

Assurance Argument

University of Missouri - Columbia - MO

1/20/2015
Final Version

1 - Mission

The institution's mission is clear and articulated publicly; it guides the institution's operations.

1.A - Core Component 1.A

The institution's mission is broadly understood within the institution and guides its operations.

1. The mission statement is developed through a process suited to the nature and culture of the institution and is adopted by the governing board.
2. The institution's academic programs, student support services, and enrollment profile are consistent with its stated mission.
3. The institution's planning and budgeting priorities align with and support the mission. (This sub-component may be addressed by reference to the response to Criterion 5.C.1.)

Argument

1. The University of Missouri (MU) provides all the benefits of two universities in one: it is a major land-grant institution with a statewide mission of service to citizens and Missouri's largest public research university. Considered one of the nation's top-tier institutions, MU is the flagship campus of the four-campus University of Missouri System. Invited to join the Association of American Universities in 1908 (making it among the first 16 universities in the US to be members), MU remains one of only 34 public universities, and the only public institution in Missouri, to be selected for membership in the AAU. Widely known by our commitment to research and creative activity, teaching, service, and economic development, our [mission](#) is as follows:

Our distinct mission, as Missouri's only state-supported member of the Association of American Universities, is to provide all Missourians the benefits of a world-class research university. We are stewards and builders of a priceless state resource, a unique physical infrastructure and scholarly environment in which our tightly interlocked missions of teaching, research, service and economic development work together on behalf of all citizens. Students work side by side with some of the world's best faculty to advance the arts and humanities, the sciences and the professions. Scholarship and teaching are daily driven by a commitment to public service--the obligation to produce and disseminate knowledge that will improve the quality of life in the state, the nation and the world.

This mission statement was approved by the Board of Curators in December 2003, based on the recommendations of MU's Strategic Planning and Resource Advisory Council, which consists of faculty, staff, students, and campus administrators. The fourth mission, economic development, was added in 2004.

2. MU's [degree programs](#) are consistent with a major research university and are offered through the following schools and colleges: College of Agriculture, Food and Natural Resources, College of Arts and Science, Trulaske College of Business, College of Education, College of Engineering, School of Health Professions, College of Human Environmental Sciences, School of Journalism, School of Law, School of Medicine, Sinclair School of Nursing, Truman School of Public Affairs, and the College of Veterinary Medicine. The state's most comprehensive university, MU offers 249 degree programs (graduate and undergraduate), 68 graduate and undergraduate certificates, and 14 cooperative programs. In the 2013-2014 academic year, MU awarded 8,369 degrees.

3. MU has a diverse enrollment with approximately 35,000 students from every county in Missouri, every state in the nation and more than 100 countries. Based on Fall 2014 figures, 69.4% of our students are in-state, 30.6% are out of state. 78% are undergraduate, and 18.5% and 3.4% are graduate and professional. International students represent 6.8% of our student body, with China, Republic of Korea, and India sending the most students.

4. MU students--undergraduate, graduate, and professional--benefit daily from the research-intensive environment of our campus. As the [annual report](#) from the Office of Research explains, last fiscal year sponsored research expenditures at MU reached over \$133 million.

5. To promote the success of our students, MU offers a wide range of student support services that address the intellectual, physical, social, emotional, and psychological needs of our students. Examples of such services and/or materials available include the following: the [Student Success Center](#), [Student Financial Aid](#), [Student Legal Services](#), [Total Person Program](#), [MizzouRec](#), [Freshman Interest Groups](#), [Counseling Center](#), [Career Center](#), [Office of Undergraduate Research](#), [Women's Center](#), [Student Health Center](#), [Learning Center](#), [Writing Center](#), [Office for Financial Success](#), [Department of Student Activities](#), [Greek Life](#), and many more.

6. MU's planning and budgeting priorities have long focused on our four key missions: research and creative activity, teaching, service, and economic development. And our expenditures make clear that these are MU's priorities and that our budget and planning priorities are aligned. [Fiscal Year 2013 expenditures](#) were allocated as follows: 39% to instruction, 19% to research, 14% to public service and economic development, 10% to academic support, 8% to operations and maintenance of plant, 4% to student services, 4% to scholarships and 2% to institutional support. Clearly, MU's resource allocation aligns with its primary missions.

This focus on our four missions is also evident in our [Strategic Plan 2020](#) and the more recent efforts to prioritize those elements of our plan that are most central to our success in the next five years. This process, which is described in more detail in Criterion 5, resulted in a document known as [MU's Strategic Operating Plan](#). This operating plan, widely known as MUSOP, is closely aligned with MU's mission as a comprehensive research university.

7. For many years, alignment of the University's mission and budgeting and planning processes was overseen by the Strategic Planning and Resource Advisory Council (SPRAC), which was chaired by a faculty member and included faculty, staff, students, and campus administrators. More recently, Chancellor Loftin has created a new advisory council called the Budget Allocation Advisory Council ([BAAC](#)) to advise him on all aspects of the campus budgeting process. BAAC's membership includes faculty, staff, students, and campus administrators. On issues related to capital projects, land utilization, space allocation and assignments, and architectural changes, the [Capital Review Committee](#) now advises the Chancellor. Like BAAC, the Capital Review Committee consists of faculty, staff, students, and campus administrators.

8. The [Academic Program Assessment](#) process provides multiple opportunities to align academic programming with campus-wide planning processes, including budgeting. As the [program assessment template](#) identifies, academic units are required to identify how they contribute to the campus's strategic plan. In addition, discussion among the Provost, Dean, and unit heads provide opportunities to align departmental plans with campus-wide budgeting priorities.

9. One way that MU fulfills its land-grant mission to serve the citizens of Missouri, regardless of whether they can physically attend our campus in Columbia, is through its commitment to excellence in distance education. As the [2014 Distance Education Enrollment Report](#) explains, [68% of MU's distance students are from Missouri](#). This represents more than 2,000 individual Missouri students.

10. MU's statewide land-grant extension mission is implemented through the cooperative extension and continuing professional education programs. Cooperative extension programs reach more than 1.3 million participants who are actively engaged in a learning process that promotes awareness and understanding of research-based knowledge and adoption of research-based practices. Almost 1 million indirect contacts occur when the distribution of information and resources does not meet the above definition of direct contact. This can include public events and dissemination of printed materials that deliver educational content. [MU Extension's](#) 10 continuing professional education units delivered 3,158 educational activities that reached 80,623 students. The programs reached citizens in Missouri's 114 counties.

Sources

- 2013-14-Mizzou-Online-Enrollment-Report
- 2013-14-Mizzou-Online-Enrollment-Report (page number 10)
- Academic Program Assessment
- BAAC membership and charge
- BoardMinutes2003
- BoardMinutes2003 (page number 2)
- Capital Review Committee
- Career Center
- Counseling Center
- Degrees
- Financial Aid
- Freshman Interest Groups
- FY 2013 Expenditure Pie
- Greek Life
- IPEDS
- Learning Center
- Mission
- Mizzou Rec
- MU Extension
- MUSOP10-15-2013
- Office for Financial Success
- Office of Undergraduate Research
- ORAR_13
- ProgramAssessmentTemplate2014
- StrategicPlan2020
- Student Activities
- Student Health Center
- Student Legal Services
- Student Success Center
- The Maneater (student newspaper)
- Total Person Program
- Women's Center
- Writing Center

1.B - Core Component 1.B

The mission is articulated publicly.

1. The institution clearly articulates its mission through one or more public documents, such as statements of purpose, vision, values, goals, plans, or institutional priorities.
2. The mission document or documents are current and explain the extent of the institution's emphasis on the various aspects of its mission, such as instruction, scholarship, research, application of research, creative works, clinical service, public service, economic development, and religious or cultural purpose.
3. The mission document or documents identify the nature, scope, and intended constituents of the higher education programs and services the institution provides.

Argument

1. MU's current mission statement is publicly posted on the University's website and is included in many public documents, including MU's ["One Mizzou: 2020 Vision for Excellence"](#) and [MUSOP](#), our strategic operating plan.

2. This mission is articulated in our four values: Respect, Responsibility, Discovery, and Excellence. Our [statement of values](#) is highly recognized and integrated into all that we do on campus. These four values are featured, for example, in our [Course Catalog](#), the [M-Book](#), the [Tiger Guide](#) issued by Residential Life, the [Activities Book](#) issued by Student Life each semester, and [Summer Welcome materials](#). We also have four [residence halls](#) named after these four values, and we display banners with the four values in critical locations, including the Columbia Regional Airport and between our columns during [Tiger Walk](#) (during which our new students walk or run through the columns toward Jesse Hall, our central administration building). The Division of Student Affairs also has designed its [student learning objectives](#) based on these four values.

3. All these documents are consistent in portraying MU as a comprehensive research university that is both a land-grant university and the flagship research university with a mission for research and creative activity, teaching, service, and economic development.

Sources

- Columns of Student Learning and Development Sept 2014
- M-Boom_Web_FIN
- MUSOP10-15-2013
- MUSOP10-15-2013 (page number 1)
- MUSOP10-15-2013 (page number 3)
- Residence Halls
- Spring Activities Book 2014_Accessible
- Spring Activities Book 2014_Accessible (page number 2)
- Statement of Values
- StrategicPlan2020
- StrategicPlan2020 (page number 3)
- SW SOE 2013
- SW SOE 2013 (page number 2)

- TigerGuidePDF
- TigerGuidePDF (page number 2)
- TigerWalk

1.C - Core Component 1.C

The institution understands the relationship between its mission and the diversity of society.

1. The institution addresses its role in a multicultural society.
2. The institution's processes and activities reflect attention to human diversity as appropriate within its mission and for the constituencies it serves.

Argument

1. MU is a university committed to diversity and inclusion, and this commitment is reflected in our policies, practices, and documents, including our [Statement of Nondiscrimination](#). The introduction to our "[One Mizzou: 2020 Vision for Excellence](#)," also makes clear that we are a university that "develops and delivers the knowledge and skills Missourians need to thrive in the fast-changing multicultural environment of the 21st century." Similarly, according to our [Statement of Values](#), one of our four central values--respect--highlights our commitment for members of the MU community to "act ethically, to welcome difference, and to engage in open exchange about both ideas and decisions."

The importance of diversity and inclusion to our campus is also reflected in our "[Core Learning Objectives](#)" for MU graduates. One of the four objectives is for MU graduates to "know how to observe and critically analyze the diverse human experience." As part of this core learning objective, MU graduates are expected to "understand the contributions of diverse groups and experiences to life at the individual, community, national, and the world levels." MU relies on our extensive curricular and co-curricular offerings to ensure that our graduates do, in fact, achieve this core learning objective.

2. The [Chancellor's Diversity Initiative](#), established in 2006, has an explicit mission to integrate diversity and inclusion throughout the University. CDI promotes the understanding that "diversity is inclusive of a community of people of differing genders, racial-ethnic backgrounds, languages, religious beliefs, sexual orientations, disabilities, national and geographical origins, socio-economic class, veterans' status, and political views." In addition to providing leadership, expertise, and resources to the MU community, the CDI offers programming for faculty, students, and staff throughout the year, including a free, online diversity course for faculty and staff that focuses on creating a culture where everyone feels welcome and encouraged to contribute and strive to reach their full potential. The CDI also houses the [MU Equity Office](#) and the [Office of Accessibility and ADA Education](#).

3. MU's course offerings also reflect our commitment to diversity and inclusion. Most notable here is our [Multicultural Certificate](#) (MCC), which is offered by the College of Arts and Science to any undergraduate student. Students earning the certificate will become familiar with multicultural and diversity issues. In an increasingly global environment, students who pursue the Multicultural Certificate will be better prepared to understand and facilitate cross cultural interaction in their future careers and in their broader life experiences. [Approved courses](#) for the MCC critically evaluate and examine issues such as gender, race, ethnicity, religion, region, sexuality, and class inequality, globally and in the United States. [Student completion of the MCC](#) continues to grow at a significant rate: 815 students completed the certificate in AY2014, up from 16 and 93 in AY2008 and AY2009, respectively.

4. As part of a four-campus system, MU has made significant progress recently on issues related to diversity and inclusion. In June 2013 the University of Missouri's Board of Curators approved a plan to extend health insurance and other benefits to the same-sex or opposite-sex domestic partners of university employees. In June 2014 the Board of Curators voted to include gender identity and gender expression to the university's [statement of nondiscrimination](#).

5. Our commitment to diversity and inclusion is also reflected in our efforts regarding student recruitment. In the last ten years our campus has become racially more diverse. African American students, for example, have increased from 5.4% of all students in 2005 to 7.2% in 2014. Latino students have increased from 1.7% to 3.3%. More detailed figures are available [here](#).

6. One of our most ambitious and successful programs related to diversity and inclusion is the [Missouri College Advising Corps](#). In 2007, the University of Missouri at Columbia (MU) successfully competed for a \$1 million grant from the Jack Kent Cooke Foundation to establish the Missouri College Advising Corps (MCAC), a college-access advising program. MCAC hires recent MU graduates to work in 37 partner high schools across Missouri to empower Missouri students to go to college and succeed. MCAC partner schools have high percentages of first-generation-college, low-income, and underrepresented students at risk of not going to college. MCAC college advisers help students understand that they can complete a college degree, find their “best fit” postsecondary institution, and navigate the process of applying for admission and financial aid. Advisers are immersed in the school and are available to guide students through the college planning and preparation, applications, and financial aid processes. By helping students apply and succeed at college--any college, and not just MU--MCAC represents a significant contribution that MU makes toward the entire state.

The National College Advising Corps evaluation team, headquartered at Stanford University, completes an annual report on MCAC program impact, in which all increases reported are compared to a 3-year baseline of college-going rates before MCAC began to partner with the school. Data processed through the National Student Clearinghouse demonstrate that college-going rates across MCAC partner schools have increased by an average of 10.35 percentage points, as compared to a three-year baseline. Statewide rates have increased by only 0.3% during the same time period. 6,110 MCAC advisees have gone to college.

7. MU's commitment to diversity and inclusion is also reflected in the [more than 700 student organizations on campus](#). Approximately 100 of these student organizations focus specifically on issues related to diversity and inclusion. Examples include the Legion of Black Collegians, Triangle Coalition, National Association of Hispanic Journalists (Missouri Chapter), National Association of Black Accountants, Thai Student Association, Queer People of Color, Mizzou Wheelchair Basketball, Society of Women Engineers, and many, many more.

Other notable resources include the [Gaines/Oldham Black Culture Center](#), the [Veterans Center](#), the [LGBTQ Resource Center](#), the [Women's Center](#), the [Disability Center](#), and the [Multicultural Center](#).

8. In 2010, MU established two funds to provide incentives to departments to recruit and retain diverse faculty: [the Black Faculty Imperative program](#), designed to boost hiring of Black/African American faculty members due to a severe shortage throughout the disciplines, and the [Faculty Inclusive Excellence Fund](#), which provides partial funding for diverse faculty hires in underrepresented areas and also for women in STEM fields. Departments who receive funding must also demonstrate a strong commitment to diversity through their strategic plans and mentoring efforts.

Based on fall 2014 data, 7.6% of tenured and tenure-track full-time faculty are underrepresented minorities. More information about faculty diversity is available [here](#).

9. MU faculty members conduct [research in many areas of diversity](#) to explore our understanding of the human experience in an increasingly multicultural society, ranging from race/ethnic issues to religious and gender identity. The research findings have been instrumental in informing policy makers and educators throughout the nation and the world. [The Diversity in Action: Bridging Research and Practice](#) monthly seminar series provides an opportunity for faculty to present their research to a wide audience of faculty, students, staff, and community members.

10. MU Cooperative Extension programs reach an audience representing the diversity of the state. Almost 12.5% (15.5% Missouri population) of the direct contacts are minority with 4.1% Hispanic (3.0% Missouri population).

11. As a comprehensive research university with a global reach, MU relies heavily on our [International Center](#) to develop and strengthen our relationships with institutions around the world. The MU International Center also

serves the members of the MU community who come here from over 100 countries, offers significant faculty development opportunities, and coordinates our study abroad programs. MU is proud of its successes as a global citizen: MU ranks among the top 5% of institutions nationwide for study abroad participation. Our undergraduate international enrollment has also increased 89.5% from 2010 to 2014. The [International Center's annual report](#) and its [Open Doors: Mizzou fast facts 2013](#) provides more detailed information about the impact of the International Center here on campus and throughout the world.

12. MU's extensive engagement with international programming represents a crucial aspect of our engagement with diversity of experience. One of only 40 universities that sends more than 1,000 students to earn academic credit abroad, MU has a strong record of international engagement, involving more than 60 countries. Currently, 20% of MU undergraduates complete a study abroad program before graduation. The national average is just 9%. MU is also an institutional member of the Diversity Network, which is dedicated to diversity and equity in international education.

In addition to our study abroad programs for students, MU also has robust international programming for faculty. Established in 1998, [MU's Global Scholars Program](#) now has more than 200 MU faculty who have participated, and the program received the Andrew Heiskel Award for Best Practices and Innovation from the Institute of International Education. The program is designed to encourage international scholarship and curriculum/instructional development for MU faculty. Teams of MU faculty have visited our most strategic international institutional partners in countries such as India, China, Turkey, Brazil, and South Africa.

13. Recent events in nearby Ferguson, Missouri, have offered the entire nation, and our MU community, a powerful reminder of the ongoing issues related to diversity and inclusion. In response to the announcement of the grand jury's decision, Chancellor Bowen Loftin sponsored a listening session on December 1, 2014 to give members of the MU community an opportunity to share thoughts, feelings, and ideas about Ferguson. At least 300 people attended, with conversation focusing on needs for improvement within our own campus community. As a follow up to this discussion, the Chancellor is sponsoring a series of conversations between campus administration and student leaders. An initial meeting was held in December, with the next meeting scheduled for January 2015. Additional programming related to Ferguson has been provided by student organizations and individual schools and colleges.

Sources

- 2014 CDI brochure
- Bridging Research and Practice Seminar Series
- Core Learning Objectives
- Diversity Missouri Edu about Stats
- DiversityNumbers
- FIEF policy
- Gaines/Oldham Black Culture Center
- ICannual-report1314
- International Center
- LGBTQ Resource Center
- MCAC overall summary
- mcc_courselist
- Mizzou Diversity researchers
- MU Equity Office
- MU Global Scholars Program
- Multicultural Center
- Multicultural Certificate

- MulticulturalCertificateCompletion
- Office of Accessibility and ADA Education
- Office of Disability Services
- open-doors-mizzou-fast-facts14
- Statement of Nondiscrimination
- Statement of Values
- StrategicPlan2020
- StrategicPlan2020 (page number 5)
- StudentOrganizations List 9 Sheet1
- The Black Faculty Imperative
- Veterans Center
- Women's Center

1.D - Core Component 1.D

The institution's mission demonstrates commitment to the public good.

1. Actions and decisions reflect an understanding that in its educational role the institution serves the public, not solely the institution, and thus entails a public obligation.
2. The institution's educational responsibilities take primacy over other purposes, such as generating financial returns for investors, contributing to a related or parent organization, or supporting external interests.
3. The institution engages with its identified external constituencies and communities of interest and responds to their needs as its mission and capacity allow.

Argument

1. As Missouri's 1862 land-grant university, MU has always focused on improving the lives of the people we serve. Whether providing scientifically tested agricultural knowledge to rural communities, recruiting high-tech companies that support our regional economy, providing high-quality medical care to the people of Missouri or supporting music and the arts in local communities, MU is and has always been committed to engaging with the communities in which we live and work so that together we can solve real-world problems, improve quality of life, and contribute to the public good.

2. The most significant way that MU serves the public good is educating students who are prepared to take on the challenges of the 21st century, and our longstanding strengths in interdisciplinary teaching and research are especially important for preparing our students to solve the complex problems of today. Many of MU's schools and colleges--including the Missouri School of Journalism, the College of Engineering, and the School of Medicine--have developed learning methods such as problem- and experiential-based learning that focus specifically on providing students the skills necessary to solve the complex problems that they will face throughout their lives. MU's ability to provide the state of Missouri with the educated workforce that it needs is well documented by our students' success with licensing and accreditation examinations. In 2014 91% of law students passed the Missouri bar exam, and 100% of teacher education students, 99% of veterinary students, 99.5% of medical students, 94% of nursing students and 100% of health professions students passed their national licensure and certification tests.

3. MU's long-standing commitment to serving the public good was reaffirmed in 2008 when the Carnegie Foundation for the Advancement of Teaching recognized MU as a Community-Engaged University. As the Carnegie Foundation explains, community engagement "describes collaboration between institutions of higher education and their larger communities (local, regional/state, national, global) for the mutually beneficial exchange of knowledge and resources in a context of partnership and reciprocity. The purpose of community engagement is the partnership of college and university knowledge and resources with those of the public and private sectors to enrich scholarship, research, and creative activity; enhance curriculum, teaching and learning; prepare educated, engaged citizens; strengthen democratic values and civic responsibility; address critical societal issues; and contribute to the public good." This designation involves "data collection and documentation of important aspects of institutional mission, identity and commitments, and requires substantial effort invested by participating institutions. . . . It is an evidence-based documentation of institutional practice to be used in a process of self-assessment and quality improvement. The documentation is reviewed to determine whether the institution qualifies for recognition as a community engaged institution." MU recently submitted [materials](#) to be considered for re-classification as a Community-Engaged University, and the [Carnegie Foundation has announced that MU has been selected again as a Community-Engaged University](#).

4. Playing a critical role in MU's service to the public is [MU Extension](#). Since our last HLC visit, Extension's engagement has broadened and been sustained through continuous outreach and greater, more in-depth partnerships. In every county of our state, MU Extension engages with the people of Missouri, recording more than 2 million contacts through our county-based programming, continuing professional education programs and comprehensive

website. Local extension programming is developed in collaboration with more than 2,200 extension council members, enabling MU Extension to respond to the diverse and changing needs of the communities. Extension specialists helped create jobs through business counseling and agribusiness development, strengthened families through personal finance and health programs, encouraged youth through entrepreneurship and science-based projects, trained firefighters, law enforcement personnel and nurses, and reached out to improve people's quality of life with continuous and lifelong learning. [MU's Extension Pride Points](#) and the [Extension 2013 Annual Report](#) provide more detail about the scope and impact of Extension's mission.

In July 2014 MU's Community Arts Program was honored with an Innovative Program Award by the Community Development Society.

5. MU researchers, many of whom are working on interdisciplinary teams, also play a critical role in serving the public good. Examples of first-rate interdisciplinary research environments at MU include the [Thompson Center for Autism and Neurodevelopmental Disorders](#), the [Christopher S. Bond Life Sciences Center](#), the [Dalton Cardiovascular Research Center](#) and the [Donald W. Reynolds Journalism Institute](#). The Coulter Foundation partners with MU to fund \$1 million annually in biomedical research to develop new products and devices that improve the lives of patients. MU has the nation's most powerful university research reactor and is the largest U.S. supplier to pharmaceutical firms of radioisotopes for diagnosing and treating cancer. Scientists in nuclear medicine and other disciplines invented Therasphere® for liver cancer, Quadramet® for bone cancer pain and Ceretec™ for brain imaging.

Other examples of MU research that benefit the public include the recent (2014) announcement of a \$500,000 National Science Foundation grant to improve communication between scientists and the public and the ["Grow Well Missouri"](#) program, which has distributed more than 22,000 seed packets and plant starters to local food banks since its inception in 2013. The Grow Well Missouri program is funded with a \$500,000 grant from Missouri Foundation for Health.

More information about 2014 research highlights is available [here](#).

6. As the [Office of Research's 2013 annual report](#) makes clear, MU's externally funded IPS (Instruction and Public Service) expenditures have remained robust over time. In FY2013, IPS awards were \$71.2 million, with the School of Medicine (\$16 million) and the College of Human Environmental Sciences (\$11.6 million) both reaching all-time highs in IPS expenditures. The federal government was again the largest single sponsor of University IPS activity in FY 2013, providing some 81% of total expenditures.

7. [MU Health Care](#) also plays a critical role in our mission to serve the public good. Named one of the best hospitals in 2014 by US News and World Report, our seven hospitals and numerous clinics, all staffed by University Physicians and other healthcare providers, offer the finest primary, secondary and tertiary health care services. We also provide education for future health care providers and participate in important research. MU Health Care's mission is "to advance the health of all people, especially Missourians."

8. Our students are highly involved in our community engagement activities. The Department of Student Life, for example, sponsors [Mizzou Alternative Breaks](#) (MAB), which provides an opportunity for Mizzou students to serve with other students across the country and internationally to volunteer where they are needed. This service is completed over academic breaks (winter, spring, weekends, etc.). Some of the issues addressed by students during these breaks include, but are not limited to: animals, children, environment, Habitat for Humanity, health, AIDS education, homelessness, Native American issues, poverty and women's issues. MAB has grown 866% over the past five years. In FY2013, MAB sent 39 trips with 480 students, mainly on spring break trips. This year (FY2014) we sent 69 trips with 850 students over spring, winter, Thanksgiving, and weekend breaks – raising \$285,000 in private donations to do so – making us the second largest program in the United States. As we move into FY2015, we are currently planning 120 trips over seven different breaks and we hope to become the largest program in the nation in doing so.

Chancellor Loftin announced the creation of a new partnership between MU Extension and the student service-learning organization Alternative Breaks. Starting this fall (2014) and during the next five years, the group will place students in all 114 Missouri counties to conduct community service projects.

One unique feature of this program is the partnerships that it created between Student Affairs and the academic schools and colleges across the institution, thus creating opportunities to engage students in their chosen discipline with service in the community. For example, in the 2012-2013 academic year, Alternative Breaks partnered with the Sinclair School of Nursing and sent 15 nursing students to the Dominican Republic to focus on health education. These students were able to incorporate what they were learning in the classroom with hands-on experience serving in the global community. These partnerships allow the university to join together to enhance the Mizzou student experience by providing opportunities for students to put theory into practice by applying their classroom learning to the field or community.

Many other academic units on campus involve students directly in serving the public good. Two notable examples include the following:

- [MedZou Community Health Clinic](#) is a student-operated medical clinic that provides free primary health care. Our mission is to provide high-quality, patient-centered care for uninsured residents of Central Missouri, while educating health care students about working with underserved populations. Together with our community partners, we aim to improve access to primary health care. In addition to primary care clinic, MedZou offers specialized clinics related to diabetes, dermatology, and musculoskeletal needs.
- [The Family Violence Clinic](#): In operation since 1992, the Family Violence Clinic provides legal assistance to women needing civil orders of protection. The clinic handles approximately 60 referrals each year. The Clinic Director personally supervises the students in preparing for litigation, consulting with opposing counsel, settlement negotiation, and courtroom representation. Student representation is only available to women who are at or below 150% of the federal poverty level. The clinic handles roughly 60 referrals for civil orders of protection per year and students obtain remedies desired by their clients in over 95% of their cases. Since inception, the Clinic has expanded its representation from 5 to over 33 rural Missouri Circuit Courts, to the Missouri Court of Appeals, Western District, and to the Missouri Supreme Court.

9. MU's rich partnerships with our local and regional partners are also evident in the increasing emphasis on fostering economic development. Although enhancing the economic vitality of our community has always been an important part of MU's mission — and is reflected in the legislation that established land-grant universities — our first vice provost for economic development was named in January 2010. The vice provost coordinates campuswide economic development efforts including commercialization of inventions and other intellectual property, support for existing businesses, development of a professional workforce, and recruitment and retention of businesses to Missouri. The vice provost also collaborates with academic units so that students benefit directly from these efforts regarding economic development.

MU's institutional commitment to community engagement is also demonstrated by our designation as an "Innovative and Economic Prosperity University." In 2013, the Association of Public and Land-Grant Universities (APLU) developed a set of assessment tools to help university leaders conduct an institutional evaluation of efforts in regional economic development. MU participated in the inaugural assessment process and, after completing the application, was one of 16 public institutions designated as an "Innovative and Economic Prosperity University" in late 2013. The new designation acknowledges MU's work with public- and private-sector partners in Missouri and surrounding regions to support economic development through a variety of activities, including innovation and entrepreneurship, technology transfer, talent and workforce and community development.

MU's [Office of Economic Development](#) has formed numerous partnerships to strengthen the state's economy and further improve the quality of life for all Missourians. Partnerships with Regional Economic Development, Inc. (REDI), Kansas City Area Development Council, St. Louis Regional Chamber and Growth Association and Springfield Business Development Corporation have resulted in significant accomplishments. For Example, MU worked with REDI in attracting an innovative new company to establish a production facility in Columbia with a

potential for 60 new jobs in five years. This company, Beyond Meat, uses technology developed by MU faculty and licensed by MU to make a texturized vegetable protein that replicates the taste and texture of chicken.

Reliable and economical air service to the mid-Missouri region is an important factor in our economic success. Starting on February 14, 2013 the University has partnered with the City of Columbia and other businesses in our region to support new non-stop flights to Chicago and Dallas/Fort Worth by contributing \$500,000 to a fund to guarantee the revenues of the City's airline partner. This service helps us achieve our economic development mission, contributes to creating a friendly atmosphere for our international students, and bolsters the opportunity to host visitors and conferences.

University of Missouri Extension's Business Development Program (BDP) helps Missouri entrepreneurs succeed in private enterprise and promotes statewide economic growth. Those looking to start, improve or grow a business, but lacking the necessary skills or expertise to do so, come to MU Extension for help. The program offers this service through a network of business counselors in MU Extension offices and other public colleges and universities across the state. Specialists with the Missouri Small Business & Technology Development Centers (MO SBTDC), the Missouri Procurement Technical Assistance Centers (MO PTAC), and the Mid-America Trade Adjustment Assistance Center (TAAC) offer business expertise and advice in areas such as marketing, management, government contracting, international trade, technology and commercialization, and maintaining global competitiveness.

From 2011 through 2013, the BDP assisted its clients in creating \$2.5 billion in economic impact, including:

- 30,383 new or retained jobs
- \$666 million in increased sales
- \$661.9 million in new investments
- \$608.2 million in government contracts
- \$16.8 million in new research contracts

In addition, clients of the TAAC nationwide report a 26 percent increase in sales, a 13 percent increase in number of employees and an 11 percent increase in productivity. The Workforce Program held 273 educational sessions for 4,137 Missouri workers. In addition to educational programming, the EAC's Pollution Prevention Intern Program has saved Missouri companies more than \$1.17 million in annual operating costs.

10. MU's global reach strengthens our ability to support economic development with our local and regional partners. For example, the Life Sciences Business Incubator at Monsanto Place, established in 2009, was recognized by the National Business Incubator Association (NBIA) as a NBIA Soft Landings International Incubator. Through its Soft Landings program, NBIA recognizes business incubation programs that are especially capable of helping nondomestic companies enter the incubator's domestic market.

11. MU colleges and schools have strengthened the community engagement of faculty, staff and students, with an increased emphasis on global communities and interdisciplinary problem-solving. The College of Education has developed an innovative MU Teach Abroad program that places MU student teachers in internships in India, South Africa, Costa Rica and Tanzania. These students assist local educators while enhancing their own global competence. The College of Arts and Science likewise has deep connections with communities in Missouri through its extensive science, music and arts outreach programs. A&S programs also let students and researchers collaborate within our global communities. In one program, led by an A&S researcher on post-genocide Rwanda, students spend several weeks in internships in Rwanda working in schools, hospitals and social service agencies. MU students serve and are served by our deep commitment to community engagement.

12. The mission of the [Office of Service Learning](#) states that community service is an expectation of the undergraduate experience at MU, and service learning has expanded considerably since our last HLC visit. For example, student participation in curriculum-based service has increased 80%, from 2,429 students in 2006 to 4,362 students in 2014. Service to the community has increased by 82%, from 97,200 hours in 2006 to 177,383 in 2014.

In addition to greater participation, we have also developed new opportunities for nonprofit internships and for global service. For example, the Office of Service Learning launched a global service program in concert with public health, economic development, and education projects in Cape Coast, Ghana, and with the interdisciplinary cooperation of MU departments such as health sciences, nursing, education, and social work. In 2013, an associate director was hired to head up these initiatives. Since 2013, we have expanded programming to Ecuador, Peru, Costa Rica and Thailand, and expanded our efforts in Ghana. More detailed information on the Office of Service Learning's outcomes is available [here](#).

13. MU also serves the public by being a veterans-friendly university. Our [Veterans Center](#) is a one-stop place that serves student veterans from admissions through graduation. For the last six years MU has been recognized as a "military friendly" campus by Victory Media. US News and World Report also recently recognized MU in its "best online programs for veterans," specifically at the bachelor's level and in nursing and education.

14. MU hosts an extensive number of events that are free and open to the public. Members of our community can access information about such events through our on-line [calendar](#). Examples include the annual Martin Luther King lecture (which regularly fills the 1,200 seat Missouri Theatre), [Saturday Morning Science](#) (which has provided 251 talks and served 32,149 people), and the English Department's popular Creative Writing "[Visiting Writers Series](#)."

15. MU serves as a major sponsor to the Missouri Show-Me State Games, an Olympic-style sports festival with more than 40 sports for athletes of all ages and abilities. More than 25,000 athletes competed this summer in the 2014 Show-Me State Games.

16. [MU Libraries](#) support the land-grant mission of MU as a founding member of the Mobius Consortium of over 70 libraries that share materials, information, and services across Missouri and beyond. MU Libraries also serve the public through units such as the J. Otto Lottes Health Sciences Library, which is the founding academic library partner of the Missouri Area Health Education Centers Digital Library. This community-based partnership provides a gateway to professional literature for health care provider members anywhere in Missouri, regardless of affiliation.

Sources

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- Dalton Cardiovascular Research Center
- Donald W. Reynolds Journalism Institute
- EconDevAnnual Report 2012
- Extension2013_Annual_Report
- Extensionpridepoints
- Family Violence Clinic
- Grow Well Missouri
- Library
- MedZou Community Health Clinic
- Mizzou Alternative Breaks
- MU Extension
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- MU Office of Service-Learning-Brief Overview
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- Saturday Morning Science
- Thompson Center for Autism and Neurodevelopmental Disorders
- Veterans Center
- Visiting Writers Series

1.S - Criterion 1 - Summary

The institution's mission is clear and articulated publicly; it guides the institution's operations.

Summary

As a land-grant university and the state's flagship public research university, MU has a four-part mission: research and creative activity, teaching, service, and economic development. Undergraduate, graduate, and professional students are actively involved with all four missions of the University, and the mission is embodied in our four central values: Respect, Responsibility, Discovery, and Excellence.

MU's commitment to our mission remains strong, but the campus is facing mission-related challenges, as are virtually all major public universities. Since 1990, [the percentage of our general operating budget provided by state revenue has declined sharply](#), and MU is currently [44/50](#) in state appropriations per capita, well below that of our surrounding states. While many state universities have experienced similar situations, MU faces some unique challenges, specifically as they relate to our growing [student population](#). In the last decade, total enrollment at MU has grown from 27,003 students (fall 2004) to 35,441 students (fall 2014), a 31.2% increase. In fact, MU was the fastest growing public member of the Association of American Universities from 2001-11, according to *The Chronicle of Higher Education*.

In 2012-2013 academic year, MU began an intensive strategic planning process designed specifically to address these mission-related challenges. That process resulted in [MUSOP](#), a strategic operating plan, created specifically to ensure that MU is able to fulfill its priority missions in the years ahead. This strategic planning process focuses both on reallocation and generation of new revenues.

Relevant to discussion of mission-related challenges is MU's history of limiting tuition increases. According to the [College Board](#), MU's in-state tuition rate reflected the second lowest percent increase (4.6%) among public flagship institutions from 2008-2009 through 2013-2014. (Among all public flagships during this period the percent increase ranged from 4% to 77%.) On campus, MU has also devoted additional resources designed to assist students in need. The popular [CASH](#) program, for example, which was created as a response to the economic downturn, provides matching funds to campus departments seeking to hire students in part-time positions. Since Fall 2009 the CASH program has created more than 1,600 jobs in 100 different departments and more than \$3.3 million in earnings for our student workers.

Sources

- CASH Program
- CollegeBoardPricing
- CollegeBoardPricing (page number 19)
- FY14 MU Budget Update
- FY14 MU Budget Update (page number 5)
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- MUSOP10-15-2013

2 - Integrity: Ethical and Responsible Conduct

The institution acts with integrity; its conduct is ethical and responsible.

2.A - Core Component 2.A

The institution operates with integrity in its financial, academic, personnel, and auxiliary functions; it establishes and follows policies and processes for fair and ethical behavior on the part of its governing board, administration, faculty, and staff.

Argument

1. The Collected Rules and Regulations (CRR) outline the Universities policies and procedures, many of which ensure that the institution operates with integrity and the Board of Curators, administration, faculty and staff behave fairly and ethically. Sections of CRR that deal directly with the issue of integrity and fair and ethical behavior include the following:

- [Chapter 10.90](#): Ethics and Conflict of Interest regarding the Board of Curators
- [Chapter 200.020](#): Standard of Conduct (Student)
- [Chapter 300.010](#): Faculty Rights, Ethics, Responsibilities, and Authority
- [Chapter 310.010](#): Academic Freedom
- [Chapter 320.010](#): Equal Employment, which prohibits discrimination on the basis of race, color, religion, sex, sexual orientation, gender identity, gender expression, national origin, age, disability, or status as a Vietnam era veteran.
- [Chapter 320.040](#): Nepotism
- [Chapter 320:115](#): Hiring of Curators, Legislators, and Statewide Officials
- [Chapter 330](#): Employee Conduct, including 330.015 Conflict of Interest
- [Chapter 400.010](#) and [400:020](#): Animal Research
- [Chapter 410](#): Research Involving Humans
- [Chapter 420](#): Research Misconduct
- [Chapter 600.020](#) (Sexual Discrimination, Sexual Harassment and Sexual Misconduct)

2. In addition to the Collected Rules and Regulations, the [MU Health System's Code of Conduct Policy](#) ensures that the integrity and quality of care provided to patients and the community are done without compromise. Every employee must annually complete the Code of Conduct training.

3. The "[M-Book](#)" is the name given to the manual of university policies, procedures, and guidelines pertaining directly to students and student organizations. An electronic copy of the *M-Book* is given to all students via email at the beginning of each semester and a permanent link to it is located on the [Office of Student Conduct](#) website. The M-Book sets the tone of ethical and responsible conduct on campus by establishing clear and fair policies for all students. Under "Rights and Responsibilities," the M-Book states:

"The University's goals are to provide an atmosphere conducive to the transmission of knowledge, the pursuit of truth, the development of students, and the general well-being of society. Free inquiry and free expression are essential to attain these goals" (p. 3).

The *M-Book* outlines policy and procedures that students are expected to follow in regard to academic rules and regulations, standard of conduct, housing rules and regulations, traffic and parking regulations, student

organizations, drug and alcohol policies, rape and sexual assault procedures, and emergency procedures. In addition, the *M-Book* provides students a list of their rights and responsibilities, a notice of [non-discrimination](#), Title IX rights, and the procedure for reporting a bias incident.

4. The [Faculty Handbook](#) ensures that academic policies (regarding such matters as grades, student records, definitions of academic standing, withdrawals, etc.) are applied fairly to all students.

5. Like many universities, the University of Missouri System has recognized the need for improving its policies and procedures regarding sexual assault cases and has instituted a host of significant changes, many of which were summarized in an [October 2014 announcement from the Chancellor](#). Key changes include the following:

- Established a Title IX Office, with a full time coordinator and an investigator
- Created a [Title IX website](#) with resources and an online reporting tool
- Began a system-wide training, beginning with coordinators, deputy coordinators, and investigators
- Issued statement clarifying that all employees are mandatory reporters, except those exempted by legal privilege of confidentiality or as expressly identified as confidential reporters
- Created new policies and procedures, presented to the campuses as Executive Order 40. These changes were ratified by the Board of Curators on October 2, 2014.

6. [MU's Business Information Center](#) provides detailed policy information regarding human resources, procurement, business and finance, cash handling, and travel. Many of these policies are in place to ensure ethical and responsible behavior. When changes are approved by the Board of Curators, an email message is emailed to all faculty and staff alerting them to changes in the HR Policy Manual.

7. MU has appropriate policies and practices that ensure the privacy of various populations, including employees, students, and patients of MU Health Care. The policies governing such protections include the following:

- HIPAA. We are required by law to maintain the privacy of our patients' protected health information. We are also required by law to give them notice of our legal duties and privacy practices regarding their health information. We are required to notify them if there is a breach of their unsecured protected health information.

All patients within the University of Missouri Health Care (UMHC) are given a Notice of [Privacy Practices](#) at the point of first product or service delivery. If goods or services are provided by telephone the notice is mailed within 24 hours. The notice can also be emailed upon a patient's informed request with electronic return receipt as sufficient acknowledgement. Protecting the privacy of our patients is the concern of everyone in the workforce. Their responsibilities include to affirmatively report behaviors resulting in suspected or actual breaches of confidentiality. Expectations are regularly communicated as part of policy, training, and public posting of privacy rights. Patients will be notified of a possible or confirmed breach using contact information on file in addition to notifying the Department of Health and Human Services as required under HITECH.

In addition to UMHC, MU's Student Health Center and the Counseling Center are also required to comply with HIPAA regulations.

- Confidentiality of Information: University and IT leaders acknowledge that IT employees have privileged access to a host of sensitive information about the institution and about our students, our employees and others. IT staff are, therefore, advised of their responsibilities and sign a [confidentiality agreement](#) upon hire and again annually during the performance review process. This agreement is intended to heighten awareness among IT staff of their responsibilities and the trust placed in them. In addition, the [Acceptable Use Policy](#) governs access to sensitive information, providing access to electronic resources managed by others except through a strict and transparent approval process.

- FERPA. The [Registrar's Office](#) is responsible for overseeing [MU's policies regarding the Family Educational Rights and Privacy Act](#). As part of its oversight of FERPA, the Registrar's Office provides links to appropriate sources, answers questions about FERPA, and regularly speaks with campus groups about the implications of FERPA. The Registrar's office provides instructional videos for students regarding FERPA on its website.

8. Internal Auditing is a tool that the University of Missouri System uses in an ongoing proactive process to evaluate and improve its internal controls. Management officials work with Internal Audit on a continuing basis to identify areas of potential financial and business risk that warrant periodic or special review through the development of a multi-year audit plan. In terms of the University's External Audit, the University is audited annually. The most recent [External Auditors Report](#) from 2013 indicated no findings of material weakness or control deficiencies.

9. The University of Missouri System established the "[Ethics and Compliance Hotline](#)" to provide employees with an anonymous avenue for reporting suspected incidences of ethics or compliance abuses, including fraud and fiscal misconduct, medical, human resources, research, athletics, and/or environmental, health, and safety issues in a manner that preserves anonymity and ensures non-retaliation. The [2013 Ethics and Compliance Hotline Annual Report](#) is available.

In terms of investigating these reports, they are assigned to the appropriate representative from the Division of Finance, Human Resources, etc. depending on the allegation. An investigation is performed including interviews, collecting supporting documentation, etc. If malfeasance has occurred, appropriate action is taken per University Human Resources policy. If the investigation determines that nothing illegal or non-compliant with University policies has occurred the reporter is notified if they did not make the complaint anonymously. Upon resolution, the investigation and documented result is captured in the hotline system and the report is marked as "closed."

10. The University of Missouri System's Policy on Conflict of Interest ([Collected Rules and Regulations 330.015](#)) outlines policies and procedures University personnel are expected to follow in regards to engaging in outside business interests for financial gain, use of confidential information and acceptance of gifts.

CRR 330.015 requires all employees (faculty, exempt and non-exempt staff) to report reasonably foreseen potential conflicts. To support compliance with these requirements, all faculty and exempt employees are asked to annually complete an Outside Interest Disclosure Form. The form is submitted electronically through a password protected web-portal. Employees are asked to identify any outside interests they maintain which could be reasonably seen as related to the employee's University responsibilities, and are then asked to respond to a questionnaire about those interests. Questions include basic information about the entity/interest being reported, the nature of the employee's association with that entity, time spent and compensation received from the entity, and possible intersections between the employee's relationship with the entity and his/her responsibilities to the University. The Conflict of Interest Committee has been charged by the Chancellor with the responsibility for management of all identified conflicts of interest at MU. The Deputy Chancellor coordinates Committee activities and is considered the campus designated official for purposes of compliance with federal regulation

11. MU is committed to the humane care and use of animals in research and teaching. The MU Animal Care and Use Committee (ACUC) reviews and approves all research and teaching on campus that involves animals. The Animal Welfare Act requires that institutions have an ACUC that consists of at least one scientist, one veterinarian, one non-scientist, and one member who is not affiliated with the institution. The MU ACUC also inspects all facilities, laboratories, rooms, and farms where research or teaching animals are used or housed twice per year. The [Animal Care and Quality Assurance \(ACQA\)](#) office is responsible for advising the MU administration on compliance with federal animal care and use policies and regulations. In addition the ACQA office provides administrative support to the ACUC by managing animal use protocols, by creating and implementing training for animal users, by enrolling animal users in the MU occupational health and safety program, by performing health checks of MU personnel using animals, and by monitoring animal use for compliance after protocol approval.

The ACQA office works directly with principal investigators (PIs) and their staffs to ensure that all personnel working with animals are trained properly and are informed about animal use rules and regulations. The ACQA

office offers online animal care and use training that is available to all faculty, staff, and students. In addition, the ACQA office presents lectures about animal research compliance to students in the College of Veterinary Medicine, the Graduate School, and various seminars and classes around campus. These lectures are designed to help students understand the laws, rules, and regulations that must be followed to perform research or teaching using animals.

12. University Advancement has endorsed a statement of philanthropy developed by the American Association of Fund-Raising Counsel, the Association for Healthcare Philanthropy, the Council for Advancement and Support of Education, and the National Society of Fund Raising Executives. Presented to our donors as the [MU Donor Bill of Rights](#) this document outlines a philosophy of philanthropy based on respect and trust and the right of donors to be fully informed about the organizations that they support.

13. In order to make essential values and policies as widely understood as possible, the Office of the Provost encourages all faculty to include on their syllabi statements regarding academic dishonesty, ADA, intellectual pluralism, and policies regarding recording of courses. [Sample syllabi statements](#) are available on the Provost's website.

14. An essential component of fair and ethical behavior is having fair processes for resolving internal disputes within the university. MU's resources and policies related to such internal disputes include the following:

- MU has established [grievance procedures](#) for faculty, staff, and students, including Collected Rules and Regulations 370: Academic Grievances; Collected Rules and Regulations 380: Administrative, Service, and Support Staff Grievances; and Collected Rules and Regulations 390: Student Discrimination Grievances
- MU has established policies for grade appeals (Article VI of the [Faculty Handbook](#)) and for student requests for [revision of record](#)
- Campus Mediation Services provides faculty and staff opportunities to resolve work-related conflicts.

15. MU maintains its institutional integrity by ensuring that key service offices, such as Student Financial Aid and the Office of the Registrar, follow appropriate standards of service and make their policies transparent to those we serve. For example, the Office of the Registrar follows standards regarding academic transcripts established by the American Association of Collegiate Registrars and Admissions Officers. These and other policies are available to the public through our website.

16. Given the important role that intercollegiate athletics plays in higher education, it is important to note MU's commitment to having a first-class athletics program that is fully integrated with the academic mission of the institution and fully consistent with the overall mission of MU:

- The mission of the Athletic Department (AD) is "to prepare champions for life through social responsibility, academic integrity, and competitive excellence." This mission, which is highlighted in many AD programs and documents, including the AD's 2014-2015 strategic plan, is fully consistent with the overall mission of MU. This commitment is best exemplified in the [Total Person Program](#), which serves as a national model for developing student athletes, with focus on academic support, development of life skills, career development, and community outreach.
- MU maintains the appropriate oversight of our Athletic Department. [Collected Rules and Regulations 270](#) stipulates that the Chancellor is responsible for ensuring that we have the necessary policies and procedures to ensure that all student athletes admitted to MU are capable of achieving academic progress comparable to that of the general student body, and which is anticipated to lead to graduation within six years. MU also has an [Intercollegiate Athletics Committee](#), including ten faculty members, charged with advising the Chancellor on matters related to intercollegiate athletics, and a Faculty Athletics Representative (F.A.R.) MU's Athletic Department complies with all NCAA and SEC regulations.
- As reported in [USA Today](#), MU's Athletics Department receives one of the lowest subsidies nationally. Less than 2% of the AD budget comes from the campus budget. [The Athletic Department's payments to campus](#) (for tuition and fees, utilities, parking services, MU Healthcare, etc.) totals more than \$15 million in FY2015.

- The integrity of MU's Athletics Department is further demonstrated by the strong academic record of our student athletes. In 2013-2014, MU finished 2nd in the SEC for the [Academic Progress Rate](#) (APR) of our student athletes, and five of our sport programs led the conference in APR: football, baseball, men's swimming and diving, wrestling, and women's swimming and diving.

Sources

- Animal Care Quality Assurance Office
- AthleticPayments2Campus
- AthleticsAcademicReview
- confidentiality-agreement
- CRR 10.090
- CRR 110: Acceptable Use Policy
- CRR 200.020 Student Conduct
- CRR 270
- CRR 300.010
- CRR 310.010
- CRR 320.010
- CRR 320.040
- CRR 320.115
- CRR 330
- CRR 330.015 Conflict of Interest
- CRR 370 380 and 390: Grievance Procedures
- CRR 400.010
- CRR 400.020
- CRR 410
- CRR 420
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- Ethics and Compliance Hotline
- Ethics and Compliance Hotline Annual Report 2013
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- HealthCareCodeofConduct
- Intercollegiate Athletics Committee
- M-Book-2014-2015-Final-Draft-4.0-1-1
- MU Business Information Ctr

- Office of Student Conduct
- Privacy-NOPP
- Registrar
- Revision of Records
- Student Nondiscrimination
- Syllabus Information
- Title 9 Office
- Title9Loftinemail
- Total Person Program
- Total Person Program, policies
- USA Today

2.B - Core Component 2.B

The institution presents itself clearly and completely to its students and to the public with regard to its programs, requirements, faculty and staff, costs to students, control, and accreditation relationships.

Argument

1. MU's [Catalog](#) is available to both current and prospective students and includes course offerings, degrees offered, list of faculty, degree requirements and academic policies. The Catalog is also available through MU's mobile app.
2. Students (current and prospective) interested in online offerings can obtain detailed information about [Mizzou Online](#), which offers more than 90 online degree and certificate programs. A tab is provided that gives detailed information about costs.
3. MU's homepage offers current and prospective students and the public detailed information about our programs and requirements. People interested in learning more about individual programs can search through specific schools and colleges or through the "A to Z index." A robust search function is also available on our homepage. Our tracking of MU's homepage suggests that we are successful in reaching the public through our website. Between August 1, 2013 and July 31, 2014, our homepage served approximately 2.3 million users, with over 10 million pageviews per year. (This does not count additional users and pageviews that go directly to other MU webpages.) Our international traffic includes every country.
4. Current and prospective students can also obtain information about costs and financial aid options. The section on "[Costs](#)" on the Admissions website clearly indicates all tuition, room and board, and fees. The website for [Financial Aid](#) provides information on various topics and issues, including FAQs, deadlines, eligibility, types of aid, applying for aid, glossary of terms, description of responsibilities of student and the University, and related links. The [Net Price Calculator](#) is linked under the Cost of Attendance page, where one must accept the stated terms before entering. Students can use the Cost Calculator to estimate approximately how much financial aid they will receive from various sources and consequently, how much out-of-pocket costs they will incur.
5. Institutional Research and Quality Improvement provides detailed [statistical and demographic information](#) about MU, including institutional comparisons, common data set, employee data, enrollment, organizational structure, and diversity data.

Enrollment Management publishes an extensive "Enrollment Summary Report" each year. The [2014 Enrollment Summary Report](#) includes 19 sections (170 pages) with detailed data about campus enrollment, first-time college students, transfer students, international students, ethnicity, veteran students, tests scores and GPA, enrollment by degree program, course enrollment, demographics, residency and geographic origin, credit hour data, UM System and SEC data, student athletes, scholarships, persistence information, degree information, and enrollment history. Reports from previous years are available [here](#).
6. MU Admissions provides detailed and factually accurate materials to incoming and prospective students. Promotion materials such as "[There's Only One Mizzou](#)" provide information about academic programs, housing, and student life.
7. In order to communicate effectively with alumni, the public, and various partners, MU issues a wide range of publications, most of which are available electronically on our website. Samples of these publications include the following:

- [Mizzou](#), the alumni magazine.

- [*Illumination*](#), a magazine from the Office of Research
- [*Mizzou Endeavors*](#), a magazine from the Office of Undergraduate Studies
- [*Mosaics*](#), magazine of the College of Arts and Science
- [*EdLife*](#), a magazine from the College of Education
- [*Mizzou Nursing*](#), from the Sinclair School of Nursing
- [*Mizzou Business Brief*](#), from the Trulaske College of Business
- [*Library Connections*](#), from MU Libraries
- [*Vanguard*](#), from the College of Human Environmental Sciences
- [*Transcript*](#), from the School of Law
- [*J-School Magazine*](#)
- [*The Hitching Post*](#), from the College of Veterinary Medicine
- [*Touchstone*](#), from the School of Health Professions

In addition, many departments publish newsletters that go out to alumni and friends.

8. MU publishes information about our relationships with accrediting bodies. [Information about our relationship with HLC](#) is available on the Provost's website. Programs that are accredited also share this information on their websites, as indicated by the examples below:

- [Occupational Therapy](#)
- [Speech-Language Pathology](#)
- [School of Law](#)
- [Trulaske College of Business](#)

More information about our relationship with accrediting bodies is available in section 4A of this assurance argument.

9. In order to communicate with the public and our various stakeholders, MU also operates multiple social media accounts, which are maintained by the Department of Web Communications. We also maintain the Mizzou Social Media site, which includes a live stream and a directory of Mizzou social media accounts. Our central sites include Facebook, Mizzou on Twitter, MU Alert on Twitter, Instagram, Tumblr, You Tube/TheMizzou Tube. These social media accounts are used to promote special events, report emergencies, announce research breakthroughs and sports victories, and share student and faculty accomplishments. Many schools, colleges, departments, organizations, centers, publications and other entities at MU also have established social media accounts. Interest in these social media accounts is growing. The Mizzou Twitter account exceeded 40,000 followers in spring 2014. Since it was established in June 2009, the Mizzou Facebook page has ranked among the top 10 university Facebook pages in the country, garnering more than 255,000 followers by 2014.

Sources

- 2013 Touchstone Magazine
- 2014_MiniVB_Final
- College of VM newsletter
- Costs/AdmissionsWeb

- CRR 370 380 and 390: Grievance Procedures
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- Enrollment Summary Reports
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- Mosaics 2014
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- Occupational Therapy
- Provost Assessment_Accrediation
- Revision of Records
- School of Law Accreditation Statement
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- Statistical Information
- Summer 2014 Library Connections
- Transcript.LawMagazine
- Trulaske College of Business Accreditation
- Vanguard2014_140088_FINAL from Printing

2.C - Core Component 2.C

The governing board of the institution is sufficiently autonomous to make decisions in the best interest of the institution and to assure its integrity.

1. The governing board's deliberations reflect priorities to preserve and enhance the institution.
2. The governing board reviews and considers the reasonable and relevant interests of the institution's internal and external constituencies during its decision-making deliberations.
3. The governing board preserves its independence from undue influence on the part of donors, elected officials, ownership interests or other external parties when such influence would not be in the best interest of the institution.
4. The governing board delegates day-to-day management of the institution to the administration and expects the faculty to oversee academic matters.

Argument

1. The structure of the [Board of Curators](#), the governing body of the four-campus University of Missouri System, and the process by which curators are appointed ensure that the Board is sufficiently independent from undue influence and can, therefore, act in the best interest of the institution. The Board of Curators consists of nine members, who are appointed by the governor, by and with the advice and consent of the Senate; provided, that at least one but no more than two shall be appointed from each congressional district, and no person shall be appointed a curator who shall not be a citizen of the United States, and who shall not have been a resident of the state of Missouri two years prior to his appointment. Not more than five curators shall belong to any one political party.

The Board also includes one student representative.

2. [Collected Rules and Regulations chapter 10](#) outlines the authority and responsibilities of the Board of Curators. These responsibilities are managed through the following standing committees:

- Executive
- Academic, Student and External Affairs
- Audit
- Compensation and Human Resources
- Finance
- Governance, Resources, and Planning

Chapter 10 also ensures that Board members act in the best interest of the University and that they are not motivated by any conflicts of interest:

"Each member of the University of Missouri Board of Curators (hereinafter "Board") has a fiduciary obligation and responsibility with respect to his or her service on the Board, which is ultimately responsible and accountable for governing the University pursuant to Article IX, Section 9(a) of the Missouri Constitution of 1945 and applicable statutes. Each member of the Board is expected to serve the public trust and to exercise his or her duties and responsibilities solely in the interest of the public, the University and the Board and not in the member's own interest, the interest of his or her spouse, parents, siblings or children or in the interest of any business with which any of the foregoing are associated."

3. As the [minutes of the Board](#) meetings reflect, the Board acts in appropriate manners, fulfilling its responsibilities while also delegating academic matters and day-to-day management of MU to the faculty and administration, respectively. Some recent actions taken by the Board, which reflect the Board's approach and involvement include

approval of tuition and fees, revision of Collected Rules and Regulations, move to the SEC conference, hiring of President Tim Wolfe, approval of a new five-year strategic plan for all four campuses, approval of retirement and medical plans for employees, and hiring of independent external investigators, when appropriate.

Sources

- Board of Curators
- CCR 10
- Meeting Minutes of the Board of Curators

2.D - Core Component 2.D

The institution is committed to freedom of expression and the pursuit of truth in teaching and learning.

Argument

1. MU's policy regarding freedom of expression is defined in [Collected Rules and Regulation 310.010](#), which affirms the University's commitment to the free search for truth, free expression, and the principle of academic freedom: "The Board of Curators of the University of Missouri believes that academic freedom and the economic security of its academic staff are indispensable to the success of the University of Missouri in fulfilling its obligations to its students and to society." Affirming that "the principles of academic freedom in teaching and research for teachers and academic investigators," CRR 310.010 continues to assert that "institutions of higher education are established and maintained for the common good, which depends upon the free search for truth and its free expression, "that academic freedom is essential to these purposes and applies to both teaching and research," that "freedom in research is fundamental to the advancement of truth," and that "academic freedom in its teaching aspect is fundamental to the protection of the rights of the faculty member in teaching and of the student in learning."

[CRR 310.035](#) explains the principle of academic freedom in relation to non-tenure track (NTT) faculty. As 310.035 makes clear, "Prior to the stated ending date of their term appointments, NTT faculty members have the same academic protections regarding academic freedom as tenured and tenure track faculty."

2. One way that this commitment to pursuit of truth and respect for freedom of expression is practiced at MU is the broad range of speakers/forums/performances held on campus each semester. Events in the last few years include Matt Rose (CEO and Chairman of BNSF Railway Company), Edward Rapp (President, Caterpillar), Molly Barker (Founder of Girls on the Run), Elizabeth Smart (kidnapping survivor), Ann Coulter, Jane Goodall (noted anthropologist), Maya Angelou, the Vagina Monologues, and an open forum on the shooting of Michael Brown in nearby Ferguson, Missouri.

3. One unique example of MU's commitment to freedom of expression is our very popular Speakers Circle. Established in 1987, Speakers Circle is a place in central campus in which speakers are allowed to speak to a crowd without a permit. Speakers Circle features speakers on a wide range of political, religious, and social issues.

4. MU also has a strong commitment to the principles of [intellectual pluralism](#).

The proper expression of both academic rights and responsibilities is required for a reasoned and respectful debate that explores a diversity of views and perspectives about complex, and often controversial, topics. This is the essence of Intellectual Pluralism. The University of Missouri supports the American Council on Education's Statement on Academic Rights and Responsibilities.

From our [Statement of Values](#): "Respect for one's self and for others is the foundation of honor and the basis of integrity. A hallmark of our community is respect—for the process by which we seek truths and for those who engage in that process. Such respect is essential for nurturing the free and open discourse, exploration, and creative expression that characterize a university. Respect results in dedication to individual as well as collective expressions of truth and honesty. Respect is demonstrated by a commitment to act ethically, to welcome difference, and to engage in open exchange about both ideas and decisions."

We are committed to Intellectual Pluralism in its many dimensions - political, cultural, religious, international, disciplinary, economic, lifestyles - and to encouraging and supporting robust debates over matters of academic interest. [Intellectual Pluralism report to the Board of Curators, April 2007]

Upon recommendation by Faculty Council, the Provost also provides a sample statement regarding intellectual pluralism. Faculty are encouraged to include the statement on syllabi:

"The University community welcomes intellectual diversity and respects student rights. Students who have questions or concerns regarding the atmosphere in this class (including respect for diverse opinions) may contact the departmental chair or divisional director; the director of the Office of Students Rights and Responsibilities; the MU Equity Office, or equity@missouri.edu.

All students will have the opportunity to submit an anonymous evaluation of the instructor(s) at the end of the course."

5. [*The Maneater*](#) is the official, independent student news source of MU. Members of the MU community are encouraged to express their opinions in letters to the editor. Established in 1955, *The Maneater* operates independently of student government, the School of Journalism, and all other campus entities.

6. MU also demonstrates its commitments to freedom of expression and the pursuit of truth through various centers and the many conferences and symposia we sponsor. Some examples include the following:

- [School of Journalism's Freedom of Information Center](#), which possesses the oldest and most comprehensive Freedom of Information library in the world, with a collection of more than one million articles and documents about access to information at the state, federal and local levels.
- ["One Amendment, Five Freedoms: Religion, Speech, Press, Assembly and Petition"](#)
- ["Power Capital: Missouri Alumni Examine Media and Politics in Washington."](#) September 23, 2014 at the National Press Club.
- Freedom Sings™, an all-Star cast highlighted First Amendment Freedoms through Three Centuries of Banned or Censored Music in America at the centennial celebration of the School of Journalism in 2008
- "Exploring Freedom of Expression in a Digital World" in October 2003 sponsored by the interdisciplinary Center for Digital Globe.
- MU Libraries regularly prepares exhibits related to Banned Books Week, each September.

7. The [MU Libraries](#) support freedom of access to information in all forms and for all persons and intellectual freedom, as articulated in the [American Library Association's Core Values of Librarianship](#). These values are articulated in the [MU Libraries' Values Statement](#) and upheld by our collections, our services, our policies, and our procedures.

Sources

- American Library Assoc Core Values
- CRR 310.010
- CRR 310.035
- Faculty and Tenure
- Freedom of Information Center

- Intellectual Pluralism
- Library
- MU Library Mission Statement
- One Amendment Five Freedoms
- Power Capital Missouri Alumni
- Statement of Values
- Student Resources
- The Maneater (student newspaper)

2.E - Core Component 2.E

The institution's policies and procedures call for responsible acquisition, discovery and application of knowledge by its faculty, students and staff.

1. The institution provides effective oversight and support services to ensure the integrity of research and scholarly practice conducted by its faculty, staff, and students.
2. Students are offered guidance in the ethical use of information resources.
3. The institution has and enforces policies on academic honesty and integrity.

Argument

1. The [Office of Research](#) is the major administrative point of contact for overall research compliance, and works with the office of [Environmental Health and Safety](#) to affect the business of the Radiation Safety Committee, the Laboratory Safety Committee, and the Biosafety Committee.

- The Radiation Safety Committee oversees all use of radioactive materials at MU, to include radioisotopes. Under MU's broadscope license with the Nuclear Regulatory Commission, all authorized users are inventoried and all use of radioactive materials constantly monitored by the committee. This is in addition to the separate license for the Research Reactor, which is a ten megawatt HEU-fueled system operating generally 24/7.
- The Laboratory Safety Committee has recently replaced the old Hazardous Materials Committee, with the intent of generally improving the safety-conscious work environment in MU research and teaching laboratories.
- The Institutional Biosafety Committee oversees projects using recombinant DNA (rDNA) as well as those involving Select Agents and infectious blood or tissues. The IBC works closely with the IRBs and the ACUC (Animal Care and Use Committee) as necessary.
- More information about use of animals in research is provided in section 2A of this assurance argument.

2. The mission of MU's [Institutional Review Board](#) (IRB) is "to protect persons participating in research. The IRB maintains this focus through processes and training to assist faculty, students and staff to develop a successful project wherein the benefits outweigh the risks to participants. Thorough and recurring review of research studies is performed to ensure the integrity of human subject protection. We strive to advance research in the community that is fair and ethical according to applicable regulations."

To meet the diverse needs of MU researchers, we have two review boards: one for campus, and another devoted specifically to research in health sciences. MU's IRBs are fully accredited by the Association for Accreditation of Human Research Protection Programs (AAHRPP). MU's Health Sciences IRB serves as the IRB of record for the Truman Veterans Administration hospital.

Each IRB panel is constituted to meet Health and Human Service (HHS) and Food and Drug Administration (FDA) regulations regarding membership of IRB's. The IRB must be sufficiently qualified through experience and expertise to address the types of research that might come under review for example, children, prisoners and vulnerable populations. The boards cannot consist entirely of men or women or members of one profession. There must be at least one scientific member and one nonscientific member and one member who is not affiliated with the institution. Board members are trained by experienced IRB staff and IRB Chairs, they are provided ongoing board training and take an online course designed for IRB members. Board members are selected to assure compliance with membership requirements and to provide the greatest diversity and attention to expertise as is possible. Board members are appointed by the Associate Vice Chancellor for Research.

IRB staff work directly with individual investigators, departments and divisions to provide one-on-one and group educational sessions to ensure institutional currency in appropriate standards. In addition, the IRB committees work as necessary with individual investigators when problems arise to reduce or eliminate such problems and to safeguard research subjects. This effort is coordinated as necessary with appropriate privacy officers, the General Counsel, and with University administration.

In addition to individual and group training sessions, IRB also publishes a newsletter that informs the MU community about issues related to ethical issues with research.

3. MU also has policies to manage [Conflict of Interest](#). Individual financial conflicts of interest are managed by MU's Conflict of Interest Committee, which was charged by the chancellor with its responsibility and which reports directly to the Deputy Chancellor. Day-to-day staffing is provided by the Office of Research, and annual reports are required from all MU faculty and exempt staff. The COI staff handle the annual Report of Consulting Activities which is forwarded to the UM System. The COI staff works individually and in group settings to provide assistance, guidance and background on conflict issues and works with Business Services as contracts are reviewed.

4. MU has robust [information security policies](#), including a data classification system that ensures data security. Information security training is required for all employees, and the University has a dedicated website, [MakeITSafe](#), to provide students, employees and customers with a one-stop location to find information about security and privacy policies, processes, training resources and reporting avenues.

5. The [M-Book](#) (The Student Guide to Campus Community), which is provided to all students via email at the beginning of each semester and is available through the [Office of Student Conduct](#) website, provides clear guidelines for electronic use under the section titled "Acceptable Use and Policy for Computer and Telecommunications Resources" (pg. 47).

6. The University of Missouri also promotes responsible discovery by providing protection to students' copyright of their own work. This policy, as defined by [Collected Rules and Regulations 100.030](#) establishes these protections for student work in, for example, courses, student competitions, and extracurricular activities.

7. Article VI of the [Faculty Handbook](#) outlines MU's policies and philosophy regarding academic integrity. As the Faculty Handbook explains,

"The University is committed to assuring ethical behavior by all its members toward all its members, and all members of the university community are expected to share in this commitment to ethical behavior. Academic dishonesty is an offense against the University. A student who has committed an act of academic dishonesty has failed to meet a basic requirement of satisfactory academic performance. Thus, academic dishonesty is relevant to the evaluation of the student's level of performance, and is also a basis for disciplinary action by the Provost's office.

"All members of the University community will maintain an environment in which each member of that community is given equal opportunities to achieve academic success and each member's academic achievements are assessed fairly and objectively."

The principles of academic integrity also represent an informal contract between faculty and students. Instead of pitting faculty against students, both share a common standard of behavior and set of values critical to the continued success of the University of Missouri. Both populations play an important role and have a responsibility in creating and constantly re-creating the strength and excellence defining MU.

The Office of the Provost, through the [Office of Student Rights and Responsibilities](#), oversees matters related to academic integrity. Faculty members who suspect violations of academic integrity are required to file a report to the Office of the Provost. If the faculty member and the student mutually agree on the accuracy of the violation report and the specific course-level sanctions, then the faculty member submits [Option A](#). If this is the student's first case of academic dishonesty, then no additional disciplinary action is taken by the Office of the Provost. If this is not the

first case of academic dishonesty for this student, then the Provost's office will investigate before a determination is made regarding disciplinary action. If the student and the faculty member do not agree on the accuracy of the violation report OR the sanctions recommended by the faculty member, then the faculty member submits [Option B](#). These cases are investigated by the Office of the Provost, before a determination is made. The Office of Student Rights and Responsibilities also publishes [statistics](#) about the number of cases it receives each semester and the findings.

In addition to managing alleged violations of academic integrity, MU has a number of [resources](#) available to faculty and students to prevent violations of academic integrity.

Faculty members are encouraged to include the following statement on their syllabi:

Academic integrity is fundamental to the activities and principles of a university. All members of the academic community must be confident that each person's work has been responsibly and honorably acquired, developed, and presented. Any effort to gain an advantage not given to all students is dishonest whether or not the effort is successful. The academic community regards breaches of the academic integrity rules as extremely serious matters. Sanctions for such a breach may include academic sanctions from the instructor, including failing the course for any violation, to disciplinary sanctions ranging from probation to expulsion. When in doubt about plagiarism, paraphrasing, quoting, collaboration, or any other form of cheating, consult the course instructor.

8. MU students have many resources available to them to guide them in the ethical use of information resources:

- The [Office of Student Rights & Responsibilities](#) has [numerous online resources](#) related to plagiarism to assist students, and the Director regularly gives presentations to classes, student groups, and campus organizations.
- MU Libraries offers student significant assistance in finding, evaluating, and using resources in class assignments. These resources include instructional classes and online tutorials. In FY2013, MU librarians met with 146 different 1000-level classes. Tutorials include the [Library Guide Plagiarism](#), [Library Guide Copyright](#), and [Library Guide Citation](#).
- Through Blackboard, MU offers two plagiarism checking services: SafeAssign and Turnitin (currently as a pilot program) When staff from ET@MO work with faculty about these services, they encourage faculty to let students check their own work before final submission.
- As part of its extensive support for all stages of the writing process, MU's [Writing Center](#) also provides significant support to students seeking assistance with proper use of sources. MU students may work with a writing tutor at any stage of the writing process from brainstorming to final revisions. Naturally, how to use sources—not simply to avoid plagiarism (i.e. not get into trouble) but as part of a larger discussion about argument/authority of the writer/interrogation of one's sources, etc.—is often a substantial part of that conversation. These conversations may take place either in face-to-face sessions or in electronic responses to papers submitted to the Online Writery, which is available to residential and distance learners. All tutors at the Writing Center are trained on the fundamentals of plagiarism: what it is exactly, how to spot it, and to how to talk with a student about plagiarism. The Director of the Writing Center also gives regular workshops on proper use of resources to many courses.
- Finally, English 1000 (First-Year Writing) includes extended education in the proper use of information resources. The First-Year Writing Program at MU supports the Conference on College Composition and Communication (CCCC) and Council of Writing Program Administrators (WPA) outcomes statement for composition students. These outcomes include the ability to integrate one's own ideas with that of others and the practice of appropriate means of documenting one's work. Approximately, 4500 undergraduate students enroll in English 1000 each year.
- In 2012 a task force was formed to enhance MU's engagement with issues of academic integrity. This task force has representatives from the Campus Writing Program, Mizzou Online, ET@MO, The Writing Center, the International Center, Office of Students Rights & Responsibilities, MU Libraries, First Year Composition, and academic departments. The Task Force is in the process of creating videos to be used to educate students and guide faculty regarding academic integrity and plagiarism issues. This video plan includes 1. How to turn plagiarism into a teaching opportunity? 2. What are the cultural considerations

regarding plagiarism/academic integrity? and 3. What should an instructor do when they have a plagiarism situation? Members of the task force have presented at Celebration of Teaching (for two years), offered plagiarism as a topic at three faculty workshops per year, and have conducted numerous visits to classes to share citation information and clarify plagiarism issues.

9. MU also offers a number of courses, especially for graduate students, focusing on responsible research practices. These courses include, for example, the following:

- Psych 8910: Responsible Conduct of Research
- Nursing 9131: Responsible Conduct of Research in the Health and Social Sciences
- Biol/Biochem 8060: Ethical Conduct of Research
- Veterinary Med 8641: Introduction to Research Ethics
- Information Science and Learning Technologies 9423: Ethics and Information
- Journalism 8080: Media Ethics
- Med Pharm/Phys 8415 Ethics Education by Engagement
- Plant Sciences 8010: Professionalism and Ethics

Sources

- Academic Integrity
- CCR 10
- Conflict of Interest
- CRR 100.030
- CRR 200.010

- Environmental Health and Safety
- Information Security Policies
- Library Guide_Citation
- Library Guide_Copyright
- Library Guide_Plagiarism
- Make It Safe
- M-Book-2014-2015-Final-Draft-4.0-1-1
- Mizzou Diversity researchers
- MU Institutional Review Board
- Office of Research
- Office of Student Conduct
- Office of Student Rights & Responsibilities
- Office of Student Rights & Responsibilities(2)
- osrrOptionA
- osrrOptionB
- Student Resources
- Student Rights and Responsibilities Statistics
- writingcenter_missouri_edu

2.S - Criterion 2 - Summary

The institution acts with integrity; its conduct is ethical and responsible.

Summary

The many policies and procedures described throughout Criterion 2 are all based on the four core values of the University. As we affirm in our [Statement of Values](#), "We the students, faculty and staff of MU hold the following values to be the foundation of our identity as a community. We pledge ourselves to act, in the totality of our life together, in accord with these values": Respect, Responsibility, Discovery, and Excellence.

Sources

- Statement of Values

3 - Teaching and Learning: Quality, Resources, and Support

The institution provides high quality education, wherever and however its offerings are delivered.

3.A - Core Component 3.A

The institution's degree programs are appropriate to higher education.

1. Courses and programs are current and require levels of performance by students appropriate to the degree or certificate awarded.
2. The institution articulates and differentiates learning goals for undergraduate, graduate, post-baccalaureate, post-graduate, and certificate programs.
3. The institution's program quality and learning goals are consistent across all modes of delivery and all locations (on the main campus, at additional locations, by distance delivery, as dual credit, through contractual or consortial arrangements, or any other modality).

Argument

1. Consistent with its role as a comprehensive, research-intensive, land-grant university, MU offers 249 degree programs, 58 graduate certificates, 10 undergraduate certificates, and 14 cooperative programs. A detailed list of these offerings is available [here](#).

2. MU has multiple means of ensuring that courses and programs are current and require appropriate levels of performance by students:

- The first stage of this process is approval of new courses and degree programs. According to MU regulations, faculty maintain oversight of the curriculum, and MU has the necessary faculty committees to approve new courses, minors, certificates, and degree programs. Faculty review typically begins in the individual colleges and schools. If a proposal is approved by a college curriculum committee and the dean, then that proposal is forwarded to either the [Graduate Faculty Senate](#) (GFS) or the [Undergraduate Curriculum Committee](#) (UCC). In the case of new courses, these groups have the authority to approve. With new minors, certificates, and degree programs, the GFS and UCC make recommendations, which are forwarded to the Provost and the Chancellor. New degree programs require the most oversight, including approval at the UM System, the Board of Curators, and Missouri's Coordinating Board of Higher Education. These steps all ensure the academic rigor of degree programs at MU.
- Once approved, degree programs are reviewed on a regular basis, as part of MU's [academic program assessment](#) process. As a part of this program assessment, all degree programs are required to identify student learning objectives for all degree programs. Samples of student learning objectives include [Biological Science](#) and [Occupational Therapy](#).

3. In addition to our internal processes for ensuring the quality of our programs and offerings, many MU degree programs undergo accreditation by appropriate governing bodies. A list of those organizations that provide oversight of specialized programs is provided in section 4A of this report.

4. MU has been a leader in online education since we first started offering online degrees in 1994, and the number of online degree programs and certificates has increased by 60 percent in the last five years. One significant change in the organization of our online offerings occurred in 2010 when the separate units for distance education and for

online education were transferred from Extension to the Provost's Office, with oversight provided by Interim Vice Provost for E-Learning. In 2011 Faculty Council and the Provost appointed an E-Learning Task Force to review policies and procedures pertaining to these two units. At the completion of its work, the Task Force recommended that all distance and online courses undergo the same approval process, regardless of the modality, and this change was implemented. Then in July 2011, the two units were combined into [Mizzou Online](#).

Although online degree programs and courses are approved in the same manner as all other courses, MU does have a voluntary Quality Course Review process for online courses. This process is faculty centered, and reviewers are certified through a quality review training program conducted by Quality Matters, an organization that has developed a best practice-based course review rubric.

As part of its online and distance courses and programs, MU is associated with the Midwestern Higher Education Compact (MHEC), and, since November 2014, with the Midwestern State Authorization Reciprocity Agreement (M-SARA). Membership of M-SARA allows for improved communication to students on comparable national standards for distance programs and courses.

5. We have ample evidence of the success of our online offerings. In just the last few years alone, MU's online offerings have received the following recognitions:

- *US News and World Report* recognized MU's online bachelor's offerings in the top 50 nationally in its annual "Best Online Programs" rankings.
- *US News and World Report* also highlighted MU in its "2014 Best Online Bachelor's Programs for Veterans."
- MU ranked in the top 20 schools for "Best Online Nursing Programs for Veterans."
- MU ranked in the top 40 schools for "Best Online Education Programs for Veterans."
- MU ranked #10 in "The Top Best Online Master in Educational Technology Degree Programs" by TheBestSchools.org.
- MU received the 2014 Strategic Innovation in Online Education Award, given by the University Professional and Continuing Education Association (UPCEA). According to Robert Hansen, UPCEA CEO, "Our goal is to recognize institutions that have made the investment in time and human resources to design effective online learning experiences. This award confers one of the highest distinctions within our profession, honoring, in particular, how an institution develops and meets strategic and innovative goals for online education."
- The Department of Education, Leadership and Policy Analysis in the College of Education received the Celebration of Excellence Award for Mature Program (regional award) from UPCEA in 2013 for its doctorate of education degree in educational leadership.
- The online interior design graduate program in the Department of Architectural Studies was ranked #4 as "the most admired graduate program" by DesignIntelligence.

6. MU participates in a number of cooperative arrangements that enhance the educational experiences of our students:

- The Great Plains Interactive Distance Education Alliance (IDEA). [Great Plains Initiative](#) is a partnership of 20 public university members providing access to the best educational opportunities by collaboratively developing and delivering high-quality, online academic programs. Great Plains IDEA is an academic alliance that offers fully-online graduate and undergraduate coursework and program options in high demand professional fields. Quality of the instructors is ensured by the fact that all members of the Great Plains IDEA are universities accredited by a regional accrediting agency recognized by the U.S. Department of Education. Membership in the alliance is a selective process that engages institutional leadership at all levels. Degree programs included in Great Plains IDEA include Personal Financial Planning (MS degree and graduate certificate), Financial and Housing Counseling (graduate certificate), Food Safety and Defense (graduate certificate), Gerontology (MA and graduate certificate) Youth Development (MA and two separate graduate certificates), Agricultural Education (MS), and Family and Community Services (MA).

- [AG*IDEA](#), an affiliate of the Great Plains IDEA, is a national consortium of universities offering programs and courses in agriculture disciplines. Because of our affiliation with AG*IDEA, MU students are able to earn an online master's degree in Agricultural Education.

7. The School of Health Professions and the Truman School of Public Affairs both offer degree programs at alternative locations. The School of Health Professions offers an entry-level bachelor's program in Respiratory Therapy, located at Mercy Medical Center in St. Louis. Courses in this program are taught by MU faculty. The Truman School of Public Affairs offers an option in its MPA program for mid-career professionals in Jefferson City. Courses in this program are also taught by MU faculty.

A number of schools and colleges utilize locations other than our main campus, especially for clinical practica and field placements, which are critical for student success. These schools and colleges closely oversee the educational opportunities at these other locations.

The School of Health Professions (SHP), for example, evaluates all potential field work sites and clinical placements, based on criteria including patients served, assessment approaches utilized, and treatments provided. All supervisors are certified/licensed in the appropriate profession. For the in-house clinical placements, students are directly supervised by a member of the SHP faculty. For the field work sites, an SHP faculty member (typically the director of clinical training for each department) has ongoing direct contact with the site supervisors. At the end of the placement period, students complete evaluations (standardized within each program) of the supervisors and the sites. If any concerns are raised, those are addressed with the supervisors/sites; if the problem cannot be addressed with a field work placement, then the site is no longer used.

The MU Sinclair School of Nursing has written agreements with over 900 clinical sites for student clinical experiences. For the undergraduate program these are acute, long-term and community based facilities in mid Missouri. Graduate student clinical experiences most often take place in the state where they reside. Graduate student experiences include private practices, academic health centers, and public / government-funded clinics. Clinical sites are evaluated regularly to ensure that students have experiences with a diverse population and that they have sufficient direct clinical encounters to achieve course objectives. Undergraduate students have direct faculty supervision during their first three semesters of clinical courses. In the final semester of the program, students are matched with preceptors who meet the MU Sinclair School of Nursing's and Missouri State Board of Nursing criteria for academic preparation and clinical competence. Preceptors have the expertise to support student achievement of expected learning outcomes. Preceptors provide written documentation regarding the student's performance in the clinical setting. Faculty members make clinical site visits to interact with student and the preceptor. Student evaluation is the responsibility of faculty, with involvement of the preceptor. Graduate students have precepted clinical experiences throughout their program of study. Preceptors have the expertise to support student achievement of expected learning outcomes. Preceptors provide written documentation regarding the student's performance in the clinical setting. Faculty communicate with preceptors through email, Skype and by phone. During on campus visits, faculty have the opportunity to evaluate student skills in the clinical simulation center.

In the College of Education the majority of its field/internship placements are with members of the Missouri Partnership for Educational Renewal (MPER), a group of 22 school districts across Missouri, led by the College of Education (CoE). Representatives from all 22 districts meet at MU each semester to collaborate on important issues and share similar visions and expectations regarding the quality of schools and the importance of quality teacher preparation. School administrators assist with field/internship placements in many cases. In other schools/districts, students are placed with their host teachers by school district "mentor teachers," school employees whose contracts also include specific service to MU. In some programs, MU faculty are also involved in determining the host teachers for our students' field and internship placements.

While students are in their field placements, they are monitored by the MU faculty or doctoral students who work with the faculty. If any problems with placement quality arise, they are addressed and resolved by these individuals, with the assistance of the CoE Director of Field Experiences.

Data (e.g., assignments, observations, assessments) are collected on campus and in host schools by university faculty and teachers at field sites, as well as through nationally normed examinations. Students evaluate their field/internship experiences and placements at the end of each semester. The Director of Field Experiences reviews these evaluations, and uses this information to help with making decisions about future placements.

8. MU uses a [course-numbering system](#) to distinguish different levels of our curriculum. Courses numbered from 1000-2999 are considered lower division courses. Those numbered 3000-4999 are considered upper-division courses. Graduate courses are divided into three categories: 7000-7999 (beginning graduate level), 8000-8999 (mid level), 9000-9999 (advanced level).

Like many institutions, MU offers cross-leveled courses that include both undergraduate and graduate students. In these cases, undergraduate students are enrolled in a 4000-level course, while those earning graduate credit enroll in a 7000-level course. MU regulations require that graduate students taking 7000-level courses that are cross-leveled with 4000-level courses will be expected to complete additional course requirements in order to warrant graduate credit received for those courses.

9. MU does not currently offer dual credit.

Sources

- Academic Program Assessment
- Ag IDEA
- BiologicalSciencesAPA
- BiologicalSciencesAPA (page number 12)
- Course Numbering System
- Degrees
- Graduate Faculty Senate
- Great Plains Initiative
- Mizzou Online
- Program Assessment-OT revised
- Program Assessment-OT revised (page number 5)
- Undergraduate Curriculum Committee

3.B - Core Component 3.B

The institution demonstrates that the exercise of intellectual inquiry and the acquisition, application, and integration of broad learning and skills are integral to its educational programs.

1. The general education program is appropriate to the mission, educational offerings, and degree levels of the institution.
2. The institution articulates the purposes, content, and intended learning outcomes of its undergraduate general education requirements. The program of general education is grounded in a philosophy or framework developed by the institution or adopted from an established framework. It imparts broad knowledge and intellectual concepts to students and develops skills and attitudes that the institution believes every college-educated person should possess.
3. Every degree program offered by the institution engages students in collecting, analyzing, and communicating information; in mastering modes of inquiry or creative work; and in developing skills adaptable to changing environments.
4. The education offered by the institution recognizes the human and cultural diversity of the world in which students live and work.
5. The faculty and students contribute to scholarship, creative work, and the discovery of knowledge to the extent appropriate to their programs and the institution's mission.

Argument

1. MU is committed to providing its students with the knowledge, skills and attitudes expected of informed and responsible citizens. Graduates of MU must be able to understand complex issues that go beyond their academic field.

General education courses are the foundation upon which all University of Missouri degrees are built. Through general education courses, students acquire:

- Proficiency in writing, speaking, mathematics, computer use and information management.
- Increased understanding of the nature of knowledge and the ways of thinking in the social and behavioral sciences, physical and biological sciences, and humanities.
- An appreciation of the fine arts.
- Knowledge to improve critical and analytical thinking.
- An understanding of our culture and history.

The [Committee on Undergraduate Education](#) is responsible for oversight of our [General Education Program](#) and requirements.

2. MU's requires students to complete the following requirements for General Education:

- College algebra (3 credits)
- English Exposition and Argumentation (3 credits)
- Two Writing Intensive Courses (6 credits)
- American History or Government (3 credits, Missouri State Law)
- Math Reasoning Proficiency Course (3 credits)
- Distribution of Content (27 credits):
 - 9 credits in Biological Science, Physical Science, or Mathematics
 - 9 credits in Behavioral or Social Sciences
 - 9 credits in Humanities and Fine Arts

MU provides students with [a list of courses that meet these general education requirements](#).

3. In May of 2005, the [Committee on Undergraduate Education](#) endorsed "Core Learning Objectives" for all students as a complement to the General Education course requirements. In 2007, the Executive Committee of the Faculty Council endorsed them as well. The objectives focus on the performance skills that all students should develop as they fulfill their general education requirements. Of course, not every objective will be addressed in each course, but the goal is for all of them to be addressed within each student's general education experience. These Core Learning Objectives are as follows:

Goal 1: Graduates of MU will be able to perform systematic inquiry and identify and evaluate new information in light of previous knowledge. MU graduates should be able to:

- Identify issues and problems important to society, define their scope, and identify information needed to address them.
- Find existing sources of information on a topic.
- Evaluate the accuracy, validity, and reliability of information presented in a wide variety of media.
- Conduct appropriately focused library, field or laboratory research.
- Analyze and synthesize information gathered, demonstrating strategic and logical reasoning skills.
- Demonstrate understanding of costs, benefits, and/or consequences of proposed resolutions of issues and problems important to society.
- Organize information, data, and ideas for further analysis and/or presentation.

Goal 2: Graduates of MU will possess the knowledge, abilities, and skills necessary to communicate effectively. MU graduates should be able to:

- Communicate information to a variety of audiences and for a variety of purposes.
- Revise and edit their presentations to improve clarity and accuracy.
- Engage in the healthy and positive exchange of ideas.
- Apply communication skills in furthering their post-MU careers.
- Use multiple formats and technologies to communicate ideas effectively.

Goal 3: Graduates of MU will possess the knowledge, abilities, and skills necessary to serve society responsibly. MU graduates should be able to:

- Know the duties of responsible citizenship.
- Identify and analyze the requisite behaviors for carrying out their academic and professional lives with integrity.
- Work collaboratively with others where appropriate.

Goal 4: Graduates of MU will know how to observe and critically analyze the diverse human experience. MU graduates should be able to:

- Engage in life-long learning.
- Appreciate fine art and literature.
- Understand the contributions of diverse groups and experiences to life at the individual, community, national, and the world levels.

4. One of the four goals of MU's general education is that "graduates of MU will know how to observe and critically analyze the diverse human experience." That goal is fulfilled, in part, by preparing our students so that they "understand the contributions of diverse groups and experiences to life in the individual, community, national and world levels." MU fulfills this goal through curricular and co-curricular activities.

The [list of courses approved for MU's Multicultural Certificate](#) provides evidence of the range of courses that address in a significant way the diversity of human experience. A few samples include the following:

- Agricultural Economics: International Agribusiness
- Anthropology: Indigenous Religions
- Art History and Archaeology: African American Visual Culture
- Black Studies: African American History
- Black Studies: Languages of Africa
- Educational, School and Counseling Psychology: Experiencing Cultural Diversity in the US
- Geography: Native American Geographies
- Human Development and Family Studies: Multicultural Study of Children and Families
- Journalism: Cross-Cultural Journalism
- Management: Management Across Cultures
- Social Work: Deaf Culture and Social Work Perspectives
- Sociology: Queer Theories and Identities
- Women's and Gender Studies: Sexuality and Gender Theory

Detailed information about co-curricular offerings related to diversity is available in section 1C of this assurance argument.

5. Another key component of our emphasis on student learning is our nationally ranked [Campus Writing Program](#). The mission of CWP is "to support faculty as *the* primary agents of Writing Across the Curriculum (WAC) theories and practices in educating students through principles of 'writing-to-learn' and 'learning-to-write.' We believe that teaching by these principles will enhance students' critical thinking abilities and better engage them in complex problem solving while they learn to communicate with clear, effective language in discipline-specific ways."

First established in 1987, MU's Writing Intensive (WI) requirement now includes two WI courses; more than 170 courses from disciplines across the university are offered each semester. Writing Intensive courses maintain a 20:1 student-to-teacher ratio and require at least 5,000 words of writing, including required opportunities for students to revise their work. WI assignments are tied directly and specifically to the goals of the course and are fully integrated into the syllabus. Through writing and revising, students master course concepts and learn to think and write in ways particular to their chosen disciplines. The Campus Writing Board, with representation from faculty across campus, provides oversight to this program.

6. As a major research university with particular strengths in interdisciplinary research, MU supports students' and faculty members' active contributions to scholarship, creative work, and the discovery of knowledge. According to the [Office of Research's annual report](#) MU's sponsored research expenditures were over \$133 million last fiscal year. While it is impossible to capture the range of this scholarly and creative work fully within this document, here are a few examples of the work produced by MU faculty and students:

- An [undergraduate percussion student](#) received the grand prize for his composition in an international competition
- An [MU researcher in the English Department](#) received a \$330,000 grant from the National Science Foundation to study African languages
- An [MU researcher is studying zebrafish neurons](#) in order to better understand birth defects such as spina bifida
- [Two undergraduate engineering students](#), working under the direction of a chemical engineering faculty member, presented their research at an international conference
- A team of MU researchers received a [\\$14.8 million grant](#) from the U.S. Department of Health and Human Services to reduce re-hospitalizations in nursing homes.

Other examples of undergraduate research and creative work at MU are available in section 3E of this assurance document.

Sources

- Campus Writing Program
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- Committee on Undergraduate Education
- General Education Course List
- General Education Courses
- [generaleducation_missouri_edu](#)
- [mcc_courselist](#)
- NSF_African
- Nursing_make history
- ORAR_13
- UG Engineer students
- Zebrafish

3.C - Core Component 3.C

The institution has the faculty and staff needed for effective, high-quality programs and student services.

1. The institution has sufficient numbers and continuity of faculty members to carry out both the classroom and the non-classroom roles of faculty, including oversight of the curriculum and expectations for student performance; establishment of academic credentials for instructional staff; involvement in assessment of student learning.
2. All instructors are appropriately qualified, including those in dual credit, contractual, and consortial programs.
3. Instructors are evaluated regularly in accordance with established institutional policies and procedures.
4. The institution has processes and resources for assuring that instructors are current in their disciplines and adept in their teaching roles; it supports their professional development.
5. Instructors are accessible for student inquiry.
6. Staff members providing student support services, such as tutoring, financial aid advising, academic advising, and co-curricular activities, are appropriately qualified, trained, and supported in their professional development.

Argument

1. MU has the high-quality faculty needed to fulfill its teaching mission. Our Fall 2013 data show that we have 1,999 full-time ranked faculty and 923 part-time faculty. Of the full-time ranked faculty, 1,228 are tenured or on the tenure track. Our student faculty ratio is 20:1. A listing of our faculty is available in the [Course Catalog](#). With this number of faculty, we are able to meet not only our teaching needs but also the many important non-classroom faculty roles. MU faculty are responsible for the curriculum and for assessing student learning. Faculty also play a critical role in MU's governance, through [Faculty Council](#) and the 30 [standing campus committees](#) with members nominated by such units as Faculty Council, Missouri Student Association, Graduate and Professional Council, Staff Advisory Council. MU's oversight of the curriculum is fulfilled through the [Graduate Faculty Senate](#) (elected), the [Undergraduate Curriculum Committee](#), and the [Committee on Undergraduate Education](#) (the latter of which is responsible for general education at MU, also elected).

2. MU has multiple means of ensuring that all instructors are appropriately qualified and are current in their disciplines:

- Hiring of new faculty typically involves considerable participation by the existing faculty, who are best able to evaluate the teaching and research effectiveness of candidates. Candidates selected by the departmental faculty are forwarded to the dean and provost for approval.
- According to our [Common Data Set](#), 91% of all full-time instructional faculty have terminal degrees.
- MU's [promotion procedures](#) also provide oversight both by those closest to the faculty member's area of expertise and faculty and administrators across campus, both of whom ensure consistency and fair evaluation. Promotion and tenure reviews begin with the solicitation of objective external reviewers, who are asked to evaluate the candidate objectively. After those reviews are collected, the dossier is reviewed by a departmental faculty committee, the department chair, the school or college faculty committee, the dean, the campus faculty promotion and tenure committee, and the provost. Votes and recommendations at each of these levels are considered independently and are all advisory to the chancellor, who makes the ultimate decision. This extended review process ensures that we have thorough and objective evaluation of our faculty.
- The [Graduate Faculty Senate](#) plays a key role in ensuring the quality of instruction at the graduate level. All faculty who serve on master's and doctoral committees and teach graduate-level courses are required to apply for membership on the graduate faculty. These nominations begin at the departmental level, based on appropriate disciplinary criteria. These nominations are then forwarded to the Graduate Faculty Senate,

which must approve member status. In addition, Affiliate Graduate Faculty status was created in 2011 to further provide appropriate boundaries for those faculty who qualify to assist in graduate education, but in a limited capacity. Graduate Faculty Senate also oversees [membership on the doctoral faculty](#) for those faculty determined to be qualified to direct doctoral students. Further oversight is ensured by the fact that all new and revised criteria for these levels must be approved by Graduate Faculty Senate and the Associate Vice Chancellor for Graduate Studies.

- [Collected Rules and Regulations 310.015](#) establishes appropriate review policies for both untenured faculty and a post-tenure review policy for tenured faculty. The post-tenure review process includes established procedures for addressing any deficiencies noted. The UM System provides additional [guidance regarding review of faculty](#).

3. MU faculty members have multiple avenues for professional development. The [Research Council](#) and the [Research Board](#) both provide funding to support research projects. Funding includes International Travel Grants, Arts & Humanities Domestic Travel Grants, and Research Leaves, including paid research leaves so that faculty members can devote 100% of their time to research projects.

- Travel Grants from the [Research Council](#) and [Research Board](#)
- [Research and Development Leaves](#) from the Research Council and Research Board
- [UM Faculty Scholars Program](#)
- The [Wakonse Conference on College Teaching](#)
- The [MU Global Scholars Program](#) supports MU faculty who wish to internationalize their teaching and research. The program received the Institute of International Education's Andrew Heiskel Award (2002) for best practice and innovation in international education.
- [Mizzou Advantage](#) MU's interdisciplinary initiative that provides funding for interdisciplinary teaching and research projects, travel grants, etc.
- The [Celebration of Teaching](#) conference held each May. This is a 3-day event that assist faculty in improving their teaching. The 2014 event featured 5 pre- or post-conference workshops, 24 concurrent sessions, and one keynote address. In 2014, 400 faculty were registered.
- [ET@MO](#) (Educational Technologies) ET@MO supports faculty professional development and the creation of high quality learning environments by providing technical resources for educational technologies and instructional design. The department offers multiple opportunities for faculty to learn about pedagogy and technology through its Teaching and Technology brown bag sessions, Teachnology (a summer weeklong workshop) and Online Teaching Scholars (a yearlong experience on teaching and developing online courses). ET@MO also assists faculty with in-depth design assistance for self-paced, face-to-face, and fully online courses, working closely with other departments to ensure that faculty members have the support they need to use technology effectively in the classroom. In FY 2014, 71% of MU courses used Blackboard for online learning management (e.g. checking grades, accessing course content, etc.). Over the past year, the ET@MO learning technology team responded to over 10,000 support requests concerning educational technologies from MU faculty, staff, and students on tools such as Blackboard, lecture capture, synchronous videoconferencing, and streaming media.
- [SEC Academic Programs](#), Collaborative Awards, Leadership Development Program, Academic Achievement Award, Travel Grants, Symposium
- The Campus Writing Program (CWP) provides [professional development workshops and seminars](#) throughout the year, including workshops on such topics as directing dissertations and supporting multilingual writers. CWP also hosts 2-day workshops (offered each fall and spring) for faculty teaching writing intensive courses, a similar set of workshops offered for graduate students serving as teaching assistants in writing intensive courses,

More information about these opportunities for professional development is available on the [Provost's webpage](#). Other faculty development programs exist at the level of individual schools and colleges.

4. In addition to support for teaching offered to faculty, MU has professional development opportunities for graduate students in their roles as graduate instructors or teaching assistants. The Office of Graduate Studies sponsors [GATO](#) or Graduate Assistant Teaching Orientation. New teaching assistants are invited to an all-day event featuring topics

on leading discussion, grading, building student rapport, and teaching with technology. The event is offered in both fall and spring semesters. Combined, the attendance for GATO has been 131, 194, and 185 respectively for calendar years 2013, 2012, and 2011. The [International Teaching Assistant Program \(ITAP\)](#) offers services to assess and develop communication and provide cultural development for teaching assistants, research assistants, graduate instructors and postdoctoral fellows who are non-native speakers of English.

Additional orientation and training for graduate instructors is available within specific departments and by the Campus Writing Program.

5. Academic advising is a central piece of MU's commitment to supporting student success. The [Advisors Forum](#) is a campus organization of faculty and professional staff advisors. Advisors Forum supports the National Academic Advising Association's (NACADA) *Statement of Core Values of Academic Advising* (1995). Toward the realization of those standards, MU's Advisors Forum is committed to:

- promote continued improvement of advising at MU
- support campus-wide efforts to recognize and promote outstanding academic advising
- provide advisors with on-going professional development and the promotion of professional standards
- serve the academic community as a knowledgeable body on matters of student advisement and advising policy
- offer services, programs, and publications to assist academic units in providing informed and conscientious advisement to all MU students
- support campus-wide recruitment efforts to recognize and promote diversity
- support campus-wide recruitment efforts and contribute to improved retention and graduation rates of MU students.

MU provides opportunities for professional development to our academic advisors. We provide funding so that any advisor interested in attending the annual conference of the Missouri Academic Advising Association is able to do so. We also send a team to regional and national meetings of the National Academic Advising Association, with many of our advisors presenting papers at these conferences. Additional staff development is available through our on-campus Advisors Forum, which meets regularly to share information and to discuss issues related to academic advising.

6. Human Resource Services has well established processes for screening and hiring staff members. This [Staff Recruitment Process](#) includes screening based on minimum and preferred qualifications and criminal background checks.

MU is particularly proud of the high quality staff working in student support services:

- The [Student Financial Aid Office](#) (SFA) is committed to providing high quality service to students. All of the financial aid advisors have bachelor's degrees and the leadership team all have advanced degrees. In addition to hiring well qualified staff, the Student Financial Aid Office is committed to providing professional development opportunities for the staff. Each staff member has access to daily updates from our national association through NASFAA Today's News. SFA staff members also serve in leadership roles at the state, regional, and national level. We have an internal goal to have our staff conduct 4 state, 2 regional, and 2 national presentations each year. We encourage each member of our staff to attend trainings and conferences that are specific to their area of expertise. Over the last two years we have been able to send every member of our staff to our state financial aid conference.
- [The Learning Center](#) also benefits immensely from the high quality staff members. The eleven professional staff all have at least a master's degree. Four of these eleven also have a doctorate and another three are actively pursuing doctoral degrees. In addition, all have experience teaching classes at MU in addition to working directly with hundreds of students and tutors each year. Our three administrative staff have bachelor's degrees and one has a master's degree. Learning Center staff members all participate in on-

campus professional development activities, such as the [Celebration of Teaching](#) and Human Resources seminars, and several staff attend regional and national conferences.

- [Mizzou Online](#) provides a range of resources and support services to ensure the success of distance and online students. Students may enroll in a demo course and learn how to navigate the learning management systems. The staff created an online self-assessment, entitled 'Is Online Learning Right For Me?' The assessment provides feedback to students in determining their preparedness to pursue an online course of study. The Unit administers the Osher Re-entry scholarship Program which awards up to \$5,000 to non-traditional students.

7. MU faculty use multiple means (email, posted office hours, Blackboard, etc.) to ensure that they are accessible to students. One recent development in MU's efforts to enhance effective communication between faculty and students and advisors and students is our acquisition of MU Connect, a student online scheduling and early academic-alert warning system providing students with 24/7 access, allowing them to schedule appointments with academic advisers and other campus resource providers with a few simple clicks through Blackboard. Through MU Connect, instructors alert students about their academic performance and are able to alert students to areas of concern, make referrals to campus resources, and recognize students for exemplary work. Students are encouraged to use feedback from instructors to guide them toward available campus resources. By the end of fall semester 2014, 100% of our undergraduate students will have access to MU Connect.

8. The [Administrative Leadership Development Program](#) provides training and mentoring opportunities for staff members who demonstrate leadership potential.

Sources

- Administrative Leadership Development Program
- Advisors Forum
- Campus Standing Committees
- CDS_1314
- CDS_1314 (page number 22)
- Celebration of Teaching
- Committee on Undergraduate Education
- CRR310-015
- CWP Seminars Workshops Flyer 2014
- ET@MO
- Faculty Council home
- Financial Aid
- Freedom of Information Center
- GATO
- GFS
- Graduate Faculty Senate
- hr tenure faqs
- International Teaching Assistant Program
- Learning Center
- Mizzou Advantage
- Mizzou Online
- MU Global Scholars Program
- Office of Financial Success

- P&T Index
- research board
- Research Council
- SEC Academic Programs
- Staff Recruitment Business Process 8 28
- Student Success Center
- UMFS
- Undergraduate Curriculum Committee
- WAKONSE

3.D - Core Component 3.D

The institution provides support for student learning and effective teaching.

1. The institution provides student support services suited to the needs of its student populations.
2. The institution provides for learning support and preparatory instruction to address the academic needs of its students. It has a process for directing entering students to courses and programs for which the students are adequately prepared.
3. The institution provides academic advising suited to its programs and the needs of its students.
4. The institution provides to students and instructors the infrastructure and resources necessary to support effective teaching and learning (technological infrastructure, scientific laboratories, libraries, performance spaces, clinical practice sites, museum collections, as appropriate to the institution's offerings).
5. The institution provides to students guidance in the effective use of research and information resources.

Argument

1. MU has a full range of student support services to meet the needs of our student populations. These services include, for example:

- Every MU student living in a residence hall lives in one of three types of learning communities: general learning communities, thematic learning communities (e.g. engineering, women's leadership, honors, Journalism), and [Freshman Interest Groups](#) (FIGS). FIGS consist of 15-20 freshmen and a peer advisor interested in a similar topic. Students in FIGS live on the same floor and take some courses together. MU has been tracking data regarding FIGS for 17 years. Based on these data, we know that even when controlling for entering ability, FIG students are more successful than those not participating in a FIG. Students participating in a FIG in Fall 2013 had a mean GPA of 3.242 compared to a mean GPA of 3.124 for non-FIG students. The retention rate for FIG students (based on Fall 2013 to Fall 2014) is 88.86% compared to 85.14% for non-FIG students. The four-year graduation rate for FIG students (based on the Fall 2010 entering class) is 50.97% compared to 40.87% of non-FIG students. Over 70% of FIG participants said they would recommend the program to a friend and 73% said that the program helped them adjust to MU.
- MU was one of the original fourteen institutions selected in 1989 to establish the [McNair Scholars Program](#). The Program selects MU undergraduate students who meet federal income guidelines, whose parents have not completed an undergraduate degree, and/or belong to underrepresented populations, to work with a faculty mentor in preparation for graduate study.
- [The Honors College](#) fosters student engagement in scholarship through research opportunities and supports close interaction between high-ability undergraduate students and faculty in such challenging areas as interdisciplinarity and civic leadership.
- The [Student Success Center](#) includes four major units:
 - [The Learning Center](#), which houses both the Writing Center and the TRiO Cats Program, provides academic support to all undergraduates at the university. During a typical academic year, approximately 60% of MU freshmen and 30% of all undergraduates participate in one or more Learning Center activities. In 2013-2014, more than 7,000 students used the Learning Center, and these students were about 18% more likely to return to MU the following year than students who did not use its services. Offering both face-to-face and electronic writing assistance for all students for any writing assignment, the Writing Center partners with Residential Life, Ellis Library, and the Total Person Program, to offer writing support in multiple locations on campus. Because of the growth in online education, the Writing Center provides support continuously throughout the calendar year via the Online Writery.

Funded by a grant of \$607,500 per year from the federal Department of Education, MU's [TRiO CATS](#) program serves about 650 students representing groups that are historically underrepresented in higher education, targeting first-generation college students, students with high financial need, and students with disabilities. To help these students progress toward graduation and ultimately earn degrees from MU, TRiO CATS provides a range of services, including one-on-one tutoring in a variety of subjects and academic and financial advising. We also provide scholarships to fifty students, selected for their academic achievements and active participation in program activities. The TRiO grant, which helped found the LC in 1976 and is one of the largest TRiO grants in the country, comprises approximately 37% of the unit's total budget.

In addition to the help provided by the Writing Center and the TRiO CATS program, the Learning Center offers Open Help Sessions and Exam Reviews for multiple courses. These services are available to all undergraduates. In 2012, the Learning Center began offering Study Plan Consultation appointments to help students develop a customized success plan based on their specific courses and other commitments. Additionally, the Learning Center works with Academic Retention Services, the Disability Center, and the Veterans Center to provide one-on-one tutoring for underrepresented students registered with these offices.

- [Academic Retention Services](#) serves as a campus retention monitoring center, focusing specifically on underrepresented ethnic students.
- [MU Career Center](#) offers a broad range of services, including major and career exploration, assistance with resumes and cover letters, practice interviews, information about internships, job fairs, etc.
- [Academic Exploration and Advising Services](#) works collaboratively with students who do not yet have an academic advisor in their major to help them develop and accomplish academic and life goals. The advisor and student work together to find a fit between the student's interests and abilities and what the university has to offer. Ultimately, students learn to navigate through and take full advantage of the university.
- [Veterans Center](#): The MU Veterans Center is designed to meet the needs and address the concerns of veterans at MU. Named a veteran-friendly school by G.I. Jobs and Military Times EDGE for four years, MU was the first of three institutions nationally to open a full-service center for veterans and their dependents. The office is staffed by a full-time MU employee and six VA work-study students who have worn — or are still wearing — the uniform. The MU Veterans Center offers students and employees:
 - A one-stop, free-standing center.
 - A seamless approach to helping student veterans at MU, from admission to graduation.
 - A resource for mentoring, tutoring, housing, financial and personal issues for MU students and employees.
 - Assistance for families and spouses during deployments.
 - Coordination of a network of health professionals with expertise in addressing the needs of veterans.
 - A network of social support groups among veterans.
- The [Disability Center](#) serves as a resource to and partner with our campus community to remove barriers and promote the principles of universal design. Staff at the Disability Center encourage self-determination and work to ensure equal opportunity and provide tools for access for students. One of the key functions of the Disability Center is providing assistance to students who seek accommodations based on disability.
- [Student Financial Aid](#) helps students and their families secure the resources necessary to fund an MU education.
- MU also has invested in significant training as part of [Mental Health First Aid](#) an international, evidence-based, public health initiative designed to increase mental health literacy, decrease stigma, and increase help seeking. The 8-12 hour course teaches the signs and symptoms associated with mental illness and provides a concrete action plan for responding during a mental health crisis or when signs of a mental illness begin to emerge. Since 2011, the MU [Counseling Center](#) has trained a total of over 750 participants, most of them faculty and staff. Future plans include offering this program to at least 200 participants each year. Also, since August 2012, the MU Counseling Center has trained over 3,100 students, faculty and staff

in brief mental health awareness and intervention training, including “How to Help,” “Mental Health 101,” and QPR (Question, Persuade, Refer) suicide prevention training.

- [The Wellness Resource Center \(WRC\)](#) uses a comprehensive, campus wide, year-long wellness approach that begins during summer orientation and continues every month throughout the year. Each year, over 200 student programs are delivered in a wide variety of locations including academic classrooms and residence halls. In addition, various publications, education posters, displays, and major campus events are used to promote wellness issues. The WRC plans on-going activities and events that support wellness as it relates to issues such as fitness and nutrition, stress-reduction, alcohol and drug abuse, tobacco, problem gambling, healthy decision making off-campus, promoting positive fan behavior at athletic events, and suicide prevention. As part of its efforts, the WRC has engaged in targeted interventions to reduce high-risk drinking and smoking among students. Results from the Semester Wellness Survey show a nearly 30% decrease in [smoking](#) and a 21% decline in [high-risk drinking](#) from 2009 to 2013.
- The [Office for Financial Success](#), a service of the Personal Financial Planning Department, provides one-on-one counseling and group workshops focused on improving financial well-being of individuals and families. These services are free for MU students, faculty, and staff.
- The [Total Person Program \(TPP\)](#) provides comprehensive services for our student athletes, including tutoring in all academic areas, mentoring, study skills development, and career planning. This program has contributed to the success of our students in the classroom. 34% of our student athletes are recognized on deans' lists, and over 50% earn a 3.0 GPA or higher. The [Total Person Program Policy and Procedures Manual](#) provides more detailed information about the program.
- Established as a stand-alone center about five years ago, the [RSVP Center](#) (Relationship and Sexual Violence Prevention) is committed to decreasing the prevalence of rape, sexual assault, relationship violence and stalking by creating a campus culture that does not tolerate violence. Previously funded through student fees, the RSVP now has more stable funding through the Department of Student Life.
- MU has extensive support for our 2,400 international students, representing more than 100 different countries. These services include the [International Center's](#) International Student Services, International Admissions, the Intensive English Program, the Accent Modification Program, the [International Teaching Assistant Program](#), and numerous co-curricular programs to assist with language and culture.

Support services focused specifically on academic success for our undergraduates are highly coordinated on our campus through the Vice Provost for Undergraduate Studies. Directors of the following units all meet monthly: Academic Exploration and Advising Services, Academic Retention Services, Campus Writing Program, Educational Technologies, Fellowships Office, Honors College, Learning Center, Multicultural Certificate, Service Learning, and Undergraduate Research.

2. MU is a selective institution, with clearly defined requirements for admission. Students who have completed the required core high school curriculum and have an ACT of 24 or higher are accepted to the university. Students who have completed the required core curriculum and have an ACT of 23 or lower are admitted, depending on class rank. Details about our [admission standards](#) are posted on our website.

Because MU is a selective institution, we do not offer developmental or remedial courses. As noted above, however, we do provide significant opportunities for academic assistance for students who are experiencing academic difficulties.

3. [The Office of New Student Programs](#) is committed to helping incoming freshmen, transfers and their families transition successfully to MU. Three orientation programs are offered: summer, August, and winter. Separate programming is available to meet different groups, including transfer and international students.

To assist entering students in selecting appropriate courses, orientation programs provide entering students an opportunity to meet with their academic advisors and to complete their course schedule with guidance from their academic advisor. In addition to these advising sessions, MU relies on placement exams to ensure that students are placed in appropriate courses. The ALEKS Math Placement Assessment (ALEKS) is a tool used by academic advisors to ensure that students register for the appropriate math course. An online foreign language exam is also available.

4. MU recognizes the critical role that academic advisors have in determining student success. Although the specifics of academic advising is determined at the departmental and/or school and college, the campus as whole supports the definition of academic advising developed by the 1993 Provost's Task Force on Undergraduate Advisement:

Academic advising is an ongoing, active process involving student, advisor, and institution, the primary goal of which is to assist students in the development and accomplishment of meaningful educational plans that are compatible with their life goals. To be successful, academic advising must incorporate three distinct types of advising:

- *Developmental advising to enable the student to derive the greatest possible benefit from his or her university experience. Developmental advising aims to help the student solve whatever problems stand between the individual and academic success.*
- *Career Advising to provide information and advice about career options and opportunities.*
- *Curricular and programmatic advising to assist the student in selecting courses, planning programs of study, and meeting existing requirements.*

MU Advisors are committed to inform, support, and encourage individuals to be self-directed in the educational process within the framework of established MU academic standards.

Recognizing the crucial role that academic advisors have in student success, MU has periodically engaged in systematic review of our policies regarding academic advisors to ensure that we are providing the best possible advising to our students. A 2007-2008 market analysis of advisors' salaries, for example, determined three opportunities: the average term of service of our academic advisors was less than four years, our campus average advisor-student ratio was above national recommendations, and salaries were not market competitive. As a result of this analysis, we hired eight additional advisors across campus and gave all advisors a \$3500 market adjustment in salary.

We also continue to assess our effectiveness with academic advising by conducting surveys of both advisors and undergraduate students. These surveys have led to changes in our professional development opportunities here on campus. For example, after students reported needing better advice regarding financial aid and academic advisors expressed concern that they felt less competent on financial topics than other areas, we began to emphasize financial advising within our staff development materials.

5. MU has the facilities necessary to support high-quality learning environments:

- With a collection of nearly 4 million print items, over 1.3 million e-books, over 50,000 journal titles (in print or online), a repository of digital scholarship called [MOSpace](#), an \$18 million annual budget, and a staff of around 160, [MU Libraries](#) support the instruction, research, service, and economic development missions of the University of Missouri. By acquiring scholarly resources, developing innovative services, and applying new information technologies, the MU Libraries fulfill their primary purpose: to serve our users. The MU Libraries include Ellis Library, J. Otto Lottes Health Sciences Library, Zalk Veterinary Medical Library, the A.G. Unklesbay Geological Sciences Library, the Engineering Library and Technology Commons, the Mathematical Sciences Library, the Frank Lee Martin Journalism Library, the Missourian Library, University Archives, and the UM Libraries Depositories. Ellis Library is also home to Special Collections, which houses rare and unique items, including rare books, comic art, maps and much more that span over four thousand years. MU Libraries is also a founding member of the MOBIUS Consortium of over 70 libraries that share materials, information, and services across Missouri and beyond. MU Libraries is a member of the Association of Research Libraries (ARL).
- MU has a number of museums and galleries appropriate to a comprehensive research university. These include Bingham Gallery, Enns Entomology Museum, the Museum of Art and Archaeology, MSA/GPC Craft Studio Gallery, Rogers Gallery in the Department of Architectural Studies, and the State Historical Society's Art Collection and Exhibits.

- MU's many learning laboratories and clinical practice sites on campus enrich the learning environment of our students. One of the most prominent is [KOMU TV-8](#). KOMU is the only university-owned commercial television station and major network affiliate in the United States that uses its newsroom as a working lab for students. It reaches 184,000 homes in 14 mid-Missouri counties. KOMU is affiliated with both NBC and the CW Network. Other School of Journalism labs include [KBIA 91.3 FM](#) the *Columbia Missourian* (newspaper), the *Global Journalist*, and *Vox Magazine*. The College of Agriculture, Food and Natural Resources owns labs including [The Gathering Place](#) (a bed-and-breakfast), [Tiger Gardens](#) (a full-service flower shop), the Culinary Café, [Mizzou Meat Market](#) (a meat processing laboratory and retail market), and [Buck's Ice Cream](#). The MU [Child Development Laboratory](#) (CDL) is an educational setting for community children and a teaching and research laboratory for University students, faculty and staff. The CDL operates a full-day, full-year teacher-training lab school affiliated with the Department of Human Development and Family Studies (HDFS) within the College of Human Environmental Sciences (HES). HES is also home to the Department of Architectural Studies' [Immersive Visualization Lab \(iLab\)](#). The School of Health Professions likewise operates a number of clinics that provide learning opportunities for MU students while also providing necessary services to mid-Missouri. These clinics include a free physical therapy clinic, a speech and hearing clinic, an adult daycare facility, a language pre-school, and a pediatric occupational therapy clinic.
- Many individual departments have specialized facilities appropriate to their specific disciplines. The Department of Theatre, for instance, relies heavily on Rhynsburger Theatre (278 seats), the Corner Playhouse (125 seats), the Costume Shop, and the Scene Shop. The Sinclair School of Nursing relies heavily on the [Essig Clinical Simulation Learning Center](#), where students practice technical skills and learn to manipulate various equipment in a simulated clinical setting. Medical students benefit enormously from the Russell D. and Mary B. Sheldon Clinical Simulation Center, which provides them opportunities to practice medical procedures while receiving real-time feedback in much the way they would from a human patient.
- While MU is able to provide the laboratories necessary for our STEM fields, it has been a challenge to provide the state-of-the-art facilities these fields require. Fortunately, the University of Missouri Board of Curators recently approved supplemental fees to begin addressing this challenge within the College of Arts and Science. This current year, these fees helped cover the costs for complete renovation of all the high-demand undergraduate physics labs as well as for renovation of a large laboratory classroom used by the Department of Psychological Sciences. The Board of Public Buildings also recently approved issuing of \$38.5 million in bonds to renovate Laferre Hall (engineering). Expected to be completed in December 2016, renovations will also include the addition of a new laboratory. Still, more renovations are needed in the years ahead.
- Teaching and learning facilities in the fine arts also present challenges, with particular need for expanded studios and rehearsal space and improved acoustical and listening equipment. The College of Arts and Science has developed a plan for renovation of the Fine Arts Building and for a new School of Music building, but funding has not been identified.
- Detailed information about the technological infrastructure is included in section 5A of this assurance argument.

6. Another way that MU supports excellence in teaching is by providing students and faculty alike an appropriate mechanism for students to provide feedback regarding their experiences in the classroom. In 2011 the Vice Provost for Undergraduate Studies asked the Assessment Resource Center to gather data about our student evaluations. Working directly with the feedback from faculty, administrators, and students, the Assessment Resource Center developed new student evaluation forms, which were rigorously evaluated and tested. After considerable revision, these new student evaluations were recommended for approval by the Academic Affairs Committee of Faculty Council. The entire Faculty Council approved these changes in June 2013. The new forms include a [standard student evaluation](#), an [expanded evaluation form](#), and [student evaluation form one that includes only the three questions required by state law](#).

7. Section 2E of this assurance argument provides detailed information about MU's support to students regarding the appropriate and effective use of research and information resources.

Sources

- Academic Retention Services
- Admission Standards
- Advisors Forum
- AEAS
- Bucks
- Career Center
- Child Development Lab
- CollegeBoardPricing
- Counseling
- Disability Center
- Essig
- FIGS
- Financial Aid
- Gathering Place
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- HighRiskDrinking
- Honors College
- ilab
- International Center
- International Teaching Assistant Program
- KBIA
- KOMU
- Learning Center
- Library
- McNair Scholars Program
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- MOspace Repository
- New Student Program
- Nursing_make history
- Office of Financial Success
- Residence Halls
- RSVP Center
- Smoking
- student evaluation form, expanded
- student evaluation form, SB389 version
- student evaluation form, standard
- Student Success Center
- Tiger Garden
- Tiger Pantry
- Total Person Program
- Total Person Program Policy and Procedures Manual
- TRIO
- Veterans Center
- VOX
- Wellness Center

3.E - Core Component 3.E

The institution fulfills the claims it makes for an enriched educational environment.

1. Co-curricular programs are suited to the institution's mission and contribute to the educational experience of its students.
2. The institution demonstrates any claims it makes about contributions to its students' educational experience by virtue of aspects of its mission, such as research, community engagement, service learning, religious or spiritual purpose, and economic development.

Argument

1. As an institution of more than 35,000 students located in a vibrant community of more than 115,000 residents, MU offers students a rich array of co-curricular activities. In 2012, MU seniors rated enriching educational experiences at a level 2.5% higher than that of their counterparts at AAUDE institutions and 7.6% higher than the average for NSSE institutions.

MU students have access to over [700 student organizations](#), focusing on almost every imaginable topic. Some examples include the Agribusiness Club, American Constitution Society, Asian Christian Fellowship, College Republicans, Cupcake Club, Digital Media Club, Fluffy GRL, Poetry Club, LGBTQ in STEM, MU Canoe and Kayak, MU Robotics, Muslim Students' Organization, South Asian Students Association, National Association of Black Accountants, Mizzou Collegiate Cattlewomen, and hundreds more.

The Missouri Students Association, the Graduate Professional Council, and the Department of Student Activities sponsor many events on campus. These events, ranging from free movies to guest speakers to musical concerts, are advertised widely. The [Fall Events Poster](#) and the "[Stuff To Do](#)" website provide some examples. The organization Mizzou After Dark sponsors fun, alcohol-free late night events for all students.

22% of our undergraduate students are members in the 54 Greek organizations on campus. [Greek Life](#) provides MU students opportunities for scholarship, leadership, service, and brotherhood/sisterhood.

The [Department of Recreation Services and Facilities](#) organizes a wide variety of recreational opportunities for students, including the following:

- 47 club sports, including archery, scuba, fencing, crew, quidditch, lacrosse.
- A nationally recognized recreation facility that boasts indoor and outdoor track, lap pool, lazy river pool, multisport courts, weight room, cardio equipment, sand volleyball, dance and yoga classes, personal training.

In addition to campus facilities, students have easy access to Columbia's nationally recognized MKT fitness and nature trail.

One of the real strengths of MU's co-curricular activities is the extent to which MU assesses student learning in co-curricular activities. In 2010 the Division of Student Affairs developed the [Columns of Student Learning and Development](#) model to represent the learning that MU students gain as a result of their experience with programs, services, and offerings provided by the Division of Student Affairs. The model is based on the MU core values, key learning objectives, and the Council for the Advancement in Higher Education's learning domains. Each department within Student Affairs tracks [specific projects](#) related to specific learning objectives, included in the Columns of Student Learning and Development. These learning objectives are focused in six areas: interpersonal development, humanitarianism and civic engagement, practical competence, intrapersonal development, knowledge acquisition

and integration, and critical and reflective thinking. Student Affairs also tracks student learning with on-campus student employment.

2. MU offers a rich research-intensive environment that benefits graduate and undergraduate students. A world-class research institution, MU houses facilities that foster discovery and interdisciplinary collaboration in all academic fields. Interdisciplinary research is MU's hallmark. Examples of first-rate collaborative environments include the [Center for Studies in Oral Tradition](#), the [Christopher S. Bond Life Sciences Center](#), the [Dalton Cardiovascular Research Center](#), the [Donald W. Reynolds Journalism Institute](#) and the [Health Activity Center](#).

MU has the nation's most powerful university research reactor and is the largest U.S. producer of radioisotopes for diagnosing and treating cancer. The university has 17 research farms, research centers and forests, covering more than 14,500 acres, and operates one of five U.S. centers funded by the National Institutes of Health to lead interdisciplinary research on botanicals, part of a \$25 billion dietary supplement industry. Another major asset is the [Mizzou Botanic Garden](#), which covers the entire campus landscape with 42,000 plants and trees. Faculty from ten academic programs use the garden as an outdoor laboratory.

With more than 170 different graduate degree programs, MU's approximately 6,500 graduate students are crucial participants in the university's research.

Undergraduates also benefit immensely from the research-intensive environment of MU, and many of our undergraduate courses are taught by top researchers in specific fields.

Undergraduate students also participate directly in the research and creative activity at MU. The [Office of Undergraduate Research](#) was established to

- Facilitate collaboration among existing undergraduate research programs;
- Promote undergraduate research to internal and external audiences;
- Encourage new initiatives to create and enhance undergraduate research opportunities.

The Office of Undergraduate Research organizes the [MU Undergraduate Research and Creative Achievements Forum](#) each spring and summer. All MU students who have conducted independent research, and who have a faculty sponsor/recommendation, may participate. Students present their research in various formats including oral presentations, poster sessions, performances, scholarly and creative work, and art displays. Students presenting at the spring forum are eligible to compete for the Chancellor's Award for Excellence in Undergraduate Research and Creative Achievements and win up to \$500.

MU also participates in the UM System's [Undergraduate Research Day at the Capitol](#) in Jefferson City each year. Last year's event showcased the work of 20 MU students to Missouri legislators. The purpose of this event is to demonstrate to lawmakers in Jefferson City the unique opportunities undergraduate students have to participate with faculty in research at the University of Missouri. We will also use this event to underscore higher education's role in developing educated citizens and preparing a work force with the necessary skills to further the economic growth of the state.

Another important opportunity for MU undergraduate researchers is the [Discovery Fellows Program](#) organized by the Honors College. This program offers first-semester freshmen the opportunity to work with a faculty member on a research project or other scholarly activity appropriate to their major. Fellows work eight hours per week during the academic year. They are paid a stipend of \$1,700 for the year. Recent projects include "Effect of Binge Drinking on the Brain," "Blogger Criticism of the Media," "Improving the Power of Energetic Materials with Nanotechnology," and "Odd-Lot Trading on Wall Street."

The annual Health Sciences Research Day provides a forum for original research and educational innovations by undergraduate, medical, nursing, and health professions students, as well as pre-doctoral and postdoctoral trainees working with faculty in the schools of medicine, nursing, and health professions. Over 100 posters are typically

submitted and displayed throughout the day. Students present the results of their findings to a panel of judges, who use a NIH-type method of evaluating each poster. Prizes are awarded to the three best presentations in each student category (undergraduate/medical students and graduate students/post-doctoral fellows, medical fellows and residents) for both clinical and basic science.

In addition to those programs, MU offers many college-specific programs and activities for undergraduates interested in actively participating in research projects, either under the supervision of or in collaboration with active MU researchers. Some examples include:

- School of Health Professions offers a [Research Apprenticeship in Health Professions](#)
- [The College of Engineering Undergraduate Research Program](#)
- [College of Arts and Science Undergraduate Research Mentorship Program](#)
- [Undergraduate research funding opportunities in the College of Human Environmental Sciences](#)

3. MU graduate and undergraduate students also benefit directly from the strong emphasis on community engagement that is central to our mission as a land-grant university.

The [Office of Service Learning](#), one of the largest and most successful offices of service learning in the country, collaborates with nearly 250 partners (businesses, nonprofits, and government agencies). In the last eight years, student participation in service-learning projects has increased 80%, from 2,429 students in 2006 to 4,362 students in 2014. In addition to supporting service-learning placements, the Office of Service Learning manages [MU Serves](#), a database that links MU students to service opportunities in mid-Missouri and prepares Peace Corp volunteers.

[The Center for Leadership and Service](#) (a department of Student Life) also supports student engagement with the community.

University of Missouri Extension provides another mechanism by which students have opportunities to build their professional skills while serving the community. One recent innovation is a partnership between MU Extension and [Mizzou Alternative Breaks](#). Since 1991, MAB has provided students service work around the country during Thanksgiving, winter, spring, and weekend breaks.

Over the past 10 years, MAB has sent students on more than 200 trips to locations such as New York, Arizona, Florida and Montana. Most of MAB's service trips have been out of state. The new partnership will provide opportunities for service within Missouri. MAB and MU Extension have 18 in-state trips planned for the 2014-2015 academic year. The goal is to send students on service trips to all of Missouri's 114 counties by 2020.

Among the proposed projects is the building of a greenhouse at MU Extension Center in Buchanan County. This facility will help with horticulture trials and show youth in extension's Garden 'n Grow program another side of growing produce. The goal is to pair MU agriculture and human environmental sciences students with Buchanan County extension faculty. This will allow MU students to get firsthand experience in their majors while enhancing MU Extension's capacity to serve the community.

4. The Office of Economic Development hosts several activities and projects that encourage and support student engagement with MU's mission to promote economic development. These include the following:

- The Student Angel Capital Program is a cross-disciplinary, student-managed angel investment fund that allows MU undergraduate and graduate students the opportunity to learn angel and venture capital investment strategies through first-hand experience of investing in high-growth Missouri start-up companies.
- CLIMB is a student organization that promotes the exchange of entrepreneurial ideas.
- The Entrepreneurship Alliance gives students the opportunities to work in teams, making business plans and participating in pitch competitions.

- The University of Missouri System recently announced the launch of a new opportunity for selected students on all four campuses to engage directly with economic development. The [Entrepreneurial Scholarship and Internship program](#) is designed to create a steady stream of entrepreneurs around the state. The UM System will provide scholarships, paid summer internships, and access to university incubators and networking opportunities.

5. MU students also benefit from a robust study abroad program. In 2011-2012 a record 1,379 MU students studied abroad, placing MU among the top 5% of institutions nationwide for study abroad participation. MU offers over 300 study-abroad programs. The percentage of undergraduate students who study abroad before graduation is now at 20%. This is high relative to peer institutions. MU's goal is to increase participation to 30% by 2018.

6. For 100 years, University of Missouri Extension has extended university-based knowledge beyond the campus into all 114 counties of the state. In doing so, extension has strengthened families, businesses and communities. This local presence, combined with input from nearly 2,000 local county council members, demonstrates a level of local commitment, reach and accomplishment that is unmatched by any other university in Missouri.

Extension programs provide Missouri-specific answers that are research-based and non-biased. Looking back on [FY 2013, MU Extension](#) faculty made nearly 2.3 million personal contacts with those they serve. Professionals in business, public safety, health, government, labor, education and agriculture routinely turned to extension for solutions and for continuing professional education. Extension's 4-H youth program reached more than 276,000 young people ages 5 to 18 in every corner of the state. Senior adults improved their lives with the Osher Lifelong Learning Institute, and thousands of additional daily contacts took place through our comprehensive website.

Sources

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- Undergrad Research and Creative Achievements Forums
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3.S - Criterion 3 - Summary

The institution provides high quality education, wherever and however its offerings are delivered.

Summary

MU is a comprehensive research university that provides a high quality education. With more than 300 degree programs and certificate programs, a highly accomplished faculty, appropriate facilities and infrastructure, and extensive student support services, MU is dedicated to preparing our students to solve the global problems of the future.

Sources

There are no sources.

4 - Teaching and Learning: Evaluation and Improvement

The institution demonstrates responsibility for the quality of its educational programs, learning environments, and support services, and it evaluates their effectiveness for student learning through processes designed to promote continuous improvement.

4.A - Core Component 4.A

The institution demonstrates responsibility for the quality of its educational programs.

1. The institution maintains a practice of regular program reviews.
2. The institution evaluates all the credit that it transcripts, including what it awards for experiential learning or other forms of prior learning, or relies on the evaluation of responsible third parties.
3. The institution has policies that assure the quality of the credit it accepts in transfer.
4. The institution maintains and exercises authority over the prerequisites for courses, rigor of courses, expectations for student learning, access to learning resources, and faculty qualifications for all its programs, including dual credit programs. It assures that its dual credit courses or programs for high school students are equivalent in learning outcomes and levels of achievement to its higher education curriculum.
5. The institution maintains specialized accreditation for its programs as appropriate to its educational purposes.
6. The institution evaluates the success of its graduates. The institution assures that the degree or certificate programs it represents as preparation for advanced study or employment accomplish these purposes. For all programs, the institution looks to indicators it deems appropriate to its mission, such as employment rates, admission rates to advanced degree programs, and participation rates in fellowships, internships, and special programs (e.g., Peace Corps and Americorps).

Argument

1. The purpose of MU's [Academic Program Assessment](#) process, which was completely revised as our HLC quality improvement project, is designed to improve the teaching, research, and service of each academic unit. As the [Program Assessment template](#) makes clear, the assessment reports (approximately 15-20 pages) now consist of two primary parts. In part one, the program's faculty assess the unit's research and creative activity, teaching and learning, service, and economic development since the last assessment. (Program assessment is typically done every five years, with some variation depending on discipline-specific accreditation schedules.) This assessment is based on criteria and methods appropriate to the specific discipline as well as data provided by both Institutional Research and Quality Improvement and by Academic Analytics, the latter of which provides benchmarking data about research productivity to its subscribing clients. One significant change with our new model for conducting program assessment is that all units are required to include learning objectives for each degree program. Our processes for assessing student learning and assessing programs are, in other words, now fully integrated.

Based on the findings in part one, part two of the assessment report describes the unit's plans for the next three to five years. This section should identify the specific issues, problems, or concerns that this plan seeks to address as well as identify specific goals and proposed strategies. At least one of these goals must focus on improving student learning. Throughout the writing of these reports, academic units are assisted by a Director of Assessment (who focuses on the student learning sections), the Associate Director of Quality Improvement (who provides support with the units' plans for improving), and the Deputy Provost (who oversees the program assessment process). Upon completion of the final report, a meeting is held with the provost, the deputy provost, the dean of the appropriate school or college, the associate vice chancellor of graduate studies (if involving any graduate degree programs), the vice provost for undergraduate studies (if involving any undergraduate degree programs), and the chair or director of

the academic unit. The purpose of these meetings is to discuss the unit's key strengths and challenges and plans for the future. Following this meeting, a short [executive summary](#) is shared with the MU Chancellor and the UM System. In order to reinforce the emphasis on continuous improvement, MU recently began requiring annual updates from all units that have completed the program assessment process.

Samples of program assessment reports from [Biological Sciences](#) and [Occupational Therapy](#) are available.

Since initiating this new method of reviewing programs, approximately 80% of our departments and/or colleges have completed or are currently undergoing program assessment.

2. MU has well established [policies governing transfer of credit](#). In general MU accepts credit from regionally accredited institutions that are oriented toward baccalaureate degree, if the student receives a grade on "C" or higher. MU also has a [policy regarding awarding credit to veterans for previous military service](#).

MU also has established policies for [Credit by Examination](#) and [Credit for AP, IB, and College Credits](#).

Faculty in the disciplines are responsible for the original review of any course from another institution not previously evaluated. Admissions then uses those agreed upon evaluations as the standard to review and award credit.

MU has formal articulation agreements with institutions throughout Missouri.

MU also provides an interactive [course equivalency tool](#) so students can determine transferability of specific courses.

3. University of Missouri regulations stipulate that the faculty have "primary and direct authority" in matters "directly affecting the educational program" at MU, and MU has the necessary faculty committees to fulfill this responsibility. At the graduate level, the [Graduate Faculty Senate](#), an elected representative body of university faculty, sets policies, approves course proposals, makes recommendations regarding faculty status and oversees other aspects of graduate education at MU. Earlier in 2014, Chancellor Loftin announced a restructuring of graduate education at MU, creating the Office of Graduate Studies within the Division of Research and Graduate/Professional Studies. Implementation of this reorganization continues, and faculty have taken a leading role in advising the Chancellor about specific actions needed. Much of this work has been done by the Task Force on Graduate School Restructuring. In its report the Task Force on Graduate School Restructuring recommended that the Graduate Faculty Senate spend the 2014-2015 academic year conducting a self-evaluation regarding policies and processes associated with course and curricular approval. At the end of this academic year, the Task Force is expected to assess whether course approval processes should remain with the Graduate Faculty Senate or whether an alternative model for approvals should be implemented.

The [Undergraduate Curriculum Committee](#) provides oversight of courses, minors, certificates, and degree programs, with a goal of avoiding unnecessary duplication. The Undergraduate Curriculum Committee has representatives from every campus unit that awards a bachelor's degree.

In addition, the [Committee on Undergraduate Education](#) has the responsibility for the implementation of the campus-wide general education program. The committee is composed of elected representatives from the ten undergraduate divisions, as well as three Student Advisory Council representatives.

All courses and programs, regardless of modality, undergo the same approval process.

The faculty also have oversight of the expectations for student learning. This oversight is provided in a number of ways:

- The [Committee on Undergraduate Education](#), which is charged with implementing the campus-wide general education program.
- Faculty within individual departments and divisions, who are responsible for identifying the student learning objectives for specific degree programs. All academic units submit their student learning objectives within the program assessment process, as described in the [program assessment template](#).
- The [Campus Writing Board](#) provides oversight of the [Campus Writing Program's requirements](#).
- The Honors Council provides oversight of the curriculum within the [Honors College](#).

4. MU does not offer dual credit.

5. Many of MU's degree programs have specialized accreditation. Organizations that provide oversight of these specialized programs include the following:

- Commission on Collegiate Nursing Education (CCNE)
- American Veterinary Medical Association
- Accrediting Council on Education in Journalism and Mass Communication
- American Bar Association
- ABET (engineering)
- ABET (computer science)
- National Association of Schools of Public Affairs and Administration (NASPAA)
- Commission on Accreditation (COA) (Social Work)
- American Library Association
- American Psychological Association/Clinical Psychology Training Program
- American Psychological Association Accreditation/Counseling Psychology
- American Psychological Association Accreditation/Counseling Program
- Missouri Department of Elementary and Secondary Education
- Teacher Education Accreditation Council
- University Council for Educational Administration
- Commission of Accreditation of Healthcare Management Education
- Council on Academic Accreditation in Audiology and Speech-Language Pathology
- Society of American Foresters
- Liaison Committee on Medical Education
- National Association of Schools of Music
- Association to Advance Collegiate Schools of Business (AACSB International: less than 5% of institutions worldwide have earned this achievement for their Business programs)
- Accreditation Council for Occupational Therapy Education (ACOTE)
- Commission on Accreditation for Respiratory Care (CoARC)
- Commission on Accreditation of Physical Therapy Education (CAPTE)
- Council on Education for Public Health
- Accreditation Council For Graduate Medical Education
- Accreditation Council for Continuing Medical Education
- The Joint Review Committee on Educational Programs in Nuclear Medicine Technology (JRCNMT)/Nuclear medicine
- The Joint Review Committee on Educational Programs in Nuclear Medicine Technology (JRCNMT)/radiography
- Commission on Accreditation of Allied Health Education
- Association of American Medical Colleges
- Accreditation Council for Education in Nutrition and Dietetics
- Council for Interior Design Accreditation
- Institute of Food Technologists (IFT) Higher Education Review Board
- Commission for Accreditation of Parks, Recreation & Tourism (CoAPRT)

The US Department of Education's index of accredited programs is available [here](#).

6. MU has a world-class faculty. Data from the Common Data Set and the fall census data gathered by Human Resources indicate that 97.5% of our tenure-track faculty have terminal degrees, and 87.3% of our faculty (both nontenure track and tenure-stream faculty) have terminal degrees. Those faculty without terminal degrees typically have extensive professional backgrounds, who can enrich the learning environment for our students. The School of Music, for example, sometimes hires musicians without terminal degrees when they have had extremely accomplished careers as performers. The School of Journalism, likewise, hires some exceptional professional practice faculty, who do not always have terminal degrees.

7. MU has multiple ways of measuring the success of our graduates:

- Pass rates on licensure and certification exams: In 2014 91% of law students passed the Missouri bar exam, and 100% of teacher education students, 99% of veterinary students, 99.5% of medical students, 94% of nursing students and 100% of health professions students passed their national licensure and certification tests, including examinations in communication science and disorder, nuclear medicine, occupational therapy, physical therapy, respiratory therapy, and radiologic science and the National Council of State Boards of Nursing (NCLEX), the U.S. Medical Licensing Exam (USMLE), and the North American Veterinary Licensing Exam (NAVLE).
- MU also tracks the participation and success of our students who apply for nationally competitive [fellowships](#) (e.g. Boren, Rhodes, Truman, Gates, Goldwater). The total number of students working with the Office of Fellowships to submit a final application has risen from 68 in 2011-2012 to 92 in 2013-2014. At the same time we have seen an increase in the number of students selected for fellowships, from 15 in 2011-2012 to 20 in 2013-14. These 20 include two undergraduate Boren scholarships, four Critical Languages Scholarships, and eight NSF Graduate Research Fellowships.
- For many years, MU participated in the [Destination Survey](#) of recent graduates, and we have posted results. Individual schools and colleges have also tracked their graduates. The College of Business, for example, surveys graduates at three months, one year, and five years, and tracks placement data (salary and position) and promotion information. The College of Agriculture, Food, and Natural Resources also [surveys its graduates](#), using NACE First-Destination Standards and Protocols. Most recent response rate for CAFNR was 82%. At a campus level we are now planning to use a new survey instrument designed specifically for our needs. We have developed ten core questions that focus on whether the graduate has secured a job commensurate with his or her degree level. All graduating students will receive this survey around the May and December graduations. These data will be tied to student demographic and performance data so that we can analyze the relationship between student characteristics/performance and success in securing a job or enrolling in graduate school. Individual schools and colleges can add to the core questions with questions specific to their school or college.
- 28 MU alumni are currently serving in the Peace Corps, and 997 have served since the agency was created in 1961.

Sources

- Academic Program Assessment
- AP IB and College Credits
- BiologicalSciencesAPA
- CAFNR success survey 2013
- Campus Writing Board
- Campus Writing Program Requirements
- Committee on Undergraduate Education
- CourseEquivalency
- Credit by Exam
- CRR 300.010

- Destination Study
- Fellowships13-14 table
- Graduate Faculty Senate
- Honors College
- Military Credit Policy
- Program Assessment Executive Summary
- Program Assessment-OT revised
- ProgramAssessmentTemplate2014
- Transfer Credit Degree Applicability
- Undergraduate Curriculum Committee
- US Department of Education Accreditation Index

4.B - Core Component 4.B

The institution demonstrates a commitment to educational achievement and improvement through ongoing assessment of student learning.

1. The institution has clearly stated goals for student learning and effective processes for assessment of student learning and achievement of learning goals.
2. The institution assesses achievement of the learning outcomes that it claims for its curricular and co-curricular programs.
3. The institution uses the information gained from assessment to improve student learning.
4. The institution's processes and methodologies to assess student learning reflect good practice, including the substantial participation of faculty and other instructional staff members.

Argument

1. In May of 2005, the [Committee on Undergraduate Education](#) endorsed "Core Learning Objectives" for all students as a complement to the General Education course requirements. In 2007, the Executive Committee of the Faculty Council endorsed them as well. The objectives focus on the performance skills that all students should develop as they fulfill their general education requirements. Of course, not every objective will be addressed in each course, but the goal is for all of them to be addressed within each student's general education experience. By aligning courses and curricula to agreed-upon performance objectives, MU provides coherence to students' general education experience. This also makes it feasible to conduct effective assessment of general education by embedding the assessment in students' specific programs, assessment that can lead to quality improvement.

These Core Learning Objectives are as follows:

Goal 1: Graduates of MU will be able to perform systematic inquiry and identify and evaluate new information in light of previous knowledge.

MU graduates should be able to:

- Identify issues and problems important to society, define their scope, and identify information needed to address them.
- Find existing sources of information on a topic.
- Evaluate the accuracy, validity, and reliability of information presented in a wide variety of media.
- Conduct appropriately focused library, field or laboratory research.
- Analyze and synthesize information gathered, demonstrating strategic and logical reasoning skills.
- Demonstrate understanding of costs, benefits, and/or consequences of proposed resolutions of issues and problems important to society.
- Organize information, data, and ideas for further analysis and/or presentation.

Goal 2: Graduates of MU will possess the knowledge, abilities, and skills necessary to communicate effectively.

MU graduates should be able to:

- Communicate information to a variety of audiences and for a variety of purposes.
- Revise and edit their presentations to improve clarity and accuracy.
- Engage in the healthy and positive exchange of ideas.
- Apply communication skills in furthering their post-MU careers.
- Use multiple formats and technologies to communicate ideas effectively.

Goal 3: Graduates of MU will possess the knowledge, abilities, and skills necessary to serve society responsibly.

MU graduates should be able to:

- Know the duties of responsible citizenship.
- Identify and analyze the requisite behaviors for carrying out their academic and professional lives with integrity.
- Work collaboratively with others where appropriate.

Goal 4: Graduates of MU will know how to observe and critically analyze the diverse human experience.

MU graduates should be able to:

- Engage in life-long learning.
- Appreciate fine art and literature.
- Understand the contributions of diverse groups and experiences to life at the individual, community, national, and the world levels.

2. One of the key components of our emphasis on student learning is our nationally ranked [Campus Writing Program](#). The mission of CWP is "to support faculty as *the* primary agents of Writing Across the Curriculum (WAC) theories and practices in educating students through principles of 'writing-to-learn' and 'learning-to-write.' We believe that teaching by these principles will enhance students' critical thinking abilities and better engage them in complex problem solving while they learn to communicate with clear, effective language in discipline-specific ways."

First established in 1987, MU's Writing Intensive (WI) requirement now includes two WI courses; more than 170 courses from disciplines across the university are offered each semester. Writing Intensive courses maintain a 20:1 student-to-teacher ratio and require at least 5,000 words of writing, including required opportunities for students to revise their work. WI assignments are tied directly and specifically to the goals of the course and are fully integrated into the syllabus. Through writing and revising, students master course concepts and learn to think and write in ways particular to their chosen disciplines. The [Campus Writing Board](#), with representation from faculty across campus, provides oversight to this program.

3. In 2010, the University of Missouri was invited to become one of the Higher Learning Commission's pioneer institutions engaged with the new Open Pathway for reaffirmation of accreditation. MU's Quality Initiative, titled "From Program Review to Program Assessment," completely revised our program assessment process. Key to this project was the requirement that all academic units would include in their program assessment reports learning objectives for all their degree programs. To date, approximately 80% of academic units have completed this new assessment process, and all will have done so in 2016.

In implementing this new approach to student learning objectives and program assessment, the Office of the Provost has emphasized a team approach, including a Faculty Fellow (now Interim Deputy Provost), a Director of Assessment, and an Associate Director of Quality Improvement. This team works with units throughout the assessment process and, once their reports are submitted, tracks and assists academic units as they implement their plans for improvement.

4. Given this emphasis on program level assessment and the wide range of degree programs offered, assessment processes vary considerably across campus. Many degree programs, for example, rely primarily on their senior capstone courses to assess student learning. Others emphasize student portfolios. Still others rely on assessment of experiential learning (simulations, internships, etc.). In general, however, most academic units use multiple sources to gather data on student learning, and all academic programs are required to report on their efforts to improve student learning during the regular [academic program assessment](#) process. In this way, the emphasis is on improving student learning rather than simply gathering data, without using that information for purposes of

improvement. As evidence of the range of approaches to assessment and the emphasis on improving student learning, we offer the following examples:

The [School of Social Work](#) relies on multiple sources for evidence of student learning, including student surveys, portfolios, assessment by faculty and field instructors, area concentration achievement tests, and alumni surveys. In their most recent program assessment process, the faculty in the School of Social Work used these data to target three areas within the curriculum that needed improvement. As the faculty described in their assessment report, "Based on data from multiple sources (including self-rankings by our graduates, alumni surveys, course evaluations, etc.), faculty in Social Work believe our students need to improve their skills in connecting research and practice within social work. In particular, we want our students to be able to read research studies and evaluate research rigor and then—based on this research—plan, implement, and evaluate specific interventions. A second area within our curriculum that we believe needs attention focuses on students' ability to tolerate ambiguity in resolving ethical conflicts. Faculty members have already made a number of curricular changes to address these issues, including increased attention to ethical conflicts in all foundation level courses. In SW7760, Foundations of Social Justice, the course lecture content was altered to increase the opportunity for students to discuss values and ethics related to social justice issues. A third area addressed within our curriculum was repetitive course content. We merged two classes into one class, SW7730, Direct Practice, to reduce repetitive content and improve teaching effectiveness. This change was made in response to student feedback."

The [School of Journalism](#) uses a range of strategies to assess student learning at all levels. For example, portfolio reviews of student work assessed by outside professionals are required of Journalism graduates during the final semester. Students are also assessed in their experiential component, including, for example, the semester they spend working at *The Columbia Missourian*, a laboratory newsroom. This work and similar operations in television are examples of the renowned Missouri Method, in which students "learn by doing." Professionals from Missouri television and radio operations visit campus to meet students and review student produced stories and newscasts. Their written reports are used by faculty for assessment and further decision making. Feedback from students and alumni informed 2012 revisions to the core curriculum, including the introduction of the Professional Seminar (J9087) which is now offered each semester. The seminar includes a wide range of topics pertinent to emerging academics as well as teaching pedagogy and best practices. An example of an innovative change was the introduction of a locally developed instrument to assess English grammar proficiency for undergraduates which has proved to be a more effective assessment tool than the CAAP.

The College of Agriculture, Forestry and Natural Resources ([CAFNR](#)) incorporates a rigorous assessment process for continuous improvement of student learning in curricular and co-curricular programs. Capstone course instructors provide feedback on the performance of their students with regular communication among advisor chairs in each of the 14 academic majors. There is a continuous, systematic mechanism to monitor the success of students toward the learning objectives. Internship coordinators monitor the progress of students engaged in internship programs and provide feedback to the advisor chairs. The CAFNR Office of Academic Programs conducts exit interviews with graduating seniors and the data, along with feedback from recruiters supplied by the CAFNR Career Services office inform curricular and co-curricular revision. Some examples of curricular changes based on input from faculty, instructional staff and students include the following:

- the capstone experience
- modification of degree requirements to ensure students gain sufficient depth within concentration areas
- recent revision of an emphasis area in Sustainable Agriculture with increased and improved opportunities for internships.

5. At the campus level, one way that MU has engaged in campus-wide assessment of student learning is through the administration of a standardized exam, something that we have done since 1995. Through our participation in the Voluntary System of Accountability (VSA) and the VSA's College Portrait, MU currently administers ETS Proficiency Profile to a sampling of seniors. Results of this standardized exam are reported on [MU's College Portrait](#) page.

We have found that the results from standardized tests are of limited use, and the campus relies much more heavily on other means of assessing student learning at the campus level. A recent effort in this regard involves assessing students' understanding of the contributions of diverse groups and experiences (Core Learning Objective #4). This process, currently underway, was initiated by Faculty Council, which asked that the campus use the Universality-Diversity Scale. This [survey instrument](#) was administered to students enrolled in capstone level courses in spring 2014. This fall we will administer the survey to freshmen, and again to seniors in spring 2015.

6. MU faculty have multiple resources to assist them in improving student learning. In addition to the Director of Assessment, who regularly consults with faculty across campus on issues related to student learning, MU faculty can participate in programs like Academic Transformation and Course Redesign, which are administered by Educational Technologies at Missouri (ET@MO). [ET@MO](#) is dedicated to helping faculty teach well with technology, which means they offer instructional design, development, and technical support for all MU faculty members using educational technologies. In both of these programs, assessment of learning takes place at the beginning of redesigning the course, an appropriate course design is developed, teaching with technology tools are implemented, and student learning is assessed once more. Often, the research continues throughout the following semesters, and is able to show the impact of the positive changes the course has undergone during this process. While Course Redesign focused on large enrollment courses, Academic Transformation is currently available for all courses at MU.

Another opportunity for faculty members to assess student learning in their courses is through informal mid-semester feedback. MU uses a website called MOCAT to allow instructors to ask their students for feedback any time during the semester, while they can still make needed changes to the current class structure to increase student engagement and learning.

7. MU also actively assesses student learning in co-curricular activities, with the Division of Student Affairs taking a leading role in this effort. In 2010 the Division of Student Affairs developed the [Columns of Student Learning and Development](#) model to represent the learning that MU students gain as a result of their experience with programs, services, and offerings provided by the Division of Student Affairs. The model is based on the MU core values, key learning objectives, and the Council for the Advancement in Higher Education's learning domains. Each department within Student Affairs tracks [specific projects](#) related to specific learning objectives, included in the Columns of Student Learning and Development. These learning objectives are focused in six areas: interpersonal development, humanitarianism and civic engagement, practical competence, intrapersonal development, knowledge acquisition and integration, and critical and reflective thinking.

8. Our overall approach to assessment is collaborative and faculty-driven. This is evident in our emphasis on faculty-agreed upon student learning objectives during the academic program assessment process, through the active involvement of Faculty Council and the Committee on Undergraduate Education in our General Education Program, and in faculty-led and faculty-sustained initiatives such as the Campus Writing Program.

Sources

- Academic Program Assessment
- CAFNR
- Campus Writing Board
- Campus Writing Program
- Columns of Student Learning and Development Overview
- Columns of Student Learning and Development Sept 2014
- Committee on Undergraduate Education

- Cultural Competence means and freqs V2
- ET@MO
- MU's College Portrait
- School of Journalism
- School of Social Work
- StudentAffairsDepartment Projects

4.C - Core Component 4.C

The institution demonstrates a commitment to educational improvement through ongoing attention to retention, persistence, and completion rates in its degree and certificate programs.

1. The institution has defined goals for student retention, persistence, and completion that are ambitious but attainable and appropriate to its mission, student populations, and educational offerings.
2. The institution collects and analyzes information on student retention, persistence, and completion of its programs.
3. The institution uses information on student retention, persistence, and completion of programs to make improvements as warranted by the data.
4. The institution's processes and methodologies for collecting and analyzing information on student retention, persistence, and completion of programs reflect good practice. (Institutions are not required to use IPEDS definitions in their determination of persistence or completion rates. Institutions are encouraged to choose measures that are suitable to their student populations, but institutions are accountable for the validity of their measures.)

Argument

1. MU has long tracked data related to student success, including student retention, persistence, and graduation rates, and the Office of Enrollment Management's [Enrollment Summary](#) (current and [previous](#)) provides detailed information regarding the data collection. As part of MU's strategic planning process in 2013-2014, we identified [goals for student retention, persistence, and completion](#).

These goals are to achieve the following metrics by 2018:

- Increase six-year graduation rate from baseline of 70.8% to 71.5%
- Reduce average time to graduation from baseline of 4.2 to 4.1 years
- Improve first-year retention rates from baseline of 83.6% to 85%

Our numbers for Fall 2014 indicate that we have already met one of these goals: our first-year retention rate this year is 86.2%. Our current goal is to maintain or continue to increase that graduation rate.

2. MU has engaged in appropriate efforts to achieve these goals. In 2010, the Offices of Enrollment Management, Student Affairs and Undergraduate Programs established a [Commission for Student Success \(CSS\)](#).

The CSS created a comprehensive team of more than sixty members from across the campus representing academic advising, faculty, and student services. The CSS's charge was to complete a strategic assessment that identified action items that could improve student persistence to graduation. The Commission used data analysis to identify key factors affecting student persistence. The [data analysis](#) was provided by two MU faculty members and included a quantitative analysis of data that covered a ten year period of early "exiters" (students who left MU without graduating). This research also included surveys of the early exiters that were compared with surveys of students who successfully completed their MU degrees (graduating senior surveys). Based on this research, we were able to identify what factors are contributing to students leaving before they graduate. Working groups worked in teams assigned by topics including: academic impediments (i.e., at risk of failing courses), academic advising, financial impediments and access to financial aid, career/aspirational risk (i.e., not getting into my desired major), health and wellness (whole person), and transfer students. The working groups identified several issues that the Commission agreed should be addressed.

3. One of the priority items was a method to allow students to schedule advising appointments online. A second priority was an early alert system to allow early intervention efforts that would support students who struggle in

their course work. To address both these concerns, we ran a pilot project in the College of Engineering during Spring 2013. Our campus collaborated with the other UM System campuses to acquire Starfish – branded as MU Connect on our campus--and hired a full-time person to lead our implementation. As of Fall 2014, all of our schools and colleges that serve undergraduate students have implemented MU Connect, and it is also now deployed in various student services areas, including Academic Exploration and Advising Services, the Honors College, the Learning Center, and the Writing Center. The Early Alert System, which is part of MU Connect, was successfully piloted in the Spring 2014 semester. We are targeting high enrollment courses with high percentage of "D, F, or Withdrawal" (DFW) rates for Fall 2014. We are also linking these courses to expanded tutoring support through online tutoring (Net Tutor).

As part of our efforts to assess effectiveness of these new tools, we are tracking use of MU Connect. In Spring 2014, more than 21,000 appointments were made, and approximately half of the undergraduate population used MU Connect to schedule appointments. The Early Alert Pilot was used in three courses, with a total of 858 students. This early alert system allows instructors to send notes to students about concerns or praise for accomplishments.

4. Related to the work of the Commission for Student Success is our effort to improve student persistence by responding quickly to students who may be experiencing academic or personal difficulties. For example, we now send a list of students with academic holds to undergraduate deans prior to early registration. This allows advisors to reach out to these students and offer appropriate assistance.

5. Another issue was prescriptive academic advising for students who experience transition of majors. The Student Success Collaborative (SSC) was implemented to address this need. The College of Business, School of Health Professions and Academic Exploration and Advising Services (supports Undecided and Undeclared students) were used to pilot the program. The SSC has been moderately successful, and we continue to work on its full implementation.

6. Two recent developments in our efforts to promote student success include the hiring, in 2014, of an Assistant Vice Provost for Undergraduate Studies, whose responsibilities focus on promoting student success. MU has also initiated efforts to revise the structure and mission of Academic Retention Services. An external review of ARS has been completed, and a national search for a new director is ongoing.

7. A team is also working to launch a Transfer Student Center for Fall 2015. This office will serve as an ombudsman for transfer students and will link student support services. The office will be modeled after the Veterans Center, a programmatic approach that has been very successful in supporting our student veterans.

8. In addition to our campus efforts, MU participates in the national initiative called [Student Achievement Measure \(SAM\)](#) to provide more meaningful data about student success by including data regarding students who have attended more than one institution. SAM is supported by nine higher education organizations, including The Association of Governing Boards of Universities and Colleges (AGB), the College Board, and the Association of Public and Land-Grant Universities.

Sources

- Commission on Student Success
- Enrollment Destination
- Enrollment Summary Reports
- Evaluation of Non-Returning Students

- Fall-2013-Enrollment-Summary-combined
- Fall-2014-Enrollment-Summary-combined
- Strategic Plan Dashboard
- Student Achievement Measure

4.S - Criterion 4 - Summary

The institution demonstrates responsibility for the quality of its educational programs, learning environments, and support services, and it evaluates their effectiveness for student learning through processes designed to promote continuous improvement.

Summary

MU has rich and deep commitment to improving student learning. Offering a wide range of degree programs and support services appropriate for a comprehensive research-intensive university, MU maintains high quality educational opportunities for our students.

Student responses to the National Survey on Student Engagement confirm MU's reputation as an institution devoted to high-quality learning experiences. Students consistently endorse the range of excellent learning opportunities available to them, including learning communities, practica, internships, field experiences, capstone projects, study abroad experiences, co-curricular activities. According to data supplied by the NSSE 2012 survey, MU seniors rated enriching educational experiences (EEE) at a level 2.5% higher than that of their counterparts at AAUDE institutions, and 7.6% higher than the average for NSSE institutions.

Sources

There are no sources.

5 - Resources, Planning, and Institutional Effectiveness

The institution's resources, structures, and processes are sufficient to fulfill its mission, improve the quality of its educational offerings, and respond to future challenges and opportunities. The institution plans for the future.

5.A - Core Component 5.A

The institution's resource base supports its current educational programs and its plans for maintaining and strengthening their quality in the future.

1. The institution has the fiscal and human resources and physical and technological infrastructure sufficient to support its operations wherever and however programs are delivered.
2. The institution's resource allocation process ensures that its educational purposes are not adversely affected by elective resource allocations to other areas or disbursement of revenue to a superordinate entity.
3. The goals incorporated into mission statements or elaborations of mission statements are realistic in light of the institution's organization, resources, and opportunities.
4. The institution's staff in all areas are appropriately qualified and trained.
5. The institution has a well-developed process in place for budgeting and for monitoring expense.

Argument

MU's resources--human, fiscal, and physical--support the four missions of the university and are sufficient for strengthening those missions in the future.

1. MU has a large and complex physical plant able to support the four missions of the University. Our 6.1M square feet of Education and General (E&G) space in 189 major buildings supports a majority of the teaching and research mission. The total of all facilities--including auxiliaries (residence and dining halls, a research hospital and athletic facilities, among others), extension offices and farm campus--approaches 19M square feet. More than 750 acres of campus landscape includes the [Mizzou Botanic Garden](#) (comprised of 11 thematic gardens, seven special plant collections, three walking trails, and more than 6,000 trees). The campus has its own power plant and well water distribution system serving the infrastructure needs of the campus and has earned national recognition for low-cost reliable energy production as well as its sustainable efforts. Our current energy supply portfolio has 24% renewable energy, and we have reduced greenhouse gas emissions by 36% since 2008. A signatory member of the American College and University President's Climate Commitment since January 2011, MU is an EPA Green Power Partner and is ranked #1 in onsite generation of renewal energy among all colleges and universities in the EPA's Green Power Partnership database. The 2014 [Campus Master Plan and Climate Action Plan](#) provides more details about our sustainability efforts.

2. The major challenges facing the campus physical plant/facilities in supporting the university's mission is the increased deferred-maintenance backlog and number of available class labs – identified in the [Carrying Capacity Study](#). However, MU has been proactive by developing a strategy to minimize these challenges, implementing the “Stewardship Model” in 2009. Our model focuses on total building renovation to meet programmatic needs, increase class lab space and eliminate large amounts of deferred maintenance rather than making small repairs in multiple facilities. Over \$25M in deferred maintenance has been retired on four projects using this program. STEM (Science, Technology, Engineering, Math and Medicine) is another strategy MU is using to reduce the deferred maintenance backlog and increase class lab space by showing the economic benefit of receiving additional state funding in support of these programs.

In implementing our Stewardship Model, we are relying on data gathered by an independent Facility Condition Assessment consultant. As a part of the inspection/assessment process, they capitalize all facility needs in the form of a Facility Condition Needs Index (FCNI). FCNI is a key metric, that is an industry standard, to understand and manage deferred maintenance backlog. FCNI is the amount of identified facility needs/current replacement value (CRV) providing the ratio/percentage of funding necessary to eliminate the deferred backlog. The campus FCNI is currently 0.26. MU's goal is to maintain a campus FCNI below 0.30.

3. MU has a complex IT infrastructure to support our four missions:

- 70,000+ active 1 Gbps wired local area network connections
- Internet1 average bandwidth is 775 Mbps, peak utilization 6.22 Gbps
- Internet2 Average bandwidth is 358 Mbps, peak utilization is 1.89 Gbps
- Wireless access points = 3,400 (802.11n technology)
- 42 computer labs with a total of 875 Windows and 150 Apple computers
- 92 computers in the laptop checkout program
- Print Anywhere services - 12,750,000 pages printed by students in FY14

The [Division of IT](#) also provides a wide range of IT services to faculty, staff, and students, including the following:

- 151 adaptive computing customers served at no cost. Services include e-textbooks, adaptive technology consulting and training, braille services, web site evaluations, workstation assessments.
- learning management system and e-portfolios
- Lecture capture technology
- Student email including email for life
- Software Anywhere (22 software titles) available at no charge
- Mobile academic software availability supporting academic programs throughout the campus
- Onecard ID cards
- Cloud-based storage and collaboration space at no charge to students, faculty and staff

4. MU provides support, technologies and technology resources in support of the research community as follows:

- MU is a charter member of Internet2, an advanced networking consortium led by the research and education community spanning US and international institutions who are leaders in the worlds of research, academia, industry and government. MU is also one of a select few universities designated as an [Internet2 Innovation Campus](#).
- MU was among the first US research universities to create a separate research network (RNet) in addition to the traditional campus enterprise network. RNet, established in 1999, enables MU researchers to leverage and participate in various national-level advanced cyberinfrastructure efforts such as InCommon Federated Identity Management Service, XSEDE for HPC/Big Data resources/expertise access and GENI Future Internet Testbed.
- MU's Research Support Computing (RSC) group in conjunction with the [Bioinformatics Consortium \(UMBC\)](#) operates high-performance computing systems to support research on MU's campus. Established in 2001, the UMBC provides centralized, high capacity data storage and analytical tools that can be used over high-speed Internet2 connections.
- MU is an active participant in the Great Plains Network Consortium (GPN), encompassing 23 institutions of higher education in the Midwest, that fosters research collaborations among the institutions as well as participation with the Greater Western Library Alliance (GWLA), an association of research libraries in the western and central US.

5. [Educational Technologies at Missouri \(ET@MO\)](#) also provides a wide variety of services to support faculty and students. They provide technical support for faculty on learning management systems (Blackboard and Sakai), ePortfolios, real time class collaboration, streaming media, lecture capture, student response systems, and audio/video creation for courses through the Instructional Media studio. They also provide comprehensive instructional design and development services for all courses at MU, from self-paced, to hybrid, to fully online, which includes the opportunity for faculty members to have their courses undergo a Quality Matters based peer review process or to receive course development funds through Academic Transformation or the Teaching with Technology Innovation Fund. In addition to these primary services, ET@MO also offers multiple opportunities for faculty professional development throughout the year. These include Teachology (a hands on workshop in the summer), Teaching and Technology brownbag sessions, Blackboard teaching and design boot camps, Online Teaching Scholars and a yearly conference, the Celebration of Teaching. Faculty members are recognized for good teaching with technology through the Excellence in Teaching with Technology awards, or through becoming an eMentor, which allows them to share their best pedagogical practices with other instructors.

MU is constantly assessing the resources available to faculty and students. A thorough consideration of our learning management systems options is being conducted (Fall 2014), with multiple opportunities for faculty, staff, and students to provide input.

6. In addition to the appropriate physical and IT resources, MU also has a strong human resource base to support our operations. According to our [2013 Common Data Set](#), 91% of our full-time instructional faculty have terminal degrees. The [Common Data Set](#) set reports a student faculty ratio of 20:1.

7. Human Resource Services has well established processes for screening and hiring staff members. This [Staff Recruitment Process](#) includes screening based on minimum and preferred qualifications and criminal background checks.

8. MU also supports our human resources through the robust programming for staff training and development. Each year Human Resource Services coordinates a two-day Training Conference for our staff employees where we have 30-40 concurrent sessions. An average of 750-1000 employees attend each year and sessions focus on topics related to personal and professional development, wellness, and compliance. Other training and development programs include First Line Supervisors Training, Staff Recognition Seminars, and on-line sexual harassment prevention training (for both faculty and staff). myLearn is available to all faculty and staff and covers a wide range of topics, including software application instruction, legal compliance awareness, and highly technical topics. More information about training opportunities for staff is available at [MU HRS Training](#).

9. One way that MU continues to invest in development of our faculty and staff is through "Diversity 101," an online diversity course developed by the [Chancellor's Diversity Initiative](#) (CDI) and designed so that we can learn together to promote a culture where everyone feels welcome to contribute and strive to reach their potential. Participants who complete this four week course receive a certificate from the CDI.

10. One way that MU protects the university's mission is by maintaining the resources necessary to ensure campus safety. The Campus Safety Committee is charged with making recommendations related to campus safety and the elimination of potential hazards, and the campus has a comprehensive alert system using phone and text messages. Central to our efforts regarding campus safety is the MU Police Department (MUPD), which includes 37 commissioned Law Enforcement Officers, 8 non-commissioned Security Officers, 6 Communications Officers, 35 part-time Campus Safety Officers, and 1 full-time Emergency Management Coordinator. MUPD is internationally accredited with the Commission on Accreditation for Law Enforcement and the International Association of Campus Law Enforcement.

11. As the [2014 Financial Reports](#) for our campus indicate, MU is a fiscally strong institution with an annual enterprise of more than \$2.1 billion. Our revenues consistently exceed our expenditures, over time, demonstrating that MU is well managed from a fiscal perspective. The net asset position is also consistently improving over time, from \$2 billion in 2011 to more than \$2.3 billion in 2014, for example.

12. Perhaps the most convincing statement of financial stability is the opinion of external entities that consider whether to lend money or not. Our track record with regard to such financial ratings is excellent. The University of Missouri System (representing all four campuses) earns an Aa1 rating from Moody's Investors Service, the second highest rating that they give (from 21 potential grades). The [most recent report from Moody's](#) provides additional analysis that explains this rating. These findings include the following:

- "The system is well managed with consistently positive operations, diverse revenues, and growing financial resources, which provide adequate coverage of operations and debt."
- "The university's strong market position as a large public university system serving the Aaa-rated State of Missouri is reflected in its increased ability to attract students from a broad geographic area (29% enrollment from outside of Missouri in fall 2013), growing net tuition per student and overall enrollment growth each of the past five years."
- "Prudent fiscal management with a focus on cost containment enabled the university to continue to produce consistently positive operations (5.5% operating margin in FY13) despite declining state appropriations. Projections for FY 2014 are in line with FY 2013."
- "A well diversified revenue base helps insulate the university from sharp declines in any one revenue source."
- "The financial statements have been audited by the independent accounting firm KPMG LLP, which was given unrestricted access to all financial records and related data, including minutes of all meetings of the Board of Curators."
- "The University maintains a system of internal controls over financial reporting, which is designed to provide reasonable assurance to the University's management and Board of Curators regarding the preparation of reliable published financial statements. Such controls are maintained by the establishment and communication of accounting and financial policies and procedures, by the selection and training of qualified personnel, and by an internal audit program designed to identify internal control weaknesses in order to permit management to take appropriate corrective action on a timely basis."

13. MU's fiscal stability is also evident from its strong [history of advancement](#). FY2014 was our best fundraising year to date, with a total of \$164M raised. This was better than the final year of our most recent comprehensive campaign, concluded in 2008. The One Mizzou Campaign (currently in the quiet phase) will focus on endowment building. The quiet phase of One Mizzou started January 1, 2012, and to date we have raised \$450.6M. We will go public with the campaign in Fall of 2015 or Spring of 2016.

MU's endowment is currently \$783M, which represents an increase of 40% from 2008 (\$468M). To encourage annual giving, we created the Columns Society in 2013. Membership is at 3,093, exceeding expectations. Mizzou Alumni Association membership is at 40,303 for FY 2014, their second highest membership year ever. Annual giving is at \$17M for FY 2014, our highest year ever.

14. The document [Budget Planning Processes FY2015](#) outlines our well developed processes for budgeting. This document, which was submitted to the board of Curators in March 2014, also provides details about the University's revenue and operating budget.

The University of Missouri uses the [Hyperion Planning System](#) for system-wide planning, budgeting and reporting. In addition, the [Segregation of Duties](#) policy governs appropriate protections for expenditures. [University Procurement Supply Chain](#) uses a variety of tools to monitor and control expenses, and annual spend analysis reports are created from our corporate card system to evaluate and manage appropriate usage. Data analytic tools are used to look for commonalities and opportunities to actively manage contracts and also to monitor usage compliance of existing contracts. Monthly reports are generated to highlight savings potentials and monitor spending habits.

15. MU's policies are designed to protect the core mission of the University. With a small exception for MU Athletics that receives less than 2% of its budget from general operating funds as reported in [USA Today](#), auxiliaries such as Campus Dining, Residential Life, and the Mizzou Store must pay their share of operating costs, according to [Business Policy 2:100](#). Furthermore, sales of products or services to the general public are considered secondary and incidental to MU's primary functions and must satisfy particular conditions (e.g., providing the services

improves the efficiency and economy of operations), according to [Business Policy 2:040](#). Finally, [Business Policy 2:001](#) requires that all expenditures have a direct benefit to the University and that expenditures either be readily apparent from supporting documentation, or explained adequately in an accompanying statement. This ensures that all transactions stand alone and do not require explanations from individuals involved in that transaction. MU would, in effect, be in violation of Business Policy 2:001 if it were to allocate its resources to areas that do not support educational purposes.

16. While certainly financially stable, MU has faced, as have most public institutions, significant fiscal challenges in the last ten years based largely on declining state support and the increasing reliance on tuition revenue. (Details available in the [MU Budget Update](#).) These changes are consistent with [national trends](#). That said, MU's careful management of resources has allowed us to keep [tuition low](#), in comparison to peer institutions.

Sources

- 2014 CDI brochure
- AdvancementFY10-FY14
- Bioinformatics Consortium
- BudgetPlanningProcessFY2015
- Business Policy 2-001
- Business Policy 2-040
- Business Policy 2-100
- CampusMasterPlan
- CDS_1314
- CDS_1314 (page number 22)
- CDS_1314 (page number 23)
- Division of IT
- EnrollmentManagementProjections
- ET@MO
- FinancialReport14
- FY14 MU Budget Update
- FY14 MU Budget Update (page number 5)
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- Hyperion Planning System
- Internet2InnovationCampus
- Mizzou Botanic Garden
- Moodys_Rating2014
- MU Carrying Capacity Study
- MU HRS Training
- National Trends
- Segregation of Duties
- Staff Recruitment Business Process 8 28
- StudentFacultyRatios UM

- University Procurement Supply Chain
- USA Today

5.B - Core Component 5.B

The institution's governance and administrative structures promote effective leadership and support collaborative processes that enable the institution to fulfill its mission.

1. The governing board is knowledgeable about the institution; it provides oversight of the institution's financial and academic policies and practices and meets its legal and fiduciary responsibilities.
2. The institution has and employs policies and procedures to engage its internal constituencies—including its governing board, administration, faculty, staff, and students—in the institution's governance.
3. Administration, faculty, staff, and students are involved in setting academic requirements, policy, and processes through effective structures for contribution and collaborative effort.

Argument

1. The [Board of Curators](#), which consists of nine members and one student representative, performs its oversight of the four-campus University of Missouri System, including MU. This oversight of financial and academic policies occurs both through regular board meetings (typically at least six times a year) and standing committees. The standing committees include the following:

- Executive Committee
- Academic, Student and External Affairs
- Audit
- Compensation and Human Resources
- Finance
- Governance, Resources and Planning

The [Board of Curators Bylaws](#) govern the activities of the Board. These bylaws are reviewed regularly and updated as necessary. The most recent revision was in February 2013.

Members of the Board of Curators are familiar with MU. All new curators attend a full-day orientation, where they meet the Chancellor and Chancellor's Staff and tour campus. Two of the six meetings per year occur in Columbia, Missouri.

2. The University of Missouri has policies that ensure that the public can review the activities and decisions of the Board of Curators. A [meeting schedule](#) of the Board of Curators is made public, and the meetings themselves are normally open to the public, except in special circumstances requiring closed meetings. In addition, the [minutes](#) of the Board of Curators meetings are also available to the public, and the meetings themselves are available through live audio streaming.

3. The administrative organization of MU allows for effective and coordinated management. The Chancellor's senior staff include the Deputy Chancellor, the Provost, the Director of Intercollegiate Athletics, and seven vice chancellors: for Finance, for University Advancement, for Student Affairs, for Operations, for MU Health System, for Research and Graduate Studies, and for Marketing and Communication. To coordinate efforts, Chancellor's Staff meets weekly. Members of the Provost's senior staff include the Deputy Provost and six vice provosts: for Enrollment Management, Extension, International Programs, Undergraduate Studies, Economic Development, and Institutional Research and Quality Improvement. Thirteen deans and the Director of MU Libraries also report to the Provost. Members of Provost Staff meet weekly, and the Council of Deans meets monthly with the Provost. Organizational charts are posted on the website for Institutional Research and Quality Improvement.

4. [Faculty Council](#) is the elected representative organization of the MU Faculty to the University Administration and to the public at large. It organizes those efforts of the faculty that transcend department, school and college, and helps to make the faculty more than a collection of units that share a catalog and a local geography. To guard its effectiveness, Council traditionally approaches issues from a campus perspective. University officials regularly consult with Faculty Council or its representatives--The Executive Committee and Council Chair--as an important reflection of faculty thought, and the public press regards the activities and the statements of Faculty Council as reflective of faculty opinion and policy.

Faculty Council regularly issues reports, policies, and opinion statements related to important campus issues. These are available [here](#).

One example of our shared governance in practice is the 2013 decision to extend voting rights, both on Faculty Council and on campus-wide ballots, to non-tenure track faculty. This proposal was first approved by Faculty Council, then brought to a campus-wide vote of the faculty (where it again was approved), followed by final approval by the Board of Curators. Another example of our commitment is the grievance process approved by the faculty in 2011 (and subsequently adopted by the other UM campuses). Grievances are heard by a Grievance Resolution Panel (GRP) consisting of two faculty members selected by Faculty Council and one senior administrator. In addition, the grievance process includes an Oversight Committee. One member of this committee acts as a neutral observer on all grievances, sitting in on all GRP deliberations and included in all GRP correspondence. The member of the Oversight Committee is responsible for providing feedback on the process to Faculty Council, the GRP, and the faculty at large.

MU's commitment to shared governance is especially critical when disagreements have arisen between faculty and administration. For example, many MU faculty members expressed considerable concern when the UM System announced in 2013 the "phasing out" of the University of Missouri Press. Faculty objected both to the decision itself and the lack of faculty involvement in the decision-making process. Ultimately, these faculty concerns led to a reconsideration of that initial decision, and the University of Missouri Press was transferred from the UM System to the MU campus.

Another more recent issue has been faculty involvement in decisions related to campus facilities. Although an advisory committee (the Campus Planning Committee) including faculty membership has long been in place, some faculty members expressed concern regarding apparent lack of faculty involvement in key decisions, such as the moving of campus museums off campus during renovations. In response to these concerns, we are currently implementing a new Facilities Stewardship Shared Governance Structure that includes more clearly defined roles for the three central committees: the Capital Review Committee, Campus Facilities Planning Committee, and the Campus Space Utilization Committee.

5. [Staff Advisory Council](#) advises the Chancellor on matters related to MU staff and acts as a liaison for staff and administration. SAC also heightens awareness of the contributions made by staff members of the University and recognizes those contributions publicly through its award programs. It also provides support for personal and professional development.

6. The [Missouri Student Association](#) (representing undergraduate students) and the [Graduate Professional Council](#) are elected governance bodies representing students. Through these organizations, students have had a direct influence on campus life. One example is the [Tiger Pantry](#), whose mission is to provide food resources to members of the MU community who are in need. This service was founded by a member of MSA's Executive Cabinet. During the 2013-2014 school year, over 800 individuals were served.

7. MU has over 30 [campus standing committees](#) whose members are appointed by the Chancellor. Depending on the charge of these committees, most are structured so as to ensure representation from faculty, staff, and students. The charge of the Campus Recreation Committee, for example, stipulates that its composition be four faculty, two staff, three undergraduate students, one graduate or professional student, and three ex officio members. These members are nominated by appropriate organizations on campus: Faculty Council, Staff Advisory Council, Missouri Student

Association, and Graduate Professional Council. These structured compositions ensure that we have appropriate representation from our various stakeholders.

In addition to these standing committees, MU demonstrates its commitment to shared governance through the collaborative work of faculty, students, staff, and administrators. Examples include the [Strategic Planning and Resource Advisory Council](#) (which was responsible for planning for much of the ten year span of this review), the more recently formed [University of Missouri Strategic Operating Plan Committee](#), and our 2014 [search for a new provost](#).

8. [University of Missouri regulations](#) stipulate that the faculty have "primary and direct authority" in matters "directly affecting the educational program" at MU, and MU has the necessary faculty entities to fulfill this responsibility. The [Graduate Faculty Senate](#) and the [Undergraduate Curriculum Committee](#) provide oversight of the curriculum, including new and revised courses, minors, certificates, and degree programs. The [Committee on Undergraduate Education](#) is responsible for MU's general education curriculum and requirements.

9. Central to our commitment to shared governance is an emphasis on effective communication among the internal constituents. To ensure that faculty and staff are familiar with issues facing the campus and activities, MU relies on [Mizzou Weekly](#), [MU Info](#), and the [Chancellor's Weekly Update](#).

Sources

- Board of Curators
- Board of Curators Bylaws
- Campus Standing Committees
- Chancellor's Weekly Update
- Committee on Undergraduate Education
- CRR 300.010
- Faculty Council
- Faculty Council Committee Reports
- Graduate Faculty Senate
- Graduate Professional Council
- Meeting Minutes of the Board of Curators
- Meeting Schedule of the Board of Curators
- Missouri Student Association
- Mizzou Weekly
- MU HRS Training
- MU Info
- MU Strategic Operating Plan Committee (MUSOP)
- Search for New Provost
- Staff Advisory Council
- Strategic Planning & Resource Advisory Council (SPRAC)
- Tiger Pantry
- Undergraduate Curriculum Committee

5.C - Core Component 5.C

The institution engages in systematic and integrated planning.

1. The institution allocates its resources in alignment with its mission and priorities.
2. The institution links its processes for assessment of student learning, evaluation of operations, planning, and budgeting.
3. The planning process encompasses the institution as a whole and considers the perspectives of internal and external constituent groups.
4. The institution plans on the basis of a sound understanding of its current capacity. Institutional plans anticipate the possible impact of fluctuations in the institution's sources of revenue, such as enrollment, the economy, and state support.
5. Institutional planning anticipates emerging factors, such as technology, demographic shifts, and globalization.

Argument

1. MU's allocation of resources is focused on its four missions: teaching and learning, research, service, and economic development. These priorities are reflected in the data regarding our [fiscal 2013 expenditures](#): 39% to instruction, 19% to research, 14% to public service (which includes economic development), 10% to academic support, 8% to operation and maintenance, 4% to student services, 4% to scholarship and fellowships, and 2% to institutional support.

2. MU's [Strategic Operating Plan](#) demonstrates the institution's top priorities, and these priorities are closely linked with MU's four missions. These priorities are grouped around four themes:

- Strengthen interdisciplinary and experiential learning for Mizzou's undergraduate, graduate, and professional students
- Recruit, develop, and retain faculty and staff in order to promote MU's strategic goals
- Grow MU's high-impact research and creative activity by enhancing campus infrastructure and other resources
- Ensure that MU's revenue model allows for strategic investments and leverages MU's strengths to drive state and regional economic development.

3. These themes were developed with broad engagement from the MU community, including faculty, staff, and students. In June 2012 UM System President Tim Wolfe launched a system-wide strategic planning process designed to ensure that each campus and the system have a focused plan for the next five years. Throughout the 2012-2013 academic year, [MU's Strategy Workgroup](#) drafted a document that outlines our campus's strategy for the next five years. Since it was first drafted, that document has been revised multiple times in response to two campus-wide meetings and feedback from Faculty Council, the [Strategic Planning and Resource Advisory Council \(SPRAC\)](#), Provost's Staff, Chancellor's Staff, the UM System, and the Board of Curators. SPRAC's role here was particularly important as that council included representation from faculty, staff, administrators, students, and alumni.

Oversight of MUSOP is currently conducted by the [MUSOP Evaluation Committee](#), which includes, again, faculty, staff, students, and administrators.

4. These four themes are now guiding the difficult decisions regarding resource allocation and redistribution. For example, our [funding request for FY15](#) focused directly on the levers within MUSOP. In addition, MU leadership mandated a process for re-allocation that addresses the long-standing problem of MU's faculty salaries being well

below national norms. While difficult, this process of reallocation demonstrates a serious commitment to improving faculty salaries at MU.

5. As part of our HLC Quality Initiative, MU completely revised our process for assessing student learning. While in the past assessment reports were collected separately, they are now part of our overall academic [program assessment](#) process. This assessment process ends with a meeting of the Provost, the appropriate dean, the deputy provost, the department chair, the Vice Provost for Undergraduate Studies, and the head of Graduate Studies. This process thus ensures that campus leadership are adequately informed about the performance of departments when making allocation decisions.

6. MU has a number of practices and policies in place that ensure the effectiveness of our planning processes. These include the following:

- Provost's Staff and Chancellor's Staff meet separately each week, which allows for strong communication and coordination across units. These two groups also meet together, when needed.
- To coordinate efforts at the campus and college level, Chancellor Loftin meets regularly with the Council of Deans.

7. MU's plans are based on careful consideration of relevant data, with considerable attention to demographic shifts. One notable example is MU's great success in the last decade in achieving our key enrollment objectives of growing enrollment while also growing tuition revenues, increasing campus ethnic and geographic diversity, and attracting high ability students.

We were able to anticipate at least nine years in advance the decline in the number of students who would be graduating in Missouri high schools. This was done by monitoring enrollments in Missouri elementary and secondary schools. The data analysis evidenced that a rather sharp decline in Missouri high school graduates would occur, with an estimated 9,000 fewer students graduating from the years 2010-2014. Projections suggest that these numbers will remain much lower than in 2010 even to the year 2022. Knowing there would be a dramatic decline in Missouri high school graduates, we began to develop out-of-state markets for student recruitment:

- Chicago: Hired full-time regional representative in 2003 and added a second representative in 2007
- Dallas: Hired a full-time regional representative in 2007
- Minneapolis and Denver: Hired full-time representative in 2011
- Memphis, Omaha, Tulsa, Houston and Milwaukee: increased presence
- In 2011, the Division of Enrollment Management launched an effort to recruit more international undergraduate students. Hired full-time director and two assistant directors.
- Continue to make nimble adjustments to the dynamic enrollment environment. We have continued to increase our out-of-state recruiting presence by placing additional representatives in other regions, such as new markets in SEC areas

These efforts to recruit non-resident first-time college students have been very successful: our enrollment of non-resident degree-seeking FTC students has increased by 191% (from 871 to 2,534) since 2004. As well, since 2011, enrollment of international first-time degree-seeking college students has increased by 120% (from 81 to 178).

8. Another example of data-driven long-range planning is the campus goal of reaching 38,000 total students by 2018. This goal is consistent with the conclusions of the [Capacity Study](#), conducted by Campus Facilities, that determined that MU does have the capacity for increasing the size of the student population.

9. MU has a solid record of engaging in external constituencies within our planning. With over 70 members, MU's [Research & Development Advisory Board](#), for example, works to advance the University's research partnerships with industry and government, to promote translational research from MU to the private sector, and to foster development opportunities that enhance the University's missions.

In every Missouri county, MU Extension faculty and staff work with an MU Extension Council--consisting of elected and appointed citizens--to provide local educational programming. MU Extension Councils are partners in the entire educational process, from needs assessment through program implementation and evaluation of outcomes.

Many other schools, colleges, and departments rely on advisory boards as well. In some cases these boards are made up of professionals in the field, who then offer valuable guidance to faculty on workforce development. Some examples of advisory boards exist in [Physical Therapy](#), the [Bradford Research and Extension Center](#), [Geological Sciences](#), [Physics](#), [English](#), [Textile and Apparel Management](#), and the [Harry S. Truman School of Public Affairs](#). These are just a few of the many advisory boards that exist.

Sources

- Academic Program Assessment
- Bradford Research & Extension Center Advisory Board
- English Advisory Board
- FY 2013 Expenditure Pie
- Geological Sciences Advisory Board
- Harry S. Truman School of Public Affairs Alumni Advisory Board
- MU Carrying Capacity Study
- MU Strategic Operating Plan Committee (MUSOP)
- MU's Strategy Workgroup
- MUSOP10-15-2013
- MUStrategicFundingRequestFY2015
- Physical Therapy Advisory Board
- Physics Advisory Board
- R & D Advisory Board summary
- Strategic Planning & Resource Advisory Council (SPRAC)
- Textile and Apparel Management Advisory Board

5.D - Core Component 5.D

The institution works systematically to improve its performance.

1. The institution develops and documents evidence of performance in its operations.
2. The institution learns from its operational experience and applies that learning to improve its institutional effectiveness, capabilities, and sustainability, overall and in its component parts.

Argument

MU has a deep commitment to improving its performance in all areas.

1. In 2010 MU was invited by HLC to serve as a Pathways pioneer institution, and as part of that project we developed our quality initiative titled "From Program Review to Program Assessment." This project consisted of an extensive overhaul of the process by which we assessed academic units on a regular basis. At the time we realized that while the UM system policy for [Program Assessment](#) stated that the purpose was "improving the quality of educational opportunity by the academic unit," many, if not most, units focused their assessment on past accomplishments, particularly research productivity. The emphasis, in other words, was on past accomplishments rather than plans for improvement.

Our new process for [Academic Program Assessment](#) made four very significant changes: (1) we shifted the emphasis from past accomplishments to plans for the future, specifically plans for improvement; (2) we required assessment of all four missions of the university; (3) we significantly increased the attention to plans for improving student learning; and (4) we began providing objective data on research productivity (Academic Analytics). Overall, these four changes represent a significant shift to improving performance.

Since making this change, we also continue to monitor our progress and gather satisfaction data from the academic units upon completion of the assessment process. Survey results from our first year, for example, revealed that a significant number of units were confused about the meaning of improvement, and the team revised its orientation to program assessment accordingly. Survey results from year two revealed that, although a template is provided to guide programs as to what should be included in the program assessment, respondents indicated that additional templates and examples would help them in the writing of the assessment. Additionally templates were developed that focus on student learning objectives and plans for improvement. Additionally, there was a strong sentiment that more faculty should be engaged in the writing and development of the program assessment. Finally, programs that go through a professional accreditation process expressed frustration with having to complete program assessment as well. This information helped the team to adjust how they discuss the purpose of program assessment, as well as to encourage programs to include more faculty in the initial meeting and the development and writing of the assessment report.

2. MU is committed to providing a high-quality work environment. In order to identify areas of strength and weakness regarding faculty satisfaction, in particular, MU joined the Collaborative on Academic Careers in Higher Education ([COACHE](#)) in 2012-2013. Our survey population included all full-time faculty, both tenure stream and non-tenure track. Our overall response rate was 51%. A faculty committee, appointed by the Provost, reviewed the data during the 2013-2014 academic year and made specific recommendations about the campus's response. This committee specifically recommended that results of the survey, by college, be shared with each dean and that a faculty committee be established for each college to make recommendations to the deans. In addition, the faculty committee identified three areas most deserving of attention: promotion, mentoring, and professional development. Several colleges have already begun consideration of these data.

3. As part of the University of Missouri System, MU also tracks data related to state performance funding measures (six-year graduation rate, first-year retention rate, pass rate on licensing exams, federally funded research, and

proportion of operating expenses on core educational outcomes) and [accountability measures](#) (headcount enrollment, FTE enrollment, student diversity, total degrees awarded, development of annual fundraising). These indicators are reported publicly [here](#).

4. MU's recent history also demonstrates a strong commitment to improving student success. MU currently retains 86.2% of its students for their sophomore year, higher than the national average of 78 percent and state average of 75.1 percent for four-year public institutions.

MU's graduation rates far exceed national and state averages for four-year public institutions. MU's six-year graduation rate is 70 percent compared to state (53.9 percent) and national (56.6 percent) rates, and it has increased substantially since 1997 when the rate was 57.7 percent.

While rightly proud of our accomplishments, we also are committed to continued improvements regarding student success. For example, as of Fall 2014 all undergraduate students now have access to MU Connect, a system first piloted in one college in 2013 that provides early alerts to students, faculty, and advisors regarding potential academic concerns and directs students to appropriate student services. MU also hired a Coordinator of the Student Success Initiatives, who oversees MU Connect. Similarly, MU recently hired a new Assistant Vice Provost for Undergraduate Studies, whose focus is on student success (especially student access, recruitment, and retention initiatives). More details about MU Connect are available in Criterion 4C.

5. MU's commitment to improvement is also demonstrated by the growing attention on campus to quality improvement processes. For example, we hired our first Associate Director of Quality Improvement in April 2012. The duties of the AD for Quality Improvement are "to nurture and promote a culture of quality improvement on campus, to "evaluate and assess academic and administrative processes and functions and provide expert advice and support in redesigning systems." Since her hiring in May of 2012, the Associate Director of Quality Improvement has been involved with over 50 projects and consults in both academic and administrative units. Two survey projects in academic units focused on the satisfaction of undergraduate students with their overall educational experiences, both curricular and co-curricular. One survey was administered with all undergraduates and focused on key aspects of their experiences in the department, to date, including the success of the department in meeting stated learning objectives. The second survey was administered to graduating seniors and was designed to provide baseline data for plans for improvement. This survey was administered in Spring 2013 and 2014. Reports were provided to both departments with recommendations for improving the experiences of their undergraduate students.

Another project, conducted for the Office of the Registrar, focused on improving how MU communicates with students and parents about various services, forms and functions (e.g., FERPA, financial systems, and academic advising), and streamlining select processes. Data collected for this project included focus groups with students, interviews and focus groups with staff, and a survey with parents of current MU students. Some selected outcomes include developing short YouTube videos to guide students through key processes (such as signing FERPA documents and authorizing access to parents/guardians to view financial information); creating an [MU Glossary](#), which contains definitions of frequently used terms at MU and within higher education; and streamlining the process by which students sign FERPA documents so that students do not have to repeat this process for academic units.

To recognize the efforts involved in these various improvement projects and to promote a culture of quality improvement, the associate director of quality improvement also has organized a Quality Improvement Advisory Committee, with membership from across campus, and the [first annual Academic Innovation and Improvement Showcase](#). This Showcase, which featured posters from 19 units on campus, was held during the annual Chairs' Retreat in August 2014.

This increased emphasis on quality improvement processes is also suggested by the expansion of responsibilities of the Office of Institutional Research to the Office of Institutional Research and Quality Improvement and the creation, in 2013, of the Quality Improvement Advisory Committee.

In addition to these campus-wide quality improvement initiatives, several schools and colleges have become very involved in quality improvement. The College of Education, for example, is now using the Baldrige model for

performance excellence, and this approach is supported by a new Director of Assessment position, created in 2011. Serving as a foundation for this effort is a commitment for each unit in the College of Education to have specific and measurable objectives. Additionally, there is a strong stakeholder focus (from students, employers, and staff), and feedback is continuously obtained through satisfaction and engagement surveys with these groups. Examples of recent improvements within the College of Education based on satisfaction surveys include revised structure for mentoring assistant professors, increased attention earlier in the curriculum to behavior management issues, and improved communication between the College and potential students.

Quality improvement initiatives are also essential features of our health-related curricula, as demonstrated by this [recent publication on a quality improvement project with medical students](#). Similarly, the University of Missouri's [Center for Health Care Quality \(CHCQ\)](#) provides many opportunities for our learners (i.e., medical, nursing, health professions students) to learn from and work directly with improvement teams within the University of Missouri Health Care (MUHC) system. The [Achieving Competence Today \(ACT\)](#) program, for example, identifies fourth year medical students who will be doing their residency training within MUHC to work with quality and performance improvement (QI/PI) teams of faculty and staff from the departments in which they will be doing their residency training. The ACT program's curriculum exposes these teams of learners and licensed professionals to the Plan-Do-Study-Act (PDSA) improvement framework and a core set of improvement tools in joint learning sessions, focused on their specific projects (e.g. "Optimizing Ancillary Services and Post-Acute Care" and "Breaking Barriers to Palliative Care Referral"). Students in our Masters of Health Administration (MHA) program also participate in MUHC QI/PI teams as part of their capstone projects.

Another large project that has the potential for significant change is our efforts to create a Mizzou Data Source. The idea is to build an accessible, documented planning and decision support system that fully integrates the many separate systems currently in use (e.g., student, HR, finance, research, etc.). When complete, Mizzou Data Source will provide academic chairs, deans, and campus administrators data about their academic units through the web. These data will be dynamic and specific to their units so they can examine trends, costs, outputs, productivity, etc. In the end, with better data we will be better able to make decisions and plan effectively, all with the intention of providing students a more robust educational experience at a reasonable cost.

6. The [Division of Student Affairs](#) has an especially strong commitment to improving student satisfaction and student learning. In 2010 the Division of Student Affairs adopted the [Columns of Student Learning and Development](#) model that guides its assessment of student learning based on MU's four values (Respect, Responsibility, Discovery, Excellence). Each department within Student Affairs has created plans for improvement based on annual assessment plans. [The list of Student Affairs Survey and Benchmark Studies](#) provides more detail on the data gathered. These data continually inform program and service modifications. The Division of Student Affairs recently further enhanced its commitment to improving student satisfaction and student learning by hiring a new Coordinator for Student Affairs Assessment, who chairs the Division Student Affairs Assessment Committee, which includes representatives from each department.

7. The [Operational Excellence Initiative \(OEI\)](#) is a system-wide (4 campus) project designed to allow the university to achieve operating efficiencies and effectiveness, focusing, for example, on avoiding duplication of administrative tasks and improving user satisfaction. One popular project involved a major overhaul of our travel and expense reimbursement system. Upon completion, this project resulted in significantly faster reimbursements, improved data for college-level decision making, and an estimated \$1.3 million saved, across the four campuses.

Sources

- Academic Program Assessment
- Accountability Measures
- Achieving Competence Today
- Center for Health Care Quality
- COACHE
- Columns of Student Learning and Development Overview
- Division of Student Affairs
- MU Glossary
- Office of Institutional Research & Quality Improvement
- Operational Excellence Initiative
- Program Assessment
- Recent publication on quality improvement with medical students
- Showcase2014_PDF
- Strategic Plan Dashboard
- StudentAffairsSurveySchedule

5.S - Criterion 5 - Summary

The institution's resources, structures, and processes are sufficient to fulfill its mission, improve the quality of its educational offerings, and respond to future challenges and opportunities. The institution plans for the future.

Summary

MU is a large and complex institution with the human, fiscal, and physical resources necessary to fulfill our four primary missions. Although MU faces considerable challenges (most notably with declining and stagnant state funding), MU has continued to excel as a land-grant, research-intensive university in large part due to long-term planning, research-based decision making, and the active engagement of faculty, staff, students, alumni and regional/national/global partners.

Sources

There are no sources.