

Imagining and Making Missouri's Future

A LONG-RANGE VISION AND FIVE-YEAR PLAN
(2006-2011)



Missouri State University is a public, comprehensive university system with a mission in public affairs, whose purpose is to develop educated persons while achieving five goals: democratizing society, incubating new ideas, imagining Missouri's future, making Missouri's future, and modeling ethical and effective behavior.



Missouri State
UNIVERSITY

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PREFACE

Missouri State University seeks to become a nationally acclaimed university, admired for the quality of its academic programs, the influence of its research and scholarship, the achievements of its students, alumni, faculty, and staff, and the impact of its many service efforts. To accomplish these aims, the University engages in regular strategic planning, informed by substantial participation from members of the University community, as well as from the many external constituents we represent and serve (alumni, advisory boards, community residents, and elected officials and policy makers).

Missouri State University’s long-range plan provides a public statement of our mission, core values, and goals. It also identifies the primary strategies we will pursue to attain our priorities. This plan will focus our collective energy, guide programmatic decisions, and direct the allocation of resources. It is intended to translate the lofty language of our mission and values into the crucial drivers of success and the tangible outcomes we seek.

This plan should enable the University to define and then achieve the qualities that will distinguish it and give its graduates and programs a unique identity.

The plan also specifies a Public Scorecard that contains 25 performance measures by which we will assess progress toward our strategic goals. (See Chapter VI: Modeling Ethical and Effective Behavior for more details.) These measures constitute an essential management tool the University will employ to measure its current status, its continuous improvement, and its composite impact. These metrics will comprise the annual feedback that is essential for the University to calibrate its actual achievements and

to compare itself to other public higher education institutions. The Scorecard is an instrument of accountability; it will allow the public to monitor on a regular basis the institution’s aspirations, accomplishments, and stewardship.

Development of the Plan

This long-range plan, titled *Imagining and Making Missouri’s Future*, covers the years 2006-11. It is the result of an extensive 24-month review and revision of the previous plan, *Countdown to the SMSU Centennial: A Long-Range Vision and Six-Year Plan (2000-2006)*, delayed from its original timeline because of the historic events of 2005-06: the Centennial Celebration; the name change from “Southwest Missouri State University” to “Missouri State University,” a reconstituted Board of Governors, and the search for and selection of a new President. This new strategic plan was coordinated with the University’s documentation and self-study that was prepared for the institution’s successful 10-year Higher Learning Commission (HLC) re-accreditation. On May 11, 2006, the HLC notified the University that it was fully accredited through 2016.

Planning for *Imagining and Making Missouri’s Future* was led by the University Planning Advisory Committee (UPAC), whose membership includes the Administrative Council, and representatives from the Faculty Senate, Staff Senate, and Student Government Association.

The initial meeting for the new plan was held in March 2004, with the various committees and task forces beginning their work that spring and summer. Discussions began in earnest in fall 2004. Open forums were held, drafts were posted, and e-mail input was sought.

UPAC continued its work on a regular basis through February 2005. It was at that point that the process slowed and, in some cases, ceased until spring 2006, due to the events previously cited.

With a new name, a newly configured statewide Board of Governors, new President Michael T. Nietzel, and an updated statewide agenda, the strategic plan process was revitalized in April 2006. A reorganized and tightly edited revised draft was developed and presented to UPAC, the campus community and the Board of Governors for consideration. The intent was for the smaller document to be more usable by the campus and more accessible by the University’s many external constituents.

On August 4, 2006, the Board of Governors approved the new plan in concept. A final draft was posted to the Web on August 16 and comments were invited through September 8. On September 15, 2006, the Board of Governors officially approved the new plan and *Imagining and Making Missouri’s Future* was implemented. The final version of the plan was immediately posted on the Missouri State web site (www.missouristate.edu), and printed copies of the plan were scheduled to be distributed to faculty and staff by November 1, 2006. A PowerPoint version of the plan was scheduled to be completed by November 15, 2006.

Imagining and Making Missouri’s Future follows two previous five-year plans: *Welcoming the 21st Century: A Long-Range Vision and Five-Year Plan (1995-2000)*, and *Countdown to the SMSU Centennial: A Long-Range Vision and Five-Year Plan (2000-2006)*.

Strategic Goals

This plan will enable Missouri State University to achieve five strategic goals:

- **Democratizing Society** — Higher education will be increasingly crucial to individuals being successful participants in 21st century society, and Missouri State will accomplish this goal by ensuring access to high-quality public education for well-prepared students from diverse backgrounds. A Missouri State education will enable its graduates to live successful, mindful lives in what will be a more challenging and demanding world.
- **Incubating New Ideas** — Universities will continue to be the source of most new scientific discoveries and technological innovations. Toward that end, Missouri State will expand and focus its research investments so that its faculty and students will be able to discover, advance, and synthesize knowledge. We will become an engine for knowledge.
- **Imagining Missouri’s Future** — Missouri State will be an institution where we educate one another about the crucial issues and choices that confront the modern world. We will be an institution that encourages students to weigh priorities, explore alternative views, and ultimately understand their personal values through open and informed dialogue and scholarly engagement. We will promote imaginative learning.
- **Making Missouri’s Future** — Missouri State graduates will be well-

informed, confident and conscientious leaders, prepared not just to take good jobs upon graduation, but to make good jobs through the application of their knowledge and the pursuit of their ambitions. Missouri State will cultivate these leaders through a breadth of opportunities and a depth of learning that comes from rigorous standards in the classroom, in research, and in extracurricular activities. Our graduates will be committed to learning throughout their lifetimes, pursuing the personal curiosities that were awakened at Missouri State.

- **Modeling Ethical and Effective Behavior** — To be true to the University’s statewide mission in public affairs, we must be an institution known not just for the quality of our outcomes, but also the constant integrity of how we do our work, especially when it comes to respect, honesty, integrity, collaboration, inclusiveness, social progress, and the effective stewardship of our resources — human, physical, and technological. Missouri State University will maintain and publish a Public Scorecard of important outcomes by which all stakeholders will be able to monitor and judge the institution’s progress in becoming a public university that is respected for the way it conducts its business.

University Community Principles

Strategic plans should reflect the shared values and beliefs that define the heritage of an institution and that point the way to a brighter future. Our core beliefs are the equivalent of an institutional soul, our common cause without which we will find consensus, progress, and change to be

all but impossible. Missouri State’s core values are expressed in our “University Community Principles.” These principles, many of which have been cherished by the academy for centuries, have served the institution well and will continue to structure the foundation upon which our planning and practice should be based. The University Community Principles statement follows.

The community of scholars that is Missouri State University is committed to developing educated persons. It is believed that educated persons will accept responsibility to act in accordance with the following principles:

- *Practicing personal and academic integrity*
- *Being a full participant in the educational process, and respecting the right of all to contribute to the “Marketplace of Ideas”*
- *Treating all persons with civility, while understanding that tolerating an idea is not the same as supporting it*
- *Being a steward of the shared resources of the community of scholars*

Choosing to accept these principles suggests that each participant of the community refrains from and discourages behavior that threatens the freedom and respect each member deserves. ■



University System and Mission

Mission

Missouri State University is a public, comprehensive university system with a mission in public affairs, whose purpose is to develop educated persons. It is committed to achieving five major goals: 1) democratizing society, 2) incubating new ideas, 3) imagining Missouri's future, 4) making Missouri's future, and 5) modeling ethical and effective behavior as a public institution.

The University's identity is distinguished by its statewide mission in public affairs, requiring a campus-wide commitment to foster competence and responsibility in the common vocation of citizenship.

The academic experience is grounded in a general education curriculum which draws heavily from the liberal arts and sciences. This foundation provides the basis for mastery of disciplinary and professional studies. It also provides essential forums in which students develop the capacity to make well-informed, independent critical judgments about the cultures, values, and institutions in society.

The task of developing educated persons obligates the University to expand the store of human understanding through research, scholarship and creative endeavor, and drawing from that store of understanding, to provide service to the communities that support it. In all of its programs, the University uses the most effective methods of discovering and imparting knowledge and the appropriate use of technology in support of these activities.

The University functions through a multi-campus system that is integrated to address the needs of its constituents.



The Citizen-Scholar statue, located in the John H. Keiser Plaza and Amphitheater, represents the University's statewide mission in public affairs.

Developing Educated Persons

Missouri State University's purpose is "to develop educated persons." It is committed to the expansion and preservation of knowledge. It recognizes that curious people explore and push back the boundaries of the human intellect and the physical world. In an age where knowledge can become quickly dated, the University is committed to the discovery and dissemination of knowledge that serves the future. The characteristics of educated persons are readily assessable and recognizable:

- They cultivate their aesthetic tastes
- They are critical thinkers
- They are serious readers who are broadly literate
- They dedicate themselves to being curious and contributing citizens in an increasingly global society
- They balance an in-depth mastery of at least one academic discipline with a broad appreciation of the liberal arts

Educated persons are developed through the interaction of competent, caring faculty and capable, motivated students. The University brings a distinguished faculty to this task. Multiple Fulbright Scholars, the co-founder of the Land Mine Survivors Network, the winner of a prestigious Lila Wallace-Reader's Digest Artist at Giverny Program, a professor recognized as one of the 20 best young design faculty in the country, an anthropologist who has received international acclaim for his work locating the Lost City of Ubar, a leading authority on U.S.-Asian relations, a Carnegie Foundation for the Advancement of Teaching Missouri Professor of the Year, and one of the top biblical scholars in the world provide examples of the quality and strength of the Missouri State faculty. The University will strive to increase the number of outstanding faculty by hiring and retaining faculty who are already distinguished in their professional work, and by developing and encouraging existing faculty toward distinction.

Missouri State also develops educated persons through the interaction between knowledgeable, caring faculty and staff academic advisors and their advisees. The University's dedication to excellent academic advising is demonstrated by the nationally recognized "Master Advisor" training program. More than 200 faculty and staff advisors have voluntarily participated in this intensive training program, with several being recognized at both the state and national levels for their advising.

The broader context in which the University is located is a natural setting for academic achievement. The institutional mission of public affairs and the themes of business and economic development, creative arts, health, professional education, science and the environment, and the human dimension are the daily topics of this metropolitan conversation. The community itself is a laboratory where these themes are experienced and addressed.

The Coalition of Urban and Metropolitan Universities, to which Missouri State University belongs, believes that metropolitan universities are "major intellectual resources for their metropolitan regions," whose programs "respond to regional needs

while striving for national excellence." This Coalition has committed its institutions "to be responsive to the needs of our metropolitan areas by seeking new ways of using our human and physical resources to provide leadership in addressing metropolitan problems, through teaching, research, and professional service." Missouri State subscribes to this metropolitan university philosophy.

Special Opportunities

Educated persons are developed in classrooms and laboratories. Educated persons also develop as the result of the entire university experience — participation in co-curricular activities; interaction with faculty, staff, and fellow students; service to the University community and the community at-large; and leadership in any number of organizations.

Residence hall life and fraternities and sororities add a richness to the University environment that contributes to the educated person. Such living groups provide leadership opportunities and provide a context for developmental conversations. Because of this, the University has been aggressive in providing positive living/learning units on campus.

Debate, Marching Band, and Tent Theatre are a few examples of other University programs for students with special talents.

Intercollegiate athletics is another major educational activity at Missouri State University. In 1995 and again in 2003, the University completed the Self-Study Report for Certification by the National Collegiate Athletic Association and was certified by the NCAA. In the self-study and in actions taken subsequent to it, Missouri State reaffirmed its support for equity in men's and women's sports and the principles articulated in Title IX legislation. The University will strive to meet its Title IX goals and present an annual progress report to the Board of Governors.

These and many other educational activities teach students to manage their lives and to participate in society, both of which are important traits for an educated person. The University will continue to promote special events that increase the educational value of the overall Missouri State experi-



Chart I-A

Missouri State University System
Springfield
West Plains
Mountain Grove
Dalian

ence. Through these efforts, Missouri State intends to make it clear to all constituencies that these activities are both an educational and a social good.

Community service projects, from serving as a tutor in the adult literacy program to re-building homes through Habitat for Humanity or hurricane relief efforts, provide unique opportunities for developing educated persons. For that reason, the University encourages students to be involved in the community.

Independent study, independent research, cooperative education programs, internships, practicums, faculty lectures and performances, and a host of other special activities are available to Missouri State students. For example, most academic departments offer opportunities for students to participate in individualized research projects, library research on a specialized topic, creative artistic works, etc. These opportunities are conducted under the supervision of faculty, and may lead to student presentations, performances, and/or publications. The University will expand opportunities for its students to engage in mentored and independent scholarship.

As a character-building institution, with national recognition from the Templeton Foundation and the Princeton Review's *Colleges with a Conscience*, Missouri State encourages students to reflect on questions of personal values, identity, and ultimate meaning. Several activities promote such reflection and character development, in-

cluding various religious activities offered by student organizations.

Developing educated persons is the purpose of the University. Its resources and efforts should be organized to achieve that end.

Missouri State University System

The Missouri State University campuses (see Chart I-A) are structured to address the special needs of the urban and rural populations they serve. Missouri State University-Springfield is a selective admissions, graduate level teaching and research institution. Missouri State University-West Plains is an open admissions campus serving seven counties in south central Missouri. Missouri State University-Mountain Grove serves Missouri's fruit industry through operation of the State Fruit Experiment Station. The Extended Campus provides anytime, anyplace learning opportunities through telecourses, Internet-based instruction and through its interactive video network (BearNet). The University also operates various other special facilities, such as the Darr Agricultural Center in southwest Springfield, the Jordan Valley Innovation Center in downtown Springfield, the Bull Shoals Field Station near Forsyth, Baker's Acres and Observatory near Marshfield, the Missouri State University Graduate Center in Joplin, and a branch campus at Liaoning Normal University (LNU) in Dalian, China. In addition, Missouri State has the operations and program offerings of one entire academic department, its Department of Defense and



Home to the College of Humanities and Public Affairs, Strong Hall is the newest classroom building on the Missouri State campus.



For more than 100 years, the Mountain Grove Campus — home to the State Fruit Experiment Station — has been the site of fruit development and research.

Strategic Studies, located near Washington, D.C. in Fairfax, Virginia.

Missouri State University-Springfield Campus

The Missouri State University-Springfield Campus offers a spectrum of educational programs that respond to regional and state-wide needs while striving for national and international excellence. Missouri State is an intellectual and creative resource for the Springfield metropolitan area, contributing to its economic development, social health, and cultural vitality through education, research, and professional outreach. The University collaborates with many communities and clientele throughout the region in order to bridge the socio-economic, cultural, and political gaps that exist among them. Missouri State continues to shape its structures and design its policies and practices to enhance its effectiveness as a key institution for the citizens of Missouri.

The Missouri State University-Springfield Campus offers baccalaureate, master’s, specialist in education, and professional doctorate degrees, and is the host site for a cooperative doctorate degree in educational leadership with the University of Missouri-Columbia. As of 2006, the Springfield Campus offered programs through 42 academic

departments organized in six academic colleges. More than 140 academic programs and options are offered at the undergraduate level, leading to nine undergraduate degrees.

In the 1990s, mission enhancement funds were provided to Missouri State, enabling the institution to better serve the state’s need for a high-quality undergraduate/graduate institution. As a result, the Springfield Campus has become a major graduate education provider, offering 47 master’s degree programs and working with the University of Missouri to provide cooperative master’s and doctoral level programs. Graduate students comprise more than 16 percent of the campus’ total student population.

Even with these changes, undergraduate education remains a priority, and implementation of selective admissions standards will continue, with a sensitivity to the needs of the 24-county service area and the state of Missouri.

Missouri State University Downtown

In 1996, Missouri State University and Springfield entered into an agreement to direct future University expansion away from neighborhoods, such as Phelps Grove to the south of campus, and toward the downtown

area northwest of campus. That agreement, reflected in the Missouri State Master Plan Visioning Guide and the *Vision 2020 Springfield-Greene County Comprehensive Plan*, has resulted in the University acquiring and/or leasing increasing amounts of properties in the downtown area. The Missouri State University-Springfield Master Plan Visioning Guide has been formally adopted by the Springfield Planning and Zoning Commission and the Springfield City Council. To ensure orderly development in the downtown area, the University has added a downtown planning element to its Master Plan Visioning Guide.

The Missouri State University Foundation owns the 81,000-square-foot Kenneth E. Meyer Alumni Center and adjacent parking garage, and Missouri State owns the 62,500-square-foot Jim D. Morris Center for Continuing Education and two nearby surface parking lots. In addition, Missouri State leases approximately 60,000 square feet to support numerous programs, including the Institute for School Improvement and the Department of Art and Design.

The University will continue to invest in new and leased facilities directed by the following objectives:

- To provide outstanding educational opportunities, specifically with regard to metropolitan issues, service learning, and public affairs
- To provide affordable, high-quality space for academic and auxiliary programs
- To ensure that the University can expand as required while, at the same time, fulfilling its obligations outlined in the Phelps Grove agreement with the City of Springfield
- To stimulate the revitalization of downtown Springfield
- To fulfill the University’s metropolitan mission of contributing to the economic development, social health, and cultural vitality of the region

These objectives are based in large part on long-term partnerships with the City of Springfield, the Springfield School District, Ozarks Technical Community College, and many public and private entities that have an impact on the development of Springfield and the region.

The University will continue to assess the feasibility/desirability of locating other programs in downtown Springfield, as well as the possibility of expanding programs already located downtown. Further, the University shares the community’s vision of downtown Springfield as an arts, entertainment and education center, and Missouri State intends to be an active partner in developing and revitalizing Springfield’s center city.

Jordan Valley Innovation Center (JVIC)

The University will continue to develop the Jordan Valley Innovation Center as a major advanced research and manufacturing center in downtown Springfield. The mission of JVIC is to develop new products, create jobs, and develop the educated workforce necessary to attract and retain advanced manufacturing and life sciences companies in Missouri.

A former MFA mill being renovated through a series of federal appropriations, the JVIC complex will have three major buildings:

- Advanced Devices Research and Development Facility (\$11.4 million, under construction)
- Advanced Manufacturing and Rapid Prototyping Facility (\$7.9 million, planned)
- Biomedical Research and Manufacturing Facility (\$14 million, planned)

It is anticipated that corporate tenants will invest an additional \$3 million to \$5 million in construction at the Jordan Valley Innovation Center.

As a Missouri Innovation Center, JVIC will develop and support advanced manufacturing and bio-technology in areas such as:

- Medical instruments and materials
- Bio-processing techniques and equipment
- Agri-business research and development
- Chemical and biological sensors and systems



The Jordan Valley Innovation Center is a collaborative research center focused on nano-technology and bioresearch.

William H. Darr Agricultural Center

Missouri State’s William H. Darr Agricultural Center, located on a 100-acre site in southwest Springfield, is a unique asset that supports the Department of Agriculture’s diverse programs.

Agriculture is a key economic component of the region. The food, fiber, and renewable resources that traditional agriculture provides are basics required for life. Missouri State’s metropolitan location and the Darr Agricultural Center provide a unique opportunity to demonstrate the interactions between traditional agriculture’s rural origin and the more urban setting of modern America. Springfield is home to significant agricultural businesses and government agencies that provide trade and service centers for producers, manufacturers, and consumers. These businesses and agencies are valuable educational assets that allow Missouri State University students to participate in off-campus education activities such as field trips and internships.

The Darr Agricultural Center serves as a laboratory and field experience classroom for the study of livestock management, equine studies, horticulture, agronomy, animal science, and wildlife conservation and management. An additional benefit of the Center is that it provides agricultural/green space within the rapidly expanding Springfield metropolitan area.

The University is improving the Center through renovation of existing facilities and development of new facilities. This includes the renovation of the arena located at the Center, as well as the addition of a stalling barn, and a multi-use barn. In addition, the University plans to build a learning/service building at the Center that will help serve educational, technical assistance and customer service needs for the following components of the community: agriculture, continuing education, community development, business and industry, human-environmental sciences, horticulture, consumer studies, and youth development.

Missouri State University-West Plains Campus

The West Plains Campus is a two-year, open admissions campus with a mission to

provide quality educational opportunities to south central Missouri. The West Plains Campus has a separate five-year plan (www.wp.missouristate.edu/longrangeplan).

Missouri State University-West Plains is structured to meet the needs of a seven-county rural area of south central Missouri within the larger Springfield metropolitan region. Missouri State University-West Plains is mandated to offer one-year certificates, two-year associate degree programs, and credit and non-credit courses. Missouri State University-West Plains also hosts bachelor’s and master’s degree programs provided by the Springfield Campus through both on-site offerings and distance learning technologies.

The West Plains Campus has separate accreditation through the Higher Learning Commission and currently offers three associate degrees — Associate of Arts in General Studies, Associate of Science in Nursing, and Associate of Applied Science — with approximately 30 emphases/areas of specialization. The campus is integral to the successful implementation of the overall System mission, serves as one major feeder for the Springfield Campus, and provides a site for the Springfield Campus to offer upper-level and graduate programs.

Missouri State University-West Plains offers courses leading to the Associate of Arts in General Studies at Shannon Hall in Mountain Grove. Missouri State University-West Plains also provides educational opportunities via the BearNet interactive video network; university/community programs; and certificate programs, customized training programs, and non-credit outreach programs based on community needs.

Missouri State University-Mountain Grove Campus

The major activities on the 190-acre Missouri State University-Mountain Grove Campus are the Missouri State Fruit Experiment Station, the Department of Agriculture (including Fruit Science), and the Center for Grapevine Technology.

The Fruit Experiment Station was established in 1899 by the Missouri Legislature. The Station has a statewide mission to: “...experiment with the different kinds of



fruits, to wit: Apples, peaches, berries of all kinds, grapes and small fruits of all kinds, and to ascertain the varieties that are the best adapted to this state...” The Missouri State Fruit Experiment Station promotes growth of the Missouri fruit crop industry through basic and applied research and an industry advisory program focused on pomology, enology, viticulture, plant pathology, entomology, molecular genetics, and plant physiology.

Missouri State University-Mountain Grove supports a fruit industry advisory program, including fruit crops, grapes and wine, and consumer education. The advisory program uses traditional on-site advisory classes and workshops coupled with interactive video and Internet-based training.

In cooperation with the departments of Biology and Chemistry, the Department of Agriculture offers a cooperative master’s degree in plant science, as well as undergraduate internships and a limited number of undergraduate classes. The Paul Evans Library of Fruit Science supports the State Fruit Experiment Station, as well as the plant science master’s degree students and Missouri State University-West Plains students.

Extended Campus Programs

The Extended Campus Programs extend academic opportunities through off-campus programs and the use of distance learning technologies. The academic programs offered through the Extended Campus undergo the same academic review and scrutiny as academic programs offered in traditional settings.

The Extended Campus delivers high-quality, affordable educational services to learners anytime, anyplace. An array of distance learning technologies and delivery systems are available, including audio-conferencing, radio, television (interactive video, telecourses, microwave), videocassette and CD programs, and synchronous and asynchronous computer conferencing.

The distance learning strategy of the Extended Campus involves three major delivery systems: interactive video (BearNet), Internet-based instruction (Missouri State University Online), and telecourses (including interactive CD).

The primary audience for BearNet is the traditional 24-county service area of Missouri State. However, BearNet is a robust network that can link with sites from other

Located on the West Plains Campus, the Michael J. Lybyer Enhanced Technology Center houses a 54-station computer lab and virtual linkages to the rest of the Missouri State University System.



Students gain practical, hands-on agricultural experience at the William H. Darr Agricultural Center.

states, as well as internationally. During the next five years, BearNet will continue to be used on all three Missouri State campuses. The need for “face-to-face” meetings involving small groups will be ongoing. Centralized scheduling of academic facilities will be key to efficient operations, with sharing of ITV rooms allowing these resources to be maximized.

Missouri State Online allows students to earn academic credit by taking courses entirely on the Internet. This approach enables students to study and participate in discussions, whenever and wherever they choose. In addition, Missouri State University offers the Missouri Virtual School for high school students statewide via Internet-based instruction. This program focuses on science, math, and foreign languages.

The third major delivery system, telecourses, provides learners with the opportunity to take classes within their own homes on their own schedules.

The Extended Campus provides the same level of support services that faculty and students receive with traditional courses. The Extended Campus has the administrative and technology infrastructure, faculty support, and student support services necessary to meet the needs of distance learning students.

Bull Shoals Field Station

The Bull Shoals Field Station provides a location for faculty, students, and visiting scientists to conduct research and educational programs that promote understanding of southwest Missouri ecosystems. The Station, which began operations in 1999, exists through a cooperative agreement between Missouri State University and the Missouri Department of Conservation and the U.S. Army Corps of Engineers.

The Bull Shoals Field Station affords excellent opportunities for student and faculty research, field courses, and public service. Research at the Field Station addresses questions about organisms in their native habitats and develops solutions to problems in the rapidly changing environment of the Ozarks.

China Campus

As one part of the attempt to internationalize its programs, the University began in 2000 to operate the Missouri State Branch Campus at Liaoning Normal University (LNU) in Dalian, China. An accredited two-year Associate of Arts degree is offered by the West Plains Campus and the Bachelor of Science in General Business is offered by the Springfield Campus. Additional Associate of Arts and completion programs in China will be established that are consistent with University priorities and opportunities.

Other Campuses

In addition to expanding its telecommunications-based education, Missouri State University will assess the desirability and feasibility of opening new education centers and campuses. These centers and/or campuses could be local — i.e., within the University’s historic 24-county service area in southwest Missouri — or they could be international.

System Operation

System administration and coordination is the responsibility of the Missouri State University Administrative Council, which reports to the Board of Governors through the System President. The Council is responsible for developing administrative and support systems that ensure that the campuses operate cooperatively, efficiently, economically and without duplication. (See Charts I-B and I-C.)

The Administrative Council provides effective administration of the System while requiring minimal administrative overhead. No positions have been or will be added for System purposes. And the responsibility for academic programs remains with the faculty and accepted review and approval procedures. ■

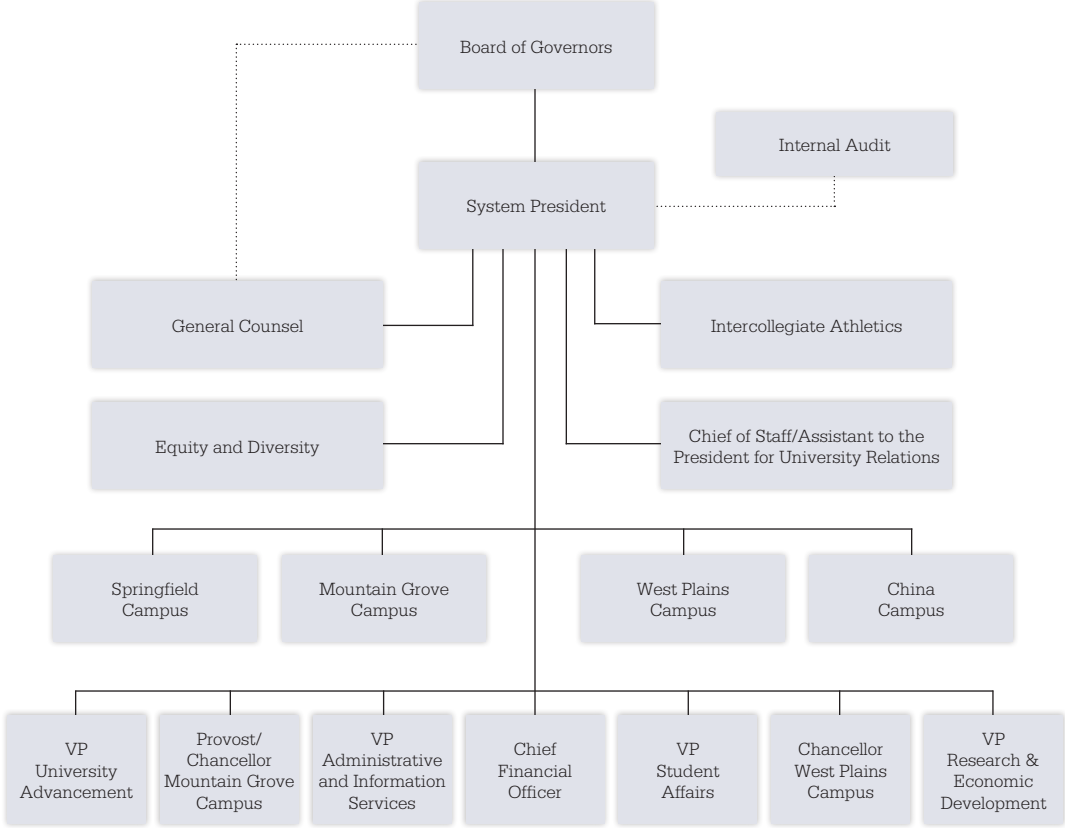


Chart I-B
Missouri State University
System Organizational Chart

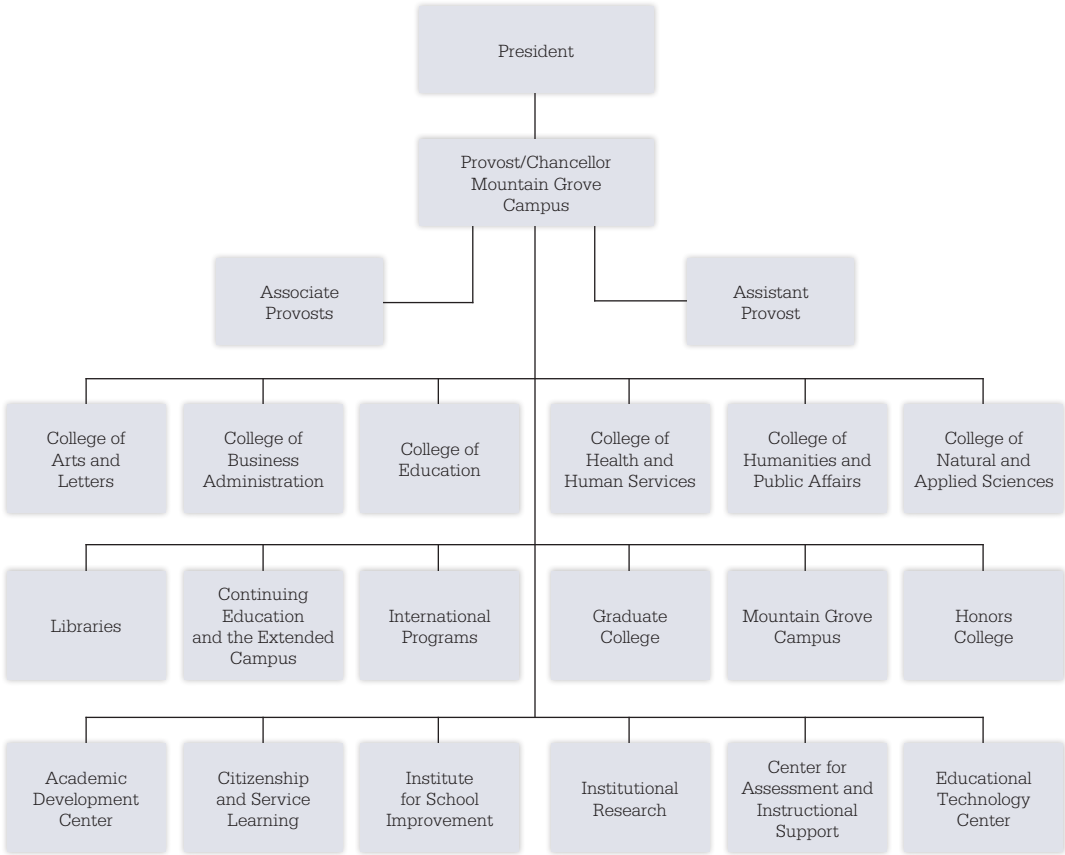


Chart I-C
Office of the Provost,
Missouri State University-
Springfield
Organizational Chart



Dr. Mary Coulter, associate professor of management, is among the highly talented faculty who bring prestige to the University.



CHAPTER II

Democratizing Society

As the University charts its future, it will pursue five major goals that reflect its formal mission of developing educated persons with a particular focus on public affairs. Our progress in attaining each goal will be tracked by a Public Scorecard. (See Chapter VI: Modeling Ethical and Effective Behavior for more details.) These 25 measures will begin to be collected for the 2005-06 baseline year and will be published annually so that the institution and the public can judge the degree to which we are achieving our major goals.

The five goals that Missouri State will accomplish are:

- Democratizing Society
- Incubating New Ideas
- Imagining Missouri's Future
- Making Missouri's Future
- Modeling Ethical and Effective Institutional Behavior

This Chapter addresses the first goal — Democratizing Society.

Knowledge will be the dominant currency of the 21st century. Equipped with knowledge, individuals will enjoy greater personal autonomy and be able to fully participate in society. Without it, they will be marginalized and become more dependent. Knowledge will increasingly become this century's great equalizer, and that is why it is our obligation to be a University to which Missouri looks to help its citizens trade in this modern currency.

Likewise, if Missouri is to be prosperous and competitive in the future, the state must make adequate investments in public higher education. As the slack economy of the past four years picks up steam, we are already witnessing substantial new investments in public higher education by several states. It is vital for Missouri to match or ex-



ceed these investments if it is to be a significant force for the future and if it is to grow a robust, nationally competitive economy.

Public higher education conveys a wealth of personal advantages and promotes several self-interests to its participants, but its greater importance is found in the social benefits that it produces. Without these benefits, our economy and standards of living will erode, and our nation will be weakened and left vulnerable. Public higher education's personal and social advantages are many, including:

- **Greater personal income** — As of 2004, the average annual income for families headed by a college graduate was 78 percent larger than the annual income of families headed by a person with only a high school diploma. This translates into more than a \$20,000 difference annually, multiplying to an approximately \$1 million advantage across the working lifetime of the average family. This benefit increases even more with advanced levels of education; earning a master's degree is linked to an additional advantage of

Missouri State is one of only 81 institutions in 33 states — and the only school in Missouri — that The Princeton Review honored and featured in its book *Colleges with a Conscience: 81 Great Schools with Outstanding Community Involvement*.



Four centrally managed computer labs offer substantial access and support for campus computing resources.

- about \$10,000 annually, or more than \$500,000 over a lifetime, beyond that earned by a baccalaureate graduate.
- **Increased public revenue, without increasing taxation rates** — Tied to more personal income, the average college graduate pays 100 percent more in federal taxes and 78 percent more in total federal, state, and local taxes, yielding more public revenue without requiring tax structure increases.
 - **Lower levels of unemployment** — As education increases, unemployment falls. This effect holds true for all ethnic groups, but it is particularly strong for minorities.
 - **Less demand on public assistance and social support programs** — People with only a high school diploma are more than twice as likely as a college graduate to receive some sort of public assistance.
 - **Better physical health** — At every age, adults with college degrees perceive themselves to be in better health than people without a college education. A mechanism that may account for this difference is better habits of health; for example, 28 percent of high school graduates in the U.S. smoke compared to only 14 percent of college grads.
 - **Lower rates of incarceration** — The rate of imprisonment for adults with college degrees is 12 times less than that for high school graduates. Both the social and monetary burdens of imprisonment are lessened by expanded participation in higher education.
 - **Higher levels of civic participation** — The rate of volunteering is 21 percent for those with a high school diploma and 36 percent for those with a bachelor's degree. Missouri is among the top five states in the nation in volunteerism by college graduates. When it comes to voting, 56 percent of those with a high school diploma vote in presidential elections compared to 76 percent for those with a bachelor's degree.

As a social intervention for the public good, higher education has few rivals, and it remains one industry where the U.S. is

the undisputed world leader. Missouri State University seeks to be in the forefront of this industry and intends to thrive as an institution that helps democratize society. Democratization holds numerous benefits both for a nation and the global community as a whole. For example, democratization holds the potential to help countries modernize their economies, improve social conditions, and integrate more effectively with the outside world. Democratic governments are more inclined to adopt policies that benefit their people than their authoritarian or totalitarian counterparts. These are some of the practical reasons why Missouri State embraces the democratization of society as one of its major goals.

The University will develop and use the following five interrelated strategies to achieve its goal of Democratizing Society: a well-planned enrollment management plan, a technologically advanced and pedagogically sound distance education program, a predictable and affordable policy on tuition, an effective advising and course-scheduling system that will promote timely degree completion, and a well-funded scholarship program that ensures adequate support for both need-based and merit-based financial aid.

Enrollment Management for Missouri State University-Springfield
From 2000-06, Missouri State Springfield was well served by the enrollment management plan contained in the previous plan, *Countdown to the Centennial*. The following were enrollment objectives outlined in *Countdown* and our success with respect to those objectives:

- **Maintain stability in overall enrollment** — Total enrollment increased from 17,846 in 2000 to 19,165 in 2005, with increases of over 500 Springfield Day students and over 1,000 Extended Campus students.
- **Maintain a total enrollment of undergraduate degree-seeking students of at least 14,000** — Enrollment of these students grew to 14,646 in fall 2004 and then fell slightly to 14,582 in 2005.



A series of concerts on the Jane A. Meyer Carillon are hosted on Missouri State's west mall throughout the summer months.

- **Continue progress toward a selection index of 120** — The selection index requirement was first instituted in 1995 at 80. By 1999, it had increased to 96. The selection index requirement was increased five times during the *Countdown* period of 2000-06, beginning at 100 in 2000 and finishing at 108 for 2006.
- **Increase enrollment of transfer students from Missouri community colleges** — Transfers from Missouri community colleges increased from 602 in 2000 (fall, spring, and summer combined) to 902 in 2005.
- **Increase undergraduate retention and graduation rates** — The freshman retention rate increased from 72.5 for the fall 2000 class to 73.6 for the fall 2002 class but dropped back to 72.4 for the fall 2004 class. The six-year graduation rate (excluding from the original cohort those students who transfer to other institutions) increased from 56.3 for the 1994 freshman class to 73.3 for the 1999 class.
- **Increase minority enrollment as a percent of total enrollment** — The number of minority students increased

each year, from 978 (5.5 percent of total) in fall 2000 to 1,132 (5.9 percent of total) in fall 2005.

- **Increase graduate enrollment to 18 percent of total enrollment** — Enrollment of graduate students (degree-seeking and post-baccalaureate combined) increased from 3,038 (17.0 percent of the total) in fall 2000 to a high of 3,346 (17.7 percent) in fall 2002, but dropped to 2,840 (14.8 percent) in fall 2005.

Enrollment management plan for 2006-2011
The University's enrollment management plan, developed by the Executive Enrollment Management Committee (EEMC), includes total enrollment goals and specific initiatives to achieve those goals.

Total enrollment goals
During the period of this plan (2006 through 2011), the University's overall goal is modest increases in enrollment while raising standards for entering first-time students and increasing diversity. Total enrollment goals by student category are as follows in Chart II-A.



Named for the University’s second president, Dr. Clyde Milton Hill, Hill Hall is home to the College of Education.

It is anticipated that, over the period of this plan, headcount enrollment will grow to a total of between 20,000 and 21,000 students.

The targets in Chart II-B have been established for distribution of students by campus of dominant enrollment. This distribution is based on the assessment that the University is currently near its capacity for day campus students, but still has potential for growth in evening college enrollment. It is further based on the view that enrollments in the extended campus are more prone to variation and have potential for significant growth based on market demands and University outreach.

Enrollment Management Initiatives

To achieve its enrollment goals, the University will employ several enrollment management initiatives.

■ **Enrollment by college and student level** — An essential component of our enrollment management strategy for degree-seeking students is the development of enrollment targets by college and student level (undergraduate and graduate). This model, developed by the Executive Enrollment Management Committee during 2003-04, is based on input from the academic deans who in turn seek input from their departments.

Prior to the end of each fall semester, the deans will update their enrollment targets for the following three fall semesters. Additionally, they will prepare a brief analysis to address the following:

- Significant differences between actual and target enrollments
- Explanations of significant increases or decreases over time
- Opportunities for enrollment increases
- Potential threats to enrollment

The EEMC will compile and distribute revised targets along with a summary of opportunities and threats and corresponding strategies to ensure continued enrollment success.

■ **Enrollment of first-time freshmen** — The University will continue to imple-

ment modest increases in freshman admission standards toward a selection index of between 112 to 120 as needed to maintain undergraduate enrollments at the target level. The EEMC will annually review enrollment trends (e.g., transfer and retention rates), demographics (e.g., projected number of high school graduates), competition, changes in state aid and incentive programs (e.g., the A+ Program), and residence hall occupancy. Based on a review of these factors, a recommendation will be submitted to the Board of Governors annually regarding the freshman admission policy for the subsequent fall semester. The University also will continue to evaluate the selection index and other factors as predictors of student success and incorporate its findings into future admission policy decisions.

It will be a challenge to make additional significant changes in the admission policy for first-time freshmen while meeting the undergraduate enrollment goals outlined above. A number of factors will influence enrollment of new freshmen, including increased competition from four-year institutions, continued enrollment of freshmen in community colleges as a result of the A+ Program and increased cost differentials, and the projected decline in Missouri high school graduates from 2008 to 2012. The Admissions Office, working cooperatively with the Recruitment and Marketing Committee and departments across campus, will continue to refine undergraduate recruitment efforts to attract a qualified and diverse freshman class and make recommendations for enhancements of recruitment. At the same time, tuition, scholarship and financial aid policies will be monitored to maximize net revenue. To accomplish these strategies, special emphasis will be placed on securing endowment funding for student scholarships. As a result of these efforts, it is anticipated that fall semester enrollment of first-time students will range between 2,600 and 2,800. The target for Honors College freshmen as a component of this total is 250 to 300.

■ **Transfer student enrollment** — Enrollment of transfer students from community colleges, which comprises approximately 60 percent of our total transfers, is expected to increase, driven in part by increases in enrollments at Missouri community colleges. The University will continue to be a leader in serving transfer students and nurturing relationships with community colleges. During the period of this plan, the University will conduct an analysis of the success of transfer students, update articulation agreements with community colleges and make them available via the Web, and explore new partnerships with feeder institutions.

As a result of these efforts, overall enrollment of transfer students (including transfers from four year institutions) should increase.

■ **Graduate enrollment** — To accomplish enrollment goals for degree-seeking graduate students, it will be necessary to reverse a three-year trend of declining enrollments. The University will increase its allocation of resources for institutional and departmental recruitment. Several initiatives in progress should help stabilize or increase graduate enrollments. Expansion of graduate course offerings by distance learning approaches will continue to improve access for students. Accelerated master’s options were added recently in several graduate programs, and graduate-certificate programs were initiated. We will expand these two programming approaches. Further, graduate program and research collaborations with industry and other academic institutions plus the implementation of selected new

Chart II-A

Student category	Enrollment target (range)
Degree-seeking undergraduate students (freshmen, sophomores, juniors and seniors)	14,500 to 15,500
Non-degree seeking undergraduate students (pre-college and non-degree undergraduates)	2,000 to 3,000
Total undergraduate	16,500 to 18,000*
Degree-seeking graduate students (master’s, specialist, and doctorate)	2,500 to 3,000
Postbaccalaureate (non-degree seeking graduate students)	400 to 600
Total graduate	3,000 to 3,500*

**Total undergraduate and graduate target ranges do not represent the sum of the ranges of the subcategories. These targets will be achieved by maintaining appropriate combinations of enrollments in the subcategories within their target ranges.*

Chart II-B

Campus of Dominant Enrollment*	Enrollment target (range)
Day Campus	15,000 to 16,000
Evening Campus	2,000 to 2,500
Extended Campus	2,000 to 3,000

**Students are assigned to a campus based on the dominance of their course enrollment according to the following definitions. On-campus courses are primarily those taught in classrooms on the Springfield Campus. Extended Campus courses serve students through various distance learning delivery systems or at off-campus locations where students typically are not required to come to campus. Students are considered Day Campus if 50 percent or more of their credit hours consist of On Campus courses and, of those courses, 50 percent or more start before 4 p.m. Students are considered Evening Campus if 50 percent or more of their courses are On Campus and more than 50 percent of their classes start at 4 p.m. or later. Students are considered Extended Campus students if 50 percent of their credit hours consist of Extended Campus courses.*



The overall goal of the public affairs mission is to produce citizens of enhanced character, more sensitive to the needs of the community, more competent and committed in their ability to contribute to society and more civil in their habits of thought, speech and action.

graduate programs, will meet public needs in graduate education. (See Chapter V: Making Missouri's Future for more details.)

■ **Expansion of the accelerated master's program** — In recent years, several accelerated master's programs were created to allow high-achieving undergraduates to earn credit toward a master's degree. Although these students are counted as undergraduates until they receive their bachelor's degrees, they add to the production of graduate credit hours and the strength of the graduate program. The programs also aid the recruitment of high ability students. During the fall 2005 semester, 101 undergraduate students were enrolled in these programs. By 2011, the University will double the number of undergraduates enrolled in accelerated master's programs. This growth will be achieved via expansion of such programs on campus and extension of them to other local colleges.

■ **Minority and international student enrollment** — The University will increase its efforts to improve campus diversity through the recruitment of mi-

nority and international students. Given the importance of each of these populations, separate sections of this plan have been devoted to each. (See Chapter IV: Imagining Missouri's Future and Chapter VI: Modeling Ethical and Effective Behavior for more details.)

■ **Enrollment of adult and non-traditional students** — Missouri State serves a large number of adult and non-traditional students. In recent years, students age 25 and older have comprised approximately one-fourth of our total enrollment. Between 2002 and 2005, however, the number of students in this age category dropped from 4,798 to 4,079 (a 15 percent decline). Much of this decline has been in evening and/or graduate enrollments. A subcommittee of the EEMC has recommended the following strategies for improvement: 1) improving communications with adult students about available support services, 2) providing additional scholarships, and 3) allocating additional funds for marketing and recruitment. In addition, several objectives have been established to strengthen the University's Evening

College, including a plan for clustering additional courses in the southwest corridor of the campus and a new scheduling structure whereby evening students can complete virtually all general education requirements within two years. Efforts will continue to locate an Evening College service center at a location more convenient for evening students than the present location on the fourth floor of Carrington Hall.

■ **Extended Campus** — During the period of this plan, significant improvements will continue to be made in distance learning delivery systems. The University will expand its outreach initiatives through a variety of technology-based distance education tools. As a result, the University will expand enrollments in distance education courses, increase the number of degree programs and certificate programs available through distance education delivery, and make distance education courses an integral part of the regular "mix" of courses. (See Distance Education section in this chapter for more details.)

■ **Cost, student need, and financial aid** — Between 2000 and 2006, the per credit hour fee for Missouri residents increased from \$106 to \$173 for undergraduate courses and from \$121 to \$199 for graduate courses. Although it is difficult to measure the impact of fee increases on enrollment, there is little doubt that some students have chosen not to attend or remain as a result of the increased cost. During the period of this plan, we will continue to analyze the relationship between financial indicators (e.g., family income, financial need, and types of aid offered) and student enrollment and persistence through graduation. We will also monitor the cost, scholarship, and aid policies of our competitors. Where appropriate, new scholarship and financial aid programs will be implemented to improve enrollment yield and retention rates.

■ **Enrollment, credit hour production, and revenue from required student fees** — As our enrollment management plan evolves, increased emphasis will be

given to the relationship between headcount enrollment, credit hour production and revenue from required student fees. For fiscal year 2005, student fees, before scholarship discounts, exceeded revenues from state appropriations. This phenomenon puts pressure on credit hour production as it relates to headcount because increases in per-credit-hour charges may reduce the number of credit hours taken per student. In addition, because nonresident fees are double the resident amount, rising costs may decrease enrollment by nonresident students.

To provide a benchmark for the effect of fees on credit hour production in relation to headcount, percentage of resident and nonresident students, and lower division/upper division/graduate course mix, the analysis for the past five fiscal years is shown in Chart II-C.

As part of our enrollment management efforts, we will monitor changes in the University's enrollment and introduce new scholarships and pricing strategies that will improve our enrollment mix, quality of education, and capability to meet institutional goals.

■ **Retention, graduation rates, and student satisfaction** — A renewed emphasis will be placed on increasing student retention and graduation rates. A committee will be formed by the Provost to analyze factors that contribute to student attrition and to develop and implement strategies designed to increase retention rates of entering freshmen, transfer students, and graduate students. Retention rates of benchmark peer institutions will be utilized to establish retention targets. Additionally, an assessment of student satisfaction will be conducted as a follow-up to the 2001 Noel Levitz Student Satisfaction Inventory.

■ **Outcomes assessment** — A task force has been appointed to develop a comprehensive, coordinated system for tracking graduates of baccalaureate and advanced-degree programs. The task force includes academic administrators and representatives of the Career Center,



There are more than 800 full-time faculty members who teach within the Missouri State University System.

Institutional Research, Center for Assessment and Instructional Support, and the Alumni Office. The system developed by this task force will be implemented during the period of this plan.

Distance Education

Distance education plays an increasingly important role in many academic areas. Missouri State University uses all current forms of distance education to serve its constituents with numerous courses and several complete academic programs. In planning for the future, Missouri State recognizes three factors that call for growth of its distance education offerings.

The first factor concerns the realities

of contemporary students' lives. Many of them start working while still in high school. Many want or need to continue to work and may begin raising a family, while they pursue post-secondary education. They want classes and programs in formats that fit their lifestyles. Adding the demand of classroom attendance to their daily lives can be daunting. Distance education anywhere/anytime offers a better fit for many such students.

A second factor is the emerging digital generation of students. The availability of the World Wide Web and the continuing infusion of wireless communication into society is creating a generation of young people who seek these forms of communication as an integral part of their education.

Higher education must be prepared to serve their demands for more sophisticated uses of technology, including distance education. Clearly, the workplace into which new graduates matriculate already requires excellent computer and electronic communication skills. Lifelong learning of new technology and new applications of technology via distance education has become the norm for many occupations.

A third factor is the gain in technological ability of the professorate and the tools they use. Teachers at all levels are learning interactive ways to use the Web and new educational software to provide effective paths to student learning. These gains will continue at increasing rates and cause corresponding changes to society. More powerful computers running more useful and useable software, along with increasing

information bandwidths, will make distance education more available and appealing.

Given these factors, Missouri State will increase its distance education offerings. There are so few distance courses and programs, relative to the current number of on-site campus offerings, that increased distance education offerings will not overly impact most on-site programs over the next five years. However, several professional programs at Missouri State already depend on distance education, and this number is likely to grow. Distance education courses will be specially targeted toward professional groups in business, education, industry, and the health professions. These courses, and more complete programs, will increase the global footprint of Missouri State.

University procedures and policies will be altered or established to encourage new

Chart II-C
Credit Hour Production—
Percentages
Fiscal Years 2001 through 2005

	Fiscal Year Ended June 30,				
	2001	2002	2003	2004	2005
Course Level					
001-299	55.17%	54.77%	55.00%	54.73%	54.39%
300-599	37.66%	37.73%	37.10%	37.81%	38.30%
600-899	7.17%	7.50%	7.90%	7.46%	7.31%
Total	100.00%	100.00%	100.00%	100.00%	100.00%
Percent Change		1.83%	2.02%	1.17%	0.87 %
Residency					
Missouri	90.08%	90.22%	90.61%	91.11%	91.32%
Non-Resident-US	7.29%	7.11%	6.86%	6.59%	6.35%
International	2.63%	2.67%	2.53%	2.30%	2.33%
Total	100.00%	100.00%	100.00%	100.00%	100.00%
Term					
Summer	6.99%	6.84%	7.16%	6.76%	6.50%
Fall	48.45%	48.58%	48.31%	48.72%	49.12%
Spring	44.56%	44.58%	44.53%	44.52%	44.38%
Total	100.00%	100.00%	100.00%	100.00%	100.00%
Precollege	0.90%	1.41%	1.47%	1.83%	2.14%
Percent Change		59.19%	6.07%	25.93%	18.26%
Headcount					
Summer	6,553	6,607	6,910	6,697	6,534
Fall	17,846	18,465	18,916	19,116	19,330
Spring	16,789	17,412	17,604	17,776	17,996
Total	40,808	41,431	42,118	43,589	43,640
Percent Change		3.15%	2.23%	0.37%	0.62%
Spring/Fall	91.97%	91.79%	92.18%	91.38%	90.33%
Hours per Headcount	10.42	10.29	10.27	10.35	10.38
Hours per Fall Headcount	24.06	23.68	23.58	23.61	23.55

Chart II-D

Headcount Enrollment by
Student Level and Campus
of Dominant Enrollment
Fall 2000 through Fall 2005
Semesters

	Fall Semesters					
	2000	2001	2002	2003	2004	2005
Undergraduate degree-seeking						
Day	13,119	13,233	13,376	13,474	13,754	13,689
Evening	626	648	586	614	635	616
Extended	124	149	194	205	257	277
Subtotal	13,869	14,030	14,156	14,293	14,646	14,582
Graduate degree-seeking						
Day	794	883	925	1,016	1,056	900
Evening	1,227	1,191	1,229	1,161	948	1,004
Extended	402	502	542	460	440	477
Subtotal	2,423	2,576	2,696	2,637	2,444	2,381
Non-degree seeking*						
Day	446	391	423	381	339	326
Evening	321	332	345	285	271	245
Extended	787	1,136	1,296	1,520	1,630	1,631
Subtotal	1,554	1,859	2,064	2,186	2,240	2,202
Total						
Day	14,359	14,507	14,724	14,871	15,149	14,915
Evening	2,174	2,171	2,160	2,060	1,854	1,865
Extended	1,313	1,787	2,032	2,185	2,327	2,385
Grand total	17,846	18,465	18,916	19,116	19,330	19,165
*include precollege, non-degree undergraduate, and postbaccalaureate students						

distance education courses and programs. More existing faculty will be trained and/or new faculty will be hired to assure the quality of these courses. Capable faculty will be encouraged to offer distance education courses. More distance education support staff will be made available to help faculty develop and offer distance education courses. Ways will be sought to respond to students' needs as they are taking these courses; e.g., a 24/7 help desk will be considered. Specialized software and hardware will continue to be evaluated and implemented as gains are made in these areas. The electronic and computer infrastructure necessary for increased uses of technology by the University is described in the Information Technology section of this plan.

Currently, distance education activities are conducted via Ozarks Public Television (OPT) telecourses and professional development services; the Missouri State Online Program coordinated through Continuing Education and the Extended Campus; telecourses and "Interactive CD's" Telecourses; the Missouri Pathways Partnership, a collaboration between Missouri State, Missouri State-West Plains and Crowder College; the Missouri Virtual School, which provides distance education courses to K-12 schools across the state; the Viticulture and Enology Science and Technology Alliance (VESTA), a partnership between Missouri State University, Missouri State-West Plains, Northeast Iowa Community College, Shawnee Community College in Illinois, the Mid-America Viticulture and Enology Center, state agricultural agencies, vineyards and wineries;

and Missouri State Interactive Television Network (BearNet).

During this plan, the University will pursue the following strategies for improving its distance learning efforts:

- All Missouri State campuses will expand and strengthen their distance education offerings consistent with market opportunities, while exploring efficiencies through information-sharing and collaboration. Collaborative examples include server and software sharing as well as a single 24/7 help desk to serve the needs of online students on all campuses.
- Each campus will establish fees for online courses depending on factors such as the basic fees charged for regular campus-based courses, market competition and opportunities, costs for support services, and an overall business plan for distance education. Undergraduate and graduate fees will be determined independently and may differ from program to program.
- System-wide policies and incentives will encourage and recognize faculty and administrators who teach via distance education delivery systems.
- Each Missouri State campus should have a committee that creates and oversees policies that promote distance education. Committees should share information and explore distance education policy issues with one another regularly. These committees should cooperate in evaluating course management software options as well as other methods of distance edu-

cation delivery, including OPT and NPR.

- Maintaining and improving the quality of distance education courses and teaching should be an ongoing priority. Each Missouri State campus should implement training programs for faculty/staff who develop and/or teach distance education courses, as well as for those who wish to use technology in on-campus courses. Other initiatives that should be implemented include annual reviews and updates of the assessment procedures used for online courses and instructors, use of trained mentors to assist faculty, and use of more rigorous standards to qualify per course faculty for distance education development and/or instruction. A web-based newsletter on these initiatives should be established.
- As Missouri State's distance education program continues to grow, the University should employ staff to sustain this growth and assure program quality. Criteria for adding staff should be based on market demand, societal need, faculty interest and support, and the generation of adequate revenues via student credit hours.
- The University should continue to promote K-12 distance education that includes regular K-12 courses; Dual Credit,

Advanced Placement, and International Baccalaureate courses and professional development; and Gifted Student programs through the Missouri Virtual School.

- The University should explore a possible partnership with an Internet provider to offer faster home Internet connections (i.e., DSL, Broadband, direct satellite) at a reduced cost for students, faculty, and staff.

The University expects to achieve the following improvements in its distance learning programs:

- Enrollments in distance education courses offered by the Springfield Campus will increase by 10 percent for each of the first two years of this plan and by 7 percent for the last three years.
- Developing and offering distance education courses will be incorporated as favorable criteria in the *Faculty Handbook* section on promotion and tenure within the next two years. This provision will appear in college and department promotion and tenure policies.
- Each college will increase the number of distance education courses taught in-load by faculty each year.
- Each Missouri State campus will develop

Chart II-E

Selection Index Required
for Admission of First-Time
Freshmen and Enrollment and
Average ACT of First-Time
Freshmen

Fall 2000 through Fall 2005

Fall Semester	Selection Index	Enrollment of New Freshmen	Average ACT of New Freshmen
2000	100	2,537	23.7
2001	102	2,548	23.6
2002	102	2,732	23.5
2003	104	2,668	23.6
2004	106	2,689	23.6
2005*	107	2,583	23.8

*The grade point average to class rank conversion table was also modified to adjust for grade inflation.

Chart II-F

Tuition and Fees for Missouri,
Public, 4-year or Above

Institution Name	In-State 2004-05	In-State 2005-06	Out-of-State 2005-06
University of Missouri-Columbia	\$7,100	\$7,745	\$17,522
University of Missouri-St. Louis	\$7,378	\$7,618	\$17,395
University of Missouri-Rolla	\$7,299	\$7,545	\$17,322
University of Missouri-Kansas City	\$7,129	\$7,425	\$17,202
Truman State University	\$5,482	\$5,812	\$9,992
University of Central Missouri	\$5,340	\$5,550	\$10,680
Northwest Missouri State University	\$5,325	\$5,555	\$9,540
Missouri State University	\$5,132	\$5,454	\$10,374
Southeast Missouri State University	\$4,875	\$5,145	\$9,000
Missouri Western State University	\$4,778	\$4,778	\$8,408
Harris-Stowe State University	\$4,270	\$4,650	\$8,869
Lincoln University	\$4,474	\$4,602	\$8,249
Missouri Southern State University	\$3,810	\$3,916	\$7,666

Source: The Chronicle of Higher Education
These figures were collected as part of "The Annual Survey of Colleges of the College Board, 2005-2006."



The Task Force on Missouri State University Futures has identified 11 research emphasis areas to be considered priorities for additional University support.

an in-load/overload policy for developing and/or teaching distance education courses that is fair and consistently applied.

- A distance education committee will be established on all Missouri State campuses. These committees will consider ways to cooperate across campuses.
- At least 2 percent of the total full-time faculty will complete appropriate training for distance education delivery during each of the next five years.
- The Missouri Virtual School program will continue to expand in addressing state K-12 needs for wider curricular offerings and more student enrollments.
- Faculty teaching online will be assisted with appropriate Internet connections wherever they develop/deliver courses.

A New Tuition Policy: Choice and Predictability in Tuition (CAP-IT)

Missouri State University is already known as a great educational value. As the cost comparison in Chart II-F shows, our fees are just below the average for public institutions in Missouri. Even so, Missouri State will take additional steps — through its innovative CAP-IT program — to make its cost affordable and predictable for students. CAP-IT has three major components.

Tuition Plan Options

Different tuition plans are the primary feature of CAP-IT. The following three options, available to degree-seeking undergraduate students, are designed to provide choice and predictability in tuition.

- **Standard Tuition Plan** — Students will be assessed under the fee policy in effect for the current year, and fees will be subject to change from year to year.
- **Two-Year Fixed Tuition Plan** — Students will pay slightly higher basic fees for the first of any two academic years but will pay the same rate for the subsequent academic year, regardless of increases in the Standard Tuition Plan rates.
- **Tuition Prepayment Plan (Two-, Three- or Four-year)** — Students may make a lump-sum prepayment that will cover basic fees for all courses they take

during the period of the plan (excluding summers), regardless of changes in the Standard Tuition Plan rates or the number of credit hours taken.

The University will closely monitor the initial effects (2006-08) of CAP-IT on outcomes such as enrollment, persistence, costs, and the relative popularity of the three options. Adjustments to the plan will be implemented as indicated by this initial assessment. The University will develop a reputation for innovation and fairness with its tuition policy.

Effective Advising and Course Scheduling

Another important way that students can manage the overall cost of their education is to graduate on schedule. The University will develop specific curricular maps for each undergraduate major. By following these curricular maps and obtaining regular advising, students will be able to graduate in four years from nearly all undergraduate programs at Missouri State.

The University will also continue to develop its several advising and advisor resources, including:

- Advisor Workshops
- The Academic Advising Center
- The Master Advisor Program

New Scholarship and Financial Aid Programs

The University has created a number of new scholarship and financial aid programs and has refined the criteria for several of its existing programs. These new programs will be introduced beginning in 2006; others will be considered in response to market opportunities. Across the period of this plan, the net impact of these developments is anticipated to be:

- enhanced ability to compete for high quality students,
- a higher yield of admitted students,
- improved retention and graduation rates, and
- expanded access for students who face substantial hurdles in financing their education.



Through several performance metrics on its Public Scorecard, the University will assess the impact of the following initiatives:

Missouri Outreach Graduate Opportunity (MOGO) Scholarship — This program, offered for the first time in fall 2006, covers three-fourths of the out-of-state fees for full-time graduate students in specific academic programs. To qualify, students must have an undergraduate GPA of at least 3.25.

Continue the Tradition — This program, for children and grandchildren of Missouri State graduates, provides a full waiver of out-of-state fees. Students in the above two categories who meet regular admissions requirements will be eligible for this scholarship.

Out-of-State Fee Scholarship – Beginning in fall 2006, this scholarship provides a full waiver of out-of-state fees and is available for entering first-year students who either are in the top 20 percent of their class (or have a 3.70 GPA) or who have an ACT of 24 or higher.

Increased Need-based Financial Support — Beginning with a \$350,000 allocation for 2006, the University will increase its need-based grant program by a total of \$1 million in order to attract students with strong academic records who have significant financial need. ■

A hub for addressing students' needs, the Robert W. Plaster Student Union provides amenities, as well as a location for group study.



Incubating New Ideas

Universities are the source of most scientific advances, scholarly discoveries, creative processes, and technological innovations, which collectively are the new lifeblood for the knowledge-based economy of the 21st century. Seeking to be a more substantial force for the scholarship of discovery and the advances derived from it, Missouri State University will expand its research ambitions, investments, and achievements. The University intends to become an institution that incubates important new ideas in several fields of endeavor through the work of first-rate faculty and intellectually engaged students.

The University will develop and emphasize three interrelated strategies to accomplish the goal of incubating new ideas:

- It will follow a blueprint for its scholarly futures, involving the strategic expansion of its research efforts in areas judged to hold special promise for the institution;
- It will develop its research infrastructure especially in the areas of human resources, physical facilities, and research policies and procedures; and
- It will mature its graduate and professional programs in areas of greatest need and opportunity.

Expanding our Futures

Formed in 2005, the Task Force on Missouri State University Futures was charged with assessing the current status of the University's scholarly and educational strengths and recommending up to 12 areas of contemporary scholarship that would be priorities for investments of new and allocated resources, particularly the allocation of new faculty lines. The Task Force identified 11 research emphasis areas, all of which are highly interdisciplinary, to be considered priorities for additional University support:



Students have opportunities to experience cutting-edge research and interact with nationally recognized faculty.

- American History and Cultures
- Biotechnology
- Entrepreneurship
- Environment and Water Resources
- Global Perspectives with an Emphasis on Asia
- Health Promotion
- Materials Science
- Performing and Creative Arts
- Research on Human Development
- Research on Learning, Teaching, and Intervention
- Technology and Emerging Art Forms

To arrive at these recommendations, the Task Force assessed the strategies that other universities are designing for investment in research; established criteria for identifying emphasis areas; examined numerous internal documents and reports to determine areas of activity and strength; solicited faculty input through several means including open forums; and, solicited feedback from the community through a forum held at the Springfield Area Chamber of Commerce.



The compact campus allows students the convenience of walking to class in a matter of minutes.

The Task Force had the difficult job of balancing a number of legitimate but competing concerns, including the balance between research and teaching. These included the issue that external funding is more readily available in some research areas than in others; the need to promote interdisciplinary research in an existing administrative structure that is not supportive of interdisciplinary research; the need to ensure that the emphasis areas are complementary to and supportive of the University’s mission in public affairs as well as the major themes promoted by the University; and the need to promote research and scholarship without diminishing the University’s strength as a teaching institution. And, of course, the background for all discussions is the continuing budget constraints faced by Missouri State University.

The 11 recommended emphasis areas are relevant to today’s environment. However, these emphasis areas are organic in nature and are subject to change. Some areas will flourish, others may not. The need to add additional emphasis areas in the future is likely. Further, activities of other committees on campus, for example the Public Health Task Force, may give rise to other

emphasis areas for consideration.

Given the rapidly changing environments in which the University operates, it is essential that it adopt an organizational structure for coordination and distribution of resources in order to best develop identified research emphasis areas. In addition, it will be essential for the University to assess the impact and effectiveness of each Futures area.

This evaluation will be undertaken on a three-year cycle. Emphasis areas not meeting expectations will be eliminated for contemporary consideration as a special focus for investment. Consistent with the Task Force recommendation, a faculty committee, chaired by the Vice President for Research and Economic Development, will be appointed and be responsible for providing the on-going assessment of each area. Recommendations made by the committee will be forwarded to the Provost and President for final actions.

The University will allocate a recurring fund to support high-quality Futures initiatives. Beginning in Academic Year 2006-07, the President allocated a recurring fund of \$700,000 to the Provost. These funds will be allocated by the Provost on a competitive basis in response to those proposals judged

the most capable of advancing the University’s research achievements in the designated Futures areas. Subsequent presidential allocations to this fund will be considered as part of the annual Decision Package. Progress will be tracked annually with Public Scorecard measures. (See Chapter VI: Modeling Ethical and Effective Behavior for more details.)

Enhancing Research Infrastructure

Missouri State University understands its primary task of developing educated persons to include adding to the store of human understanding through research. Over the past decade, Missouri State has matured from primarily an undergraduate teaching institution to one more involved in graduate education. This has necessitated a greater commitment to research, not only to better serve students, but also to advantage society in general. The University recognizes its research obligations to society and is committed to encouraging and facilitating its research achievements. Herein, research is defined as:

the production and formal communication of creative scholarly works. The nature of research varies widely among different academic disciplines, but generally refers to the discovery, refinement, and synthesis of information; the application of information to the solution of problems; and artistic activity. In the context of each academic discipline, research produces creative outcomes that are formally communicated to, and vetted by, peers. Scholarship, teaching, and research are all aspects of quality education. If teaching and its related activities are defined as the learning and communication of that which was already known, research is the discovery and communication of that which was not previously known.

Research is an essential contribution by the University, and Missouri State encourages and facilitates research in both its basic and applied forms for three primary reasons:

■ **Research contributes to the public good** — Basic and applied research are essential to the benefit of society. Although the value of applied research is

often demonstrated by the significance of the problem being addressed, basic research builds the knowledge base for later, unforeseen uses. Ultimately, both endeavors have the potential to enhance the quality of life for all.

■ **Research encourages faculty development** — The process of creating, conducting, and disseminating research ensures that faculty keep current in the issues and methods driving their respective disciplines. A significant measure of quality is evidenced through a faculty member’s sharing of research results, particularly through peer-reviewed publications and activities. Faculty who remain stimulated by their creative work will in turn motivate their students. For Missouri State University to become more competitive as a source of new knowledge, faculty research is required and must be prized.

■ **Research enhances the educational process** — Excellence in faculty research and scholarship enhances the quality of classroom instruction. The integration of research into undergraduate and graduate teaching has become a necessity. To educate future generations, Missouri State University recognizes that research is crucial to the vitality of the University and society. Professors who are on the “cutting edge” of their disciplines are optimally able to engage students and promote academic curiosity, critical reasoning, and discipline-specific skills. Such skills not only benefit the student’s primary field of study but generalize to develop truly educated persons in all endeavors. Understanding the research process is critical, both for those students who will conduct research in their chosen careers and for those who will be educated citizens in an information-rich society.

The University has found its obligations in research broadened and deepened with the addition of a statewide public affairs mission and the development of numerous graduate programs. Consequently, Missouri State has established a number of research centers, such as the Center for Applied Sci-



Research opportunities in emerging technologies are on the rise at Missouri State.

ence and Engineering and the Community and Social Issues Institute, to maximize its ability to conduct influential research. The recent addition of endowed professorships and chairs throughout the institution is yet another major step in the University’s broadened research mission.

Missouri State University is a community of scholars that accepts the challenge of integrating research with teaching and service in order to be proactive in our ever-changing social and technological environment. To meet this challenge, Missouri State shall assume a leadership role in the creation and transfer of knowledge.

Research and Student Learning

Research is a vital component of producing educated persons with life-long commitments to learning. Experiences in research prepare students to be competent producers and consumers of information throughout their lives, and they allow students to experience the intellectual delights of discovery.

The educational value of research is distinct from that of classroom education, where the professor typically serves as an authority presenting known material. In research, both the professor and the student are on the same side of the learning experience, facing the unknown together. The student’s unique perspective and enthusiasm can invigorate the faculty member as they work side-by-side.

Graduate and undergraduate students at Missouri State should engage in research activities as part of their educational development. Research training has become a necessary preparation for many careers. Hence, it is essential that faculty continue to conduct research with the support of the University as they guide students through this process. Regardless of the format for the research experience, all students are encouraged to disseminate their findings through local, regional, and/or national presentations, exhibitions and publications. To this end, the Graduate College provides funding on a competitive basis to support graduate student travel to conferences to present their research.

The faculty member who publishes or engages in artistic activity is optimally equipped to lead the student through the

processes involved in the conduct and dissemination of research. Further, the more a faculty member disseminates research, the greater the exposure for the University, resulting in increased prestige and the recruitment of excellent students and faculty. In addition to its direct academic benefits, research also provides a source of financial support for students. For example, grants and other external funds can provide assistantships, travel funds, and resources for creative activity.

Culture and Environment for Research

How can we improve research productivity at Missouri State University? How can we encourage the integration of teaching and research? How can we maintain equitable workloads among faculty and departments while making the best use of their talents and opportunities for research? Missouri State will focus on several means to achieve these goals.

- **Promote institutional and public awareness of the importance of research** — The University will promote the importance and value of research in developing educated persons and serving the needs of Missouri and beyond. As the image and substance of Missouri State are in transition, a reputation enhanced by research achievement will enable the recruitment of excellent faculty and students, additional external funding, and the internationalization of the University.
- **Adopt systems to assess research productivity** — Presently, productivity of academic units at Missouri State is evaluated primarily in terms of student credit hours, not impact of research. Unless research productivity is assessed and recognized, units have little reason to set research goals and no formal basis to judge performance. Hence, Missouri State will develop a system to measure and track research productivity, and evidence of this assessment will be included in Public Scorecard measures, as well as in Departmental Profiles.
- **Recognize research mentoring as teaching** — A fair distribution of faculty effort requires a policy of crediting faculty

for time spent mentoring students in research as contact hours in teaching. Recognition and reward of this type of teaching are essential for involvement of students in research at all levels and for the viability of graduate programs. Most research mentoring occurs in the context of “special courses,” including those titled thesis, research, and independent study. The accounting of such courses and the equating of course hours and contact hours for calculating faculty work assignments should be reviewed and made consistent among departments. Since mentoring produces a low ratio of student credit hours to faculty hours, and an adequate credit hour production must be maintained, credit hour production will be addressed on a department level in the context of overall department productivity.

- **Recognize research productivity in staffing decisions** — New faculty should be provided start-up funding that is adequate to initiate their research activities. Departmental staffing and workloads start with the premise that all faculty members are allocated time, equipment, and necessary physical facilities to pursue a reasonable level of creative activity. However, workload allotted to research must be justified by demonstrated research productivity. Likewise, unit staffing decisions, over time, should be based on equitable assessments of research productivity, as well as on credit hour production. The goal must be to improve the overall performance, quality of education, and efficiency of each department at Missouri State.
- **Maintain flexibility of individual workload assignments** — The recommended average workload for ranked faculty at Missouri State is approximately 20 percent for research. However, the proportions of individual workload assigned to teaching, research, and service must be flexible within departments to allow for the best use of individual talents and opportunities. Some individuals may emphasize research, and others classroom teaching or service. Equitable distribution of the department workload should be the responsibility of the department

head. Justification of individual loads will be facilitated by systematic reporting of individual and departmental productivity in each category.

- **Support graduate programs and graduate research** — Research productivity and graduate education are interdependent. Graduate students and faculty form collaborative teams that share intellectual resources, energy, and perspectives. Graduate students are an important resource, and Missouri State must compete for high-quality graduate students by offering Graduate Assistant stipends and opportunities that are comparable to those at similar graduate-level institutions.
- **Expand space allocation to meet research needs** — Ongoing assessment of space utilization is required to prioritize allocations and space modifications with the objective of facilitating research in areas of excellence. Decisions about the creation and reallocation of research space must be timely and transparent. The University will need to consider the extent to which some existing classrooms should be converted to research labs in order to meet the institution’s need for adequate research space. Additional research space and facilities will be made available in order to achieve University goals for higher levels of influential research achievements and external funding of projects.
- **Improve library journal subscriptions** — Scholarly journals are a foundation of research in many areas, and Missouri State must reverse a decade of erosion of scholarly journal subscriptions and increase the availability of on-line journals.
- **Provide necessary administrative and staff support** — The proliferation of research projects over the past five years and the projected future increase in sponsored research projects require a commensurate increase in resources for research infrastructure. Particular needs exist in the areas of accounting, purchasing, assistance with acquiring research grants and contracts, compliance with federal and state regulations, and technical work in direct support of research.



Dr. James Baumlín, professor of English, and his graduate-level English seminar students researched and published the book *The Gillioz 'Theatre Beautiful': Celebrating Springfield's Theatre History, 1926-2006*.

Hence, Missouri State will take steps to increase the research support staff in the Office of Sponsored Research and Programs and the Grants and Accounting Office to enable support of externally sponsored research projects, to ensure compliance with regulations and accountability, and to facilitate continued growth in external research funding.

- **Use grant “indirect” funds to support research** — The funding charged on external grants as indirect costs should be directly linked to the subsequent facilitation of research and research-support functions. Potential expenditures of indirect funds include research facilities improvements, equipment purchases, support of grant-process infrastructure, hiring of research and teaching support staff, and graduate assistantships. The University will review its policy of distributing indirect costs recovered from grants and contracts initiated from departments and also from centers and institutes to assure that these funds are committed exclusively to improvements in research infrastructure and other research initiatives throughout the institution. Missouri State will continue its policy of returning grant-generated salary savings to the department when grant-funds enable reassignment of faculty time for specific projects.

- **Encourage centers of excellence** — Missouri State’s research capacity is not equal in all areas, and it will be necessary for the University to concentrate its resources on strategic areas that exhibit excellence or have a strong potential for excellence. In addition to funding the Futures initiative, the University will look for its best opportunities to develop new centers and institutes that address issues arising in the University community by involving cross-disciplinary methods of problem solving. Such centers provide maximal research leverage by assembling teams of faculty, staff, and students to serve as principal investigators, consultants, and advisors. Active research centers can assist faculty obtain external funding, facilitate the purchase and sharing of equipment, and provide a venue for constructive research collaboration and

criticism. The University will promote this approach by ensuring that faculty contributions to centers are valued within their respective departments and by developing an infrastructure that supports interdisciplinary work.

- **Appoint a Research Assessment and Advisory Committee** — This Committee will recommend procedures for a university-wide system for uniform recording of data that measures Missouri State research productivity. The committee may also recommend specific measures of research productivity that should be integrated into the departmental profiles.

Maturing the Graduate and Professional Programs

Missouri State University is committed to providing the programs and scholarship that will make it a regional center for graduate education. In recent years, Missouri State has ranked as either the third or fourth largest public provider of graduate education in Missouri. The decade of the 1990s was a time of unparalleled growth in graduate education at Missouri State. The number of graduate programs, graduate enrollment, and the graduate-student percentage of total enrollment all doubled. During the implementation of the most recent long-range plan, Missouri State has continued to increase the number of programs (from 39 in 1999 to 43 in 2004), including the addition of the doctorate in Audiology, and the number of graduate students peaked at 3,270 in 2002. Attaining and maintaining the highest possible quality of these programs is now critical if Missouri State is to remain a pre-eminent provider of graduate education.

The master’s degree is increasingly recognized as a valued and essential credential for a variety of careers. There also is market-driven student demand for master’s degree preparation in vocations such as teacher education, health care and other professions requiring licensure or managerial qualifications (for example, Physicians Assistant, Physical Therapy, Nurse Anesthesia, and Accountancy). The master’s degree programs at Missouri State vary in focus, including traditional academic master’s degrees, professional master’s degrees, and applied master’s degrees. A number of these



degrees have a unique structure, are offered in special formats, or are programs not offered by any other public institutions in the state. These include: the M.S.-Physician Assistant Studies; M.S.-Defense and Strategic Studies (Washington, D.C. area-based); on-line M.S.-Administrative Studies; on-line/on campus blended M.S.-Computer Information Systems; Master in Natural & Applied Sciences; and the Doctorate in Audiology.

Over the next five years, Missouri State University will make those investments in graduate education that have the best potential to increase the quality and appropriate quantity its graduate programs require.

Significant progress has been made in the past 10 years to increase access for students by delivery of graduate programs and courses using technology, but more will need to be done. Societal needs in post-baccalaureate education require innovative and flexible programming along with efficient use of University resources. To answer the many needs of graduate education, the Graduate College must have resources that are flexible and can be reallocated on an annual basis. New technology and distance education initiatives from other institutions in and outside of Missouri, plus the appearance of

satellite campuses from other institutions, have created a competitive environment that could threaten Missouri State’s status as the premier graduate institution in the region.

Missouri State must take steps to remain ahead of the competition. University policies must be updated to encourage strategic course delivery, scheduling, fee structure, cooperative programs, etc. In addition, more flexibility in resource use should be developed, to include the use of funds to recruit and retain the best graduate students, and the creative use of space and equipment to maximize instructional outcomes. Finally, enhanced flexibility in, and rewards for, the dedication of faculty time to graduate education is crucial.

In addition to providing graduate students with rigorous coursework and scholarly independent work, it is important to provide practical experience in the discipline. An ideal mechanism for this is with graduate assistantships. Use of graduate assistants to assist in teaching lower-division classes can be expanded. These graduate assistants receive intensive training at both the University and departmental levels and work closely with the instructor for the class. In addition, other graduate students (with

In all of its programs, the University uses the most effective methods of discovering and imparting knowledge and the appropriate use of technology in support of these activities.



Dr. David Meinert directs the accelerated master’s degree course of study leading to a Master of Science in Computer Information Systems (MS CIS) degree.

appropriate backgrounds) can be used in administrative or clinical settings, thus freeing up faculty time or reducing the need for staff or per-course instructors.

Enrollment

Missouri State will strive for modest growth in graduate enrollment, remaining in the range of 3,000-3,500 degree-seeking and post-baccalaureate students. Maintaining high quality programs at this level of enrollment will require recognition of the workload differences inherent in graduate education and a commitment of resources to several key initiatives, including those that strengthen our research infrastructure and that improve recruitment and retention of high-quality graduate students.

Programs

The next five years will be a time of maturing, refining, and strengthening existing programs. The desirability of adding new graduate programs must be carefully balanced against providing existing graduate programs the resources necessary to achieve or maintain excellence. The University anticipates adding a small number of selected programs that will be consistent with its mission. These new programs will be in fields where both an increasing societal demand and current University expertise can be documented, and where new funds can be identified. These may include programs at the doctoral level (either cooperatively with the University of Missouri, or on our own), such as a clinical doctorate in Physical Therapy or a Ph.D. in Geography or Materials Science. Cooperative ventures with other universities, government agencies, and private corporations will be pursued where they can improve the quality or efficiency of Missouri State's programs.

Accelerated master's programming and specialized graduate certificate programs will be expanded over the next five years. These programs address student demand for fast-track training and market demand for greater interdisciplinary opportunities at the graduate level. In most cases, this expansion will require modifying and/or repackaging existing Missouri State classes/programs, with only minor increases in resource requirements. However, the institution will

also pursue the extension of its accelerated master's programs to local private colleges whose undergraduate population desire enrolling in Missouri State graduate courses during their senior years.

Missouri State must continue to develop innovative programs and technology that can provide educational opportunities at a distance. Interactive-television, telecourses, interactive CD-ROM and satellite locations will be strengthened so that the University will remain at the forefront of an increasingly competitive marketplace. Curricula offered via the Internet will play an important role in maintaining Missouri State's status as a center for graduate education.

Increased globalization of graduate programs will continue (e.g., the dual-degree Plant Science program between Missouri State and China Agricultural University in Beijing). As instructional technology continues to improve, Missouri State will assume a stronger international presence. To do so, the University must expand its presence in the international marketplace and recruit from this pool of talented students.

Support for Graduate Students

The University must provide additional resources for recruitment and retention of outstanding graduate students. This will be accomplished through the following:

- Creating endowed graduate student scholarship and fellowship funds
- Increasing the number of graduate assistantships awarded from all sources to 20 percent of total graduate enrollment or approximately 600 assistantships
- Increasing the minimum stipend (in 2005 dollars) to \$8,000 for full-time graduate assistants
- Funding an annual increase in the base level of graduate stipends
- Increasing support for graduate student research, including travel to professional conferences at which research is presented
- Supporting graduate student achievements at the Graduate Student Interdisciplinary Forum
- Increasing the flexibility by which departments can use stipends and tuition/fee waivers to recruit and retain graduate students

Resources for Graduate Faculty

The rapid growth in graduate education over the last decade at Missouri State has put increasing demands on the faculty and staff. However, the lack of sufficient resources over this same time period has stretched existing budgets to the point where the quality of programs could be adversely impacted. To prevent these conditions from diluting the quality of graduate programs, recruiting and retaining high-quality graduate faculty is essential. This will be accomplished by providing necessary resources and a supportive campus atmosphere that facilitates and encourages scholarship in its myriad of forms.

This "supportive atmosphere" will include policy and administrative changes to ensure that requirements for productive scholarship are anticipated and that adequate time and resources are available for graduate faculty. Such resources will include:

- Continued expansion of internal grants
- Increased number of endowed professorships and chairs
- Additional sabbatical and international exchange opportunities
- Enhanced faculty travel with graduate students presenting at meetings
- Promotion of collaborative projects with other institutions
- Compliance with federal regulations governing research
- Increased support (e.g., reassigned time) for grant writing
- Expanded library holdings and access

Faculty Workload

Missouri State's recent ascendancy in graduate education has been supported in part by increased state funds for specific new programs. However, supervision of graduate projects (thesis, degree papers, internships, clinical rotations, student teaching, etc.) is done in most cases as an uncompensated overload by faculty. Furthermore, the extent of this increased workload varies greatly between programs (thesis, non-thesis, clinical, etc.), so more flexibility among programs in how this workload is handled is required. Institutional recognition of this effort will be provided in order to recruit and retain outstanding graduate faculty. Support for the mentoring of graduate projects will be increased, thereby freeing more faculty

resources to direct the scholarly activities of graduate students.

Infrastructure

In order for the University to make and sustain the changes necessary to remain competitive in 21st century graduate education, an infrastructure must be implemented that: 1) promotes excellence in a wide variety of graduate programs; 2) allows for flexibility of graduate programming; and 3) recognizes differences between undergraduate and graduate education, despite their complementary nature. Important changes in graduate studies infrastructure will include:

- Increased research space and equipment
- Improved alumni tracking and satisfaction surveys for assessment purposes
- Increased percentage of graduate classes taught by full-time tenure-track graduate faculty
- Streamlining of curricular approval paths
- Separate "program review" for graduate and undergraduate programs
- Greater departmental support for graduate education (travel funds, graduate assistantships, etc.)
- Increased resources for the Graduate College
- Increased graduate research mini-grants program
- Graduate assistantships allocated to departments/colleges on a discretionary basis
- Inclusion of the Graduate Council chair on the Faculty Senate Executive Committee
- Campus adoption of the "Guidelines for the Distribution and Use of State-Supported Graduate Assistantships" ■



Missouri State offers a number of pre-professional programs, including Pre-Chiropractic, Pre-Medicine, Pre-Pharmacy, Pre-Physical Therapy and Pre-Physician Assistant Studies that prepare students for admission to professional programs.



CHAPTER IV

Imagining Missouri's Future

In order for Missouri State University students to be educated and successful in the fullest sense, the process of incubating new ideas must also be accompanied by informed discussion, debate, and understanding of the uses, values, and purposes of new discoveries and creative products. What implications will such advances have for how individuals live and work? How will they affect our local communities and our global partners? What risks might they pose, and what dangers could they reduce? How should new discoveries be regulated, by whom, and for what duration of time?

Missouri State must assure that its education of students prepares them to confront these and many other vexing questions. To do so, the University must provide educational experiences that:

- Stimulate informed dialogue and scholarly engagement about public policy
- Afford students the best that can be offered in terms of global education
- Support special research efforts that will address the most substantial problems our local communities are likely to confront in the future

Ultimately, to imagine a well-conceived future, the University should insist on rigorous expectations for its students, and it must be clear about what it means to be well-educated for the 21st century. There are five traits of educated students:

They cultivate their aesthetic tastes — Educated students push their creative limits and stretch their aesthetic appreciation. The University years are a great time for students to sharpen their eyes for art, tune their ears to music, and turn their minds to all kinds of dramatic and creative expression.



They become critical thinkers —

They can discern what is a sturdy basis for knowledge and beliefs versus what is mere bias or preference. Universities should recruit people away from illusions and toward truth. One of the main goals of a first-rate university is to teach students how to think and reason well, and that is what we will ask students to embrace as a personal goal.

They are serious readers who become broadly literate — Reading is the vehicle by which students travel and learn their own interiors. It introduces them to the life of the mind, and it opens windows on their own lives. Habitual reading remains one of life's single most empowering and liberating activities.

They dedicate themselves to becoming curious and contributing citizens — Students need to find a personal intellectual interest that captures their hearts and drives them to approach each day eager to learn a little more. Students need to grow an obsession for some area of knowledge where they insist on being an expert and through which

Constructed in 1906, Carrington Hall serves as the University's central administration building, as well as houses a number of student services offices.

they make a difference for others. This specific expertise also should be complemented by an understanding of the global issues that effective citizens need to develop throughout their lives. Further, students need to develop the skills necessary for successful collaboration and teamwork.

They balance an in-depth mastery of at least one academic discipline with a broad appreciation of the liberal arts —

By the time they graduate, students should be extremely capable in the academic field of their choosing. But that specialty should be built on a broad educational foundation to help provide context and understanding.

Academic Philosophy

The focus of Missouri State's mission continues to be the development of educated persons who have an understanding of themselves and the diverse social and natural world in which they live, who are creative people of vision, and who are capable of making informed and meaningful decisions. These educated persons should possess the five traits previously identified. In order to achieve these aims, it is essential that the faculty, staff, and administration of Missouri State University serve as role models and leaders.

The mission of the University, with its rededicated emphasis upon student learning as its primary purpose, and with a statewide mission in public affairs, acknowledges that teaching, scholarship, and service are to be regarded as integrated, complementary activities. The University's new performance-based compensation system will reward faculty who excel in these three areas, as well as provide a stronger basis for the granting of promotion, tenure, and salary increases.

Academic departments, schools, and colleges support both the individual and collective efforts of faculty in fulfilling their obligations to the University and the public they serve. These units have several important responsibilities:

- To critically examine the curriculum (both major programs of study and individual courses) using a variety of available measures. Programs and courses

that are not appropriate for the University mission should be eliminated, while those that are should be strengthened, subject to resource constraints.

- To review their offerings in light of providing effective, efficient learning experiences for students. Unnecessary duplication of courses and sections, frequent offering of low enrollment courses, and inefficient use of facilities and resources must be avoided.
- To expand the use of instructional technologies, both within and outside the classroom, in order to improve efficiency, enhance student learning, expand accessibility, and support collaborative offerings among institutions.
- To achieve the goal of increased partnerships, Missouri State campuses, departments, schools, and colleges will pursue and promote cooperative and collaborative programs and learning experiences. Some examples that are currently in place or will be pursued include:
 - Partnerships with K-12 schools to provide a seamless experience in K-16 and to enhance student learning through improved teaching skills and accessibility to courses. Faculty exchanges with the Springfield Public school system, the University's participation in the eMints program, and the Missouri Virtual School will continue.
 - Joint offerings with other institutions, at both the graduate and undergraduate level. On the horizon is a cooperative undergraduate engineering program with the University of Missouri-Rolla in civil and electrical engineering. That will be added to the undergraduate partnerships in education with Crowder Community College, Ozarks Technical Community College (OTC), and Missouri State University-West Plains; undergraduate partnerships between Missouri State and Crowder College in Agriculture and Industrial Management; a cooperative doctorate in educational leadership with the University of Missouri-Columbia; and a cooperative Master of Arts in Teaching degree



- program with Missouri Southern State University; and a cooperative Master of Arts in Library of Science with the University of Missouri-Columbia.
- Accelerated graduate degree programs with Springfield-area colleges and universities in areas where Missouri State can address unmet needs.
 - Cooperative efforts, both at the graduate level and undergraduate level, with a number of international institutions, particularly in Asia.
 - Possible creation of a College of Public Health, which, along with the Ozarks Public Health Institute, will promote collaborative program development both within the University and outside the University.
 - Joint ventures with business and industry to provide improved opportunities for Missouri State students and faculty. The most notable venture to date is the Jordan Valley Innovation Center (JVIC), which includes the Center for Applied Sciences and Engineering (CASE) and the Center for Biomedical and Life Sciences (CBLS).

JVIC/CASE/CBLS not only benefit the University, community, and a host of businesses, but also will increase Missouri State's research activity in the sciences.

In an effort to support lifelong learning and to be of service to the community, it will be necessary to provide and promote nontraditional learning experiences. The Center for Continuing and Professional Education and Ozarks Public Television will use their expanded facilities to offer additional non-credit opportunities for people in the metropolitan community served by the University.

Public Affairs

On June 16, 1995, Missouri Governor Mel Carnahan signed into law Senate Bill 340 which gave Missouri State University a statewide mission in public affairs. This mission defines a primary way in which a Missouri State education is different from that of other universities and one way by which we educate our students to imagine the future.

The United States, a pluralist gathering of races and cultures, banded together not

Students accompany one another inside Ellis Hall's practice rooms.



Missouri State's learning environment extends beyond the brick and mortar classrooms.



Missouri State's scenic campus offers seasonal color all year round.

by blood or religion, by territory or tradition, but by a political idea, is a nation formed by its dedication to civic principles. These principles embedded in our fundamental national documents make it clear that American citizens are expected to fulfill civic responsibilities by competent participation in public affairs. The obligations of civic participation are not unique to Americans but are incumbent on all those who are fortunate enough to live in democratic republics.

A leading American political thinker and statesman, Thomas Jefferson, contended that the status of “citizen” called for every member of the community to become involved in the business of society. To imagine the future, the University has a special responsibility to educate students about social goals, public purposes and values, and the ethics of citizenship as well as to encourage students to have a personal sense of responsibility for the global society.

Good citizenship takes place at several different levels. Students are members of multiple communities — the University, the neighborhood, the city, and the state, as well as the nation. Students also are citizens in a larger philosophical sense. Students

belong to a moral community composed of all human beings. The members of the Missouri State Campus community affirm their citizenship in the larger world community by ensuring that differences of nationality, ethnicity, or social-economic class do not become barriers between us. Helping students become responsible citizens at these different levels takes time and deliberate efforts on the part of all educators.

Public affairs in higher education is not restricted to politics, humanities, or the social sciences. It is present in all areas of life that require knowledge, participation, civic skills, and the willingness to work for the common good. Public affairs involves educating persons to become responsible citizens and leaders. The University should define the skills of responsible citizenship and ensure that its unique education develops these skills.

In order to educate for public life and for the future, the University must foster a community where all individuals are called upon to respond to public affairs issues and to develop a sense of public spiritedness, tolerance, and understanding of multicultural concerns. Students are exposed to a

common core of knowledge through the General Education Program in order to promote the general welfare of community, state, nation, and globe. This common core imparts historical and comparative perspectives on public affairs — e.g., problems of order, justice, liberty, equality, stability, and avoidance of civil and international strife. Capstone courses allow the student to investigate in depth a particular social problem or issue of his or her choice.

Education in public affairs should be a recognizable and measurable goal. Public affairs, while not a curriculum, must be present and expressed through all academic disciplines. Students are taught how to communicate effectively in the public sphere through the arts, through logic, and through the written and spoken word. They are exposed to ethical and global issues; political, environmental, and technological concerns; and issues of human diversity. Teachers are prepared for public and private schools, underscoring the importance of educated persons for a flourishing civic society. Scientific and social research are used to promote a healthy citizenry which is vital to stable and productive societies. Students are educated to participate in our democratic society as fully involved and informed citizens; and science and the environment are studied to promote environmentally responsible growth. Being exposed to these issues in public affairs will help develop the student’s capacity to analyze and resolve contemporary problems in the metropolitan area, in the nation, and in the international community.

Public affairs education takes place not only in the public space of the classroom, but also outside the University. Internships, field experiences, practicums, cooperative projects, government service, volunteer programs, and residential life programs that help develop leaders all contribute to inculcating in students a sense of individual and community responsibility.

Community outreach through public affairs research centers, adult continuing education, distance learning courses, public broadcasting, and telecommunication linkages with other universities will use faculty expertise to address state and community

problems. Missouri State’s commitment to its statewide mission also is reflected in campus lectures on public issues in which the community is invited to participate. The challenge presented by a focus on public affairs, however, is not just about what kind of curriculum, community service or public forums should be in place. It is about discovering solutions to the problems that all citizens face as members of a democratic society in a world shared by many.

International Programs

We live in a world of increasingly political, economic, social, cultural, linguistic, environmental, and geo-strategic interdependence and complexity that requires educated persons to have a global frame of reference. Therefore, Missouri State University must provide its students, faculty, and administrators, as well as the community it serves, with cross-cultural experiences that develop mutual understanding and respect of cultural differences.

To develop these abilities and sensibilities is part of a college education that prepares students for their future obligation to become active global participants and citizens. For this reason, Missouri State University is committed to provide all stakeholders with increased opportunities for educational and experiential exchanges and study tours, and contacts with foreign students and scholars on campus.

To fulfill its obligations to be an effective force for global understanding, the University will pursue several strategies, including:

- Promoting global citizenship by emphasizing international issues and perspectives in its course offerings
- Enhancing international opportunities for students, faculty, administrators, and community members by participation in study abroad programs (semester, summer), study tours (short-term), experiential programs, and global issue events on campus and in the community
- Establishing joint academic programs with international programs leading to diplomas, degrees, or certificates, and dual degree options



Since established in 1995, Missouri State's selection index has risen from 80 to 108 in 2006.



Completed in 1998, Strong Hall was awarded the Recognition of Excellence in Architectural Design by the American Institute of Architects of Springfield the following year.

- Increasing Missouri State's visibility abroad in order to attract more international students, teachers, and scholars to this institution. This will require aggressive, consistent, and coherent recruitment strategies, including personal contacts between Missouri State faculty/administrators and international colleagues and advertising through multiple media
- Enhancing curriculum and programmatic offerings with a global focus, especially by strengthening courses and programs in foreign languages, comparative studies, international affairs, globalization, and aspects of interdependence
- Strengthening research collaboration with foreign scholars in such areas as business, agriculture, industrial development, technology, physical and biological sciences, social sciences, arts, and humanities
- Hosting seminars, workshops, exhibitions, and other programs at various locations and with a variety of client groups, with home, host, and guest personnel serving as resources
- Focusing our efforts at globalization on regions of the world that offer the best opportunities, including Latin America, Europe and the former Soviet Union, Asia, the Middle East, and Africa, and on select countries in each of these regions
- Focusing on relationships with key universities or research institutions in these various regions
- Increasing the number of foreign students attending Missouri State or enrolling in a University outreach program abroad to at least 800, or 4 to 5 percent of the student population
- Doubling the number of foreign students attending the English Language Institute (ELI) to at least 100 students annually
- Doubling the number of visiting scholars (J-1 and H1-B visa holders) to at least 50 scholars annually
- Doubling the number of Missouri State students going abroad during exchange and study-abroad programs to at least 300 students annually
- Doubling the number of students participating in study tours, experiential learning experiences, and other short-term programs to at least 120 students

- Increasing the opportunities for Missouri State faculty to go abroad or interact formally with foreign faculty through such avenues as international conferences, collaborative research, and public forums
- Offering an interdisciplinary Global Studies Major, beginning in 2007, which includes a significant foreign language component
- Establishing and fully implementing the Office of International Programs under the leadership of a Director of International Affairs, who will be responsible for administering and overseeing internationalization efforts and programs at Missouri State. This office will report to the Provost via the Associate Provost and Dean of the Graduate College

The Community and Social Issues Institute

A major way in which the University can help imagine the future is to form centers that assemble faculty and student talent and focus that talent on those issues that loom as the biggest threats to a progressive future. The Community and Social Issues Institute (CSII) has been developed with this purpose prominently in mind.

The mission of the Community and Social Issues Institute is to provide high-quality research and data that accurately and honestly portray social conditions and problems in the community. The Institute will work with existing agencies to develop strategies that address and remediate significant social problems. The Institute's research can range from studies that generate primary data to projects that focus on evaluating program effectiveness.

One example of a social problem that could be attacked by the Institute is risk-related behavior, particularly by youth. Young people often are drawn to risky behavior (examples include alcohol and drug use, sexual behaviors, tobacco use) because of psychological temperament, physiological predispositions, peer pressure, and feelings of invincibility. These behaviors are usually established during early childhood, strengthened in adolescence, and persist into adulthood. In addition to causing serious dysfunctions and health problems, these behaviors also contribute to the educational and social



problems that confront the nation, including failure to complete high school, unemployment, and crime. For example, children living around or near methamphetamine production and use face double jeopardy: they are often victims of different types of abuse; and, they tend to take on risky behavior patterns that follow them throughout their youth and persist into their adult lives.

The Institute will focus its research efforts on:

- Collaborating and complementing efforts of the many agencies that are serving the citizens of southwest Missouri (for example the Community Partnership of the Ozarks, Inc. is sponsoring the Methamphetamine Awareness Project)
- Working with non-profit and government agencies to conduct a gap analysis of types of data that are required to monitor the community's social health over time
- Developing and maintaining indicators that enable the community to monitor social issues
- Sponsoring and promoting faculty research focusing on specific community problems and issues

- Becoming self-supporting and sustaining through internal investment and by seeking external funds through grants and contracts for services
- Partnering in the overall network of agencies that are providing essential social services to the community. Its role will be to complement existing agencies while avoiding duplication of services already being rendered

As a first step to build the CSII, the University will recruit a senior-level scholar to serve as the Director. ■

Each year, more than 14,000 students receive in excess of \$112 million in financial aid at Missouri State.



CHAPTER V

Making Missouri's Future

Missouri State University intends to be an institution that helps make Missouri's future. To accomplish this goal, the University must educate its students to be well-informed, confident and conscientious leaders, prepared not just to take good jobs upon graduation but to make good jobs through the application of their knowledge and the pursuit of their ambitions. Missouri State will cultivate these leaders through a breadth of opportunities and a depth of learning that comes from rigorous standards in the classroom, in research, and in extracurricular activities. Our graduates will be committed to learning throughout their lifetimes, pursuing the personal curiosities that were awakened at Missouri State.

The education necessary for a fully imagined and realized future is ambitious and broad. To organize its resources to meet this goal, the University will stress six themes in its educational programs and research.

Business and Economic Development

Since the beginning of civilization, metropolitan areas have served as the world's trade centers. These centers are vital to the economy in terms of production and consumption. Business and economic development, therefore, is central to the advancement of society. With a diverse and thriving economy, Springfield and southwest Missouri provide a unique setting for the University's emphasis in business and economic development.

Commerce is the engine that runs a democratic society. The successful future of such a society depends upon its citizens having a complete understanding of the concepts of free enterprise and the entrepreneurial spirit. Accordingly, Missouri State



University has three goals for its emphasis on business and economic development:

- Missouri State provides its students with business and economic knowledge and the capabilities and values to succeed and adapt in a technologically changing, dynamic global economy
- Missouri State encourages students and faculty to engage in the scholarship of discovery, learning and service, and to convey the results to the broader business and scientific communities
- Missouri State builds effective partnerships and seeks cooperative opportunities with business, industry and government to benefit students and the public at-large

The core values that guide the development of this theme must include an understanding of ethical and global issues; the influence of political, social, legal, regulatory, environmental and technological issues; and the impact of demographic diversity on organizations. The character and integrity of the Missouri State students, faculty, and alumni

As one of the Civic Partners, Missouri State is involved in helping preserve and strengthen the economic vitality of Downtown Springfield.

must stand out as the single most important element of the business education mix.

In the process of developing educated persons, Missouri State University must strengthen the country's work force. Toward this end, the University shall introduce students not only to academic theory, but also to the practical application of academic work in business situations. As a result, Missouri State will encourage students to be involved in public affairs learning experiences and to apply what they have learned in the classroom to the benefit of others and themselves. This philosophy results in directly linking the University with business and industry of all types — public and private, large and small, for-profit and not-for-profit.

Combining theory and practical experience for the past 100 years, the University has graduated students in many fields of expertise, thus contributing to the state's economic well-being. Missouri State alumni play significant roles in all areas of the economy. They have been, and are now, the leaders of many of the state's businesses, educational institutions, and governmental agencies. The University is committed to continuing its preparation of well-educated leaders for business, industry, education, and government for the future.

Missouri State is uniquely positioned to address business and economic issues in both urban and rural settings. Located in a metropolitan setting where business and industry range from large-scale national corporations to small family-owned businesses, our faculty are familiar with a broad spectrum of business problems and challenges. This unique mix of resources provides learning opportunities for students, research opportunities for faculty, and service opportunities within the University and its centers. Accordingly, faculty, students, and alumni will use their Missouri State business education to build on a personal commitment to quality so as to make a difference in creating opportunities, innovations, industries, and philanthropies that will improve business and life in their respective communities.

Creative Arts

Metropolitan areas throughout the world are centers for the arts in which humanity discovers and nurtures its soul. In selecting the

creative arts as one of its themes, Missouri State University recognizes the historical impact and future potential of the creative arts in the region that the University has historically served, as well as in the larger world.

Missouri State understands the public nature of the creative arts and the ramifications of such a nature:

- That artists, as vehicles of human expression, must actively participate in the community and not be isolated from it
- That the creative arts fulfill a variety of needs ranging from enlightenment to entertainment, from economic development to educational engagement
- That the creative arts are inextricably linked to a society that prizes quality of life
- That the creative arts must consistently seek to develop breadth and freedom of expression in deference to the diversity of the public they serve

In these ways, the arts become a bulwark of democratic values. Inasmuch as the creative arts are of, by, about, and for the people, the University's commitment to the creative arts is a statement of oneness with its community.

In this spirit of unity, the University will dedicate itself to collaboration with various creative arts venues, and with a wide of range of organizations and initiatives which utilize or have an impact on the creative arts within Missouri State's metropolitan region. This commitment will manifest itself in a wide variety of endeavors, including partnerships with public schools to ensure quality creative arts education from kindergarten through graduate school; joint projects with civic arts organizations to provide learning opportunities for our students while also assisting the organizations; and collaboration with community groups to affirm and cultivate the arts' integral relationship to civic vitality. Obviously, the creative arts form a critical point of intersection between Missouri State and its community and are, therefore, central to the institution's public affairs mission.

In addition, Missouri State's commitment to the creative arts will be illustrated by the seriousness with which it prepares



students for potential careers in the creative arts. The University will enrich the lives of students through exposure to the creative arts, and it will educate and entertain the populace of the area. The University will create, for artists and audiences alike, a foundation of lifelong appreciation of how aesthetic values enrich our lives.

In embracing the creative arts as fundamental to its mission, Missouri State University asserts the intrinsic value of the creative arts to society and commits itself to engaging the campus community and the community external to the institution in an on-going exploration of the relevance of the creative arts to the world.

Health

Health — defined holistically as physical, psychological, social, and spiritual well-being — is a focus of worldwide attention, and will remain so throughout the 21st century. Effectively using scientific and social resources to maintain a healthy citizenry is vital for stable and productive societies. Thus, public educational institutions have a responsibility to contribute to this undertaking; Missouri State University will continue to embrace this responsibility by highlight-

ing health as a theme for making Missouri's future.

Springfield has two of the five largest hospital systems in the state, contributing approximately \$3 billion annually to the area economy and employing 20,000 people. Medical technology available in the community is equivalent to anything available in Missouri. Skilled practitioners in virtually all specialties are located in the Springfield area, and there is a well-developed network of mental health and human service agencies.

At the same time, southwest Missouri includes numerous rural communities in which access to quality health and social services desperately needs to be enhanced. There also is a growing population of non-English-speaking workers for whom access to quality health care is a significant challenge. Such a context requires a focused effort in health education, research, and services. Missouri State is prepared to play a major role in coordinating Missouri's future efforts in this arena.

Missouri State already has strong relationships with key health care and human service providers in Springfield. The University continues to build on these relationships through initiatives such as the

When asked to compare the size and appearance of campus to other colleges, more than 70 percent of entering freshmen said the Missouri State campus was better than most or best.



Professor of Theatre and Dance Rhythm McCarthy utilizes her ties with former students to help arrange auditions for talented Missouri State students.



Nursing students engage in clinical experiences during their junior and senior-level classes.

Ozarks Public Health Institute (OPHI), which brings campus expertise together with communities throughout the Ozarks to address pressing public health concerns. The OPHI, as well as other campus-community partnerships such as the proposed College of Public Health and the Community and Social Issues Institute, will allow students to acquire expertise through rigorous classroom instruction complemented by supervised clinical experience.

The University brings a wide array of disciplines to bear on its health focus. There is a growing understanding that health is affected by the interplay of physical, psychological, and social forces. To that understanding, Missouri State will build strong faculties in the natural and social sciences, as well as in health-related programs. Contemporary perspectives on health include growing emphasis upon preventive measures that seek to promote health rather than to recover it after loss. Several programs will focus efforts on health concerns related to physical inactivity and poor nutrition. Optimizing health in a complex society challenges our best thinking: issues of justice and equity call for creative prob-

lem solving to ensure that all have access to quality health services and for cost containment for those services. The convergence of the public affairs and health themes in the metropolitan conversation is illustrated in this policy issue.

Health is a global issue encompassing school, home, and workplace. The projected growth in the biotechnology, tourism, the life sciences, services for the aging, and further development in health care and human service related industries in Missouri present an opportunity for Missouri State to contribute through the intersection of the health and business and economic development themes.

The demand for health professionals and human services providers is increasing in southwest Missouri. The increasing numbers of elderly residents and retirement age citizens, a burgeoning entertainment and tourism industry, and a sound economic base have contributed to the area's growth — now among the highest in the state. The University accepts the challenge to provide high-quality health and human services programs to the region.

Professional Education

All community stakeholders have a basic and continuing concern with professional education and how it is provided. At Missouri State University, the preparation of teachers, counselors, school administrators, and specialty school personnel is an integral component of our mission in public affairs and addresses the essential needs of our community and society. The preparation of educators is the University's heritage and a key element of the long-range plan. Students graduating from Missouri State University will continue to be among the best prepared educators in the United States.

Professional education includes individuals prepared in the fields of early childhood, elementary, middle school, secondary, reading, special education, and educational technology, as well as in administration and educational leadership, school and community counseling, library media, and other specialty areas in education-related disciplines. Professional education also includes any organized body of knowledge combined with extensive field and clinical experience in the application of evidence based practice that prepares students for careers in pre-kindergarten through grade 12 (PK-12) school and settings. Moreover, professional education at Missouri State University includes lifelong continuous learning offered through such programs as the Beginning Educator Assistance Renewal and Support (BEARS) program.

Well established and new partnerships with area school districts, public agencies, community organizations, and institutions of higher education contribute to the preparation of professional educators. The Teaching Academy and newly formed Ozarks Educational Research Initiative are examples of these collaboratives. Partnerships will be expanded to improve teaching and learning, focusing on the achievement of all PK-12 students, including those with special needs and disabilities. The College of Education will continue to partner with the University of Missouri-Columbia, as well as other Missouri institutions of higher education, to offer a cooperative Ed.D. in educational administration. This program is designed to meet the needs of Missouri principals and

superintendents as they progress through the leadership ranks in school districts throughout the State.

The University's unique collaborative model for teacher and educator preparation is represented by the Professional Education Unit (PEU), a group comprised of members of the College of Education, as well as faculty and professional staff across all six academic colleges and 27 academic departments. The diversity of this 200-plus member unit will be expanded and enable the University to prepare professional educators who can design and deliver effective learning programs for students in rural, suburban, and urban school districts. The PEU has regulatory and oversight responsibilities for monitoring the University's education programs and certifications.

The PEU will continue to develop distance education programs that are responsive to critical needs identified for a wide population of children and adults in a multi-state region. Finally, in an effort to produce highly competent professional educators, the College of Education in partnership with the PEU and area schools, will continue to expand programs that support the growing Hispanic community in southwest Missouri and northern Arkansas. Agreements with institutions of higher education in Mexico are also being developed to promote faculty and student exchange programs.

The University, the PEU, and the College of Education, working with school districts, the interested public, and other agencies, such as the Missouri Department of Elementary and Secondary Education, will continue to produce educators capable of meeting the complex challenges of the teaching and learning environments in which they will work.

The College of Education will continue to host experimental and innovative programs, and it will serve as a clearinghouse for research and evidence-based practices that enhance continuing education and advanced program experiences. One unique site is Greenwood Laboratory School, a department within the College of Education, which will continue to play a role in the preparation of professional educators by providing quality K-12 educational experi-



Established during the University's Centennial, the Avenue of Flags presents flags from each of the more than 80 countries represented by Missouri State international students.

ences for practicum and student teaching. Through increased partnerships, both inside the University and in the community, Greenwood Laboratory School will expand its mission of program experimentation and demonstration, especially within one or more of the University's six themes, as well as in the area of technology-related learning strategies and approaches. For example, a summer Missouri Innovation Academy will be developed during the five years of this plan. The Innovation Academy will be closely linked to the Missouri Virtual School, Greenwood, and the Jordan Valley Innovation Center.

In addition to Greenwood, students in the PEU have an opportunity to complete field experiences in the Child Development Center (CDC). The CDC is part of the Early Childhood and Family Development Department and is an accredited center that serves 88 children from 6 weeks to 5 years of age. Not only does the CDC provide excellent care for young children in the community, it is a learning environment for University students and provides rich research opportunities for faculty.

With the growing interest in the development of young children in our community, the Early Childhood and Family Development Department has developed a Master of Science Degree in Early Childhood and Family Development, the newest degree in the College of Education. This interdisciplinary degree is designed not only for early childhood teachers but for other professionals in the human service field. It will be carefully evaluated over the next 10 years of implementation, beginning in 2007.

The Department of Counseling offers a valuable service to the community and essential training to school and community counselors, through the downtown Center City Counseling Clinic. New graduate programs are being developed, including a Master of Science Degree in Student Affairs and an Educational Specialist's Degree in Counseling, with options in couple and family counseling and school psychology. Interdisciplinary efforts are being developed, including areas of special education and counseling, which will merge with existing clinical programs offering special services and supports to the community.

The University enters the 21st century as a recognized leader in preparing highly qualified teachers and education professionals. Adhering to the highest of standards, Missouri State University excels in pre-service teacher preparation, continuing professional development, advanced and graduate programs, and scholarly and applied educational research to ensure that all educators understand and can implement evidence-based practices in accord with state and federal mandates. In order to enhance the recruitment, preparation, and ongoing support of teachers, Missouri State University will continue to explore structural changes and improvements in the College of Education and PEU that will most effectively and efficiently meet these goals.

Science and the Environment

Missouri State University will make Missouri's future by emphasizing its theme of Science and the Environment. The interrelationships between people, scientific advances, and the natural environment are issues of fundamental importance for the 21st century. Population pressures and human consumption patterns, especially of water and energy, raise questions about the future availability of non-renewable and renewable resources.

Scientific research at Missouri State will continue to seek approaches that promote economic, social, and environmental sustainability. Consistent with its public affairs mission, the University will strive to produce graduates who are environmentally literate and sufficiently attuned to responsible stewardship of the earth's natural resources. This will be achieved not only through the curriculum, but also by exemplary operations on Missouri State campuses. Examples include minimizing the energy used to heat and cool buildings, appropriate disposal or recycling of waste products, and the use of environmentally friendly chemicals whenever possible.

Missouri State is located in the Ozarks, a region that is unique in the U.S. for its diverse physical and cultural features. The area has a rich history dating back some 12,000 years to the first Native Americans. It is predominantly rural, but it is experienc-

ing one of the fastest regional growth rates in the country. Water and air quality in this region, which are major attractions for visitors and permanent residents alike, must be addressed as this growth continues.

Environmental issues in the 21st century have a global dimension as well. Missouri State is now a major player in global education through its branch campus in China and through a diverse student population drawn from more than 80 countries. At the same time, global competition for the sale of agricultural and other products creates the need to train Missouri State graduates to use new scientific advances to turn raw materials into value-added commodities. Missouri State's Center for Applied Science and Engineering (CASE) and Center for Biomedical and Life Sciences (CBLS), in conjunction with the Jordan Valley Innovation Project (JVIC), will be primary instruments for making Missouri's future in the areas of material, biomedical, and life sciences. Other significant resources include the Ozarks Environmental and Water Resources Institute and the Bull Shoals Field Station. By promoting the theme of Science and the Environment, Missouri State's students will be better prepared to understand the unique Ozarks region and its relationship to the global environment.

Virtually everything humans do involves interactions with the natural environment. The challenge, in the long term, is for such interactions to preserve, rather than degrade, the environment. Basic research in the sciences continues to provide knowledge about the structure and dynamics of the environment. It will be imperative for the University to be a leader in studying the environmental changes that result from social change and new technologies.

Through research, teaching, and action, the University will make Missouri's future one of increased public knowledge and awareness of the consequences of environment-human interactions.

Missouri State's location provides an ideal setting for the Science and the Environment theme. Few regions contain the physical and cultural diversity found in the Ozarks. The predominately rural setting contrasts with growing metropolitan

areas, including the state's third largest city, Springfield. Phosphate contamination, for example, is on a greatly different scale when comparing the septic system of an isolated rural residence with treatment facilities serving 150,000 people.

Knowledge concerning the interactions between the region's growing tourism industry and the natural environment will have relevance to other areas. The region contains several of the fastest-growing counties and communities in the state. The business and industry associated with this growth is becoming increasingly important, and yet agriculture remains a significant economic activity. Understanding the unique Ozark region and its people in relation to the global environment are parts of the metropolitan conversation that will be fostered by the Science and the Environment theme.

Human Dimension

America's democracy was created to provide space and liberty for each individual to explore and discover his or her own self. What are the critical questions that each individual must address? What does a person believe about God or the afterlife? How should such beliefs affect one's current actions? In light of a person's beliefs, what responsibilities does he or she owe to the larger community?

All of these questions raise fundamental issues that humans have faced through the ages and across continents. They are the same questions that members of the Missouri State University community must face today in order to live well-considered lives. The nation's founders sought to devise a government that allowed the freedom to genuinely and honestly reflect on these and other vital questions. The answers to these questions, which individuals seek and find in their personal pilgrimages, constitute the "happiness" that Thomas Jefferson stated was an inalienable right to pursue in the Declaration of Independence. In service to this uniquely human pursuit, it is imperative that scholars at Missouri State explore within the context of their own academic disciplines that which makes human life uniquely human.

Missouri State is grounded on the



Laboratory facilities enrich the learning environment for students and provide numerous research opportunities.

principle that all individuals have worth and must be valued as members of the human race. As such, Missouri State has included in its “Declaration of Community Principles” the necessity of respecting the contributions of all in the “marketplace of ideas.” Nowhere is this imperative more evident than in the issue of what is of ultimate concern to human individuals. To ensure the freedom that Jefferson understood to be necessary for a successful “marketplace of ideas,” Missouri State recognizes human differences and values, which create a multifaceted human dialogue about meaning in life. Further, the University can help serve as a curator for the historical and cultural traditions and resources of Missouri. “Making Missouri’s future” involves enhancing those aspects of character that facilitate rational discourse, critical thinking, tolerance, and the appreciation of diversity in all societies.

In some fashion, all disciplines enhance, educate, and inform our understanding of human existence. For example, the study of history seeks to explain why people and countries behave the way they do as a consequence of past events. Literature and other art forms pull one into others’ life experiences and by so doing, enhance and

illumine one’s own experiences of love and heartache, success and struggle, joy and loss. The natural and health sciences explain the physical and physiological aspects of life in the world, impacting humankind’s health and its connection with the environment. The social sciences explore the development of culture and analyze the workings of the human mind.

Moreover, an understanding of the human experience is essential in a service economy and required at a university that produces citizen-entrepreneurs. In sum, understanding human motivation requires exposure to the works of the world’s influential thinkers who have struggled to understand the human dimension. Clearly then, all disciplines contribute to a greater understanding of why humans experience the world and their environment as they do and also provide possible solutions to improve our interactions with our world and each other, thus improving each individual’s search for their ultimate concerns.

Knowledge and wisdom are basic to critical thinking, enabling us to separate myth from reality about ourselves as well as others. Missouri State’s curriculum is well suited to prepare students for reflection on a

“life well lived.” Self-awareness gained from the University’s courses contributes to the building of character, a willingness to make personal self-sacrifices for the common good, and a developed empathy for others. An educated person appreciates excellence in art, literature, and music through which one finds meaning and comfort in times of need.

Human history has seen glaring examples of times when that which is uniquely human and that which maintains human dignity was lost. Graduates of Missouri State must be committed to defending and upholding the dignity of all humanity. The Constitution guarantees us the freedom to pursue individual rights and responsibilities, and to identify and seek our ultimate concerns. Education at Missouri State should initiate the search, while also providing the tools for a successful pilgrimage.

New Degree Programs

Based on the current and emerging markets, as well as its own strengths and resources, Missouri State has identified the best opportunities for new academic programs at the undergraduate, graduate, and doctoral levels. Those degree programs that are in stages of development for the early years of

this plan are identified in Chart V-A. Collaborative approaches that can extend our resources will continue, as shown by the development of engineering program with the University of Missouri at Rolla. Several additional new programs and graduate certificates are being evaluated for implementation in later years of this plan with resource demands a key factor in governing our continued diversification of curriculum. The primary driving force for consideration of all program additions is that Missouri State is committed to providing those degrees and focused-study opportunities that address the educational needs of our social and economic communities that are rapidly changing. It is significant that even within the first years of this plan there is at least one new program in three of the six university-wide theme areas, plus learning that will be fostered by an interdisciplinary approach.

The new programs will be funded through a combination of new funds along with reallocated funds from programs that are reduced or discontinued. Programs at Missouri State will be reviewed regularly and rigorously by both internal and external bodies. ■

**Chart V-A
Proposed New Academic
Programs**

Start Year (Fall)	New Program	College and Theme(s) or Interdisciplinary	Expected Student #		% of Students new to Missouri State
			Part-time	Full-time	
2006	M.S. Early Childhood/Family Development	COE - Professional Education and Healthcare	25	9	100%
	B.S. Exercise Science	CHHS - Healthcare	10	100	50%
2007	M.S. Criminology	CHPA - Business and Economic Development	15	20	25%
	M.S. Project Management	COBA - Business and Economic Development	25	35	100%
	B.S. Emerging Technology Management	COBA - Business and Economic Development	10	70	75%
	B.S. Entrepreneurship	COBA - Interdisciplinary	50	200	50%
	B.S. Global Studies	COAL/CHPA - Interdisciplinary	0	20	10%
	M.S. Student Affairs	COE - Professional Education	10	40	50%
2008	B.S. Civil Engineering	CNAS - Cooperatively Offered with University of Missouri-Rolla	10	10	100%
	B.S. Electrical Engineering	CNAS - Cooperatively Offered with University of Missouri-Rolla	10	10	100%



Missouri State's historic quest for excellence has created a solid foundation of academic offerings.



CHAPTER VI

Modeling Ethical and Effective Behavior

To accomplish the University's statewide mission in public affairs, we must be an institution known not just for the quality of our outcomes, but also the constant integrity of how we do our work, especially when it comes to respect, honesty, integrity, collaboration, inclusiveness, social progress, and the effective stewardship of its resources.

In this final chapter, we consider the following eight dimensions that will define Missouri State as an ethical and effective institution:

Commitment to diversity — The University will be inclusive and create a climate for diversity so that we can recruit excellent faculty and students from many backgrounds who enjoy the freedom to express and debate diverse viewpoints and ideas. We want to have a campus community that looks more like the world, and have our students, therefore, prepared to function well in that world.

Commitment to honesty and integrity — Missouri State will continue to follow a set of Community Principles that specifically describe the expectations for the members of the campus community.

Practice of "transparency" in its operation and decision-making — The University believes a public institution has the obligation and responsibility to conduct its business openly. Operating in this manner leads to greater accountability for the University and greater trust among the public.

Excellence in facilities, infrastructure, and support services — Missouri State will continue to emphasize the renovation and maintenance of its existing facilities, as well as the development of infrastructure



and support services to allow the University to obtain its goals.

Modern, highly functional information systems — The University understands the importance of information technology, and it will strive to stay current with its systems.

Entrepreneurial institution that is a good steward of its human resources — Missouri State will be known for its commitment to performance-based compensation that meets appropriate market goals and to its provision of excellent benefits.

Sound budget strategy for funding the plan and financing the future — The University will develop its budget in a participatory manner and ensure that it advances the chief policies and priorities of the institution.

Public accountability — Missouri State will maintain and publish a Public Scorecard of important outcomes by which all stakeholders will be able to monitor and judge the institution's progress.

During its last review, the Higher Learning Commission (HLC) granted Missouri State University full 10-year accreditation "with no conditions, stipulations or reports."



The student-led Public Affairs Week (PAW) occurs each fall with activities designed to demonstrate service, community involvement and citizenship as a part of the University's public affairs mission.

Diversity

Diversity is comprised of the multiplicity of people, cultures, and ideas that contribute to the richness and variety of life. It encompasses a mixture of similarities and differences along dimensions including, but not limited to, values, cultures, concepts, learning styles, and perceptions that individuals possess. According to the Higher Learning Commission of the North Central Association of Colleges and Schools, diversity “is represented in many forms, such as differences in ideas, viewpoints, perspectives, values, religious beliefs, backgrounds, race, gender, age, sexual orientation, human capacity, and ethnicity of those who attend and work in the organization.”

Diversity is central to providing and retaining a quality educational environment. Missouri State University is deeply committed to developing educated persons equipped to contribute to the interdependent world in which we now live. The ability to adapt to rapid economic, social, and cultural changes is imperative. Skills and competencies to deal with diverse cultures and societies have not only become necessary to function in today’s workplace, but they also enrich one’s life and work.

Missouri State shares a belief in the following values of diversity as articulated in the American Council on Education’s 1998 Statement on Diversity:

- Diversity enriches the educational experience — We learn from those whose experiences, beliefs, and perspectives are different from our own, and these lessons can be taught best in a richly diverse intellectual and social environment
- Diversity prompts personal growth and a healthy society — Diversity challenges stereotyped preconceptions; it encourages critical thinking; and it helps students learn to communicate effectively with people of varied backgrounds
- Diversity strengthens communities and the workplace — Education within a diverse setting prepares students to become good citizens in an increasingly complex, pluralistic society; it fosters mutual respect and teamwork; and it builds communities whose members are judged

by the quality of their character and their contributions

- Diversity enhances America’s economic competitiveness — Sustaining the nation’s prosperity in the 21st century will require us to make effective use of the talents and abilities of all our citizens, in work settings that bring together individuals from diverse backgrounds and cultures

As a result of these values, Missouri State is committed to creating physically and psychologically safe environments where students, faculty, and staff will be valued for both their similarities and differences. Differences should be viewed as valued resources for academic, cultural, and personal development. A challenging atmosphere which fosters the exploration of issues from multiple perspectives will enhance intellectual exploration as well as personal, professional, and institutional growth.

In order to increase and nurture its diversity, Missouri State will pursue the following strategies and initiatives:

- Create a campus climate that values and respects differences
- Expand programs that explore the experiences, perspectives and contributions of various cultures, groups, and individuals
- Enhance efforts to recruit a diverse student body
- Emphasize diversity in the recruitment of faculty and staff
- Encourage a diverse community of faculty and students and staff that reflects both our pluralistic society and our commonalities and that is consistent with the goals of a public affairs institution
- Foster institutional environments and opportunities, including academic courses, that enhance learning about and respect for diversity

The successful implementation of these recommendations will depend upon the efforts of the entire campus community. However, to maintain a focus on issues of diversity, a standing group, the Presidential Commission on Diversity, has been appointed



ed and will serve as an advisory council for the President and as a coordinating body for campus diversity initiatives.

Further, satellite operations will be established in St. Louis and Kansas City that will assist with student recruitment and alumni activities. One focus of the recruitment in these two cities will be to increase the diversity of students at Missouri State.

A Commitment to Honesty and Integrity

The members of the Missouri State campus community developed a set of Community Principles in the late 1990s and faculty, staff, and students have strived to live up to those principles. The principles include practicing personal and academic integrity; being a full participant in the educational process, and respecting the right of all to contribute to the “marketplace of ideas”; treating all persons with civility, while understanding that tolerating an idea is not the same as supporting it; and being a steward of the shared resources of the community of scholars. (For Community Principles statement, see Chapter I.)

The University has taken a proactive

approach to honesty and academic integrity, implementing a modified honor code in the fall of 2000 and hosting regular forums to raise awareness among faculty, staff, and students. The University will continue to promote the importance of academic integrity in all of its educational and scholarly activities.

When it comes to furthering the fundamental mission of advancing research and scholarship, Missouri State University is committed to the highest ethical standards. University policies, procedures, and standards provide guidance for application of the ethical values in our work as members of the University community.

The University expects faculty, staff, and students to perform their duties and responsibilities in accordance with formal policies and procedures. The University provides various mechanisms to assist and encourage employees to come forward in good faith with reports of allegations of misconduct concerning compliance with University policies and procedures. Employees or students may report suspected non-compliance issues without fear of reprisal or retaliation. Diligent efforts are made to protect

Students are encouraged to develop an understanding of and appreciation for other countries and cultures through inclusive educational experiences, as well as participation in multicultural programs and activities.



The 200,000-square-foot Meyer Library is the research hub of the University with nearly 2 million books, 20,000 full-text on-line journals and 110 electronic reference databases.

the complainant from retaliation for his/her activities in cooperation with, or initiation of, an inquiry or investigation, provided the complaint is not undertaken in bad faith.

Practicing “Transparency” in its Operation and Decision-Making

Missouri State believes a public institution should conduct its work in public. This philosophy leads to greater accountability and deeper trust among all publics. Toward that end, the University adheres to the Open Meetings, Open Records (Sunshine) Law; meets the requirements of Prong One (Proportionality) of Title IX in its intercollegiate athletics program; and meets or exceeds all state and federal law requirements.

In addition, the University uses various methods of communication, especially the Internet, to communicate fully with the campus community, decision-makers, and the general public. Further, Missouri State’s detailed budget information is available on the Web.

This “transparency” contributes to the effective use of limited resources.

Facilities, Infrastructure, and Support Services

Developing educated persons for the 21st century requires facilities, infrastructure, and supporting services that will meet not only current needs, but also the projected future needs of the institution. The demand for expanded services, constrained resources, changing technology, geographic separation of the Missouri State University System campuses, and the backlog of needed repairs all contribute to the challenge of creating a positive and productive learning atmosphere during the next five years.

Encompassing approximately 661 acres spread across the multi-campus system, the value of the University’s real property exceeds \$356 million in 2005 dollars. Another 222,000 square feet of academic and administrative space is leased (principally in Springfield, Mountain Grove, Houston, and West Plains) at an annual cost of nearly \$940,000 to the University System.

Available space in University-owned and leased facilities consists of more than 2.54 million square feet, with instructional, research, academic, and institutional support accounting for about 62 percent of the

total, and student services occupying the balance. With just 157 square feet of academic and administrative space per full-time equivalent student (fall 2004), the Missouri State System ranked last among Missouri’s public, four-year higher education institutions in this category.

Facilities on Missouri State’s campuses range from historic to modern, from agricultural cropland to sophisticated laboratories. Some facilities have been constructed expressly for academic purposes; others have been acquired and converted. Installed equipment for academic and administrative use ranges from obsolete to state-of-the-art. All of these facilities and equipment must be maintained (and modernized) to a level that reflects the University’s standards.

Maintenance and Repair

The University’s backlog of maintenance and repairs continues to grow faster than the available resources — in 2005, the backlog in maintenance and repair stood at nearly \$72 million. In order to offer top-notch programs and maintain a competitive edge in enrollment, increased resources are needed for maintenance and repair.

Progress in addressing the backlog in maintenance and repair of the physical plant was achieved in the late 1990s; however, the fiscal realities of 2002-04 demanded a reallocation of \$4 million that had been dedicated to facility maintenance. Since that time, University maintenance and repair resources have been insufficient to accomplish little more than the correction of life safety, accessibility and critical operational deficiencies.

The accepted industry standard for annual maintenance and repair expenditures is 2 to 4 percent of the base construction replacement value (BCRV). During the 1990s, Missouri State improved its maintenance and repair commitment from approximately 1.2 to 2.1 percent of BCRV in 2001. Since then, the University’s ability to dedicate funding to this important category has been limited to approximately 1.6 percent of BCRV.

A substantial increase in funding will be needed for Missouri State to reverse this trend. An annual commitment of \$250,000 in additional funding over each of the plan

years would allow Missouri State to restore its maintenance and repair program to a 2001 level, and by 2011, to penetrate the 2 percent industry-recommended funding band.

Capital Investment Requirements

In response to requirements articulated in the two preceding long-range plans, Missouri State received \$66.2 million in state appropriations for capital improvements. During these same years, University auxiliary units expended \$44.0 million to expand/modernize their facilities. Another \$9.8 million in grant and gift monies was generated to support the construction of new buildings and/or facility additions. Despite these significant resources, unprecedented growth in program offerings and enrollment has outstripped the University’s ability to provide adequate per capita academic and administrative space to students, faculty, and staff.

An infusion of capital investment is needed for the construction of needed facilities to fulfill research, educational, and administrative demands; modernization and renovation of existing structures to comply with building code requirements; and the provision of progressive technology and classroom/laboratory equipment. Left unattended, the deficiencies in the physical plant and equipment inventory will seriously detract from the University’s ability to attain the goals in this long-range plan. Increased state funding, supplemented by the infusion of private contributions, must be planned and realized.

Missouri State’s capital spending is guided by the following principles:

- Adhere to a disciplined master planning process
- Submit a prioritized, coordinated annual request for state capital appropriations
- Renovate, repair and reutilize existing facilities
- Transform and reutilize existing facilities with grant funds provided through federal and state programs
- Construct new facilities using capital appropriations and donor funds
- Arrange leases to accommodate short-term requirements and outreach programs



The mission of academic advising at Missouri State is to assist students as they develop meaningful educational plans to help them achieve their career and life goals.

Plans for the Future

Tied to the aforementioned principles, the major facility renovation and new construction efforts during the plan years are described in the following paragraphs. These projects will affect all three campuses as well as a number of off-site educational facilities. For a 25-year view, please see the Master Plan Visioning Guides for each campus, which are updated annually.

These planned facilities reflect the anticipated growth in mission-related undergraduate and graduate academic and research programs. In recognition of the need to provide essential services and remain competitive in enrollment management, University auxiliaries plan to provide new space for health, fitness and wellness, for upgraded Residence Life services, and for the ever-increasing demand for on-campus parking.

Education and General Support Facilities

- **Ozarks Public Health and Life Sciences Center** — In order to achieve its goals for expanded research in the sciences, the University will need to expand its wet lab facilities and associated research support space by 50,000-75,000 square feet. This need can best be met by constructing a new science and technology building, the Ozarks Public Health and Life Sciences Center, as well as by renovating and expanding Temple Hall and Kemper Hall.
- **Facilities Reutilization Program** — Existing facilities on all three campuses will be reviewed by a Facilities Reutilization Program (FREUP) Task Force to prioritize additional projects renovation and/or refurbishment. This program also will investigate opportunities to allow the academic colleges to better consolidate geographically dispersed departments. The present FREUP plan will serve as the model, whereby required improvements have been programmed for nine facilities on all three campuses.
- **William H. Darr Agricultural Center** — The Center, located in southwest Springfield, will be expanded to provide additional educational opportuni-

ties for the Department of Agriculture. Included will be renovation of the arena, provision of infrastructure improvements and a stalling barn. An agricultural education building with distance learning capabilities will be added during a subsequent phase.

- **Jordan Valley Innovation Center (JVIC)** — Through collaboration with the City of Springfield, the University acquired the former Missouri Farmers Association (MFA) milling facility and warehouse for transformation into a state-of-the-art center for applied research in nanotechnology and biotechnical fields. Phase I funding has been obtained through a federal grant to enable establishment of an innovative partnership with several private research firms. Federal funding for Phase II has been requested to create an adjacent manufacturing center for products determined to be successful through research. Additional phases will be developed to pursue biotechnology and biomedical research opportunities.
- **McDonald Arena Renovation/Addition** — This 1940s-era facility on the Springfield Campus will be renovated to create an on-campus recreation center. The building’s structure and support systems will be rehabilitated for the first time since it was constructed. The planned addition will enable centralized, expanded student recreation programs. This project will be funded almost exclusively with dedicated student fees.
- **Carrington Hall Renovation** — The first building on the Springfield Campus, this facility is approaching its Centennial. Renovations will include reallocation and adjustments to internal spaces in order to better meet current and programmed future needs. Infrastructure upgrades will include HVAC, plumbing, fire suppression and electrical system improvements and window replacements.
- **Art and Design Facilities** — It is essential that the University develop a plan to improve and consolidate the facilities of the College of Arts and Letters. One option is a new Art and Design Building adjoining Craig and Ellis halls. Once com-



The Pride Marching Band has established an enviable reputation for its sound, explosive drum line and crack-precision flag line.

pleted, it would allow the relocation of the Art and Design Department, which would then allow subsequent renovations of other departments within the College. Another option is to purchase and renovate a downtown property that would accommodate most, if not all, of Art and Design.

- **Support Services Center** — We will continue to pursue opportunities to relocate Missouri State industrial operations away from the academic campus core, allowing creation of needed research and laboratory space. One proposed site is on the western perimeter of the campus, along Kimbrough Avenue. Alternatively, we can attempt to identify suitable commercial sites in proximity to the campus for support facilities and administrative services units.
- **Broadway Hall for Allied Health** — The No. 1 priority on the West Plains Campus is Broadway Hall, a 30,000-square-foot building that once housed the local Coca Cola bottler. It consists of three separate structures with a common roof. Approximately 20,000 square feet of the building will be used to house the Physical Plant and storage operations for

the West Plains Campus. The remaining 10,000 square feet will utilize the original two-story red brick building and former bottling plant area for Missouri State University-West Plains allied health programs.

Campus Auxiliaries

- **JQH Arena** — Construction of this new 11,000-12,000 seat basketball and events arena is expected to begin in late 2006 with an opening planned for November 2008. The arena will be financed by a \$30 million gift from John Q. Hammons and revenue-supported bonds. It will be located on the parking lot immediately east of Hammons Student Center.
- **Renovation of Hammons Student Center** — Hammons Student Center will be renovated to create improved facilities for intercollegiate athletics and to accommodate the Department of Health, Physical Education and Recreation (HPER) programs and related research, which is anticipated to move from McDonald Arena.
- **Residence Life and Services** — Residence Life and Services will con-



Angela Spence, laboratory supervisor, instructs junior and sophomore level microbiology laboratories.

tinue to integrate student living and learning to the greatest extent possible using revenues from residents in excess of the annual budget. Residence Life remains committed to providing additional facilities for married, international, and graduate student housing. Also, the department will collaborate with Parking Administration to provide safe and convenient parking for the current resident population of 4,050 students. Plans to fulfill this requirement include a new residence hall parking structure located along National Avenue.

Facilities-Related Support Programs

- **Classroom Upgrade Program** — Annually, resources will be programmed for reinvestment in University classrooms and laboratories. Each fall, faculty and academic administrators will be asked to identify desired improvements to classrooms/laboratories. These requests will be evaluated and prioritized, with a budget identified so the projects can be completed prior to the following fall semester.
- **Space Audit Program** — This program will be used to assess the total-ity of physical space System-wide and enable informed decision-making for the allocation of new and existing space.
- **Outdoor Space Management** — Outdoor space planning is focused on matching the needs of the campus for new facilities, increased parking areas, athletic and recreation fields and aesthet-ically pleasing circulation space against the best use of constrained real estate.
- **Public Art Program** — The Univer-sity’s Public Art Committee was estab-lished to assist in visualizing and plan-ning for a “Campus as a Canvas” Public Art Program on the Springfield Campus. The Public Art Committee has identified suitable spaces conducive to the display of public art. When possible, the budgets for new construction projects will include an allocation of 1 percent of the estimat-ed total project cost for public art. The Public Art Committee has requested the Student Government Association consid-er creation of a public art fee to under-

write the recurring cost of obtaining, displaying, and maintaining public art on campus.

Information Technology

As society continues its transition to an information-based economy, 21st century workers will require even more skill in the use of information technologies and suc-cessful organizations will depend, in part, on their ability to leverage both information and technologies. Information technologies have limited inherent value; their real value is based on the effectiveness of their applica-tion. The University’s information technol-ogy infrastructure and level of support have come a long way in recent years, but tech-nologies, the structure of the IT industry, and our customers’ expectations continue to change rapidly.

Because of the pace of change, most information technologies must be replaced or upgraded on a relatively frequent ba-sis. Whenever possible, the University will continue to employ lifecycle budgeting of information technologies.

The current generations of students expect a robust technology infrastructure and the latest tools and services; they know nothing different. Potential students, faculty, and staff will continue to evaluate institu-tions, in part, by the level of technology infused into the institution and the way those technologies are used. Missouri State will continue to use these technologies to improve quality, increase access, and oper-ate more efficiently.

Missouri State’s Strategic Information Technology Plan has six goals:

- Improve the linkage between University objectives and information technology products and services
- Support the development of educated persons by appropriately applying in-structional technologies
- Develop employee skills to enhance per-formance, customer service, and person-nel retention
- Enable more agile organizational respon-siveness, improved efficiencies/effective-ness of business processes, and in-creased access to University information



- while maintaining existing functionality
- Improve the effectiveness, capacity, reli-ability, security, and transparency of Mis-souri State’s technology infrastructure and operationalize programs and services to ensure they can be maintained/provid-ed over time
- Provide quality technical support, ser-vices, and effective communication to students, faculty, and staff

Enhancing system security and cus-tomer communication are two threads that are woven throughout all six goals. Our em-phasis on improving system security ranges from the Internet to the campus networks to the servers to the desktop computers to the individual. System security must become an emphasis for everyone using the University’s information systems. We will emphasize improving communication to our customers and will continue to work to better engage, inform, and educate our customers via pub-lic forums and training opportunities.

- **Improve the linkage between Universi-ty objectives and information technol-ogy products and services** — Missouri

State will continue to identify methods of using information technologies to better support the University’s public affairs mission and five goals. Missouri State’s Strategic Information Technology Plan, which serves as a blueprint for future technology-related initiatives, is flexible, open-ended, reviewed regularly, and modified as appropriate.

- **Support the development of educat-ed persons by appropriately apply-ing instructional technologies** — Two major emphases supporting this goal are the systematic upgrading of the University’s physical learning environ-ments and the increased utilization of the Internet. Technology-rich learning environments have and will be created where appropriate, realizing that not every learning environment requires technology. Instructional technology guidelines will be developed to promote standardization of classroom technologies to encourage sharing, increase service-ability, improve security, and reduce total cost (both purchase and ongoing main-tenance). The University’s course man-agement system will be upgraded and

Located in the lower level of Meyer Library, the Maps Collection includes maps, atlases, geographic reference works, aerial photographs, globes and travel information.



The University’s Master Plan outlines the vision for growth of the Springfield Cam-pus over the next quarter century.



Completed in 2002, the student-centered design of the Meyer Library renovation doubled the size of the former facility.

integrated more fully into the University’s administrative computer systems in order to accommodate an increasing variety of web-based and hybrid courses that utilize the Internet as a part of their delivery system. A back-up inventory of standardized classroom technologies will be maintained to allow timely replacements when failures occur. The University will continue to apply lifecycle budgeting techniques to the allocation of the Student Computer Usage Fee monies. At this time, the University continues to believe our students receive “more bang for their buck” by being charged a modest technology fee and promoting the sharing of resources rather than requiring student computer ownership by all students.

- **Develop employee skills to enhance performance, customer service, and personnel retention** — Missouri State recognizes that its personnel are a key technology infrastructure component. The University makes a significant annual investment in its technology infrastructure, tools, services, and support personnel. Ongoing professional development will be provided to maximize the return

on that investment. For example, a series of Web-based training modules will be created to provide just-in-time training regarding University business processes and other topics. Users will be trained to utilize new web-based tools, including the new Web Content Management System. Users will be trained on HIPAA compliance; accessibility requirements; assessing, implementing and maintaining security and disaster recovery measures; and implementing a new administrative computer system.

- **Enable more agile organizational responsiveness, improved efficiency/effectiveness of business processes, and increased access to University information while maintaining existing functionality** — To be responsive to the needs of the 21st century, Missouri State will implement the following major initiatives:
 - Replace Missouri State-Springfield’s existing “in-house-developed” suite of administrative computer application systems with a commercial suite of applications.
 - Continue to pursue a “self-service”

model of providing services to students and the workforce and conduct an increasing amount of business electronically.

- Enhance technology services to meet new and expanding University initiatives.
- Enhance web services.
- Enhance information security.
- **Improve the effectiveness, capacity, reliability, security, and transparency of Missouri State’s technology infrastructure and operationalize programs and services to ensure they can be maintained/provided over time** — Missouri State will continue to depend on its information technology infrastructure, which means the University will enhance the infrastructure’s level of security and expand the University’s network infrastructure. A multi-layered security defense strategy will be developed and implemented. Missouri State will continue to enhance and expand its network infrastructure. The network provides the foundation upon which a variety of University services supporting learning, research, and business processes are built, including the course management system, administrative computer systems, electronic mail, the Web, interactive television courses, and other collaborative technologies. To meet the expanding requirements, the University’s network must continue to increase in speed, breadth, and capacity as resources allow.
- **Provide quality technical support, services, and effective communication to students, faculty, and staff** — The Technology Accessibility Committee will lead the implementation of the Information Technology Accessibility Plan so that the University is in full compliance with the Missouri Information Technology Accessibility Standards (MITAS). The University will clarify the delineation of responsibilities among the various University technical support service units. The “federal model” of technical support will continue to be used, consisting of centralized staff offering core support for institution-wide technologies and

decentralized staff offering support for discipline-specific technologies.

Human Resources

Missouri State University recognizes the importance of fairly compensating its workforce, providing a quality benefits package, and providing ongoing training/development opportunities to its faculty, staff, and student workers. Accordingly, all actions recommended in this plan will focus on enhancing the quality of worklife of all our employees.

Compensation

Beginning in 2006-07, Missouri State will introduce a performance-based compensation system for faculty and staff. There are six key elements to the new plan:

- As of July 1, 2006, the Grade and Step system was eliminated for staff.
- No later than 2008, separate performance-based compensation matrixes will be developed for faculty and staff.
- All faculty and staff will receive annual performance evaluations, effective in Spring 2006.
- All supervisors will be trained in standardized methods of establishing performance goals and conducting performance evaluations to maintain the integrity of the process.
- The *Faculty Handbook* and the *Employee Handbook* will both be revised to reflect the new plan.
- The salary objectives for University employees (Springfield Campus) will be as follows: Average salaries for all positions will equal or exceed their respective comparison salary survey averages (for faculty, the College and University Personnel Association [CUPA] “C” National Faculty Salary Survey of public, master’s-level universities by rank); for exempt staff, including administrators, CUPA “A” Administrative/Professional Salary Survey for public, master’s-level universities; and for non-exempt staff, Missouri Chamber of Commerce Statewide Survey, organizations with 1,000 or more employees.



Student fees at Missouri State are below the state and national averages for four-year public colleges, and room and board rates are among the lowest in the state.



Taylor Health and Wellness Center is accredited by the Accreditation Association for Ambulatory Health Care, and is dedicated to providing quality health and preventive care at a minimum cost to the University community.

Healthcare Plan

Missouri State University recognizes the importance of providing an excellent health-care plan for its employees. It offers medical and dental plans through a self-insurance approach. Both plans are solvent now, but the University, like all businesses, has been forced to increase its funding annually (more than 200 percent in the past decade) to the point that it now spends in excess of \$10 million each year to cover employee medical and dental expenses, and subsidize dependent and retiree expenses. The University has not required any employee contribution to the cost of health care premiums, but it has relied on deductibles and co-pays that are higher than higher education averages. The University will continue to examine this policy and implement changes that maintain a high quality program that is in the best overall interest of the institution and its employees.

In an effort to operate within the “guiding principles” provided by the Board of Governors, the University will use a three-pronged approach to maintain a competitive, fiscally sound health care plan:

- Promote increased “consumerism” in healthcare choices
- Implement an incentivized Wellness Program, including the use of health risk appraisals, promotion of healthy lifestyle choices, and education of plan members with the goal to change the culture toward wellness. The University will provide seed money — \$200,000 in 2006-07 — to initiate the wellness program. Subsequently, the program’s ongoing operational costs will be funded via the Healthcare Plan budget. The Wellness Program will be enhanced by a new Recreation Center which is being planned for completion within the five years covered by the plan
- Implement various design changes to help manage the healthcare plans, including implementing a disease management program, enhancing plan auditing efforts, continuing the close review of the premium structures, and encouraging increased utilization of the Taylor Health and Wellness Center for those services that are shown to be less costly than other providers

In addition, the University will continue to contribute toward the total healthcare plan cost; continue to offer the dental plan as long as it’s financially feasible; explore the possibility of adding a fully insured vision plan; and maintain its Automatic External Defibrillators (AED) Plan.

Workforce Development

The University significantly increased its offerings of training and professional development opportunities over the previous five years and that trend will continue in the future. The Academic Development Center will have a leadership role for faculty; the Human Resources’ Training and Development staff will play a similar role for staff. Working together, these offices will provide a Professional Development “clearinghouse” function.

Missouri State will work toward implementing an automated Individual Development Plan (IDP). The areas of emphasis for workforce development will include:

- Enhanced orientation programs, with perhaps a comprehensive week-long program for new faculty prior to the fall semester and an extended 6- to 10-week program for new staff
- Development of the capacity for effective leadership. This is true at all levels throughout the institution — departments, colleges, and the central administration. It is crucial for the University’s continuing progress that both faculty and staff have opportunities to explore and refine their leadership skills. It also is essential to employee morale that each individual have appropriate means by which he or she can identify and build his or her personal capabilities
- Continuation of proven training programs for all employees, such as Bear Basics: A Matter of Respect, Preventing Sexual Harassment, Doing Business at Missouri State, and Bear Business

To the extent possible, the training will be made available on-line and via webcasts for anytime, anyplace learning.

Worklife Initiative

Beginning in 2006, the Staff Senate began a Worklife Initiative to explore ways in which the integration of satisfying personal lives and productive work at Missouri State University can be improved. A Worklife Task Force will be formed to discuss a variety of ideas and to develop a roster of recommendations for consideration. One initial idea is to develop a policy to allow personal leave sharing to address the need for short-term disability insurance that other employees experience.

Post-Retirement Employment

To take full advantage of faculty and staff expertise, Missouri State will develop an expanded post-retirement employment policy. This is an option that may be exercised by departments to address critical needs. Such a policy is another mechanism by which Missouri State can use its human capital to achieve its goals.

Funding the Plan

Funding for this long-rang plan will derive from the following five sources:

- **State Appropriations (Operating and Capital)** — If we assume an annual inflation rate of 3.5 percent and we normally expect that the University will receive an annual increase in state appropriations equal to inflation, approximately \$2.5 million in new support would be available to the institution annually. However, Missouri’s appropriations to higher education have not kept pace with inflation in recent years, so a more reasonable expectation might be an annual increase in the \$1.5 million to \$2 million range.
In addition, the University will annually request enrollment growth money in consideration of the fact that its enrollment has grown to the point that it educates more FTE students per dollar than any other four-year public institution in Missouri. We will request such equity funding until we reach the average FTE funding for Missouri’s four-year institutions.
The University also will continue to request capital improvement funds, with priority given to the FREUP strategy of renovation and revitalization.

- **Tuition and Fees** — Assuming a constant or slightly increased enrollment, we anticipate the increase in annual tuition/fees will not exceed inflation so long as the state appropriation is increased at the same inflationary rate. As a result, the University can anticipate an annual net increase in tuition and fee income (after funding increased scholarships) of approximately \$2.5 million. If the state appropriation does not keep pace with inflation, the University will be forced to offset its costs with larger increases in tuition and fees.
- **Grants and Contracts** — The University will aggressively seek to increase its extramural grant and contract activity. Of course, direct funds received from this source are earmarked to the contracted activity. However, the indirect costs can be dedicated to research, administrative, and overhead costs. The University will seek to realize a 15 percent annual increase in its indirect cost recovery from grants and contracts. This rate of increase would result in a doubling of indirect costs recovered and budgeted by 2011.
- **Private Support and Endowment** — The University will initiate a new comprehensive campaign — the first for Missouri State University. Although additional study and consultation will be performed, it is anticipated that the goal of a new five-year campaign will be at least \$100 million. As part of this campaign, the University anticipates that it will see annual giving increase by 10 percent and its endowment increase by 15 percent annually. As a result, the University intends to double the size of its endowment by 2011.
- **Internal Reallocations** — The University is committed to reallocating 1 percent of its operating budget (net of scholarships and fixed costs) annually through FY 2008. For the remaining three years of the plan, it is reasonable to assume that savings and re-prioritization can yield a minimum of \$500,000 annually that would be available for reallocation.



From the conservative to the extreme, Missouri State students show their school spirit at all levels.

Total Available Funding for the Long-Range Plan
Public funding (state appropriation plus students fees) for Missouri State’s operating budget should increase between \$4 million and \$5 million (recurring) on an annual basis. Such increases should be adequate to budget an annual salary and benefit pool of 3-4 percent plus inflationary increases in other cost-to-continue expenditures, fringe benefits, and fixed costs.

Should the institution be successful in acquiring the enrollment growth (equity) funds from the state to which it is entitled, these funds will be used for program enhancements; additional faculty and staff in key areas; maintenance, infrastructure and facility improvements; additional performance-based salary increments; and financial aid for deserving students.

New capital funds will be sought every year to address the University’s capital needs. The availability of such funds is unpredictable, but it is reasonable to anticipate at least two significant investments of such funds within this plan period. As a match against such funds and as a source of additional investment, the University will con-

tinue to solicit private support for increasing and improving its physical facilities.
Internal reallocations and increases in indirect cost recovery, annual giving, and annual interest from new endowments should generate an additional \$1 million annually in the first two years of the plan. This amount should grow to \$2 million annually by the end of this plan period. These funds will be available for program expansion and enhancement, additional faculty and staff, catch-up salaries, endowed scholarships, professorships, and chairs.

The Missouri State University Public Scorecard
The extensive use of specific annual performance measures, which has served the University well in the past, will continue within the various units across campus. Further, Missouri State will also implement the student assessment measures identified and recommended by the Higher Learning Commission and monitored by a standing committee established for that purpose. These measures are valuable to evaluate the University’s success.

Missouri State University will focus on

a set of 25 important institutional measures (including student outcomes) that will be presented in a “Public Scorecard.” During 2006-07, baseline data for each measure will be established. Once the baseline data have been established, the University will seek to improve each year and report on the progress annually. The elements for that scorecard include:

- A. Student Achievement**
1. Quality indicators of entering first-time freshmen (ACT, class rank, and/or grade point average)
 2. Retention rate of first-year and transfer students
 3. Six-year and other graduation rates
 4. Number and percentage of students involved in research projects and community service
 5. Number and percentage of students winning state, national, and international awards
 6. Number and percentage of students authoring refereed publications and conference papers/presentations
 7. Pass rates on licensure exams
 8. Student learning measures and nationally-normed student satisfaction measures

- B. Research and Creative Activity**
1. Total and federal grant and contract proposals, awards, and dollars
 2. Total books and refereed publications/scholarly products
 3. Total refereed national and international presentations and exhibits and articles in national/international newspapers and periodicals
 4. Number of faculty winning any of 15 categories of national awards (from the Lombardi report)

- C. Access and Diversity**
1. Number and percentage of minority enrollment, and the number and percentage of minority faculty and staff
 2. Number and percentage of international student enrollment
 3. Graduate enrollment
 4. Extended campus enrollment

- D. Community Impact**
1. Licenses, commercial start-ups, and patents
 2. Number of partnerships with educational institutions, governmental entities, community agencies, businesses and health care organizations
 3. Number of graduates meeting the workforce development and professional education needs of the community
 4. Number of cultural and public affairs events and conferences

- E. Institutional Support**
1. Total Endowment
 2. Annual Giving
 3. Percentage of alumni giving
 4. Faculty and staff salaries
 5. Number of Endowed Chairs and Professorships

Benchmark Institutions
In addition to the Public Scorecard, the University has identified a set of Benchmark Institutions. This set of institutions is similar to Missouri State University-Springfield in many respects (e.g., student headcount, level and span of degree programs), but possesses characteristics and accomplishes outcomes that we aspire to achieve. This set of institutions will be used as a benchmark cohort for comparing our performance in a variety of categories over the next few years.

A list of 11 Benchmark Institutions was recommended by the Ad Hoc Process Improvement Committee. The Ad Hoc Process Improvement Committee used the following process to develop the proposed list of Benchmark Institutions:

- The committee reviewed the IPEDS Peer Analysis System database. An initial set of criteria produced a list of 120 institutions.
- Additional information was collected from the *U.S. News & World Report’s* rankings and the list of Metropolitan Universities.

The following criteria were used to narrow the list of Benchmark Institutions:



When surveyed, more than 50 percent of incoming freshmen indicated they plan to pursue graduate level study.



Wireless Internet access is available in several areas across campus.

- Public university with a total headcount enrollment of 10,000-29,000 and 12-30 percent enrollment of graduate and first professional students
- Lower-end admission test scores representing the middle 50 percent of the freshman class were either 19 or higher for schools reporting ACT scores or 950 or higher for schools reporting SAT scores
- Actual graduation rate of 45 percent or higher
- Research expenditures per FTE > \$170
- Both Master’s I and Doctoral-Research Intensive institutions
- No more than two institutions from any state
- No more than one institution from California and from New York
- No institution from Missouri
- No institution with a hospital or medical school
- No historically black institution

The following institutions were selected as Missouri State University-Springfield’s “Benchmark Institutions” in conjunction with this long-range plan:

- Ball State University (Muncie, Indiana)
- Grand Valley State University (Allendale, Michigan)
- Illinois State University (Normal, Illinois)
- James Madison University (Harrisonburg, Virginia)
- Louisiana Tech University (Ruston, Louisiana)
- Towson University (Towson, Maryland)
- University of Montana—Missoula (Missoula, Montana)
- University of North Carolina—Charlotte (Charlotte, North Carolina)
- University of Northern Iowa (Cedar Falls, Iowa)
- University of Texas—Arlington (Arlington, Texas)
- Wichita State University (Wichita, Kansas)

There is no perfect Benchmark Institution. However, this set of 11 institutions has, in the aggregate, performed as well or better than Missouri State University on a number of key indicators.

The Benchmark Institutions will be used for the following three purposes:

- To provide a group that can be used for comparing public performance measures.
- To identify and analyze “best practices” that would make Missouri State more effective and/or efficient.
- To analyze salary levels as one component toward identifying salary goals for Missouri State University.

The Benchmark Institutions will be reviewed every five years in conjunction with the University’s strategic plan development.

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



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