

FOR ALL WE CALL

MIZZOU

Seventh Report on the Strategic Planning Process

University of Missouri-Columbia

June 2003



responsibility

respect

excellence

discovery

June, 2003

Dear Faculty, Students,
Staff and Alumni:

With pride and enthusiasm, I present to you the latest report on the strategic planning process at MU. *Pride*, because I continue to marvel at the commitment and the accomplishments of all who are a part of our great University. My *enthusiasm* arises from my unwavering belief that we are poised to achieve even higher levels of excellence in all that we do. It is at once a challenge and a testament to the human condition that we are able to make outstanding progress under trying circumstances — financially trying, to be sure, but also troubled social and human circumstances globally. As you will read on the following pages, our aspiration level remains high — we shall not be deterred in our quest to position MU as one of the great universities of the world.

This latest report on the strategic planning process at MU reflects the work of MU's many constituents. Leadership in this effort is ably provided by the Strategic Planning and Resource

Advisory Council (SPRAC), a very hard-working group of faculty, students, staff, and alumni. Under the dedicated leadership of Professor John David as chair, SPRAC has crafted a definitive strategic direction for MU which reflects our core values as a member of the Association of American Universities (AAU). I am greatly indebted to Professor David and the members of SPRAC for the many hours devoted to this important task, as I am to all of you who devoted time and energy to MU's many activities over the past year.

Our strategic work this coming year (2003–04) will be equally exciting and important. SPRAC has subcommittees hard at work to address three critical issues: the future vision for MU as an outstanding land-grant research university; the program priorities (academic and non-academic) that are consistent with our vision; and the means by which we ensure that our planning and budget priorities are appropriately “linked” throughout the campus and, more generally, with the priorities of the University of Missouri System as a whole. I have great confidence in the leadership of the three subcommittees (John Gardner, Associate Dean of Agriculture; Dean Mills, Dean of Journalism; and Michael Nolan, Professor of Rural Sociology), as well as in the SPRAC members who serve on the groups.

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You will note that this year's summary report shows no lessening of our aspirations for greatness, despite the significant decreases in state revenues and, hence, in MU's state appropriation. In the first place, we are not alone: most states (46 at last count) are projecting budget deficits for the coming year. Secondly, the societal forces at work today affect *all* sectors of the economy: business, health care, K-12 education, higher education at all levels (both public and private), correctional institutions, and non-profits generally. Finally, I remain convinced that the current (negative) conditions are temporary. *We shall* persevere and — yes — “we shall overcome.” Moreover, we shall not slacken our efforts to be all that Missourians everywhere deserve: a great public, land-grant research university which is student-centered and simultaneously committed to the discovery, application, and advancement of knowledge for the benefit of our community, region, nation, and world.

Your reactions to this report will be greatly appreciated. We can be found at <http://www.missouri.edu/~sprac/>. I hope to hear from you.

Sincerely,



Richard L. Wallace
Chancellor

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Goals, objectives and action priorities

Introduction

The strategic planning effort at MU was launched formally in 1996 under the guidance of the Strategic Planning Advisory Council (SPAC), a representative group of faculty, students, staff, and alumni. The first report on the process (Mission, Goals, and Objectives) was published in May 1997. That report presented an overview of the external forces influencing MU's future, a candid assessment of MU's strengths and challenges, and the six major goals (and related objectives) to which the institution is committed. Subsequent reports have been published annually since 1998 and have reaffirmed the six goals. Specific objectives and priorities have changed annually to reflect changing external and internal circumstances.

This report is the first issued by the new Strategic Planning and Resource Advisory Council (SPRAC), the result of combining SPAC with MU's Resource Advisory Council. It reflects new external and internal circumstances — especially recent downturns in state appropriations. We hasten to add, however, that our overall aspiration level and vision have *not* been compromised. Our pace of progress may be slowed, but only temporarily, and we shall not change our aspiration to increase our stature as a member of the Association of American Universities (AAU).

Tremendous progress has been made during the past several years. For example, over the past four years (ending fiscal year 2001), MU's federal research expenditures have grown by 58 percent to approximately \$68 million. During this same period, *total* sponsored research expenditures grew by 44 percent to \$96 million, the largest number ever recorded at MU. During the fiscal years 1997–2000, MU's increase in federal support more than doubled the median growth rate for all public AAU institutions. MU has also jumped 15 places in the national federally funded research rankings among public institutions – from 68th in 1996 to 53rd in 2000. This rate of progress is critical to meeting the economic, social, and health needs of Missourians.

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The preceding paragraph focuses only on external research funds which have been received and *expended* by MU. Another significant measure of progress in this area is the amount of research funds *awarded* (formally committed) over the same period but not necessarily yet expended on specific projects. MU's newly awarded research project total for FY 2002 was \$126 million. This compares with \$113 million and \$90 million in new awards for FY 2001 and FY 2000, respectively.

While much remains to be done, significant progress continues to be made in implementing MU's commitment to diversity. For example, the number of minorities holding ranked faculty positions increased by 34 between 1997 and 2001. As a second example, excellent progress has been made in developing partnerships with the St. Louis Public Schools, the State Department of Elementary and Secondary Education, corporations, and others to improve the quality of education in urban schools and to increase the number of young people pursuing higher education. These and other diversity efforts will continue to be of high priority at MU.

There are many outstanding, individual achievements. For example: the MU Show-Me Opera's participation in the nation's kickoff of the Lewis and Clark Bicentennial with *Corps of Discovery: A Musical Journey*; Randall

Prather's January announcement of the successful cloning of the first miniature swine with both copies of a specific gene "knocked out" of its DNA; physicist Sergei Kopeikin's measurement of the speed of gravity; the Journalism School's partnership with Moscow State University; the 25th anniversary of the *Missouri Review*; Dorothy Watson's receipt of the National Council of Teachers of English Outstanding Education in the English Language Arts Award; the 2002 Anvil of Freedom Award to Journalism's Geneva Overholser; writing fellow Joanie Mackowski's \$10,000 Kate Tufts Discovery award for *The Zoo*; the Counseling Psychology Program's 50 years of accreditation by the American Psychological Association; student Anne Holden's receipt of the Gates Cambridge Scholarship; a student-athlete graduation rate that topped the Big 12 Conference; and exciting, ongoing new construction (e.g., the Life Sciences Center, Virginia Avenue Housing and Dining Complex).

These are but a few examples of MU's accomplishments. Other achievements are cited throughout this plan (and especially in Appendix B). We intend to continue, unabated, in our drive toward excellence in all areas.

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The twin challenges of revenue generation and cost control demand creativity and courage of the highest order to fulfill the mission and obligations of a public, land-grant research university of the first class.

A new focus for planning at MU

It is easy for planning to become routine, linear, and incremental in nature. And, the fact that the format of this plan is very similar to its forebears may send a signal of “more of the same.” This is *not* the case at MU. Significant new developments (both external and internal) are incorporated into the plan, and much creative thought has been devoted to identifying MU’s strategic goals and objectives for the coming year.

At the same time, it is clear to all that MU — and indeed all institutions of higher learning — are entering a new era. Financial pressures pose unprecedented threats to educational access, opportunity, and quality. The twin challenges of revenue generation and cost control demand creativity and courage of the highest order to fulfill the mission and obligations of a public, land-grant research university of the first class. Dramatic changes in social, political and demographic conditions at the national and international levels add to the challenge. More than ever, research universities in general, and MU in particular, must be leaders in adapting and responding to forces of such far-reaching societal impact.

In light of these conditions, there is a growing sense of urgency at MU that we need to give focused attention to three critical issues: a) the future vision for MU as an outstanding public research university; b) the process and criteria for establishing program priorities which are consistent with that vision; and c) the means by which we ensure that our planning and budget priorities are appropriately linked throughout the campus and with the University of Missouri System. SPRAC has appointed three broadly constituted subcommittees to address these issues, and their work promises to yield significant and specific recommendations for the future of MU. We seek to engage in non-linear, transformational thinking and involve as many constituents as possible in spirited and focused discussions during the coming months.

Engagement in this process should not result in uncertainty about the validity of the current report. It reflects our best current thinking about MU’s mission, vision, core values, and strategic goals and objectives. Much may change in next year’s report, but much will undoubtedly remain the same. In short, this plan is our current — and, we believe, exciting — guide to action for MU.

Basic mission

The following mission statement for the University of Missouri-Columbia was approved by the University System Board of Curators on March 20, 1992:

The University of Missouri-Columbia (MU) is the largest and oldest campus of the state's major public research institutions. MU's primary mission in research and doctoral education provides enhanced opportunities and challenges in the undergraduate areas of humanities, arts and sciences and in selected professional fields, and provides the basis for service to the people of the state via outreach programs.

A predominantly residential campus, MU serves select and diverse undergraduate and professional students from all parts of the state. Its graduate students are recruited nationally and internationally. Through its outreach programs, MU meets selected educational and informational needs of Missouri citizens throughout the state.

MU aspires to achieve national and international prominence for its research and educational contributions. It will build on its research strengths in basic and applied biological and biomedical sciences, nuclear and related physical and engineering sciences, and selected social and behavioral sciences. It will strengthen its leadership roles in agriculture and journalism. Because of its large enrollment of undergraduates, MU will enhance the core disciplines required of all those seeking baccalaureate degrees, giving special attention to areas, such as languages and mathematical sciences, that provide the necessary foundation for truly educated citizens.

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MU will provide an even more invigorating, challenging, academic environment to nurture the intellectual, social, and cultural growth of its students and faculty.

A vision for MU

By 2010, MU will be viewed as a top tier public research university. It will be among the strongest of the public institutions in the Association of American Universities, with many more of its programs ranking among the top 10 in the world. At least 10 of its graduate, professional, and research programs will be recognized as among the best in the world.

MU's undergraduate experience will continue to be recognized for its high quality, the strength of its student-centered learning environment, and the innovative ways in which undergraduates are involved in research.

MU will achieve even greater distinction for innovation and effectiveness in providing distance education, economic development efforts, outreach and service to the state, the nation, and the world.

MU will provide an even more invigorating, challenging, academic environment to nurture the intellectual, social, and cultural growth of its students and faculty—a community which embraces excellence in all that it does and where learning and discovery are celebrated, facilitated, recognized, and rewarded.

MU will continue to recruit and retain highly motivated, extraordinarily able faculty members. The numbers of MU scholars who are recognized as the world's best, e.g., National Academy members, will be increased significantly.

Faculty, students, and staff will work together effectively in an open and diverse university community that embraces respect, responsibility, discovery, and excellence—a community in which open communication and discussion about substantive issues are encouraged and where diversity is celebrated.

Members of the university community will continue to work as partners, both on and off campus, as MU builds on its successes in working across disciplinary lines in its research and instructional programs. The visions of the four academic institutions of the University of Missouri System—Columbia, Kansas City, Rolla, and St. Louis—must be carefully linked and coordinated to maximize resources and effectiveness for the good of all Missourians.

MU will increase its already impressive number of graduates who hold important leadership positions and make significant contributions to societies throughout the world.

The vision can be achieved. MU and Missouri deserve no less.

Core Values

A Statement of Values for MU was developed after campuswide discussions led by President Emeritus Mel George and a broadly based committee of faculty, staff, administration, and students. In addition to the Statement, which follows, MU fully endorses the University of Missouri System values, which are focused on people, excellence, and synergy, and which are included in the System strategic plan.

With thy watchwords honor, duty ...
—“Old Missouri,” the alma mater

A Statement of Values

The University of Missouri-Columbia, as the state’s major land-grant university, honors the public trust placed in it and accepts the associated accountability to the people of Missouri for its stewardship of that trust. Our duty is to acquire, create, transmit, and preserve knowledge, and to promote understanding.

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

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.

Responsibility

A sense of responsibility requires careful reflection on one’s moral obligations. Being responsible imposes the duty on us and our university to make decisions by acknowledging the context and considering consequences, both intended and unintended, of any course of action. Being responsible requires us to be thoughtful stewards of resources—accountable to ourselves, each other, and the publics we serve.

The University of Missouri-Columbia, as the state’s major land-grant university, honors the public trust placed in it and accepts the associated accountability to the people of Missouri for its stewardship of that trust.

As we seek greater understanding and wisdom, we also recognize that knowledge itself has boundaries — what we know is not all that is.

Discovery

Learning requires trust in the process of discovery. Discovery often fractures existing world views and requires the appearance of uncertainty and ambiguity. Therefore, the university must support all its members in this lifelong process that is both challenging and rewarding. As we seek greater understanding and wisdom, we also recognize that knowledge itself has boundaries — what we know is not all that is.

Excellence

We aspire to an excellence which is approached through diligent effort, both individual and collective. Pursuing excellence means being satisfied with no less than the highest goals we can envision. Pursuing excellence involves being informed by regional, national, and global standards, as well as our personal expectations. We recognize and accept the sacrifices, risks, and responsibilities involved in pursuing excellence, and so we celebrate each other's successes. We commit ourselves to this process in an ethical and moral manner.

These statements are mere words until we integrate them as values in our individual lives and reflect them in our institutional policies and practices. We pledge ourselves to make them effective in the very fabric of our lives, our community, and all our relationships with others, thereby enhancing the development of individuals and the well-being of society.

External and internal influences on the plan

The goals, objectives, and priorities presented below are driven by the mission, vision, and core values of the institution. Additionally, since planning is a dynamic and continuing process, one must continue to assess the external and internal environments within which the institution must thrive and to which the institution must respond.

There are many external conditions of great consequence to the University, and an analysis of the more important conditions for MU is presented in Appendix A. Examples include an increasingly competitive environment for higher education; the future of the state economy and hence institutional budgets; funding for research; technological developments; demographic changes; federal and state policies toward health care; and formation of external partnerships of various kinds. Appendix A elaborates on these and other external factors.

Appendix B focuses on internal factors, summarizing MU's strengths and capabilities, and Appendix C summarizes the challenges which MU must confront squarely in order to achieve its vision of excellence for the future. Examples of strengths and capabilities cited in Appendix B include AAU membership, national leadership in outreach and extension programs, quality of the undergraduate experience, a strong international presence, many areas of

academic strength, and strong alumni and community support. Examples of challenges facing MU from Appendix C include the need for more competitive salaries for faculty and staff, increasing campus diversity, library support, and continuing funding for state-of-the-art technology.

Strategic goals, objectives, and action priorities

The six goals presented below are the major focal points of action for the University of Missouri-Columbia. Several objectives have changed, as many have been accomplished since the original list of 1997. In other instances, the changing external and internal conditions have necessitated shifts in focus.

Specific objectives and priorities are presented for each of the six goals. Coordinating (lead) offices have been appointed to ensure that the objectives are indeed accomplished. The top action priorities for 2003–04 are presented after discussion of the six strategic goals below.

Strategic Goal 1: Strengthen research, graduate, and professional programs and improve MU’s stature among public AAU and Carnegie Doctoral/ Research-Extensive institutions.

- Strengthen our position as a public member of the Association of American Universities. (See Appendix D for the AAU membership criteria.);
- Increase the amount of competitively funded and other external research support per faculty member to be among the best of the AAU public universities;
- Strengthen MU’s competitive position to attract and retain excellent faculty and staff members in a high quality, diverse campus environment;
- Ensure that University of Missouri Health Care (MUHC) continues to develop the research capability to offer nationally competitive and fiscally responsible educational and research programs;
- Strengthen existing disciplinary teams and facilitate the formation of additional interdisciplinary research and outreach/extension teams to address problems of societal concern (with special emphasis on the needs of Missouri);
- Develop plans for additional science facilities and for renovating existing research and teaching laboratories;

Examples of challenges facing MU include the need for more competitive salaries for faculty and staff, increasing campus diversity, library support, and continuing funding for state-of-the-art technology.

Provide increased opportunities for undergraduate students to participate in research, professional, and creative activities with faculty, both on and off campus.

- Implement new strategies during 2003–04 to strengthen MU’s competitive position in attracting and developing excellent graduate students;
- Enhance and strengthen: a) the life sciences; b) the connections among graduate programs, research, and the undergraduate experience; c) research and graduate programs focused on the social and behavioral sciences and the professions; d) the transition to the global information age through teaching, research, and service related to new information technologies and globalization; and e) the presence and importance of the arts and humanities at MU; and
- Increase MU’s already substantial international presence through collaborative arrangements with universities and other organizations throughout the world.

Strategic Goal 2:
Maintain an already exemplary and challenging undergraduate educational experience with a strong focus on student learning that enhances its national reputation.

- Continue to revise, clarify, and implement specific components of MU’s model general education program to improve the impact on student learning and engagement;
- Provide increased opportunities for undergraduate students to participate in research, professional, and creative activities with faculty, both on and off campus;
- Increase the retention and graduation rate for MU students through enhanced advising, effective admission and retention efforts, resolution of transfer problems, reduction of bureaucracy, and other means;
- Stimulate curricular and co-curricular innovations to ensure appropriate emphasis on global issues, including international and cross-cultural learning experiences, and an increase in the number of students who participate in study abroad and in foreign exchange programs;
- Expand opportunities for student learning, intellectual and social growth, and development of leadership potential through both curricular and co-curricular experiences;
- Increase efforts to provide specific instruction and experiences to enhance exposure to, and understanding of, diverse cultures; and
- Make state-of-the-art instructional technology available to improve learning for all students — undergraduate, graduate, and professional.

Strategic Goal 3:

Enhance the clinical, outreach, extension, and economic development responsibilities of the campus.

- Ensure that MU is an engaged university, i.e., one that responds to the needs of the state and the general public through its many clinical, outreach, extension, and economic development activities;
- Give special emphasis to addressing the need for economic growth and development throughout the state of Missouri;
- Encourage the development of a) beneficial intracampus partnerships; b) collaborative efforts with other University of Missouri campuses and with other universities, community colleges, and K-12; and c) partnerships with external agencies and organizations with whom MU shares common goals and values;
- Emphasize MU's position as a global institution that applies research and new technologies through clinical/outreach programs for the economic and social benefit of Missourians, the nation, and the world; and
- Maintain a strong commitment to educational access, with special attention to the needs of the disadvantaged and those groups historically underrepresented in higher education.

Strategic Goal 4:

Develop and manage resources appropriately so that a) Strategic Goals 1, 2, and 3 can be accomplished; b) MU is a responsible steward of public resources; c) academic programs are of the high quality needed to meet state, national, and international needs; and d) the total cost to students is kept at affordable levels.

- Encourage at all levels the development of alternative revenue sources for MU;
- Continue to increase efficiency and/or reduce operating costs and assess the operational results of such actions;
- Encourage entrepreneurial activities which reinforce the academic mission of MU in order to increase revenues and/or reduce operating costs;
- Provide MU faculty, administration, and staff with competitive compensation packages, professional development opportunities, and additional supportive benefits, including dependent day care and domestic partner benefits;
- Continue to give major emphasis to the five-year, comprehensive development campaign that was initiated in January 2001; and
- Fund increased access to knowledge through library materials and other information resources.

Maintain a strong commitment to educational access, with special attention to the needs of the disadvantaged and those groups historically underrepresented in higher education.

Continue to increase ethnic, gender, geographic, and socioeconomic diversity on campus to expand access and opportunity, enhance the learning environment, and contribute to the economic and cultural development of Missouri.

Strategic Goal 5:

Strengthen the University's commitment to our core values of respect, responsibility, discovery, and excellence and facilitate integration of these values in all facets of campus life.

- Develop and implement programs to infuse MU's core values into the everyday life of the campus, including appropriate curricular and co-curricular settings and in administrative operations;
- Continue to increase ethnic, gender, geographic, and socioeconomic diversity on campus to expand access and opportunity, enhance the learning environment, and contribute to the economic and cultural development of Missouri; and
- Ensure that existing personnel policies and/or practices are consistent with MU's core values.

Strategic Goal 6:

Continue to position MU as one of the nation's great land-grant research universities and increase the commitment and engagement of all constituents in this quest.

- Continue to refine and update MU's communication plan to maximize effective contact with internal and external audiences in support of the MU strategic plan;
- Persuade Missouri citizens of the benefits of a premier public research university;
- Utilize the services of the MU Alumni Association, retirees, parents, and others as informed and committed volunteers to communicate the interests and needs of MU to various constituencies and to increase their involvement in campus life;
- Continue to support men's and women's intercollegiate athletics as a means of bringing positive national recognition to the University and the state and to provide a catalyst to unify students, faculty, staff, alumni, and other friends of MU; and
- Expand opportunities for alumni and other key constituents to work on committees and otherwise be involved in the advancement of the campus.

Top action priorities for 2003–04

While all of the preceding goals, objectives, and priorities are important, the top priorities are:

Through the work of SPRAC's three subcommittees, move aggressively to a) define the future vision for MU as an outstanding land-grant research university, b) establish the process and criteria for setting academic and non-academic program priorities consistent with that vision, and c) ensure that budgeting processes properly support the planning priorities of the campus.

Expand opportunities for student learning through both curricular and co-curricular experiences.

Take all necessary steps to ensure that MU further enhances its standing as one of the few premier public research universities.

Communicate effectively the budgetary needs of MU to the Governor, the General Assembly and other constituents in order to maintain the quality and effectiveness of the state's premier research university.

Retain outstanding faculty and staff by maintaining salaries and benefits competitive with other public AAU institutions.

Strengthen diversity initiatives throughout the institution.

Continue efforts to reduce costs and reallocate resources to MU's highest priorities.

Raise significantly the level of private support for MU through the five-year comprehensive campaign (initiated January 2001).

Take all necessary steps to ensure that MU further enhances its standing as one of the few premier public research universities.

The interconnectedness of the goals also suggests a reinforcing effect, i.e., successful results in one area should impact positively upon the actions pursued in another.

Expected outcomes

MU will monitor and assess progress in a) implementing the top overall priorities for 2003–04 listed above, and b) achieving the objectives and priorities associated with each of the six goals. The interconnectedness of the goals also suggests a reinforcing effect, i.e., successful results in one area should impact positively upon the actions pursued in another. This synergy also suggests that all goal-related efforts will contribute to the achievement of higher quality at MU and to significant advances in the services provided to Missouri, the nation, and the world.

There are four (equally important) categories of outcomes that will be assessed regularly to determine the results of MU's planning process.

The four categories of outcomes are:

- *Enhanced institutional quality*, as evidenced by a) the number of graduate and professional programs recognized nationally and internationally for their excellence; b) widespread recognition of faculty accomplishments; c) discovery of new knowledge, which advances societal understanding of complex technical and social issues; d) external funding for research and creative projects; e) the level of advancement support (philanthropic and alumni); and f) ethnic and geographic diversity of faculty, staff, and students;
- *Enhanced quality of graduate, professional, and postdoctoral education*, as evidenced by a) the ability levels of entering students; b) placement of doctoral and other degree recipients in AAU and Carnegie Doctoral/Research-Extensive universities; c) the level of student satisfaction with their respective graduate programs; d) research or creative output while a student is in the program; and e) ethnic and geographic diversity of graduate/professional students;

- *Enhanced quality of undergraduate education*, as evidenced by a) the ability levels of entering students; b) learning outcomes (results); c) quality of the learning environment; d) retention and graduation rates; and e) ethnic and geographic diversity of the undergraduate student population.
- *Enhanced outreach programs for Missouri*, as evidenced by a) partnerships with business, state agencies and other organizations to improve the quality of life for Missourians; b) enrollments through extension and other off-campus programs designed to enhance educational access; and c) the level of satisfaction expressed by recipients of MU's programs and services.

The results of our efforts will be reported regularly as a part of MU's obligation to be accountable to the public it serves.

Concluding remarks

This seventh report on the strategic planning process reflects the ongoing nature of the effort, i.e., planning must be continuous and ever responsive to changing needs and circumstances, both internally and externally. The intent is to issue reports annually and to engage all MU constituents in discussions about appropriate goals, objectives, and priorities. Internal and external constituents will continue to be engaged both directly and indirectly in forming the institution's agenda for the future. MU is committed to an open, participative process and to making those changes necessary to ensure that the strategic plan remains both relevant and responsive to the needs of Missourians and others.

MU is committed to an open, participative process and to making those changes necessary to ensure that the strategic plan remains both relevant and responsive to the needs of Missourians and others.

The learning process assumes even greater urgency during troubled times, and MU's faculty, students, and staff must work closely together and support one another in all possible ways.

Appendix A

Major External Trends and Forces – 2003 Update

Formation of strategic goals and objectives must take proper cognizance of the external environment within which MU exists and to which the institution must be responsive. The following trends and forces were especially important in shaping MU's 2003 strategic plan:

- The events during and following September 11, 2001 have greatly affected lives throughout the world. More than ever, institutions of higher education must be leaders in adapting and responding to forces of such dramatic societal impact. Our obligations to discover, apply, and disseminate knowledge at the highest level are accentuated during these times, and MU must—and shall—respond appropriately through its many programs and services.
- The impact of our nation's involvement in Iraq and other countries affects greatly our lives both inside and outside the classroom and laboratory. The learning process assumes even greater urgency during troubled times, and MU's faculty, students, and staff must work closely together and support one another in all possible ways.
- Increasing demands on state budgets throughout the nation make it likely that funding for public higher education will continue to diminish as a percentage of those budgets. While

the Governor and the General Assembly in Missouri are publicly very supportive of higher education, spending caps and other funding requirements (e.g., Medicaid, prisons, K-12) constrain their efforts to provide needed budgetary support. When compared with other states, Missouri is 43rd in the portion of public expenditures devoted to higher education and 39th in per capita spending on higher education. In that context, recently announced budget cuts for fiscal years 2003 and 2004 will seriously slow MU's pace of progress, but the overall vision and level of aspiration remain unaltered.

- The recently appointed Governor's Commission on the Future of Higher Education will examine the needs of higher education within the context of the state's total budget needs. The National Collaborative for Postsecondary Education Policy will work closely with, and provide funding for, the new commission. This effort promises to generate a public policy dialogue of great importance to the future mission and vision for MU as the state's premier research university.
- There will continue to be opportunities for increasing the level of private giving to higher education from individuals, corporations, foundations, and others in those instances where there are creative joinings of institutional need and donor interest. High emphasis will continue to be placed on MU's comprehensive major gifts campaign.

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- The competitive environment for attracting high ability undergraduate, graduate, and professional students will remain intense. The number of high school graduates will continue to increase in Missouri over the next 10 years but less so than in many other parts of the country.
- Various constituents are expressing concern about the high costs of education, particularly with regard to educational fee levels, and frequently confuse much higher private levels with public levels. While MU enrollments increased significantly in Fall 2002, and applications are up for Fall 2003, student demand may begin to be affected by necessary increases in fees.
- As a corollary to the above, institutions are expected to be more accountable than ever before for both results (outcomes) achieved and the efficiency of operations.
- The academic achievements of students in elementary and secondary education remain of concern throughout the nation and present special challenges for colleges and universities. Opportunities for K-12/community college and university collaborations will continue to increase for economic, educational, social, and political reasons.
- Changing student needs continue to present great opportunities for distance learning, including interactive video, Internet course delivery, and other instructional technologies. The relatively high cost of much of the new technology (as well as competition from for-profit educational institutions) requires careful planning and priority-setting to provide new learner-centered programs and services.
- Transition from the Industrial Age to the Information Age requires that all MU graduates possess the knowledge and skills necessary to navigate digital information sources, assess the quality of information, and use large databases to draw conclusions and make informed judgments. Continual integration of technology content and skills throughout the curriculum must be planned and constantly kept up-to-date. Lifelong learning skills and access to continuing education programs will be of even greater importance in order to adapt to new and different conditions and career changes.
- The emerging world economy and the blurring of cultural and social boundaries necessitate a stronger global orientation in learning experiences of all types. Because of its strong international involvement and the presence of many international programs and students, MU can offer a unique learning environment for Missouri residents and others. The opportunity also exists for MU to be a leader in developing cross-national research and learning groups to address issues of worldwide concern.
- MU will continue to have opportunities to form partnerships with corporations, communities, and other

Lifelong learning skills and access to continuing education programs will be of even greater importance in order to adapt to new and different conditions and career changes.

Changes in the racial and ethnic composition of society present significant opportunities for MU to respond affirmatively and increase the ethnic, racial, and cultural diversity of the campus.

agencies and organizations to accomplish mutually beneficial goals while sharing resources for greater efficiency.

- The expectations (and hence opportunities) will continue to grow for increased involvement of universities in meeting the economic, social, and cultural needs of their communities, regions, and states. Such expectations take a variety of forms but share the common desire for institutions to be more actively engaged in responding to specific needs of the state through research and outreach activities, often in partnership with other agencies and organizations.
 - Issues related to transfer policy throughout the state remain of concern and will continue to be of great importance to MU and other institutions. MU is actively developing articulation agreements with community colleges in Missouri to facilitate student transfer.
 - Major changes projected for health-care policies and practices, particularly in reimbursement policies, create unique challenges for institutions with teaching hospitals. Federal and state financial support for medical education continues to be of concern. MU's strong presence in the health sciences provides a significant challenge (and opportunity) for developing innovative responses to these external forces.
 - Most experts see the demographic makeup of future student populations changing dramatically, with increased representation of minorities, low-income individuals, and older adults.
- By the middle of the next decade (approximately 2015), the African-American population will increase significantly, and Hispanic Americans will be the largest minority group in the nation. The overall population of Missouri should continue to grow at a moderate level. These changes in the racial and ethnic composition of society present significant opportunities for MU to respond affirmatively and increase the ethnic, racial, and cultural diversity of the campus. Recent legal and political challenges throughout the country must not lessen MU's resolve in this matter.
- MU faces the challenge of communicating to others its uniqueness among the four campuses of the University of Missouri System. MU has distinct historical, alumni and mission differences that require sharp focus in order to appropriately enhance the campus and, ultimately, the UM System.
 - MU is a Division I-A member of the NCAA and Big 12 Conference. It is the only institution in the state that operates in all sports at the nation's highest level of intercollegiate athletics. In order to maintain a viable and successful program at this level, MU must be able to attract, retain, and graduate scholar-athletes. While Division I athletic programs are costly, MU has the opportunity to attract the external resources necessary to compete effectively at the national level.

Appendix B

Strengths and Capabilities— 2003 Update

The University of Missouri-Columbia has accomplished much throughout its 164 years of service to the citizens of Missouri and, more broadly, to the citizens of the nation and the world. The extraordinary efforts of many individuals and groups, on and off the campus, have made possible such accomplishments, and there is much in which to take great pride. Chief among the accumulated and developing strengths of the institution (and the strategic goals to which they relate most directly) are listed below:

- MU is the only public Carnegie Doctoral/Research-Extensive university in Missouri and one of 102 in the United States. (GOAL 1)
- MU is one of only 62 universities (34 public) in the nation, and the only public institution in Missouri, to be selected for membership in the Association of American Universities (AAU). The AAU was founded in 1900 by 14 universities; MU was invited to join in 1908. According to its own membership principles, AAU members are “universities distinguished by the breadth and quality of their programs of graduate education and research.” (GOAL 1)
- MU ranks in the first tier of America’s fastest-growing research universities. According to the National Science Foundation, new federal grant funding at MU grew by 117 percent from 1996–2000, more than any other public university in the AAU. According to the National Science Foundation, MU received 72 percent of the federal research dollars flowing to Missouri’s public universities during 2000. (GOAL 1)
- Although many states fund both a research university and a land-grant university (such as Kansas and Kansas State), Missouri combines those roles — teaching, research, and extension/outreach — on the MU campus. That’s an efficient way to serve Missourians and the most effective use of limited resources. (GOALS 1, 3, & 4)
- MU is one of only five universities in the country with medicine, veterinary medicine and law all on one campus. Graduates of this comprehensive University benefit from exposure to a broad range of undergraduate, master’s and doctoral programs. The extraordinary variety of offerings provides a rich learning environment for undergraduate and graduate students, a conducive atmosphere for interdisciplinary research, and unique opportunities for Missouri residents. (GOALS 1, 2 & 3)

The extraordinary variety of offerings provides a rich learning environment for undergraduate and graduate students, a conducive atmosphere for interdisciplinary research, and unique opportunities for Missouri residents.

Within the past few years, several of MU's highly ranked programs have introduced innovative partnerships that apply campus expertise to help citizens, businesses, and organizations.

- MU's Graduate School is recognized nationally for its efforts to increase the number of underrepresented minorities pursuing graduate education (Peterson's/Council of Graduate Schools Award for Innovation in Promoting an Inclusive Graduate Community). (GOAL 1)
- Within the past few years, several of MU's highly ranked programs have introduced innovative partnerships that apply campus expertise to help citizens, businesses, and organizations. Examples include: the multicollege Interprofessional Education Initiative; the Dispute Resolution Center of the Law School; partnerships with the Donald Danforth Plant Science Center and the Stowers Institute for Medical Research; the Sinclair School of Nursing's partnership with a private firm to build Tiger Place, a new gerontology center; and the College of Business' partnership with Procter and Gamble and Pricewaterhouse Coopers to provide leadership experiences to students. (ALL GOALS)
- The Nuclear Science and Engineering Institute enhances educational and research opportunities in nuclear sciences and engineering at MU and addresses the U.S. shortage of qualified workers in those areas. The institute is building on the strength and scope of MU's nuclear/radiation sciences programs by bringing together faculty and students from engineering, veterinary medicine, arts and science, medicine and the Research Reactor Center and by partnering with other institutions. (GOALS 1, 2 & 3)
- MU has 34 centers across campus that focus on research and service related to specific scientific and scholarly pursuits. Examples include: Capsule Pipeline Research Center, Center for Family Policy and Research, Center for Innovations in Education, Center for National Food and Agricultural Policy Research, Rural Policy Research Institute, and Dalton Cardiovascular Research Center. (GOALS 1, 2 & 3)
- The University is widely recognized for the quality of its undergraduate education (GOAL 2) as indicated by:
 - a) national recognition from the National Science Foundation and others for integration of research into undergraduate education;
 - b) academic quality of the entering freshman class as indicated by class rank, test scores (an average ACT score for freshmen of 25.4 for Fall 2002, compared with the national average of 20.5 and the state average of 21.0), and numbers of freshman Curators Scholars, Bright Flight, Excellence Award, and Non-Resident Scholars;
 - c) award-winning and widely emulated general education program (winner of the Theodore M. Hesburgh Award for Excellence in Undergraduate Education and the national Andrew Heiskell Award for Innovation in International Education);

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d) award-winning Campus Writing Program that has produced significant improvements in student performance;

e) new Student Success Center that provides academic and career advising services under one roof, making it easier for students to find the resources they need; and

f) Center for the Literary Arts that reinforces MU's reputation as a "writing university" by uniting renowned programs in creative writing, journalism and theatre to offer students an interdisciplinary, community-oriented approach to writing.

- MU is one of the top public research universities in the country for the number and variety of opportunities it offers undergraduates to participate with faculty mentors in research. Program examples include: Life Sciences Undergraduate Research Opportunity Program; Summer Undergraduate Breast Cancer Research Program; Plant Genomic Internships; EXPRESS Program for freshman/sophomore minority science majors; Arts and Science Undergraduate Research Mentorship Program; and the McNair Scholars Program. (GOALS 2 & 5)
- MU offers students new opportunities to perform in national venues, such as Mizzou on Broadway, Mizzou at Carnegie Hall, Mizzou at the Kennedy Center, and at the national

kickoff of the Lewis and Clark Bicentennial in Charlottesville, Virginia. (GOAL 2)

- MU attracts talented students in all disciplines, and provides them with the instruction and encouragement they need to excel. Recently two students won the annual Music Teachers National Association collegiate vocal championship; two students won prestigious Truman Scholarships, the "crown jewel" of college scholarships; 60 students have been awarded internships in state government; journalism students continue to win first place awards in the Hearst Journalism Intercollegiate Competition, often called the "Pulitzers" of college journalism; and another student won the American Mathematical Association's national problem-solving competition two years in a row. (GOAL 2)
- MU offers its students a rich learning environment unequalled in Missouri as a result of its international presence (e.g., high international enrollment, study abroad programs in more than 30 countries, Global Scholars Program), high quality research programs that directly involve many students, and career-oriented programs with a strong liberal arts foundation.

MU is one of the top public research universities in the country for the number and variety of opportunities it offers undergraduates to participate with faculty mentors in research.

MU is on the leading edge of life sciences work, focusing on human and animal health, food and the environment.

- MU is a global leader, selected from among hundreds of universities that applied to host one of 15 European Union Centers. MU's center fosters dialogue and partnerships with people of the European Union and the United States through teaching, research and outreach activities. The Asian Affairs Center, established in 1998, promotes exchange programs and alliances with institutions, businesses and government agencies in the Pacific Rim, one of the most dynamic parts of the globe. (GOALS 1, 2 & 3)
- A significant number of interdisciplinary research thrusts have been developed (e.g., Food for the 21st Century, molecular biology, life sciences, gerontology, public policy, e-commerce, cancer research), and these programs provide the foundation for expansion of joint activity and collaboration throughout the campus. (GOALS 1 & 3)
- MU is on the leading edge of life sciences work, focusing on human and animal health, food, and the environment.
 - a) MU is building a \$60 million Life Sciences Center, where faculty, staff, and students from eight schools and colleges and other areas will collaborate.
 - b) MU is an international leader in plant science and crop genomics.
 - c) MU is a world leader in radiopharmaceutical development for the diagnosis and treatment of cancer.
 - d) MU's nationally recognized advancements in understanding and treating arthritis and heart disease will enable better and longer lives for millions.
 - e) MU has the largest nuclear research reactor of any university in the nation, which permits advanced research on complex scientific problems involving faculty from a variety of disciplines. (GOALS 1 & 3)
- MU is one of the most attractive and well-maintained campuses in the nation. Historic landmarks, such as the Columns, grace the campus and add rich tradition to the learning environment. New symbols, like the Tiger Plaza on Carnahan (South) Quadrangle, help MU celebrate unique art forms; and impressive new structures like Cornell Hall, the home of the College of Business, signify major new investment in the University. More than 5,000 landscape trees and 650 varieties of plants accent the natural beauty of the campus, transforming it into a botanic garden. (GOALS 4, 5 & 6)
- Professional journalists consistently rate MU's School of Journalism — the first in the world — with more top rankings than any other journalism school in the country. (GOALS 1, 2 & 3)

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- a) Students gain hands-on experience at KOMU-TV, the only university-owned commercial television station in the United States that uses its newsroom as a working lab for students; and the *Columbia Missourian*, the only daily general circulation newspaper where students do the reporting and editing.
- b) The School of Journalism is home to four national journalism organizations: the National Newspaper Association; Investigative Reporters and Editors; Society of Business Editors and Writers; and Journalism and Women Symposium.
- c) Some of the most accomplished and experienced faculty in the country teach and do research at the School of Journalism, including two Pulitzer Prize winners. Nine endowed chairs also are based there, more than at any other journalism school in the country.
- MU has an important statewide role in professional education. The University is the No. 1 provider of practicing physicians in Missouri; more than two-thirds of Missouri veterinarians are MU graduates; and one-quarter of all attorneys in Missouri were educated at the School of Law. (GOALS 1 & 3)
 - MU has a nationally recognized and committed Alumni Association that provides support related to student recruitment, legislative relations, faculty research, private donations, and engagement of many of its 200,000 alumni in an ongoing relationship with their alma mater. (GOAL 6)
 - While additional gains in efficiency and effectiveness should be sought, MU's administrative costs are very low compared to other universities of similar mission and size. Of the 33 AAU public institutions responding to a survey, MU ranks fourth in the lowest percent of budget expended on administration. (GOAL 4)
 - MU features the state's only Division 1-A athletic program, where student-athletes in 20 sports compete at the highest level nationally. Currently, MU has the top graduation rate in the Big 12 Conference and the highest grade point average in 15 years for the student-athlete population. The Athletic Department recently received the NCAA National CHAMPS/Lifeskills award presented to the athletic program which best exemplifies academic/community/competitive commitments from their student-athletes.

The University is the No. 1 provider of practicing physicians in Missouri; more than two-thirds of Missouri veterinarians are MU graduates; and one-quarter of all attorneys in Missouri were educated at the School of Law.

MU, like any other university of great accomplishment, must face squarely the fact that it has weaknesses to be remedied if it is to continue to develop to higher levels.

Appendix C

Internal Challenges – 2003 Update

The formulation of strategic goals and objectives must also take into consideration the challenges facing the institution in its varied areas of operation. MU, like any other university of great accomplishment, must face squarely the fact that it has weaknesses to be remedied if it is to continue to develop to higher levels. Challenges must be confronted successfully in these areas:

- While some graduate and professional programs have excelled, the University's programs at this level generally do not rank as highly as desired in various national rankings.
 - Federal research funding, though increasing by 117 percent over the past five years, needs continuing attention and growth in order for MU to be among the top research institutions in the United States. Special emphasis should continue to be given to development of MU's research infrastructure to facilitate scholarly efforts.
 - While interdisciplinary research is a distinctive strength of MU, several challenges exist. First, the "traditional" organizational structure of most universities, including MU, often impedes rather than facilitates cross-disciplinary work. In particular, stronger linkages need to be established between the basic sciences and the appropriate clinical departments in medicine and veterinary medicine. Second, funding for startup and equipment to attract highly qualified
- faculty continues to be a problem, particularly in the various scientific fields. More attention needs to be given to providing rate funding on an ongoing basis to overcome this competitive disadvantage in faculty recruitment. And, third, the significant differences in pay scales and workloads in the various colleges where faculty are similarly trained and do similar research must be addressed. The current budget situation at the state level will impact MU's ability to address these issues.
- Recent gains have been made in undergraduate retention and graduation rates, and in resolving internal transfer problems, but significant improvements are needed to ensure even greater student success and alumni loyalty.
 - Improvements are needed in the assessment programs of the University to better gauge student accomplishment and the outcomes of the educational process, both short- and long-term.
 - While improvements have been made during the past two years, development of competitive graduate student compensation (stipends, health benefits, etc.) continues to be a major challenge for MU.
 - Faculty salaries increased significantly and were competitive on a regional and national basis until approximately three years ago. Since that time, salary increases at peer AAU institutions and others have exceeded MU's increases and MU is now at a competitive disadvantage.

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- MU is committed to creating a supportive climate in which the entire campus respects diversity and benefits from participation in a multicultural community. Increasing the diversity of the faculty, staff, administration, and students remains a challenge. Significant progress has been made in recent years in attracting and retaining persons of color, but much remains to be accomplished in realizing a truly diverse environment. While African-American enrollment increased 22 percent between Fall 2001 and Fall 2002, more can — and will — be done. Students of all colors add greatly to the life of MU and its aspiration of greatness.
- MU suffers from a lack of appropriate support for many of its essential teaching, computer and research laboratories and other facilities. Significant investments are needed to a) modernize selected parts of the physical plant; b) add the equipment, space, and facilities necessary to accommodate current and projected enrollments and maintain appropriate class sizes; c) provide appropriate infrastructure, training, and operating support for all faculty; and d) keep abreast of new technologies.
- MU must devise a mechanism to ensure regular investment in its physical plant at the annual rate recommended by professionals in the field. MU's current rate of 1.2 percent of the value of the physical plant is short of the recommended 1.5 percent.
- Library support at MU remains a challenge, as the overall cost of materials, equipment, facilities, and staffing continues to increase dramatically — in the face of a stagnant budget.
- The University will continue to face the twin challenges of cost control and revenue generation in order to promote educational experiences of high quality at affordable prices. Creativity of the highest order is needed here, as is the will to sharpen the focus and programmatic priorities of the institution. Reallocation of resources will be necessary to further strengthen quality in selected fields of high priority. And MU should form creative public and private partnerships to share resources and work collaboratively in the pursuit of common goals.
- While MU has had significant growth in private donations, the development program must raise giving levels significantly through the comprehensive campaign to ensure adequate support of students, faculty, programs, and facilities.
- Finally, while MU has strong support among key constituent groups, and while many externally oriented publications have received national honors, the University's strengths often are not communicated effectively to the public. Further attention to external communications of all types is needed in order to better educate the citizenry about the myriad benefits of its oldest, largest, and most diverse state university, the University of Missouri-Columbia.

The University will continue to face the twin challenges of cost control and revenue generation in order to promote educational experiences of high quality at affordable prices.

Stringent AAU membership requirements serve as major incentives for achievement and maintenance of ever higher levels of quality in MU's programs.

Appendix D

AAU Membership

MU is one of only 62 universities (34 public) in the nation, and the only public institution in Missouri, to hold membership in the prestigious Association of American Universities (AAU). As indicated below, the AAU Membership Principles and the AAU Membership Indicators make clear the stringent requirements for inclusion in this group of leading American universities.

There are several important reasons to make membership in the AAU a continuing priority for MU and for the system as a whole. Specific reasons for, and benefits of, AAU membership include:

- MU's mission and vision as a premier public research university reflect the distinctive mission and vision of AAU;
- Stringent AAU membership requirements serve as major incentives for achievement and maintenance of ever higher levels of quality in MU's programs;
- AAU's standing and reputation throughout the world enhance MU's ability to compete and interact on both national and international levels and to form significant worldwide partnerships;

- AAU membership gives opportunity for MU to have significant impact on higher education policy at the national level affecting research priorities, financial aid, federal support of higher education, and other areas;
- Prestige associated with AAU membership attracts high quality faculty. Much evidence for this advantage exists at MU;
- Prestige of AAU membership and the presence of high quality faculty enhance student recruitment at both graduate and undergraduate levels;
- AAU membership increases MU's ability to obtain external research funding through the enhanced prestige and connections of the institution. This enhanced funding for MU also contributes greatly to statewide economic development; and
- Enhanced placement of graduates from MU in leading institutions is a positive result of AAU membership.

The following sections outline the criteria (principles and indicators) for membership in AAU. The principles and indicators are quoted from official AAU documents.

AAU Membership Principles

- The primary purpose of AAU should continue to be to provide a forum for the development and implementation of institutional and national policies promoting strong programs of academic research and scholarship and undergraduate, graduate, and professional education.
- The members of AAU should be universities distinguished by the breadth and quality of their programs of graduate education and research.
- The members of AAU shall approve appropriate criteria for assessing the breadth and quality of these programs, and shall apply these criteria in making judgments about potential new members of the Association.
- All members shall be monitored to make sure that their institutional missions, and the fulfillment of those missions, continue to be consonant with the character and purpose of the AAU.
- There is a presumption that membership in the AAU is continuing. However, in those instances in which there appears to be a significant and sustained disparity between the mission and accomplishments of a member institution and the mission and membership criteria of the AAU, an in-depth review of that institution will be triggered. Discontinuation of membership will be one possible outcome of this in-depth review.

AAU Membership Indicators

The Membership Committee proposes that AAU adopt the following set of phase I and phase II indicators to be employed in assessments of current and potential new members; all indicators would be tabulated as both total values and normalized, per-faculty measures where feasible. In assessing non-U.S. institutions, comparable indicators appropriate to those institutions would be used.

Phase I Indicators

Competitively funded federal research support: These data are collected by the National Science Foundation. AAU membership committees have been using obligations, which are the only measures that break down federal support by agency. NSF is moving toward segregating expenditure data by agency, and the committee recommends using expenditure data, which is a more accurate record of federal support to a given institution, as soon as it is available segregated by agency.

Membership in the National Academies (NAS, NAE, IOM): The National Academies' membership database maintains the current institutional affiliation of its members.

AAU's standing and reputation throughout the world enhance MU's ability to compete and interact on both national and international levels and to form significant worldwide partnerships.

The committee would assess the institution's undergraduate programs to determine that the institution is meeting its commitment to undergraduate education.

National Research Council faculty quality ratings: These ratings are drawn from the decennial national assessment of research-doctorate programs conducted by the NRC. Though the data become dated between surveys, the committee believes that they continue to provide a valuable peer-assessment of faculty quality. The last NRC report was published in 1995 based on 1993 data; preparation for the next NRC assessment is currently under way.

Faculty arts and humanities awards, fellowships, and memberships: For its last research doctorate assessment, NRC compiled a list of awards, fellowships, and memberships signifying faculty and achievement primarily in arts and humanities fields. The Membership Committee has expanded this list and would use it as an additional assessment of the distinction of an institution's faculty, focusing on the arts and humanities faculty. Additional appropriate awards, fellowships, and memberships would be added to this list (provided at the end of this appendix) as they are identified.

Citations: The *U.S. University Science Indicators* citations database provides an annually updated measure of both research volume and quality and would provide a valuable complement to the first three indicators listed above.

Phase II Indicators

USDA, state, and industrial research funding: Though these three sources of academic research support fund important, high-quality research, they would be treated as phase II indicators since they are generally not allocated through competitive, merit-review processes. Competitively funded USDA research programs that can be separately identified in reported data would be included in phase I data.

Doctoral education: The committee would use a number of PhDs granted annually as well as tabulate the distribution of PhDs across broad disciplinary categories (e.g., engineering but not aerospace engineering), using Department of Education IPEDS (Integrated Postsecondary Education Data System) data. These data would be treated as phase II indicators to de-emphasize the quantitative dimensions of PhD programs and avoid sending an unintended signal to institutions to increase PhD output at a time when many institutions are or are considering scaling back their PhD programs.

Number of postdoctoral appointees: The committee would use NSF-compiled data from institutions on postdoctoral appointees, most of whom are in the health sciences, physical sciences, and engineering. Postdoctoral education is an increasingly important component of university research and education activities that the committee believes should be tracked in AAU membership indicators. However, because postdoctoral activity is highly correlated with university research and because self-reported postdoctoral data are less uniform than data on federally funded research, postdoctoral appointees would be treated as a phase II indicator.

Undergraduate education: The committee would assess the institution's undergraduate programs to determine that the institution is meeting its commitment to undergraduate education. Recognizing that differing institutional missions among research universities dictate different ways of providing undergraduate education, the committee will be flexible in this assessment. A number of measures have been suggested, including some that focus on input and others that look primarily at output variables. These are at this time imperfect, but may provide some guidance to the committee in making its judgments on this topic.

Arts and Humanities Faculty Awards and Fellowships

Alexander von Humbolt Fellowships
American Academy in Rome
American Academy of Arts & Letters
American Academy of Arts and Sciences
American Antiquarian Society Fellowships
American Council of Learned Societies Fellowships
American Philosophical Society
American School of Classical Studies in Athens Fellowships
Danforth Fellowships
Fields Medal
Folger Library Post Doctoral Fellowships
Ford Foundation Fellowships
Fulbright Awards
Guggenheim Memorial Fellowships
Huntington Library Research Fellowships
John Simon Guggenheim Fellowships
MacArthur Awards
National Academy of Education
National Endowment for the Arts Fellowships
National Endowment for the Humanities Fellowships
Newberry Library Fellowships
Nobel Prize
Packard Fellowships
Residency at the Center for Advance Study in the Behavioral Sciences
Residency at the Center for Advance Study in the Visual Arts
Residency at the Getty Center for Arts & Humanities
Residency at the Institute for Advanced Study
Residency at the National Humanities Center
Residency at the Woodrow Wilson Center for Scholars
Rockefeller Fellowships
Searle Scholars
Sloan Fellowships

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