow, connect and succeed.

Nick joined several student organizations, including a faith-based group for members of LGBTQ+ community. He applied for and became a member of the Student Diversity in Leadership Institute.

Nick is pursuing a degree in screenwriting. Discussions with his advisor piqued his interest in taking courses outside his major to broaden his knowledge base. It wasn't until he attended MSU that Nick began interacting with people from different races. SOC 336 Race and Ethnicity sounded like a class that could inspire story lines beyond his background.

His professor not only brought in past and current topics relevant to the class, but also inspired students to share their views and experiences. It was difficult to hear stories from those who had experienced incivility. However, it was powerful to hear students shared their experiences about growing up in a community that believed

in and promoted racism. They didn't fully comprehend the degree of its offensive nature until their classroom engagements and campus experiences increased their personal awareness. The students gained new perspective. They have changed their actions and their words.

What started out as a class that would fuel his major became something much bigger; seeing transformation of thought and broadened perspective of his classmates. Now, Nick tries to be more purposeful in his conversations and is becoming more comfortable talking with students from other cultures. He appreciates that everyone has a backstory. It makes them much more interesting.

Individualized support

The digital age is full of potential and expectation. Most college students have grown up with the ability to create a highly curated world.

Students who have learning or financial challenges, feel marginalized, or who just feel overwhelmed demonstrate the growing need for individualized support. Whether it be academic, mental wellbeing, access or other barriers to student success, Missouri State will work to provide inclusive, personalized assistance to each student in need.

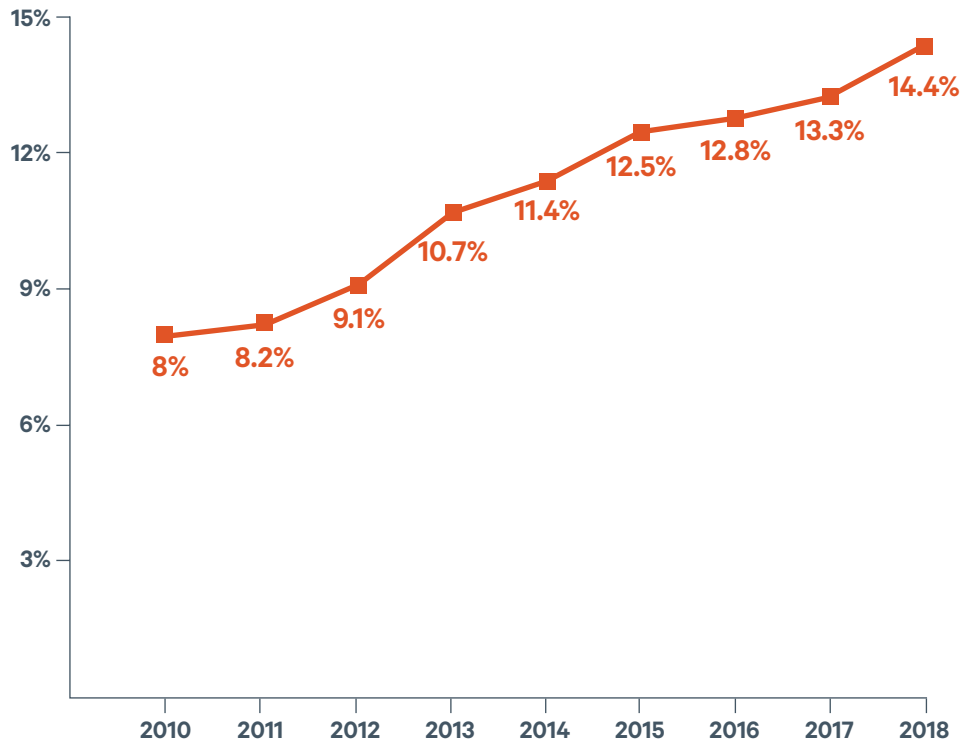
Utilizing contemporary connections – both in-person and digital – Missouri State will meet the unique struggles of its students in need.



Rising generation brings increased challenges

Percentage of U.S. adolescents reporting a major depressive episode¹ in the past year

Adolescents aged 12-17, 2010-2018



17%

increase in diagnosis of anxiety disorders in young people (aged 6 to 17) in the last 10 years

32%

of adolescents will meet criteria for an anxiety disorder by the age of 18

¹ Characterized as suffering from depressed mood for two weeks or more, a loss of interest or pleasure in everyday activities, accompanied by other symptoms such as feelings of emptiness, hopelessness, anxiety, worthlessness.

Attention to supportive and inclusive student access, recruitment retention and student success strategies will permeate all actions.

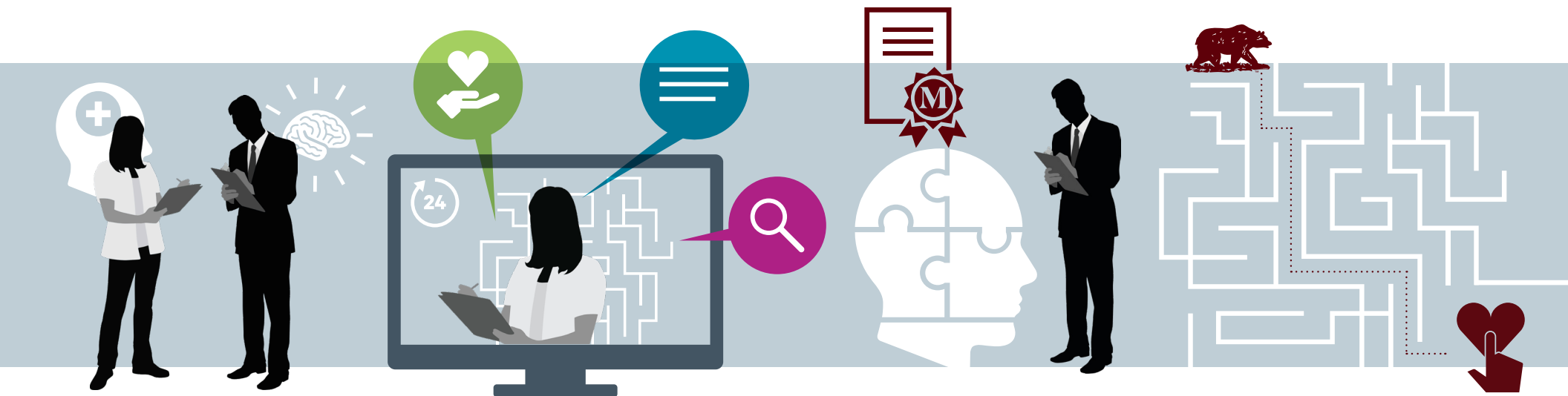


As more students learn remotely, access to critical student support services – housed on-campus or made available during inaccessible times – will become increasingly important to provide through flexible formats.



- BIG IDEAS** ▶ Staff at the Counseling Center will reflect student demographics.
- ▶ Remote work.
 - ▶ Counseling services available 24/7.

Investing in resources



Victoria and Derek are mental health clinicians at Missouri State University. Victoria is a mid-career Latina who lives in her hometown of Anderson, Missouri, while Derek is a young Black professional who moved to Springfield from Chicago. Both were drawn to providing mental health services in a college community, however for much different reasons.

Victoria recalls the struggles of being a first-generation student trying to navigate all the forms, deadlines and aid offerings just to pursue her education. She fought to keep up in class and felt very alone in her struggles.

After attaining her master's degree in counseling, Victoria moved back to her hometown to care for family. She wanted to work with college students but needed flexibility. The Counseling Center at Missouri State provides accommodation for remote services and 24/7 accessible student dashboards. Victoria sets her hours according to when students need help, without having to factor in daily commutes. Alerts on the dashboard allow her to provide preventative assistance before distress becomes a crisis.

Derek and high school best friend, Aiden, began attending their freshman year. Aiden's transition was difficult. His struggle with depression and anxiety interrupted his college experience. It's a memory that still motivates Derek to find a connection with students in need.

After earning his undergraduate degree in psychology, Derek gained a graduate assistantship in the MSU Counseling Center. The financial support of the assistantship allowed him to pursue a master's degree in psychology, while the experience he acquired helped prepare him for a career working with college students.

Now as a full-time mental health clinician, he's helping students like Aiden deal with personal problems and get back on track. Derek knows there are stressors underrepresented students experience that not every counselor can relate to. His goal is to not only be a resource to Black students in need, but also those dealing with mental health conditions.

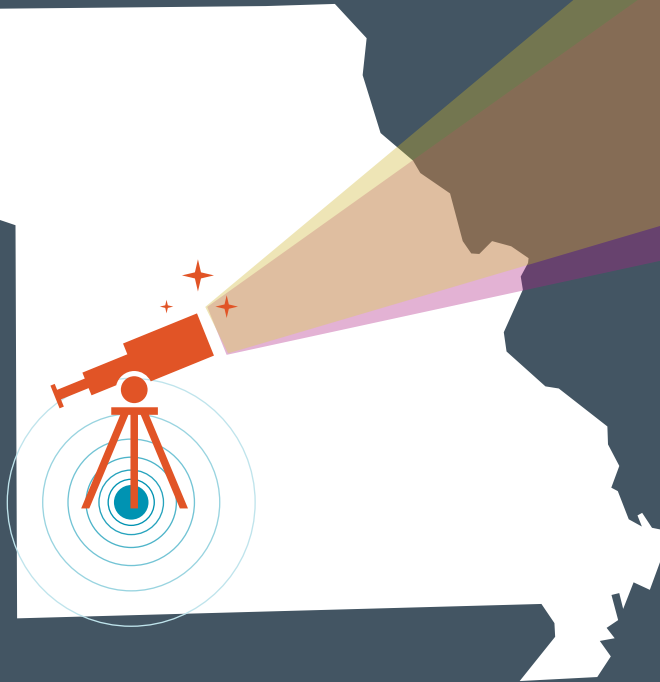
Both Victoria and Derek believe in the foundational support they provide to Missouri State students. They also appreciate the forward-thinking culture that acknowledges their sensitive work.



Community leadership and partnerships

*Community engagement
and investment help shape
Springfield's future*

Missouri State University is inexorably linked to Springfield and southwest Missouri. Partnerships also extend far beyond the region into Missouri and beyond.



Downtown development/ economic development

Missouri State has been a cornerstone of downtown revitalization and Springfield's economic development. The university's substantial investments in its downtown campus have spurred downtown's growth into a community with places to live, work and play.

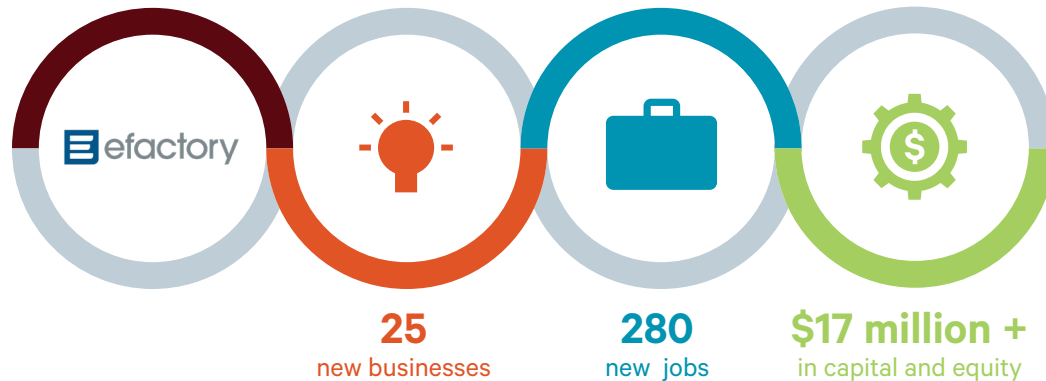
In 2004, Missouri State introduced the vision for IDEA Commons - an urban innovation park in downtown Springfield. It's a collaborative community effort that brings together corporations, the university, residential lofts, nonprofits, and office and retail space. It's a hub where people from all walks of life can live, shop, learn, create and work.

The university's investment in downtown has served as a catalyst for vibrant growth. Jordan Valley Innovation Center (JVIC), Brick City and the Robert W. Plaster Free Enterprise Center make up much of the core of the area.



Preparing Citizen Bears for the world

In 2020, the efactory at the Robert W. Plaster Free Enterprise Center helped more than 25 new businesses get started. They helped the companies create more than 280 new jobs and secure more than \$17 million in capital and equity.



JVIC is a university-private sector research, development and commercialization model that focuses on product development, research and educational opportunities. The facility focuses on collaboration with affiliates on new technologies and accelerating them to viable markets. This helps accelerate new product development and integration of technologies.



University, public and private collaboration will continue to drive downtown development

Missouri State University will continue to be an integral part of downtown development. The university will leverage public and private funds to expand JVIC and the Plaster Center. JVIC expansion will allow for continued growth of the center's research programs and affiliates. Plaster Center expansion will allow for an increase in start-up services offered in central Springfield. The expansion of these two facilities will bring new businesses to the community and will allow many entrepreneurs to start their own new businesses.

These expansions are part of a larger project that also includes a new office building, green space, gathering areas and a parking structure. Daylighting Jordan Creek will create a park-like area to tie all the projects together.

Student Entrepreneurial Grants will also allow students to work with coaches at the efactory to launch new businesses.



- BIG IDEAS** ▶ Inclusive Excellence Scholarship includes funding to allow students to participate in internships or practical experiences during their sophomore, junior or senior year.
- ▶ Student Entrepreneurial Grant competition provides funding, support and mentorship to help them start a business.

efactory and IDEA Commons create inviting environment for young professionals



Britany grew up in Maryland Heights, Missouri, and went to a diverse high school in the St. Louis area. Before she visited Missouri State University, she wasn't sure she'd fit in at Missouri State because of the relatively small number of Black students compared to some other colleges she considered.

Missouri State awarded her an Inclusive Excellence Scholarship. The scholarship provided money for tuition and an internship experience. When she met current students and some of the Black faculty and staff during a campus visit, she decided to attend the university.

Britany studied hospitality leadership. During her junior year, she took the Restaurants Management class, where students learned all aspects of running a restaurant.

During her senior year, Britany applied for and won a pitch competition for a three-year Student Entrepreneurial Grant. The grant provides a financial award, mentoring and professional support to help awardees successfully launch a business after graduation.

During the first year of the grant, Britany was a management trainee with a Minorities in Business restaurant owner.

In the second year, she had the use of a food truck in the IDEA Commons plaza. IDEA Commons is an urban innovation park in downtown Springfield. During that year, her mentor helped her develop a menu and coached her on running a business.

She also worked with legal, financial and human resources coaches at the efactory. They helped her develop a business

plan to take her restaurant concept from a food truck to a permanent location. The efactory, located in IDEA Commons, is a Missouri State program that serves entrepreneurs and business owners in southwest Missouri.

The third year, Britany received a monthly stipend to help cover expenses as her new restaurant got off the ground. Her mentor and coaches from the efactory also continued to coach her.

Britany had originally planned to go back to St. Louis after she graduated. But she began to see Springfield as a place where she'd be happy living.

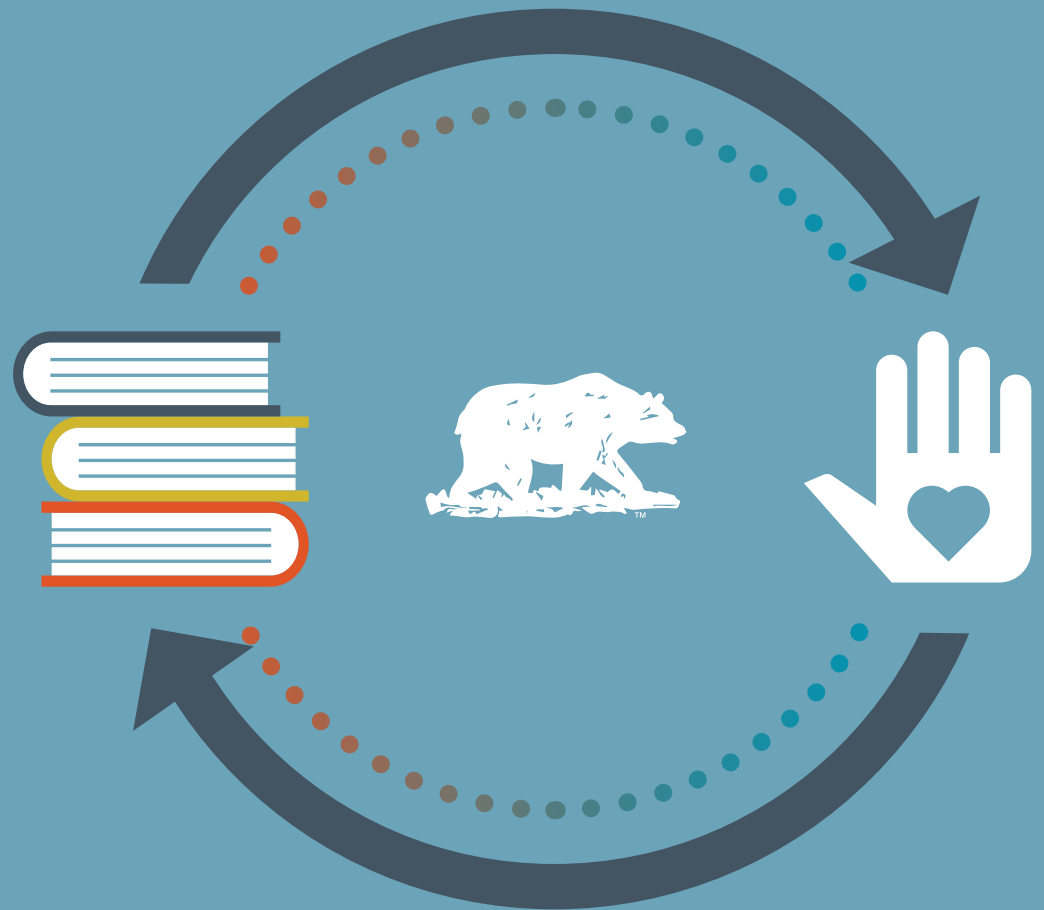
She ultimately decided to stay in Springfield. She opened a small restaurant downtown and later became a mentor for other underrepresented students who want to start their own businesses.

Community engagement is a core value

Community engagement is a core component of the university's public affairs mission. From service-learning classes to internships and practicums to research and service projects, campus members partner with organizations, agencies and governments to improve communities.

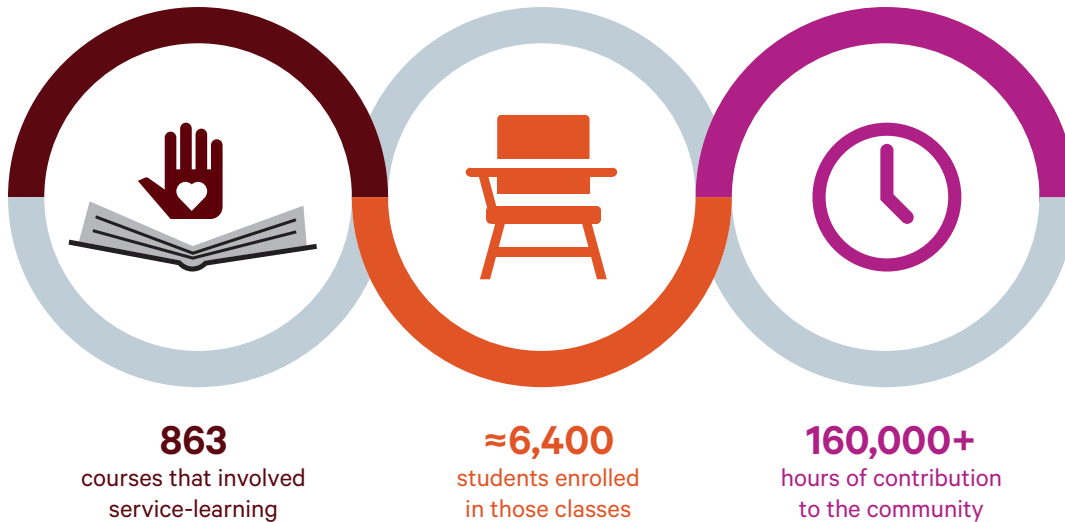
Many of Missouri State's academic programs are also linked to the community. Nursing students provide services at MSU Care - a primary care clinic for uninsured, low-income adults housed on the Missouri State campus. The sociology program focuses on community engagement. Students work with community organizations such as Habitat for Humanity, Big Brothers Big Sisters, the Salvation Army, AIDS Project of the Ozarks and many others. These are just a few examples of how academic programs are integrated into the community.

Missouri State students are engaged with the community through service-learning classes and community engagement projects.



Fueling partnerships through innovation, collaboration

In 2019-20 Missouri State offered 863 courses that involved service-learning. These classes combine academic achievement and work with a community learning site. Almost 6,400 students enrolled in those classes and they contributed more than 160,000 hours to the community.



Students will connect with community in meaningful ways

Community engagement is a core component of Missouri State's public affairs mission. Many students become involved in the community through service-learning classes, volunteer opportunities, and internships and practicums. In the future, community engagement will be integrated throughout a student's education.

All GEP 101 classes will include a meaningful community engagement project. Students will learn about a community problem and how it's been addressed. They will see how these community agencies operate and meet the people who are being served. All students will be required to take at least one additional service-learning classes in their major before they graduate. These courses will teach students how their chosen profession – be it art, accounting, biology or anything else – can benefit others.

As students near the end of their studies, they will have the opportunity to have paid internships or practicum experiences with nonprofit organizations. The students will be paid through funds provided by the university or through grants and donations.

Meaningful engagements throughout their time at Missouri State will allow students to develop connections with the community and develop a passion for service. Students will become more connected with the community and more will decide to make Springfield home.



- BIG IDEAS** ▶ Program pays students to work at nonprofit agencies.
- ▶ Pre-med, post-baccalaureate program prepares students for medical school.

Service-learning inspires student to pursue medical degree



Alicia grew up in Willow Springs, Missouri. She attended Missouri State University-West Plains and was the first person in her family to attend college.

During her second year at MSU-West Plains, Alicia learned about the transfer scholarship offered by MSU-Springfield. Between the scholarship and need-based aid she was able to enroll at the Springfield campus after she earned an Associate of Science in Health Professions.

After graduating, she transferred to Missouri State-Springfield and entered the health services program. She intended to return to Willow Springs and work in one of the medical clinics there.

During her junior year, Alicia participated in a program where Missouri State paid her to work at Jordan Valley Health Center – a federally qualified health center. She worked with patients and their families to help them feel comfortable as they waited for tests. She loved the interactions with the patients.

When she met with her Student Success Advisor that spring, she mentioned how much she enjoyed the patient interaction and said she was thinking about going to medical school, but she didn't think she could afford it.

Her advisor told her about the National Health Service Corps Scholarship Program, which awards scholarships to students to attend medical school. In return, students agree to work in an area where there are shortages of health care services. One challenge Alicia faced was that the health services program didn't include courses that were required to apply to medical

school. Her advisor told her about Missouri State's post-baccalaureate pre-med program. The program offers the courses a student needs to apply to medical school. During the program, advisors also work with students to prepare them to successfully apply to medical school.

Alicia graduated with her health services degree. She completed the pre-med program and was accepted into medical school. After she completes medical school, she plans to return to Willow Springs to work.

Community partnerships

Faculty members have also been catalysts for community growth. They helped create The Fairbanks, the African American Heritage Trail, Springfield's first Community Focus Report and the Rural Schools Partnerships, and so much more.

Missouri State faculty and staff are very involved in the community. They serve in local elected positions, partner with community organizations, and serve on the boards of businesses and nonprofit organizations. As community needs are identified, members of the university community step up to help address them.

Missouri State University has been an active partner with the city, chamber and other organizations to increase diversity in the community. Initiatives that started at the university – like the Facing Racism Institute – have expanded to help make the community and businesses more welcoming for diverse residents.



“The primary responsibilities of the faculty at Missouri State University are teaching, research and service.”

Service includes “consultations and applications of disciplinary knowledge and expertise to address the needs of professional organizations and public constituencies,” including the larger Springfield community



90%

of community partners agreed or strongly agreed that the partnership between their organization and Missouri State University was mutually beneficial.



89%

identified that the community-university partnership makes or has made a difference in the community.



91%

of organizations participating in the survey identified that they would enter into partnerships with Missouri State University again.

Source: 2017 Assessment of Community Partners



Community engagement will be more fully integrated into academia.

As part of the tenure system, faculty members are evaluated for their teaching, research and university service. Faculty members can already get teaching waivers when they're involved in large research projects or university service responsibilities. In the future, the university will allow faculty members to apply for teaching waivers when they're involved in large community service projects.

Faculty members will be encouraged to become deeply and meaningfully involved in significant community projects. The teaching buyout will allow them to spend more time working on the projects. All projects will also involve students. This will have the dual purpose of providing community leadership to address important community problems and challenges, and it allow students to have meaningful experiences as well.

The university's public affairs mission will also be more fully integrated into teaching and research. Faculty members will be encouraged to use research to develop potential solutions to community problems.



- BIG IDEAS** ▶ Community Arts School provides free music lessons and arts classes to low-income high school students.
- ▶ Flexible workload arrangements allow faculty members to pursue non-traditional roles at university.

Arts school allows student to pursue passion



Mason grew up in Springfield. As a child he was always singing. He was a good student and was involved in sports and school activities. He was in music classes at school and really enjoyed them but didn't see music as a big part of his life.

When Mason attended Reed Academy for middle school, he participated in a choral program that partners with Missouri State. During that program, his enjoyment of music grew into something stronger.

In high school, Mason took all the music classes he could. He loved singing and was also learning to play an instrument. Mason came from a stable household, but his family didn't have money for him to take private lessons. One of his music teachers told him about Missouri State's Community Arts School.

The Community Arts School is run by a faculty member in the Reynolds College of Arts and Letters whose workload includes 70% "traditional" faculty roles and 30% running the school. MSU arts students are paid to work in the school and provide free music lessons and arts classes to low-income students in the area. In their senior year, the students can get free, dual credit through the university.

Mason took vocal and instrumental lessons. In his senior year, he earned six hours of college credit. The experience he had with Missouri State students convinced him that it was a great college for him.

Mason applied for and was awarded a music scholarship to attend the university. He's now a junior at the university and is working at the Community Arts School.



Key performance indicators

- Total enrollment
- 1st to 2nd year retention
- Degrees and certificates awarded
- Student financial obligation
- Enrollment diversity
- Faculty and staff diversity
- Undergraduate 6-year graduation rate
- Undergraduate and graduate cost of attendance
- Post-graduate success
- # of global partnerships
- # of graduates from professional doctorates and master's of fine art
- External funding received (\$)



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