



## **REPORT ON ACTION PLAN FOR 2020-21**

### **I. FOCUS AREA – CRISIS MANAGEMENT**

#### **A. Maintain university operations while protecting the health and safety of our campus and community during the coronavirus pandemic.**

##### **Summer 2020**

Early in the summer the university implemented a staged reopening plan that involved most staff returning to work from campus. The university also began to work toward making campus ready for students to return for seated classes, live events, and activities in the fall.

Throughout the summer the university worked through various details, including:

- Developing protocols to safely have intramural sports, fraternity and sorority activities, student events, athletic practices and contests, and commencement ceremonies on campus.
- Modifications to the university’s housing strategy to increase single occupancy rooms and designate space for students to quarantine and isolate.
- Rigorous testing, quarantine, isolation, and travel protocols.
- Strategies to facilitate social distancing, masking, and hygiene (hand sanitizing, facility cleaning, etc.) in the classroom and throughout campus.
- Implementing [temporary policies](#) to establish clear expectations of the campus community on each of these issues and on other matters related to the pandemic.

The university held a combination of live and virtual Student Orientation, Advising, and Registration (SOAR) sessions on campus. In late July, several SOAR student leaders contracted COVID-19. The university decided at that time to move all remaining SOAR sessions to a virtual format.

Based on national, state, and local data and trends, the university’s leadership team recognized a need for additional quarantine and isolation space before the fall 2020 semester began. Accordingly, the university reached agreements to use space at hotels and apartments near campus to quarantine and isolate students as needed during the fall 2020 semester.

In late July 2020, Springfield Public Schools announced their reentry plan. Under this plan, students would attend school 100% online or through a blended model in which they would be physically present in a classroom only two days per week. This created childcare concerns for many of the university’s faculty and staff.

The university had already worked through its traditional scheduling and registration processes to increase the number of class sections for fall 2020 that would be delivered virtually. In response to SPS’s decision, the COVID-19 trends in the community, and other concerns expressed by the campus community, the university took the added step of giving faculty the option to convert any 200 level or higher class to a hybrid model even if that class had been scheduled as a seated class before the registration period began. President Smart also instructed supervisors to be flexible in accommodating staff members’ pandemic-related scheduling needs using available flextime, telecommuting, and leave options.

Throughout the summer, faculty engaged in training to ensure that all virtual classes were delivered in a quality manner with high academic rigor. The university encouraged faculty members to have contingency plans in place to deliver their seated or hybrid classes virtually should the need arise.

Before the fall 2020 semester began, the university created a [COVID-19 Information Center website](#). The website featured the university’s [Return to Campus Guide](#), [Frequently Asked Questions](#), and a [COVID-19 Dashboard](#) (which received a B+ rating—the highest rating of any Missouri public university—from a group of independent researchers at Yale University).

The university also established a [COVID-19 Response Team](#) and staffed it with healthcare and public health professionals. When a student, faculty, or staff member tested positive for COVID-19 or was exposed to someone who tested positive, the team advised the individual how to isolate or quarantine, traced their contacts, and informed others who may have been in close contact that they must quarantine. The team also monitored on-campus students in isolation and quarantine, coordinated testing, and served as the university’s frontline COVID responders.

The university also established a COVID-19 telephone and email hotline to answer questions and address concerns. The hotline was staffed by the COVID-19 Response Team.

### Fall 2020

By the time the fall 2020 semester began, the university had shifted a large number of classes to online, blended, and web conference formats. In fact, MSU began the fall semester with more classes in online or blended format than ever before in the university’s history.

The following table shows the difference in delivery modalities for class sections on the Springfield campus between fall 2019 and fall 2020.

Modality	Fall 2019	Fall 2020
Traditional (i.e., in-person)	69.7%	43.5%
Online	12.0%	22.4%
Blended	1.8%	19.2%
Web Conference	0.9%	4.5%
Other	15.5%	10.4%

Understandably, concerns persisted among the campus community that COVID-19 would force the university to operate remotely like it did in spring 2020. The university implemented [Guiding Principles and Factors](#) that leadership would evaluate when making decisions about contingency plans. Leadership was clear that the university’s goal was to not move all classes online or close the entire campus. Rather, the university would work to temporarily suspend or modify individual courses, activities, programs, facilities, and operations as necessary.

The university held modified homecoming activities and December commencement ceremonies. The university also collaborated with Greene County Clerk Shane Schoeller to successfully host a central polling location on campus for the November election. To facilitate social distancing, the polling location was in JQH Arena instead of the Davis-Harrington Welcome Center where it is typically located.

### **Spring 2021**

As faculty and students became more comfortable with online, blended, and web conference classes, the shift in delivery modalities continued into the spring 2021 semester.

<b>Modality</b>	<b>Fall 2020</b>	<b>Spring 2021</b>
<b>Traditional (i.e., in-person)</b>	43.5%	37.7%
<b>Online</b>	22.4%	24.5%
<b>Blended</b>	19.2%	19.6%
<b>Web Conference</b>	4.5%	8.9%
<b>Other</b>	10.4%	9.3%

Many universities throughout the country modified their schedules to start the spring semester late, eliminate breaks, or otherwise disrupt their normal schedule. Missouri State decided to keep the 2020-21 academic calendar intact with holidays and other breaks remaining in place.

The university continued its work from the fall semester to mitigate the spread of COVID-19. Several new initiatives were also implemented:

- Students living on campus were tested for COVID-19 before the semester began.
- The university’s wastewater testing program was scaled and automated.
- As vaccine became available, the university’s COVID-19 efforts shifted toward obtaining vaccine and encouraging members of the university community to get vaccinated.

Aside from three out-of-conference football games and a handful of soccer, basketball and volleyball games played in the fall semester, all of the university’s NCAA athletic contests were held in the spring semester. The university managed testing protocols for athletes and COVID-related game scheduling changes. The university also managed a dramatic increase in workload for athletics staff due to all sports being played concurrently.

Through advocacy and collaboration with state and federal decisionmakers, the university received its first distribution of vaccine in January—well ahead of most other higher education institutions in Missouri and throughout the United States. Through Magers Health and Wellness Center, the university continued to receive and administer vaccine throughout the spring

semester. To encourage widespread vaccination, the university communicated to faculty and staff that the annual wellness incentive (which gives employees an opportunity to reduce the cost of their health insurance by participating in particular wellness programs or healthy behaviors) will be connected to COVID-19 and flu vaccinations for 2022.

In April, the university hosted a mega mass vaccination event in Hammons Student Center. The event began with a press briefing by Gov. Parson, Sen. Blunt, Mayor McClure, and President Smart. 6,131 people were vaccinated at the event.

At the conclusion of the spring semester, 16,722 vaccinations had occurred on campus. In addition to the 6,131 vaccinations at the mega mass vaccination event, Magers Health and Wellness Center administered 5,784 first doses, 4,672 second doses, and 135 one-dose vaccinations.

Late in the spring 2021 semester, the university distributed [Guiding Principles for Return to Campus in Fall 2021](#) to clarify expectations for staff as the university emerges from the pandemic and plans for the fall 2021 semester. These principles lay out and discuss five basic points:

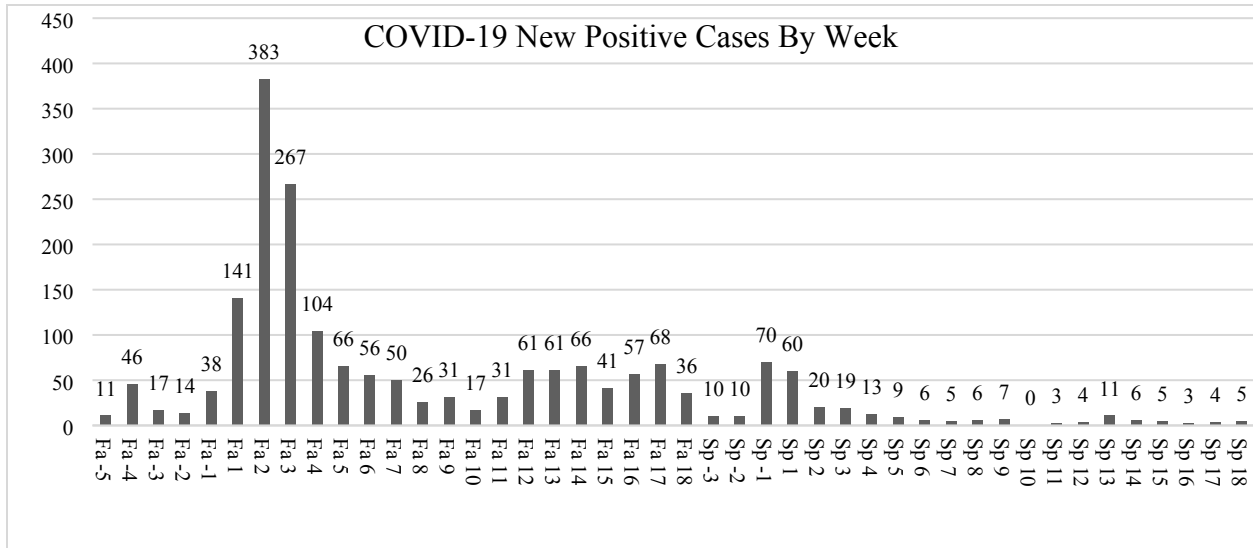
- Offices should be open for standard hours (typically 8 a.m.-5 p.m.).
- Supervisors should work from campus.
- Non-exempt employees should work from campus with regular work hours to ensure compliance with wage and hour laws.
- Staff whose job duties include face-to-face interaction with students, regular participation in in-person meetings or interactions on campus or in the community, or office reception should work from campus.
- Few staff members should be permitted to work remotely on a full-time basis.

Throughout the year, President Smart communicated the university's COVID-19 strategies and responses to the campus community through weekly Clif's Notes, campus-wide emails, and virtual town hall meetings.

### **Outcomes**

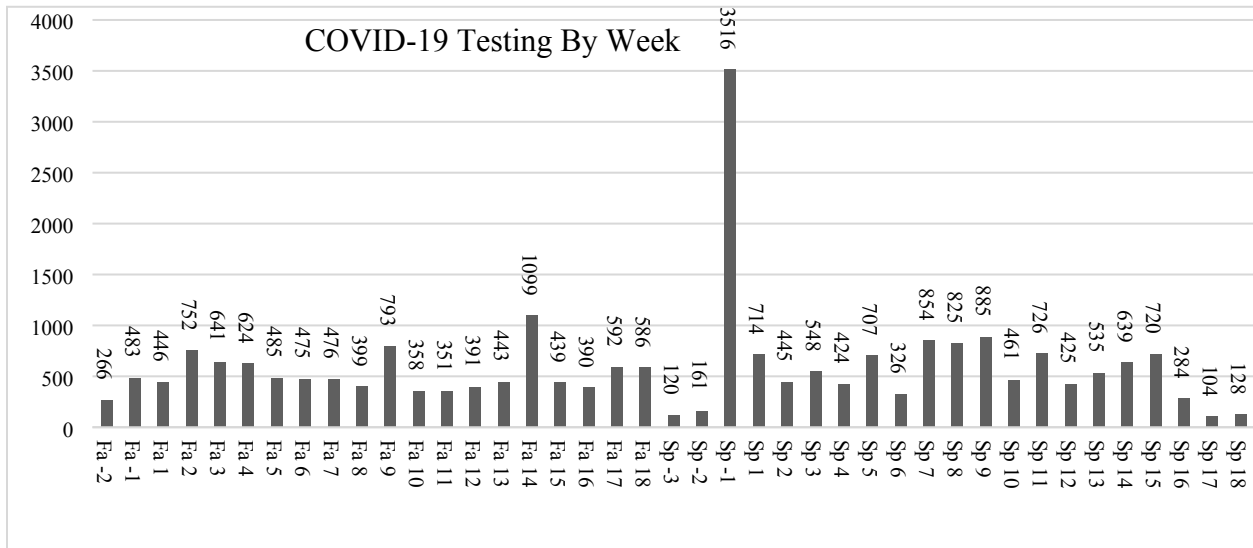
The university's COVID-19 responses, plans, and strategies proved successful.

The university began the fall 2020 semester with a spike in COVID-19 infections. However, the number declined thereafter and remained relatively low throughout the remainder of the year.



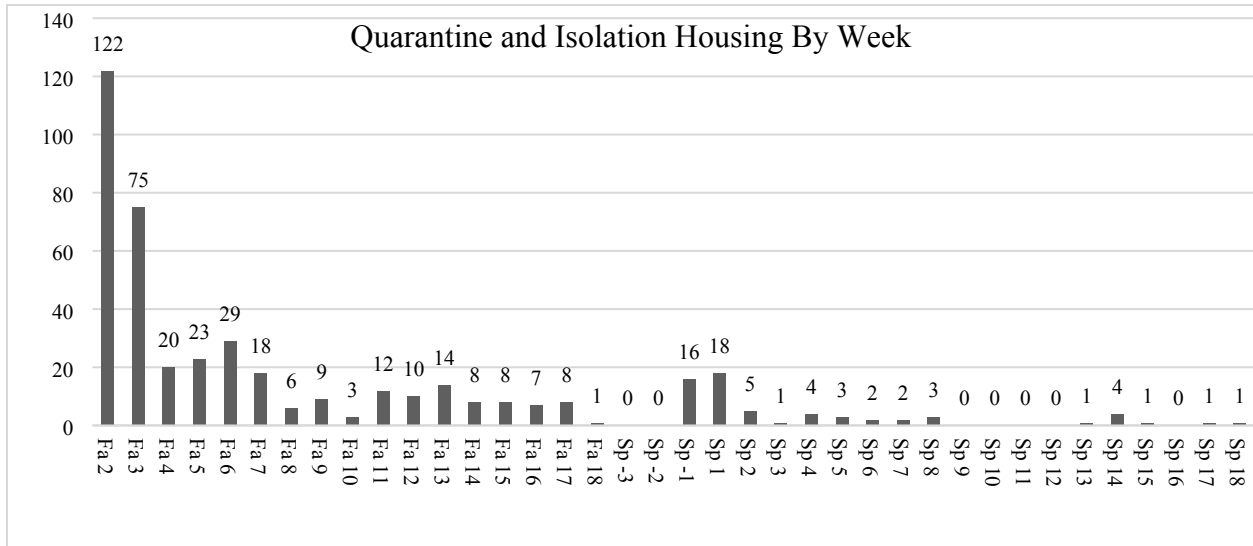
Inside of these statistics is a somber reality. COVID-19 proved fatal for two university staff members who contracted the virus off campus.

Even though the number of new positive cases declined, the university’s testing remained steady.



The outlier is the week before the spring semester began when the university tested all students moving back into campus housing, resulting in 3,516 tests being administered that week.

As the number of new COVID-19 cases declined, the need for quarantine and isolation space also declined. The university was able to allow its hotel leases to terminate without renewal.



Based on these outcomes and current national, state, and local data and trends, Missouri State plans to resume normal operations for the fall 2021 semester with few exceptions.

**B. Manage revenue losses and unanticipated expenses resulting from the coronavirus pandemic.**

**1. FY2021 Operating Budget, Operating Revenue, and Expense Reductions**

The university’s FY2021 budget assumed \$16.4 million in revenue loss resulting from the pandemic. The budget addressed this anticipated loss with \$12.4 million in spending reductions and allocating reserves and available net revenues to cover the balance. The spending reductions included:

- A 75% reduction in funding for facility repairs and classroom upgrades
- A 25% reduction in the President’s enhancement fund
- A 75% reduction in funding for academic equipment
- A 50% reduction in travel budgets
- A hiring freeze
- Eliminating the incentive payments for teaching online classes
- Delaying completion of the construction of the new residence hall
- Voluntary temporary pay reductions for the leadership team

In late June 2020, Gov. Parson announced \$11.9 million in spending restrictions for MSU in FY2021. This was a larger reduction than the university budgeted. However, enrollment in 2020-21 exceeded projections, resulting in \$5 million in tuition and fees above budget. Scholarship expenses were also \$3.9 million less than budgeted.

In August 2020, state revenues were on pace to beat projections, and President Smart met with Gov. Parson to advocate that state funds be released for university core operations and student scholarships.

In October 2020, Gov. Parson released \$1.7 million of Missouri State University's operating appropriation. He also released \$3.2 million for the Bright Flight scholarship program.

The university allocated these funds to a mid-year across-the-board pay increase (see section V.E below) and to partially restore the budget for facility repairs and classroom upgrades.

In January 2021, Gov. Parson released the remaining \$10.2 million of withheld state funds. He directed that the university spend \$8.4 million of these funds on maintenance and repair projects. The university held the remaining funds in reserve to allocate for FY2022.

### **CARES, CRRSAA, and ARPA**

Missouri State University directly and indirectly received federal COVID-19 relief funds. These funds proved critical in addressing the university's and students' expenses related to the pandemic.

The university was awarded \$43.1 million under the CARES Act and the CRRSA Act.

- \$21.8 million was distributed to students through grants and refunds.
- \$1.5 million has been used to cover COVID related expenses and payroll costs.
- \$13.2 million has been used to cover lost revenue.
- \$1.0 million for public broadcasting
- \$5.6 million remains for lost revenue and expense claims.

The university also received \$14.9 million from the State of Missouri and Greene County's allocations under the CARES Act. All of these funds were used to cover COVID related expenses and payroll costs.

It was announced the university will be awarded \$44.6 million under the ARP Act. Under the terms of the Act, at least \$22.5 million must be distributed as direct aid to students. The university is working on plans to allocate a portion of these funds for student grants starting in summer 2021.

The university's diligence in reducing expenses, recruiting and retaining students, stewarding state funds released by Gov. Parson, and efficiently allocating federal funds resulted in the university exiting FY2021 in a solid financial condition with an increase in its net position.

### **C. Encourage civility and respectful discourse in political and expressive activities on campus.**

President Smart issued a statement in the summer of 2020 addressing two separate incidents of prospective students engaging in racially charged posts on social media. The statement recognized the horrific nature of the speech but indicated that the expressive activities were protected by the First Amendment. The prospective students involved in both incidents ultimately decided to withdraw from Missouri State before the fall semester began.

The board discussed these incidents and the broader national conversation on race at their June meeting. President Smart shared information about other campus incidents he learned about through tweets under the #blackatmostate hashtag.

Before classes began in fall 2020, Wes Pratt, Dr. Lyle Foster, and Dr. Judith Martinez made a presentation at an all-faculty meeting. The presentation focused on the challenges facing our university, our community, and our country regarding racial equity, police brutality, and social justice.

President Smart's first Clif's Note of the fall 2020 semester addressed racial issues. The note:

- Mentioned Breonna Taylor, Ahmaud Arbery, and George Floyd by name
- Discussed the #blackatmostate hashtag
- Laid out the [specifics](#) of the university's plan to improve the campus climate and combat bias in the coming year.

Following these conversations, the university developed and implemented plans to address racism on campus. Those plans are detailed in section IV below. Training was a critical part of the plan, and the university provided diversity, equity, and inclusion training for its leadership team, groups of faculty and staff, and the Springfield community throughout the fall and spring semesters.

In October, the university implemented a communications campaign designed to encourage civil discourse and active political engagement by students, faculty, and staff during the November election. These communications were well-received, and the university did not experience major incidences of conflict during the November election or its aftermath.

## **II. FOCUS AREA – PLANNING**

### **A. Reevaluate the university's mission, vision, and value statements.**

The long-range plan steering committee reviewed the university's mission, vision, and value statements and determined that changes were not warranted at this time.

### **B. Develop a 2021-2026 long-range plan using a transparent process that invites broad input from internal and external stakeholders.**

The university convened a long-range plan steering committee that worked throughout the fall and spring to obtain data, solicit input from internal and external stakeholders, and develop the 2021-2026 long-range plan. The final version of the plan will be presented to the Board of Governors for approval at their June 2021 meeting.

### **C. Complete the strategic enrollment management (SEM) planning process and incorporate the SEM plan into the 2021-2026 long-range plan.**

The university completed the SEM planning process that was interrupted by the onset of the COVID-19 pandemic. The Board of Governors approved the SEM plan in December 2020. The



plan includes four goals regarding headcount and FTE enrollment, retention and student success, graduation and completion, and financial preparedness. The university also developed a more permanent committee structure to oversee SEM goals, strategies, and tactics.

**D. Develop visioning guides for the Springfield and Mountain Grove campuses.**

The university’s Vice President for Administrative Services and the University Architect collaborated with stakeholders across campus. Based on feedback received from President Smart and the Board of Governors, two planning documents were prepared.

The first document is a Campus Master Plan. This document includes facility projects that are underway and planned. It also includes community projects that are on or near campus and impact the university. The Campus Master Plan has been submitted to the Board of Governors for approval at the June 2021 meeting.

The second document is a Visioning Guide. This document includes the same items as the Campus Master Plan. Additionally, the Visioning Guide also includes potential future projects that could be planned if funding became available.

**III. FOCUS AREA – ACADEMIC AND CAREER INITIATIVES**

**A. Maintain the number of degrees and certificates awarded at the goal established by the Board of Governors (5,200).**

The university awarded 5,784\* degrees and certificates in 2020-21.

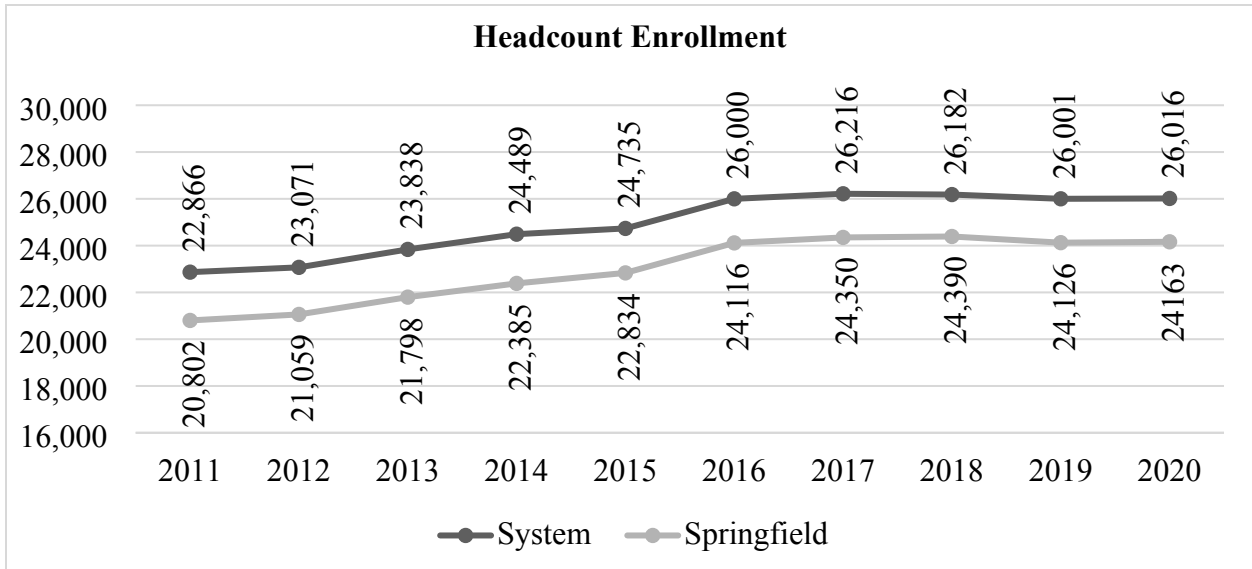
	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21*
Degrees awarded	4,306	4,359	4,635	4,724	5,020	5,104	5,021
Certificates awarded	173	282	301	462	470	592	763
<b>Total</b>	<b>4,479</b>	<b>4,641</b>	<b>4,936</b>	<b>5,186</b>	<b>5,490</b>	<b>5,696</b>	<b>5,784</b>

\*The university has to date (6/8/2021) conferred 5,784 degrees and certificates for 2020-21. We expect these number to increase as not all spring 2021 degrees have been approved, documented, and posted. MSU generally arrives at a final count by mid-August each year.

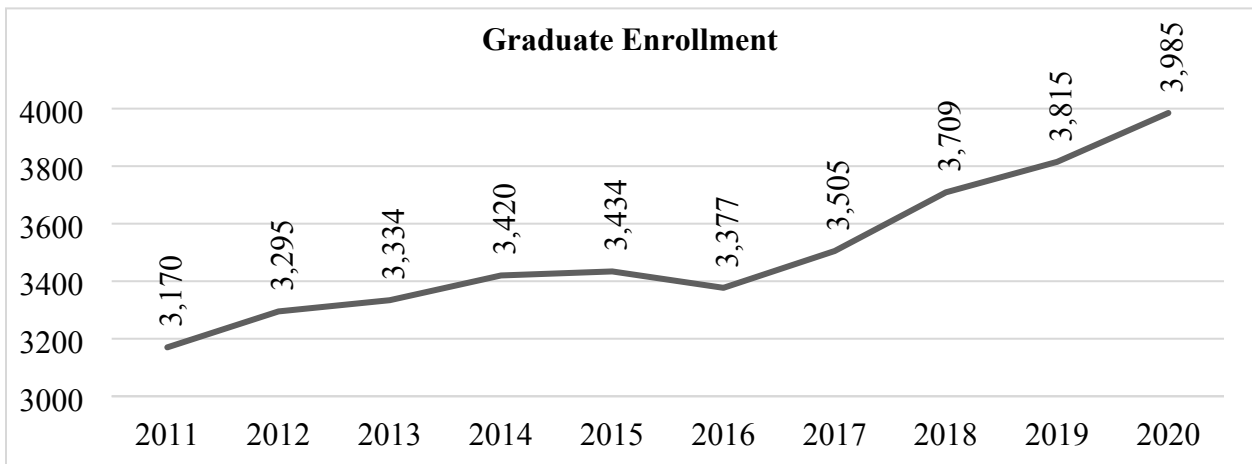
Note: Each year’s data includes China campus awards. For example, for fiscal year 2020-21, of the 5,784 completions, 75 bachelor’s degrees were awarded on our China campus.

**B. Implement strategies to grow enrollment in targeted areas.**

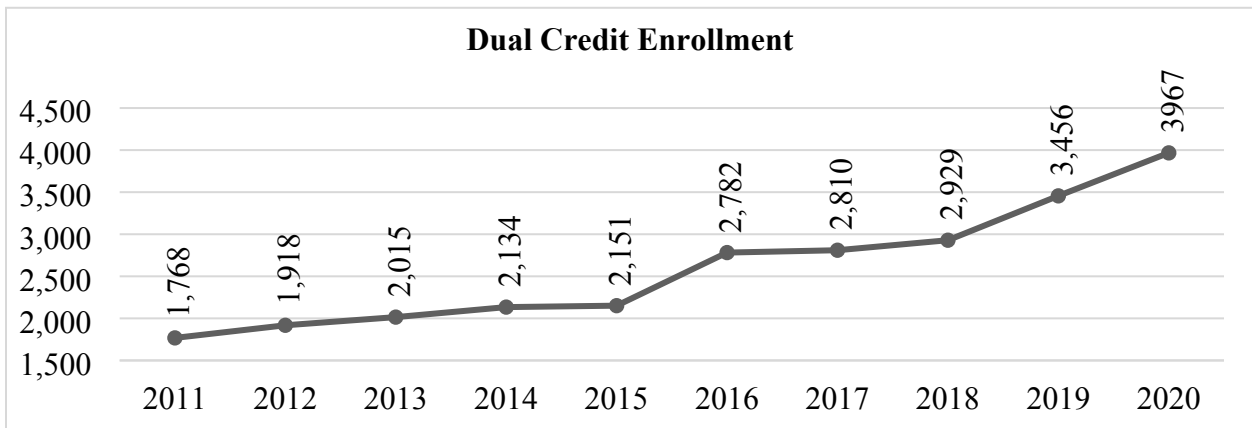
Enrollment grew on the Springfield campus by 37 students to 24,163. System enrollment grew by 15 students to 26,016.



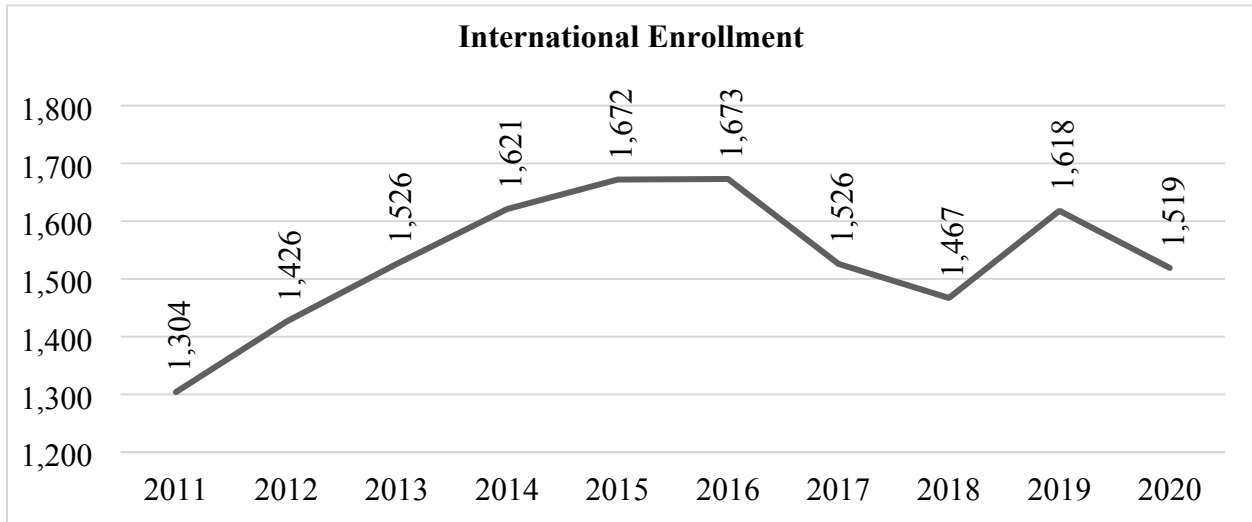
Graduate enrollment grew by 4.5% to 3,985, offsetting a decline in undergraduate enrollment.



Dual credit enrollment grew by 14.8% to 3,967.



Missouri State’s international enrollment decline was not as severe as that experienced by many other institutions.



The university achieved a first to second year retention rate of 79.2%. This is the highest rate since we began tracking our retention rate. The university has not yet reached the 82% retention rate target established with the 2016-21 long-range plan.

	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
Retention Rate	78.3%	79.1%	77.4%	77.7%	78.1%	79.2%

The university achieved a six-year graduation rate of 57.9%. This is the highest rate since we began tracking our graduation rate. It is also the first time the university surpassed the 57% goal established with the 2016-21 long-range plan.

	2009-15	2010-16	2011-17	2012-18	2013-19	2014-20
Graduation Rate	52.4%	54.5%	54.9%	54.5%	55.9%	57.9%

Enrollment, retention, and graduation data for underrepresented students are discussed in section IV.D below.

Actions taken to grow enrollment include:

- Implemented a new industry standard customer relationship management system and a custom, user-friendly application for admission. The university used the new CRM to advance the communication profile with prospective undergraduate and graduate students.
- Developed and launched a student produced YouTube channel called The Bears Den and a "Missouri State Explained" video series for prospective students.

- Offered a robust schedule of virtual events for prospective students covering a wide variety of topics such as Residence Life, Current Student Panel Q&A, Financial Aid, and more.
  - Improved existing interactive dashboards to assist in unit-level efforts to grow enrollment.
  - Enhanced accelerated options for undergraduates to pursue a graduate degree.
  - Cultivated partnerships with HBCUs to encourage their undergraduate students to pursue graduate degrees at Missouri State.
  - Implemented and streamlined online enrollment options for new and continuing international students unable to travel, and adapted the instruction model to expand enrollment on the China campus.
  - Added customized online courses, with live web conferencing sessions, for cohorts of students from Russia and China.
  - Increased communication with admitted international students to provide regular personalized updates on visa status, travel options, and the health situation in the U.S.
  - Developed a new underrepresented student viewbook.
- **Create a task force to evaluate new academic areas and programs intended to keep MSU education at the forefront of addressing needs of society.**

A Task Force on Future Academic Directions was created by the Provost and co-chaired by the Provost and Dean of the Graduate College. The committee generated a report that was presented to the Board of Governors in February 2021. The task force's primary recommendations were to (a) promote an innovative, entrepreneurial spirit, (b) increase visibility, agility, and integration of existing programs, and (c) initiate new programs with high demand, including professional doctorates. The importance of flexible, responsive learning models that capitalize on the latest technologies was emphasized.

- **Expand academic programs with high student and workforce demand.**
- **Enroll students in new academic programs.**

The university focused on certificate programs in 2020-21, adding 8 graduate certificates and 9 undergraduate certificates. The university now has 75 undergraduate certificates and 97 graduate certificates.

New degree programs added this year include:

- 1 doctorate (Occupational Therapy)
- 1 masters (Art Education)
- 2 undergraduate majors
- 1 undergraduate minor

Examples of particular work to expand academic programs and enrollment in areas of high demand include:

- Increased enrollment from 90 to 110 in Environmental Plant Science majors under the 3 + 1 Southwest University (China) program

- Expanded forestry courses and developed a forestry option under the natural resources degree program
  - Relaunched the MS in computer information systems as the MS in information technology
  - Created two post-masters certificate programs in nursing to meet demand for specialty nursing certifications
  - The College of Education’s Internship Academy program grew from 37 students in 12 schools to 58 students in 16 schools
  - Expanded the Electronic Arts interdisciplinary program to recruit 100 majors across 4 academic tracks
  - Accepted students into the first two cohorts of the MFA in Dramatic Writing program
  - Established a partnership with the University of Arkansas to provide MSU students with a degree option in poultry science and access to poultry industry careers in Arkansas and Missouri
  - Established graduate certificates in crime prevention as well as criminal justice leadership and management
  - Moved the master of public administration program entirely online to facilitate enrollment of practitioners
  - The master of public health has begun a transition to an online program to maximize enrollment and expand the program to individuals outside the Springfield area
  - Increased enrollment in the BSN completion program and revised curriculum so students can complete the program in 12 to 15 months
- **Maximize enrollment and available pathways using alternative modalities and nontraditional options (e.g., online, blended, block courses, summer, ZOOM, etc.).**

Online course offerings increased. In fall 2019, 17.6 percent of the university’s overall credit hour production was online. In fall 202, this increased to 33.8 percent.

The university’s enrollment in online courses also increased:

	Headcount	Enrollments*	Credit Hours
<b>Fall/Spring 2019-2020</b>	18, 752	32,399	94,526
<b>Fall/Spring 2020-2021</b>	28,177	59,706	172,571
<b>% Change</b>	50.3%	84.3%	82.6%

\*“Enrollments” include the sum of the headcount of each section. Stated otherwise, it includes the number of registrations in classes. Some students take more than one online class.

The university’s enrollment in online programs also increased:

Academic Period		Fall 2019		Fall 2020		% Change	
		Headcount	Credit Hours	Headcount	Credit Hours	Headcount	Credit Hours
<b>Online</b>	<b>GR</b>	831	4495	1073	6249	29.1%	39.0%
	<b>UG</b>	612	5895	745	7413	21.7%	25.8%

<b>Totals</b>		1443	10390	1818	13662	26.0%	31.5%
<b>Academic Period</b>	<b>Spring 2020</b>		<b>Spring 2021</b>		<b>% Change</b>		
	<b>Headcount</b>	<b>Credit Hours</b>	<b>Headcount</b>	<b>Credit Hours</b>	<b>Headcount</b>	<b>Credit Hours</b>	
<b>Online</b>	<b>GR</b>	844	4729	1072	6268	27.0%	32.5%
	<b>UG</b>	633	6214	723	7476	14.2%	20.3%
<b>Totals</b>		1477	10943	1795	13744	21.5%	25.6%

Missouri State increased usage of web conference technology (e.g., Zoom) to teach courses off-campus:

	<b>Headcount</b>	<b>Credit Hours</b>	<b>Zoom Connections to Individual Endpoints</b>
<b>Fall/Spring/Summer 2019-20</b>	753	2,987	54,543
<b>Fall/Spring 2020-21</b>	7,208	25,608	169,934
<b>% change</b>	857%	757%	212%

Work is underway to move additional programs online. The Master of Public Administration and Master of Arts in Teaching programs have been moved online. Work is underway to transition the Master of Public Health program entirely online.

- **Coordinate marketing strategies for academic programs with a focus on certificates, career opportunities, new programs, and programs delivered with new modalities.**

The university approved an additional 22 undergraduate and 9 graduate for-credit certificates, making a total of 149 certificates available to students. Certificates taken for credit emphasize development of strength in a specific discipline niche, and when completed they are recorded on the student's college transcript. Several of these undergraduate certificates have little or no pre-requisite requirements and are intended to have an interdisciplinary appeal, both for current and external students who wish to upgrade their skills. Notable among these are undergraduate certificates in Information Technology, Business Principles, Workplace Writing, Leadership Development, and Online Entrepreneurship.

Digital marketing campaigns are being piloted for four of these programs to evaluate student demand.

- **Develop partnerships and consortia arrangements to provide educational opportunities in collaboration with employers and other higher education institutions.**

Missouri State University continues to be a top transfer destination. The university has numerous articulation agreements with OTC and other community colleges in the state of Missouri. The university also has articulation agreements with some community colleges in bordering states.

The university continues to focus on employer and government partnerships to recruit international students. These efforts frequently involve customized training and educational offerings through the university's International Leadership and Training Center.

The university has worked to develop internship, experiential learning, and graduate assistant opportunities with external employers, including Springfield area businesses, Mercy, CoxHealth, state agencies, local government units, the NRCS, the army corps of engineers, and the University of Missouri extension service.

The university partnered with the University of Arkansas to provide MSU students with access to a bachelor's degree in poultry science. The university also collaborated with HBCUs to partner on providing graduate degree opportunities to underrepresented students.

Additionally, IDEA Commons facilities, such as the Blunt Center and the Plaster Center for Free Enterprise, promote and support educational opportunities in collaboration with the private sector and with other higher education institutions including the University of Missouri—Kansas City and the Missouri University of Science and Technology.

- **Promote the university to dual credit students and continue the dual credit scholarship program for students on free and reduced lunch.**

The university continued to expand its dual credit program and the free and reduced lunch scholarship program. Enrollment data can be found in section III.B above. Actions taken to enhance the university's dual credit program include:

- Created a registration landing page that increased visibility and simplified the registration process
- Changed Free and Reduced Lunch scholarships verification processes making it more efficient for partner high schools
- Increased social media marketing efforts
- Removed ACT requirement and adopted GPA and completion of pre-requisite courses for placement of students in dual credit courses
- Extended dual credit census date by one week

- **Enroll students in new professional doctoral and terminal degree programs and develop plans for additional programs.**

The university's professional doctorate program in Defense and Strategic Studies started in fall 2020. The current cohort has 22 students. The program anticipates admitting 35 students in the upcoming cohort.

The university also began an MFA in dramatic writing program in fall 2020. 17 students are currently enrolled in the program.

Planning and development for four new professional doctorates are underway. The Doctor of Occupational Therapy program is on track for HLC approval in summer 2022. Doctor of Health Sciences, Doctor of Psychology, and Doctor of Education degrees are all in faculty planning stages.

- **Build on the success of the existing Bear POWER program to provide a 4-year comprehensive college experience that equips students with intellectual disabilities for employment.**

During spring 2021, new Comprehensive Transition Program (CTP) documentation was developed by an advisory panel and is currently in process to be submitted to the U.S. Department of Education by MSU Financial Aid. The CTP outlines a four-year experience that provides for expanded opportunities for internships and other course-based experiences to promote work force development for those with intellectual disabilities in the Bear POWER program. The program, in preparation for this change, now begins the first cohort semester in the fall of each year rather than the spring.

Bear POWER has continued to enjoy external funding provided by donors and targeted grant programs and remains a leader in the regional consortia of post-secondary programs for this population.

**C. Pursue new partnerships and enhance existing partnerships with domestic and international groups that promote Missouri State.**

The university maintained access programs through partnerships with:

- Boys & Girls Clubs
- Big Brothers Big Sisters of Eastern Missouri
- College Bound
- Kauffman Scholars Inc
- KIPP St. Louis
- Wyman
- 100 Black Men of St. Louis

The university also developed new partnerships for access programs with KIPP Kansas City and SAAB (Brother2Brother).

The university reached an agreement to be the primary sponsor for the PBS documentary commemorating the Missouri Bicentennial. The Missouri Bicentennial celebration in August 2021 will prominently feature Missouri State University.

The university engaged in preliminary groundwork for a major two-year project with a national cultural memory organization that will promote Missouri State University on a national level. Details for this project will be announced in July 2021.

The university also fostered a number of academic partnerships that promote MSU:



- Partnering with the Missouri State Highway Patrol to deliver a criminology and criminal justice field exploration course
- Partnering with area high schools to provide guest lectures in forensic science
- Developing reciprocal borrowing agreements with area libraries
- Researching partnerships with area universities, community colleges, high schools, and nonprofit organizations
- Growing the Bear in Every Building College of Education alumni network to include more than 1,200 members

The university continues to develop new and existing relationships with international partners. The most notable of these relationships continues to be the Liaoning Normal University-Missouri State University College of International Business in Dalian, China.

**D. Develop and promote interdisciplinary and cross-disciplinary educational and research opportunities.**

The university submitted several grant proposals for interdisciplinary education and research. The most notable is a \$4 million, five-year grant that was awarded to implement the CODERS project, a partnership with 18 schools to promote computer science, writing, physics, and math instruction in grades 3 through 8.

Many of the graduate and undergraduate certificates referenced in section III.B above are interdisciplinary and cross-disciplinary in nature.

The Blunt Center and the College of Natural and Applied Sciences promote interdisciplinary research, particularly in biology, chemistry, materials science, mathematics, and computer science. This work also includes corporate and government partners.

**E. Evaluate opportunities to redeploy academic assets in light of enrollment trends and reductions in available faculty.**

Throughout the year, the university released frozen faculty positions as revenue improved. The Provost's office worked with deans to identify areas with the greatest student demand and workforce need and assign the unfrozen positions to those areas. In this way, positions were not automatically given back to the areas from which they were taken. Deans made similar decisions when filling positions within their colleges, allocating vacant lines to areas that demonstrated the greatest enrollment demand instead of automatically restoring positions to the areas from which they came.

Additionally, in developing the FY2022 budget, cuts made in FY2021 were not automatically restored. Rather priority was given to board and administrative goals in allocating resources. This allowed the university to increase compensation and benefits, which is a critical need and strategic priority set by the board.

**F. Increase career education opportunities.**

The university's Career Center offered students opportunities through an Instagram Live Series (including the IG Live Diversity in the Workplace sub-series) to meet a need to quickly connect with students on a casual, widely-used platform. 14 sessions have been offered since May 2020 featuring 11 alumni and other guest speakers. 1,504 individuals have viewed the IG Live sessions either in real time or as a recording.

The Career Center brought GoinGlobal to the campus community. This online resource, available now through the My Missouri State portal, gives students access to thousands of global and domestic job and internship opportunities, complete with city and country guides for navigating an international job search and relocation process. As part of the account with GoinGlobal, we were able to offer a free workshop titled "The Evolution of Employment: Job Searching During Covid-19" presented by the president and founder of GoinGlobal.

The Career Center provided many other workshops and training videos, including:

- Rockstars Live on LinkedIn – the Career Center, through MSU's partnership with LinkedIn Learning, connected students to this session facilitated by a LinkedIn employee expert.
- Resume How-to and Best Practices Webinar presented by two recruiters from Mastercard.
- 28 new videos were created and uploaded to the Career Center YouTube channel in the last year covering career education topics such as interview tips, resume creation, Handshake how-to's, and advice from 9 different employers.

The Career Center engaged in a number of collaborative education efforts with other campus stakeholders:

- The Student Government Association and the Career Center collaborated for Professional Development Week to present a series of workshops, including a mock interview event with employer evaluators, culminating in a free professional headshot day.
- The Career Center collaborated with criminal justice faculty for Social Services, Justice, and Non-Profit Career Week to present five panels featuring 12 different employers discussing careers in their respective fields.
- The MSU Alumni Association collaborated with the Career Center on four Bear Talks webinars centered on career education topics (career assessment, job searching, and dining etiquette) for alumni and students.
- Student Activities Council collaborated with the Career Center for a hybrid, in-person, and virtual Mock Interview Day for all students.
- Bear POWER collaborated with the Career Center for a mock interview event specifically for Bear POWER students.
- The Career Center collaborated on a Resume Madness event for the OSE Emerging Leaders program.
- The Career Center collaborated to pilot LinkedIn Learning for TRIO students, the Student Alumni Association, Student Government Association, student veterans, IDS 120 (Exploring Majors and Careers) students, and all GAs and student employees.

The Career Center also expanded its Virtual Drop-in Hours offerings to include extended hours and times dedicated to career and job search questions in addition to resume review.

- **Pilot LinkedIn Learning opportunities for students in particular courses and programs of study and evaluate opportunities to provide such opportunities to a broader group of students.**

The university rolled out LinkedIn Learning as a campus wide resource early in fall 2020. It has been widely used by Human Resources and employees. LinkedIn Learning modules and certifications are increasingly required or encouraged for use by students in academic courses and programs across campus, particularly in the College of Business. The Career Center has incorporated LinkedIn Learning modules and resources into many of its training opportunities for students.

- **Partner with LinkedIn Learning to provide opportunities for faculty and staff.**

Currently, MSU has 1,134 activated employee LinkedIn Learning accounts.

The university has updated its staff professional development programs to mesh with LinkedIn Learning. Particular business units at the university utilize LinkedIn Learning in different ways. For example, university safety has established minimum weekly training standards through LinkedIn Learning for personnel. More commonly, administrative units have identified relevant training modules and assigned them to be completed by personnel. Human Resources uses LinkedIn Learning for supervisor training and collaborates with supervisors to identify and use LinkedIn Learning modules to help employees struggling with particular performance issues.

- **Utilize career outcomes data and student success stories in recruitment and communications.**

The university's marketing and communications team developed an array of stories designed to demonstrate positive student experiences and career outcomes for students. These stories have been used in various publications and digital campaigns, and they have been featured on the university's webpage. The university also focused on distributing information about graduate outcomes through its marketing and communication channels.

**G. Assist faculty in teaching online and using electronic-assisted modalities through training and professional development opportunities.**

During 2020-21, the following professional development opportunities were provided to assist faculty with teaching online and using instructional technology:

- The Faculty Center for Teaching and Learning (FCTL) provided Just-in-Time Workshops and one-on-one support for pivoting instruction in the university's COVID-19 response. During the months of March and April, there were over 300 contacts made to the FCTL for training and support.
- Instructional Designers in the FCTL assisted faculty with online course development through boot camp professional development offered in face-to-face, blended, online, and

self-paced formats. Over 200 faculty participated in boot camps and approximately 375 have accessed self-paced resources.

- Online Faculty Mentors worked with the FCTL Instructional Designers in delivering workshops and providing advice and support to faculty regarding online teaching.
- Slots in online courses were purchased from a higher education professional development company, Magna Publications, providing an Online Summer Enrichment Program. Approximately 100 faculty participated in at least one of these courses.
- Provided faculty with access to The Magna Faculty Commons, a subscription-based service that provides faculty with on-demand access to a digital library of over 400 professional development programs and seminars.
- Approximately 50 faculty participated in the Gardner Institute's Humanity of Inclusive Practices summer academy.
- Instructional Designers in the FCTL provided workshops on Teaching through Zoom as well as other topics related to online teaching.
- A Blend by Design Course was purchased, providing 50 faculty members with life-time access to the course and other resources.
- Over 250 faculty consultations were provided by FCTL Instructional Designers. These included one-on-one professional development, assistance with online course design, and support with instructional technology.
- Instructional Designers in the FCTL conducted 57 course reviews for meeting quality criteria established by the Online Learning Consortium. Professional development is provided before and after these reviews.
- A new professional development topic is pushed out weekly through 20-Minute Mentors, a video-based professional development subscription from Magna Publications.
- The FCTL sent a monthly What's Happening e-newsletter providing tips and directing faculty to upcoming FCTL activities, new Faculty Commons resources, LinkedIn Learning courses, and other upcoming professional development opportunities.

**H. Submit the 4-Year Assurance Review of the Open Pathway to the Higher Learning Commission, demonstrate that the university meets the criteria for accreditation, and respond to feedback from the assigned team of peer reviewers.**

Missouri State completed its 4-Year Assurance Review for HLC and received no critical feedback nor suggestions. HLC Peer Reviewers commended the University on the public affairs mission, commitment to ethical research practices, academic program review process, student support services, robust system for assessment of student learning, and having a clear plan for the future.

**I. Continue to support research opportunities, submission of grant proposals and the submission of presentations to virtual conferences for both faculty and students as this prepares students for many career choices.**

Missouri State University faculty have been very active in submitting proposals for support of University-based projects. Through March 2021, 276 proposals have been submitted for external funding. This represents a 5% increase in the number of proposals submitted at the same time

last year. The funds requested through March 2021 represent an 82% increase over funds requested through March 2020. The number of faculty involved in externally funded projects increased by 25% in 2021.

#### **IV. FOCUS AREA – DIVERSITY, EQUITY AND INCLUSION**

##### **A. Enhance intervention strategies for the university’s bias response team to address incidents of bias involving race or another protected class that occur on campus or between members of the university community.**

The Bias Response Team (BRT) serves as a resource to members of the University community who have a concern about perceived bias-related situations, concerns, and/or complaints and to coordinate an appropriate response. BRT’s responses have historically been educational, with voluntary interventions including discussion, mediation, training, counseling, and consensus building.

The university reviewed its BRT procedures. The decision was made to continue the educational nature of BRT responses. The university implemented an opportunity for individuals to reflect on their actions by meeting with the chair of the BRT, viewing an array of videos that speak to the specific situation, and submitting a reflection. The BRT will continue to work with the office of student conduct for consequences in appropriate situations.

##### **B. Design and develop a facility expansion of the Multicultural Resource Center.**

In April, the Board of Governors awarded a \$2.1 million contract to BP Builders, LLC to expand and relocate the Multicultural Resource Center. The project will also include renovations to the Office of Student Engagement in the PSU. The university plans to have the project complete by the beginning of fall 2021.

##### **C. Enhance and expand diversity, equity and inclusion training and educational opportunities for students, employees, and the external community.**

- **Implement curricular modifications to enhance education on cultural consciousness and competence.**

EDC 345 “Introduction to Multicultural education and Diversity” has made measurable changes to the curriculum to enhance and assess competencies needed by future educators to work with a diverse population. The hiring of a coordinator of this class, which is required of all education majors, represented an important investment in continuity with respect to how this course is taught. In our 2+2 agreement with OTC, MSU will teach the EDC 345 class for all transfers, which again, increases the continuity for teaching this class to all education majors.

Citizenship and Service Learning (CASL) has expanded community-based experiences for students that allow the opportunity to better understand aspects of human diversity within the context of projects that are aligned with competencies taught within many of the general education courses.

All students enrolled in GEP 101 completed two diversity modules, in-class discussion, and reflection assignments. GEP faculty have received three different professional development opportunities to discuss cultural consciousness in the classroom during this academic year. Approximately 70 faculty participated in these opportunities.

New professional development training will occur in August with student teacher supervisors which will impact how candidates are assessed during the student teaching semester tied to diversity.

- **Promote classes with diversity, equity and inclusion content through the university's searchable class schedule.**

This project is underway. An initial listing has been compiled of courses with heavy content in diversity, equity, and inclusion at both the graduate and undergraduate levels.

- **Expand the Facing Racism Institute and encourage administrative and academic leadership teams to participate.**

In October 2020, all members of the university's administrative and academic leadership teams participated in Facing Racism Institute sessions. Subsequently, the university offered multiple sessions that were broadly attended by other members of the campus and the external community.

- **Create a Student Diversity Leadership Institute for student leaders and encourage SOAR leaders, resident assistants, and all students across campus to participate.**

The university established a Student Diversity Leadership Institute, providing cultural consciousness, diversity, equity, and inclusion training to student leaders and student groups across campus. The institute is 12 weeks with ten modules. Students meet for 90 minutes each week as a cohort and work independently on their final projects. Ten student leaders participated this year.

- **Create and expand cultural consciousness educational opportunities for incoming students in residence halls, GEP101 classes, the Public Affairs Conference, and elsewhere on campus.**

Cultural consciousness educational opportunities for students include:

- Perspectives training module for student leaders – This module, offered in fall 2020, includes activities to dispel assumptions and discuss where stereotypes and biases originate
- Center for dispute resolution training module for student leaders – This module, offered in spring 2021, assists student leaders in having difficult conversations with other leaders and with other students

- Bead project training module for student leaders – This module, offered in spring 2021, facilitates discussions among student leaders about personal values
- Big Idea Boxes – pre planned programs resident assistants can use with their floors to cover diversity, equity, and inclusion topics
- MSU Explores (replaced the Tunnel of Oppression)
- Each semester every resident assistant planned a program for students on their floor regarding diversity, equity, and inclusion
- MCHHS and CHPA held diversity town hall meetings
- Peace Corps Prep certificate program
- Redesigned the Public Affairs Community Engagement assignment in GEP 101, and all GEP 101 students completed two diversity modules, in-class discussion, and reflection assignments

Despite the lack of a keynote, attendance at the 2020 Public Affairs Conference increased by 10%. The University Exit Survey for seniors shows that about 50% of undergraduate seniors attended the Public Affairs Conference.

- **Create and expand cultural consciousness training for faculty, staff, and administrators.**

Through the Division of Diversity, Equity, and Inclusion, the university provided Facing Racism Institute training to administrative council, academic leadership council, department heads, various college departments, and a litany of other campus groups.

Through Human Resources, the university expanded its Diversity 101 cultural consciousness training, making it available to all employees. Specialized cultural consciousness training was also provided to multiple campus groups, including:

- University safety
- Dispatchers
- Grounds and business services
- Search committee members

The university collaborated with the United Way of the Ozarks to create The United Academy for Inclusion and Belonging, providing access to cultural consciousness training for community leaders throughout the Springfield area.

GEP 101 faculty received three different professional development opportunities to discuss cultural consciousness in the classroom during this academic year. Approximately 60 faculty participated in these opportunities.

The university held a virtual Collaborative Diversity Conference in spring 2021 that was widely attended by members of the campus and external communities. The conference featured a plenary address by Irshad Manji, creator of the Moral Courage Project, entitled, “How to revive dialogue in a time of deep division.” 323 individuals participated in the conference.

The Career Center also incorporated diversity, equity, and inclusion topics in many of its workshops and training sessions.

**D. Improve access, retention, and graduation rates of underrepresented students.**

Enrollment of students from underrepresented groups grew by more than 7%.

<b>Number of Underrepresented Students</b>	2014	2015	2016	2017	2018	2019	2020
American Indian or Alaskan Native	133	113	114	97	118	113	92
Asian	308	321	343	353	376	379	461
Black or African American	820	895	918	959	908	827	824
Native Hawaiian or Other Pacific Islander	28	29	18	20	18	21	26
More than one race	613	675	775	824	848	846	844
Hispanic or Latino	692	722	771	857	765	841	995
<b>Total</b>	<b>2,594</b>	<b>2,755</b>	<b>2,939</b>	<b>3,110</b>	<b>3,033</b>	<b>3,027</b>	<b>3,242</b>

The university’s progress on retention and graduation rates for underrepresented students was mixed.

<b>Retention Rate</b>	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
Pell-eligible	72%	71%	68%	70%	71%	72%
First generation	73%	72%	70%	71%	73%	74%
Hispanic/Latino	78%	76%	72%	76%	66%	76%
Black African American	69%	74%	65%	66%	75%	71%
Two or more races	75%	82%	68%	64%	74%	74%

<b>Graduation Rate</b>	2009-15	2010-16	2011-17	2012-18	2013-19	2014-20
Pell-eligible	45%	49%	46%	45%	47%	47%
First generation	44%	48%	49%	44%	47%	49%
Hispanic/Latino	45%	52%	49%	57%	49%	57%
Black African American	35%	33%	45%	30%	40%	38%
Two or more races	46%	43%	50%	38%	49%	43%

The university established a 79% retention rate target and a 50% graduation rate target for underrepresented groups with the 2016-21 long-range plan. With the exception of the graduation rate for Hispanic/Latino students, the university has not yet reached these targets.

- **Support underrepresented and first-generation student needs through Bears L.E.A.D., college access programs, and programming through the Multicultural Programs and Multicultural Services offices.**



Bears LEAD enrolled 67 freshmen in fall 2020. 56% were first generation students and 69% identify as underrepresented by race. Their average GPA for the fall 2020 term was 2.77. Average attendance at monthly workshops was 50.

The university continued to facilitate the inclusive excellence scholarship program, a curricular experience where students participate in the exploration of identity and self through critical classroom discourse as well as co-curricular programs and services.

The university maintained relationships with college access organizations and established new relationships. Details on these relationships can be found in section III.C.

Details on programming through the multicultural programs and multicultural services offices can be found in section IV.J and elsewhere in this report.

- **Connect students who complete the Jump START program with other campus student support services.**

Jump START students had the option to receive coaching through the Center for Academic Success and Transition or support from BearsLEAD, TRIO, or the Achievement Center. Students were also connected with staff from Office of Student Financial Aid, BearCLAW, and Academic Integrity.

- **Increase involvement with NASPA's First-gen Forward and First Scholars Network to enhance our support for first generation students.**

MSU has been recognized through the First Gen Forward program for Higher Education institutions committed to First Generation Student Success, which is an initiative of NASPA and the Suder Foundation. MSU has also been selected for the NASPA First Scholars program which is an ecosystem of processes, tools, and guidance.

As a result of these recognitions and support resources for first generation students, MSU has created the First-Generation Student Success Advisory Council to support first-generation students. This cross functional team supports students from recruitment to graduation through partnerships, resources, campus-wide advocacy, best practices, and evidence-based programs.

- **Consolidate student accommodations services under the Disability Resource Center and redefine the role of the Learning Diagnostic Center to enhance accessibility for students with disabilities.**

Services previously housed in the DRC and the LDC have been consolidated into the Disability Resource Center, located in the Meyer Library. A new Director has been hired to coordinate the office functions. This consolidation makes it easier for students to seek services in one location with the goal of receiving accommodations for documented disabilities.

#### **E. Implement a diversity education initiative in athletics.**

The university hired an Assistant Athletic Director for Diversity, Equity, and Inclusion and implemented the BearsUnite program in athletics. The university required and provided diversity and sensitivity training for all athletic department employees and student-athletes. A community engagement program was developed to increase student-athlete involvement in local schools and youth sports programs. A formal procedure was established for student-athletes and staff to report discriminatory behavior of any kind.

**F. Implement recruitment and retention strategies for underrepresented faculty and staff in furtherance of the revised diversity goals established by the Board of Governors (16 percent).**

Percent Faculty and Staff that are International or Members of Historically Underrepresented Groups	2013	2014	2015	2016	2017	2018	2019	2020
	10.6%	11.0%	11.5%	12.8%	14.1%	14.5%	15.0%	14.4%

The university reached the initial goal established with the 2016-21 long-range plan (14 percent) in fall 2017 but has not yet reached the revised goal (16 percent).

Throughout the year, Human Resources tracked the university's progress with quarterly diversity hiring reports provided to leadership in Administrative Services, Student Affairs, and the Provost's Office.

- **Develop a diverse faculty mentoring program and a diverse staff mentoring program.**

The university successfully established the Bear Bridge Faculty Mentoring Program. The program featured 19 one-on-one mentors, eight professional development mentors, and 33 mentees who participated in different parts of the program. The program provided monthly professional development sessions for tenure track faculty and quarterly group social gatherings.

Bear Connection—the staff mentoring program administered by Human Resources—also continued to grow. The program now totals 107 active mentoring partnerships. This year Human Resources collaborated with the Office of Diversity, Equity, and Inclusion to incorporate mentor diversity training into the program.

- **Expand faculty and staff diversity composition initiatives and the diversity hiring program.**

The Faculty Diversity Composition Initiative (FDCI) has undergone changes to better enable the university to grow our own faculty and leaders within a changing dynamic. Faculty who hold a professional doctorate may now also pursue a Ph.D. should accreditation or other program needs dictate the need for this level of degree. In addition, women teaching in STEM programs have been a focus.

The diversity hiring program utilizes cost-sharing and allows streamlined hiring processes when making certain diverse hires. In the past year academic affairs has used the diversity hiring program to make eight faculty hires and to fill one staff position.

The university took steps to increase efforts to promote university position vacancies to diverse audiences. These steps include publishing vacancy announcements through:

- The diversity and inclusion email pack with [higheredjobs.com](http://higheredjobs.com)
- Unite
- You Belong in SGF website and social media
- Flyers designed for distribution with veterans
- Emails through an updated Targeted Diversity Sources list

### **G. Review and modify university policies and procedures to ensure equal opportunity throughout the university system.**

Human Resources and the Office of Institutional Equity and Compliance are systematically reviewing entry level job descriptions to identify and remove unnecessary requirements that may serve as barriers to equal opportunity. One example of the changes resulting from this review is the removal of the “driver’s license preferred” language in Custodian Apprentice and Custodian I job descriptions.

Other relevant policy and procedure work includes:

- Created test-optional pathways for admission and scholarships
- Updated the university’s disability self-identification form in employee census packets
- Revised *GI.31 Reporting Allegations of Discrimination on the Basis of a Protected Class* and *Op1.02-2 Discrimination Complaint and Investigation Procedures*, to ensure compliance with new Title IX regulations as well as Title VII and MHRA jurisprudence and best equal opportunity practices
- Reviewed the way the Code of Student Rights and Responsibilities and the Academic Integrity Policy are applied to evaluate whether such policies have a disparate impact on members of a protected class

- **Revise admission policies to establish a test-optional admission pathway.**

The university established a test optional admission policy which offers admission to all students who meet the core curriculum requirements and have a 3.25 or higher high school GPA without requiring a standardized test score. The university also created a test optional automatic scholarship program for students with a high school GPA of 3.7 or higher.

- **Review and modify WBE/MBE bidding requirements to promote WBE/MBE participation on capital improvement projects.**

The university discussed WBE/MBE bidding requirements with MODOT, the University of Missouri, Springfield Public Schools, and other public institutions. Based on these discussions, the university plans to implement changes to its WBE/MBE bidding requirements by the end of

FY2021. These changes will include a 3% goal for service-disabled veteran business enterprises. They will also require all general contractors to provide documentation of a good faith effort on all construction contracts as opposed to only contracts of \$100,000 or more.

**H. Continue developing internal and external partnerships to promote diversity, equity and inclusion at the university and in the broader community.**

The university's relevant partnerships include:

- Public Entities Diversity Workgroup
- Springfield Education Network
- SPS Collaborative Efforts
- CDO Consortia
- Minorities in Business (MIB)
- NAACP- Springfield Chapter
- Missouri Diversity Officers in Higher Education (MODOHE)
- Missouri Equity Project
- Commission on Racial and Ethnic Fairness

- **Develop accelerated paths into graduate programs for undergraduate students enrolled in HBCUs.**

The Graduate College worked with several HBCUs to encourage partnerships that would allow their undergraduate students to gain admission to an accelerated graduate program at MSU. The first MOU was signed with Central State University in December, and an orientation for CSU students was conducted by MSU staff and faculty in April.

- **Enhance participation with the National Black Graduate Students Association.**

The Graduate College continues to work with the Panhellenic Council and other diverse organizations at MSU to assist with identifying multicultural graduate students who are interested in actively serving the National Black Graduate Student Association. The pandemic curtailed some momentum to advance these interactions, however, the Graduate College and Graduate Student Senate plans to actively assist in growing the profile of NBGSA on the MSU campus.

- **Enhance participation with the Student African American Brotherhood.**

The university completed work to locate the Student African American Brotherhood national organization on campus. The university also established a scholarship program with SAAB and enhanced its Brother2Brother engagement. One \$2000 scholarship has been awarded for the fall 2021.

- **Continue to collaborate with the Diversity Talent Hub program to promote the hiring of underrepresented students and graduates.**

The university engaged in pipeline projects with City Utilities, the City of Springfield, and the Springfield Greene County Health Department. The university also participated in the You Belong in SGF project referenced in section IV.I below.

**I. Increase communication with stakeholders about the university’s efforts and positions on diversity, equity and inclusion matters.**

In collaboration with the black alumni council, the university created a webpage that highlights diversity resources for alumni and other external stakeholders. To increase awareness of the steps the university is taking to promote the value of inclusion on campus, the webpage includes information about university diversity initiatives.

The university also promoted diversity events through social media channels, the alumni calendar, and the alumni association’s Bear Bulletin. For example, the university and the alumni association widely promoted the “Missouri Bicentennial: Valuing the Inclusion of Diversity” virtual presentation to internal and external audiences.

The university also collaborated to establish the You Belong in SGF website and marketing campaign designed to spread the word about diversity and inclusion efforts, opportunities, and initiatives in the Springfield area and to share employment opportunities with diverse audiences.

**J. Provide opportunities for the university community and the local community to engage in celebrations, events, and activities that promote diversity, equity and inclusion on campus and in the community.**

The multicultural programs office continues to oversee the Multicultural Resource Center and the LGBTQ+ center on campus. The office hosted a number of programs and initiatives to promote awareness and education of diversity and inclusion. They also hosted heritage month events. The office also hosted annual programs that are important to the campus community, such as the BelongBQ, Adulthood with the MRC, Inclusive Excellence Scholar events, and Multicultural Graduation Ceremonies.

The university hosted a Juneteenth celebration, the annual Collaborative Diversity Conference, and collaborated with community stakeholders on a virtual event for MLK Day. The university sponsored and participated in numerous community events, including the Minorities in Business Heritage Awards dinner, the NAACP Freedom Fund dinner, and the SAAB annual conference.

**K. Seek external funding to support the university’s diversity, equity and inclusion initiatives and efforts.**

The Missouri Scholarship and Loan Foundation awarded \$20,000 to fund the university’s grant leadership training program for BIPOC student leaders. This program will assist students in navigating the university, improve conditions for students of color, and assist with degree completion through a train-the-trainer model focused on 25 student leaders. The university also received funding from the Community Foundation of the Ozarks to initiate pathways to MSU for Hispanic students.

## V. OTHER AREAS

### A. STUDENT SUCCESS AND EXPERIENCE

- **Support student needs as they navigate campus during the pandemic.**

In fall 2020 and spring 2021, the university administered a BearsCare survey to identify needs of students. Follow up contact was made to students who indicated a particular need by appropriate faculty, staff, and administrators throughout the university.

The university continued to administer a student success infoline and to check in with students regularly via text message.

Examples abound of decentralized efforts to support students during the pandemic. Various programs created outreach videos and other communications. Creative alternatives were pursued to provide clinical opportunities and internships for students.

- **Enhance the mental health services available to students in-person and remotely.**

The Counseling Center worked to increase visibility by offering in-person and virtual sessions with students from many backgrounds. This included holding sessions for specific populations (e.g., individuals who have suffered severe trauma, underrepresented student populations, etc.).

- **Continue to operate the Student Success Infoline to help students identify resources to meet their needs.**

The Infoline continues to operate and team members meet once per month to coordinate operations. Engagement by students was high throughout summer, but engagement dropped in fall 2020 to 5-6 messages per week and in spring 2021 to 3-4 messages per week. The university will reevaluate the necessity of the info line for next academic year because all students have now been enrolled in the university's central text messaging system.

- **Administer surveys to identify student needs and adapt university services to meet their needs.**

The university received 20,070 responses on the BearsCare survey. The university also surveyed needs of the campus community through the Climate Survey for Athletes, Graduation Ceremony Survey, Staff Satisfaction Survey, Faculty Online Teaching Survey, and University Exit Survey.

- **Promote in person and remote usage of the Bear CLAW and other academic support services.**

Bear CLAW and tutoring services were offered remotely in 2020-21. Colleges worked to promote academic support services to students they identified as needing the services.

- **Implement a student mentor program through the Bear CLAW to assist students with academic needs in science courses.**

The university implemented the Course Mentors program and participation was strong throughout the year. 22 sections were offered in fall 2020 and 21 sections in spring. The courses with the highest student engagement were BMS 110/111 in fall 2020 (620 visits) and BMS110/11 and CHM 170 in spring 2021 (413 visits).

- **Evaluate opportunities to expand the student mentor program to assist students in other courses outside of the sciences.**

The Course Mentors program was expanded outside of the sciences to include agriculture and economics.

- **Develop a protocol for attendance tracking and implement early intervention strategies to retain students.**

Attendance tracking was not implemented this year. However, the university received grant funding to use the attendance feature on Blackboard to develop an early alert system that will be tested in Spring 2022.

- **Expand use of text messaging for student support, advising, financial aid, and other communications.**

As of May 2021, all undergraduate students were added to the Signal Vine platform, the university's text messaging system. On May 5, 7,000 current students were added and received welcome messages. CAST received 571 responses to the welcome message which contained requests for information and assistance.

- **Eliminate barriers and modify processes that unnecessarily impede student progress.**

Actions taken this year include:

- Provided test-optional pathways for admission and scholarship opportunities
- Added ability to meet with academic advisors, financial aid counselors, career resource specialists, etc. virtually for those unable to meet in-person
- Maintained the \$1000 balance threshold for registration holds
- Added dozens of computers available for students to check out at Meyer Library
- Multiple graduate programs waived their GRE and GMAT requirements
- GPA changes, ACT super score changes, and streamlining common assessments implemented in teacher preparatory programs

Food insecurity also impedes student progress. Bear Pantry distributed more than 10,000 pounds of food to more than 350 students and staff during the year.

- **Promote degree completion initiatives (Mission Diploma, Finish Line Grant program, Return to Finish, Bachelor of General Studies, etc.).**

Unfortunately, the Mission Diploma event scheduled in April was cancelled due to software errors. Plans are underway to review student cases in fall 2021.

In the Bachelor of General Studies program, the university currently has 135 students declared BGS or in BGS-Pre enrolled in courses. We admitted 76 students during the 2020-2021 academic year. In 2020-21, we graduated 80 and 15 have applied for Summer 2021 graduation.

The university's Criminology program is working to facilitate discussions with the Missouri State Highway Patrol to evaluate Bachelor of General Studies opportunities for officers.

- **Provide opportunities for students to engage in leadership, community engagement and cultural development activities as well as intercollegiate athletics, performing arts, and fine arts events.**

The Students Activities Council offered a number of community engagement events throughout the year, including a service night, farmers market, nonprofit organization fair, and mock interviews (in collaboration with the Career Center). The Student Activities Council also offered a number of cultural development events, many of which were in collaboration with the Multicultural Services Office and the Disability Resource Center. These events include a Black History Month film series, multicultural trivia, and Art of Inclusion session.

Residence Life also offered a number of engagement opportunities, including a day of service for living learning communities and residence hall “success chats.”

TRIO, Access, IES, and Bears LEAD students attend monthly cultural events that include activities such as a Springfield Cardinals game, Wonders of Wildlife, and Springfield Little Theater. Students were also offered opportunities to engage with community leaders at diversity networking events.

- **Continue college based proactive advising and increase the number of students served.**

Three colleges now fully participate in proactive advising. Additionally, CHPA, CNAS, RCOAL, and MCHHS each have an advisor that has been trained in proactive advising.

- **Continue student participation in service learning and high impact learning experiences to the extent possible in light of limitations resulting from the coronavirus pandemic.**



This year 8,580 students enrolled in service learning opportunities, undergraduate students worked 104,127 hours in the community, and 54 students conducted 7,700 vision screenings of children and adults. The university established five new community partnerships for service learning opportunities.

Examples abound of options being provided to involve students in service learning and high impact learning experiences. Many of these options have become particularly creative during the pandemic. One example of a high impact learning opportunity created this year occurred when a criminology evidence class was converted from a classroom lecture into a mock trial setup.

The university's non-academic units also work to provide students with high impact learning experiences. For example, Planning, Design, and Construction staff are coordinating with the Technology and Construction Management department to involve students in the design and construction of a shed for the campus garden. University Grounds staff assisted in teaching a forestry class. Facilities Maintenance staff demonstrated mechanical systems in Strong Hall to assist in teaching a building systems class in the Technology and Construction Management department.

## **B. ECONOMIC DEVELOPMENT**

- **Leverage expansion of the efactory to support startups and small business clients.**

The second-floor expansion of the efactory is complete with all of the eight new offices leased. The Jay Wasson Idea Loft—the third-floor flexible conference and event space—is also complete and ready to meet various programming and business needs.

Demand for coworking continues to increase. The efactory has implemented a plan to add room capacity to meet these needs. The efactory also relocated and expanded GO CAPS to accommodate growth.

Technology throughout the efactory has been updated to allow for hybrid and virtual training programs, meetings, and events.

- **Develop new training programs, and update and modify existing training programs to meet the needs of small business and workforce development through the Small Business Development Center.**

Curriculum has been and continues to be updated for on-demand, virtual, and hybrid training to meet business, professional development, leadership and workforce training needs in a COVID and post-COVID world.

- **Assist small business clients in the recovery from the pandemic.**

Staff and programs have been on the frontline assisting regional businesses—navigating disaster relief funding, controlling cash flow, business model pivots, etc. Recognizing that innovation, small businesses, and startups will be critical for post-COVID economic recovery, the efactory has enhanced its rapid response efforts and offered assistance to businesses and organizations participating in recovery efforts.

A new collaborative initiative is underway to expand services throughout southwest Missouri. The SBDC reached an agreement to work with Taney County Partnership and OzSBI in West Plains to extend its services. Services offered throughout the region include virtual consulting meetings, webinars, training programs, mentorship meetings, and legal and accounting office hours.

- **Promote and expand the focus on corporate innovation and assisting business to make innovation a part of the culture.**

Through public and customized training programs, staff worked directly with medium and large companies as they integrate and adapt to a culture of innovation. The university also facilitated the Springfield Entrepreneurial and Innovation Network made up of innovation leaders from established businesses in our community.

Work is underway to revamp the university's corporate partner program and scale its services. An initiative has begun to develop an entrepreneurial mindset curriculum that can be offered in a bootcamp program or through customized training.

- **Implement the Jordan Valley Innovation Center (JVIC) expansion.**

Construction of building 4—now named the Brewer Science Innovation Annex—of the Blunt Center is underway with an expected completion in spring 2022.

- **Secure key research affiliate organizations to occupy the remaining space in the JVIC expansion.**

Tenant commitments are in place for the second floor of the Brewer Science Innovation Annex. MoExcels funding will support completion of the third floor which will house the Missouri Cybersecurity Center of Excellence.

- **Continue to develop strong research programs and expand the capabilities of composites research and development.**

Federal funding has been secured to continue several areas of research with corporate affiliates. In addition, the next phase of federal funding has been secured for a new, large-scale composite braider system. Advocacy efforts are underway to seek funding of a facility to house the braider equipment.

- **Leverage the continued development of IDEA Commons**

- **Work with community and business partners to carry out the vision of the innovation district.**

The university continues to work closely with key community partners and the development community to implement the vision of IDEA Commons. The impact of COVID-19 on the office real estate market has slowed progress, but efforts continue to explore opportunities for development.

- **Leverage community investments in the Grant Avenue and Jordan Creek projects to support the IDEA Commons district.**

The University is actively engaged with the Renew Jordan Creek effort, Grant Avenue Parkway Community Advisory Committee, the ForwardSGF Downtown Advisory Committee, and other groups to coordinate and leverage community investments and support the vision for IDEA Commons. The overall framework and initial designs of these projects and proposals support the vision of the district. The City of Springfield has secured the former Meeks Lumber property, which is a significant redevelopment opportunity for IDEA Commons.

The University negotiated agreements with the city of Springfield to sell certain property owned by the university that the city needs to daylight Jordan Creek. University staff have been very engaged with other stakeholders in discussions around the design of the Jordan Creek project and resolution of parking concerns related to the project.

### **C. GLOBALIZATION**

- **Continue student participation in study away programs to the extent possible in light of travel restrictions resulting from the coronavirus pandemic.**

Study Away participation during 2020-21 was limited to 12 students participating in long-term (semester or more) individual programs abroad and 37 students participating in three short-term, faculty-directed programs to U.S. locations. No short-term, faculty-directed programs were able to travel to international destinations. Six Study Away students participated in remote/virtual study abroad internships or programs.

The International Leadership and Training Center organized a pilot program in international virtual exchange with 15 MSU students participating in the *Amazon Experience Challenge*, a two-week sustainable development entrepreneurship competition with students in Brazil and China.

The name of the Office of Study Away was changed to the Office of Education Abroad in May 2021. Preparations are underway for the return of education abroad programming in 2022 with short-term, faculty-directed programs expected to resume.

- **Promote new opportunities for faculty to collaborate with international faculty on research, teaching and service programs.**

Founded in 2020, the Globally Responsive Education and Teaching (GREAT) program promotes internationalization of the curriculum, advocates intercultural classroom teaching and learning on campus, and facilitates global research collaborations by providing a platform for dialogue between Missouri State faculty and international scholars. During the past year, GREAT has expanded outreach through a monthly newsletter, video series, and expanded Faculty Advisory Board. The first supporting grant for international virtual exchange was awarded to highlight the opportunities for global collaboration in teaching, research, and service.

A sports medicine faculty member made a virtual presentation with a university in Jordan. An education faculty member developed a virtual exchange program with teachers in Morocco. Multiple other examples of international faculty collaboration exist.

- **Continue initiatives to promote interaction among international and domestic students, faculty and staff, and to promote global learning for all students.**

As we launch the 2021-26 long-range plan, creating opportunities for positive interaction between international students and U.S. students, faculty, staff, and community is at the forefront of our goals for global engagement. During the 2020-21 academic year, interaction between international and domestic students was limited due to restrictions on in-person gatherings. Two organizations within International Programs—Global Leaders and Mentors and International Friends—were active virtually and in-person (when possible) to welcome, orient, and engage new international students on campus and in the community.

International student support is essential to the foundation for success of our global engagement strategy. A new organization created in 2020, the Care and Advocacy Team (CAT), has led the initiative to proactively assess the health and well-being of international students. This group of staff members across various departments and programs serves as the primary point of contact for international students to help them access Missouri State resources including mental health support, bias prevention, community connection, and safety.

- **Continue implementation of the international student recruitment plan.**

The International Programs Recruitment Plan was revised significantly in March 2020 in response to the challenges posed by COVID-19. Due to the extended duration of the global pandemic and associated international travel restrictions, we continued to operate under this revised strategy through the 2020-21 academic year.

Four primary elements of the plan included:

- Placing an increased emphasis on online enrollment options for new and continuing international students unable to travel to the U.S.
- The addition of customized online courses, with live web conferencing sessions, for cohorts of students from Russia and China.
- An adapted instruction model to expand enrollment for on-site programs in China.

- Increased communication with admitted students to provide regular updates on visa status, travel options, and health situations in the U.S.

This strategy resulted in increased enrollment of international students online and in China, and a high number of students that deferred Springfield campus enrollment from fall 2020 to spring 2021 when travel restrictions eased from some countries. Overall, international enrollment decreased by 99 students (6%) from 2019 to 2020.

#### **D. INFRASTRUCTURE**

- **Complete the JVIC expansion financing plan and begin construction.**

Financing for the Blunt Center expansion closed on August 20, 2020, and the project is underway with targeted completion in spring 2022. MoExcels funding was secured in the state's FY2022 budget to support the Missouri Cybersecurity Center of Excellence and additional buildout of the expansion. Brewer Science made a major gift to the University, resulting in the expansion being named the Brewer Science Innovation Annex.

- **Complete construction of Plaster Center (Phase 2), the McQueary Family Health Sciences Hall addition, and the Greenwood Laboratory School addition. Complete design and start construction on the SPS Magnet School building at the Darr Agricultural Center, the Judith Enyeart Reynolds Performing Arts Pavilion, and renovations to the Professional Building.**

The university completed construction of Plaster Center (Phase 2), the McQueary Family Health Sciences Hall addition, and the Greenwood Laboratory School addition.

The university completed design and began construction of the SPS Magnet School building at the Darr Agricultural Center with a completion of spring 2022.

The university also completed design and began construction of the Judith Enyeart Reynolds Performing Arts Pavilion and the John Goodman Amphitheatre with a completion of summer 2022. In conjunction with that project, the university began design work for the Grand Street Underpass improvement project with the goal of completing that project by summer 2022.

The university is concluding design work and will soon begin renovations to the Ann Kampeter Health Sciences Hall (formerly known as the Professional Building) with a completion goal of summer 2022.

- **Take possession of the new residence hall pursuant to a public-private partnership agreement.**

Construction of the new residence hall has been delayed. The university has worked with its private partner to get the project on track for completion in late 2021 or early 2022. The new

residence hall will not be available at the beginning of the fall 2021 semester. Delay in receiving the completed residence resulted in FY2021 cost savings described in section I.B.1 above.

- **Take necessary measures to ensure the campus—including people, facilities, networks and data—remains safe, secure and accessible.**

The university's efforts to enhance safety and security on campus include:

- Creating a streamlined system to detect, interrupt, identify, and ban-from-campus those individuals who break into vehicles, steal bicycles, and damage university property
- Implementing standard operating guidelines for dispatch to ensure consistency and high quality in university safety operations
- Assessing locations for additional security cameras and installing eight additional cameras throughout campus
- Working to reduce bicycle thefts by assessing campus bicycle racks, purchasing 200 bicycle locks to implement a bicycle lock program, and adding cameras to certain overnight bicycle racks
- Developing a restricted traffic / extreme caution zone map that restricts service and utility vehicle traffic in high pedestrian traffic areas during certain times
- Delivering Green Dot sexual assault prevention training virtually
- Removing unneeded hazardous waste containers of remediated asbestos containing materials

The university also expanded use of multifactor authentication, implemented private cloud infrastructure for use by distributed IT units, upgraded components of the ERP infrastructure, and took other steps to enhance the security of its digital infrastructure. The university reorganized the Information Services Division to create a Cybersecurity and Enterprise Systems department responsible for securing digital information and infrastructure across the university system, delivering enterprise computing infrastructure to support core systems and services, and accelerating Missouri State's transition to cloud-based services and infrastructure.

The university took steps to increase accessibility, including:

- Adding ADA parking spaces
- Facility improvements at the campus bookstore
- Reducing uneven areas on sidewalks
- Completing a survey of building entrance accessibility on campus

- **Enhance technology infrastructure, hardware, and software systems to meet the needs of the university community.**

Significant technology upgrades include:

- New transportation management software
- Automated surveillance of camera systems
- Upgraded passenger counting technology for the Bear Line
- Upgraded the university's mass notification system
- Moved numerous forms and processes to online formats and workflows
- New customer relationship management system for advancement

- New recruitment and application customer relationship management system for admissions
- Reconfigured and expanded the university's endpoint management systems
- Updated the cashiering system for the Bearpass card
- A self-service IT service portal and password reset
- Began to upgrade its legacy phone system to VOIP technology and provide remote work and mobile app capabilities
- Added IP faxing capability to replace legacy analog phone lines and fax machines

- **Incorporate sustainability into campus operations and foster principles of environmental stewardship.**

This year the university was once again recognized by the Association for the Advancement of Sustainability in Higher Education (AASHE) as a STARS Silver Institution. The university submitted its AASHE STARS assessment with a score of 59.70, an increase from its prior score of 57.96.

Significant sustainability upgrades and achievements include:

- Replaced existing lighting with LED at numerous locations.
- Blacked out lighting on campus parking lots when not in use.
- Eliminated multiple desktop printers across campus.
- Eliminated multiple office water bottle purchases.
- Developed draft campus energy management plan.
- Awarded EPA pollution prevention grant to train students to provide energy audits to private companies. Six such audits have been completed to date, and six additional audits have been scheduled.
- Conducted energy reviews of buildings during campus shut down to identify unnecessary energy usage.

## **E. FUNDING**

- **Continue to raise private funds through the Onward Upward campaign.**

The Foundation made significant progress on the campaign. As of April 2021, more than \$225 million has been raised. The campaign will end by October 31, 2022, and plans are underway for events to celebrate the campaigns success. Substantial gifts in 2020-21 include:

- A substantial gift from Ann Kampeter to support the McQueary College of Health and Human Services and facility renovations. The Board of Governors subsequently renamed the Professional Building the Ann Kampeter Health Sciences Hall.
- A substantial gift from John Goodman to support the Reynolds College of Arts and Letters and the arts park project. The Board of Governors subsequently named the new performing arts pavilion the John Goodman Amphitheatre.
- A \$6 million gift from the estate of Linda K. Hale to fund agriculture scholarships for students from Barton and Vernon counties.

- A \$1 million gift from Phillip B. Roberts to fund scholarships for College of Business students.

- **Advocate for state funding for university operations and capital projects.**

The university's top priority for the state's FY2022 budget was to restore MSU's core operating appropriation and sources of funding. Gov. Parson released an executive budget in January 2021 recommending that MSU's appropriation be restored.

As the state's revenue situation improved, the university shifted its focus and advocated for a core increase and funding for particular capital projects. These efforts proved successful. The General Assembly passed a FY2022 budget that includes:

- A 3.7 percent (\$3.5 million) core operating appropriation increase for MSU. This represents inflation from the past two years.
- \$1.8 million to establish the Missouri Cybersecurity Center of Excellence at the Blunt Center.
- \$4 million for a facility expansion at the Darr Agricultural Center.
- \$1 million to construct an advanced welding lab on the West Plains campus.

Through a competitive process administered by the Missouri Department of Higher Education and Workforce Development, the university was also allocated \$950,000 to construct a nursing classroom addition to Looney Hall on the West Plains campus.

The university also advocated for federal project funding through Congress's Community Project Funding process. This advocacy resulted in Rep. Long including two MSU projects on his list of seven Community Project Funding Requests submitted to the House Committee on Appropriations. Rep. Long also included one MSU project on his list of five projects submitted to the House Committee on Transportation and Infrastructure. We will not know whether federal funds have been appropriated for these projects until fall 2021 or later.

The university also began its advocacy strategy to seek federal, state, and local funding to construct the Ozarks Health and Life Sciences Center which will consist of a 66,000 square foot addition to and backfill renovation of Temple Hall. This advocacy strategy will continue into next year.

- **Evaluate and design a new undergraduate pricing structure for the university.**

The university established a committee to evaluate and design a change in pricing structure. The Chief Financial Officer chaired the committee, and membership included broad representation of faculty, staff, and students.

On the recommendation of the committee and administration, the board approved a new structure that charges the same tuition rate (\$257 per credit hour) for online and resident undergraduate courses. The new structure charges the university's current student fees to all students taking any seated classes. Students taking only online classes will be charged less in student fees.



To avoid fines under the Higher Education Student Funding Act, the university submitted a waiver request to the Commissioner of Higher Education. The Commissioner approved the waiver, noting that the new tuition and fee model is revenue neutral for the university, will not cost students as a whole more in tuition, and is broadly supported by students.

Other tuition and fee highlights include:

- No changes to dual credit, college fees, program fees, and parking fees
  - Only two supplemental course fee changes
  - A combined room and board increase of 2.15% with a rate freeze in Monroe and Sunvilla apartments
  - A \$2 per credit hour increase for in-state tuition on the West Plains campus
- **Manage university finances to avoid furloughs or pay reductions to the extent possible for faculty and staff.**

The university fully utilized CARES Act funds received through the State of Missouri to maintain staff during the summer and fall of 2020, when revenue from state appropriations and tuition was uncertain.

When the university's revenue projections improved, the university made a mid-year FY2021 budget adjustment and implemented a \$600 per year across-the-board pay increase for full-time faculty and staff. The university also increased its minimum wage to \$10.30 per hour (impacting 1,743 student employees and 155 part-time employees).

The FY2022 budget includes \$7.5 million in benefit and compensation increases, including:

- A 3 percent across-the-board compensation increase
- Enhanced dental plan benefits for employees (a Faculty Senate and Staff Senate priority for this year)
- Salary range adjustments
- A minimum wage increase to \$11.15 in January 2022
- Salary increases under the professor salary incentive program
- Faculty promotions

The FY2022 budget also includes increases for several university programs, services and initiatives, including:

- \$65,000 for LinkedIn Learning
- More than \$300,000 in technology upgrades
- \$120,000 in additional student recruitment travel costs
- \$300,000 in diversity and inclusion initiatives

The budget includes funding to fill some positions frozen in FY2021. It also restores a portion of the faculty travel funding reduced in the FY2021 budget.

- **Continue to identify creative revenue opportunities, increase and maintain efficiencies and reallocate resources in university operations.**

In April 2021, the university refinanced three sets of bonds which will save the university more than \$4 million in payments. The original financing occurred in:

- 2014 for the O'Reilly Clinical Health Sciences Center and the Davis-Harrington Welcome Center;
- 2015 for JQH Arena; and
- 2019 for Brick City buildings 1, 3, 4 and 5.

Despite significant changes in catering needs and student traffic at campus dining options, the university successfully maintained its favorable contract with Chartwells throughout the pandemic.

Other efficiencies are noted in section I.B above when describing the university's work to cut costs.

- **Continue to implement strategies to improve operations of the campus bookstore.**

The university bookstore made significant progress to improve its operations.

- Improved accuracy in estimating the appropriate number of textbooks to order
- 48% increase in StreamlinEd usage to eliminate the need for physical inventory
- Implemented a more aggressive return to vendor process
- More aggressive strategy on clearance merchandise
- Implemented plan to track inventory on hand levels monthly
- More concise ordering of new Apple products and aggressive markdown and promotion strategy of older generation models
- Improved appearance of website and implemented process to ensure new products are posted online within 48 hours of arrival
- Improved utilization of the point-of-sale system
- Created a business plan
- Improved personnel management through regular meetings and goal setting

The university bookstore is part of the Independent College Bookstore Association and Large Stores Group (ICSR). MSU ranked #39 in total gross sales out of the 85 ICSR participating colleges and universities. Additional data includes:

- MSU ranked #29 in gross margin percentage at 29.60%
- MSU ranked #22 in total coursebook sales (\$6,380,000)
- MSU ranked #18 in inclusive access (StreamlinED) sales (\$980,000)
- MSU ranked #19 in total online sales (\$3,200,000)
- MSU ranked #16 in operating expense to total sales ratio (21%)
- MSU ranked #16 in personnel expense to total sales ratio (13.4%)

- **Secure a named sponsorship for the Arena.**

The arena sponsorship has not been secured, but proposals have been made. The university expects a decision in the coming months on a specific proposal that has been fleshed out with a prospect over the course of multiple meetings.

- **Maintain external funding at \$40 million or more annually through private support, grants, and sponsored contracts.**

With a month remaining in the fiscal year, the Foundation has already set a new record in total amount of gifts received. The university has maintained external funding above \$50 million for the third year in a row.

<b>Fiscal year</b>	<b>Foundation</b>	<b>Grants</b>	<b>Total</b>
2013	\$16,657,888	\$20,188,675	<b>\$36,846,563</b>
2014	\$18,377,965	\$21,948,926	<b>\$40,326,891</b>
2015	\$19,206,438	\$19,021,365	<b>\$38,227,803</b>
2016	\$18,010,206	\$24,791,365	<b>\$42,801,571</b>
2017	\$19,515,898	\$20,584,404	<b>\$40,100,302</b>
2018	\$21,534,074	\$26,051,086	<b>\$47,585,160</b>
2019	\$20,083,060	\$32,802,989	<b>\$52,886,049</b>
2020	\$22,663,988	\$29,716,444*	<b>\$52,380,432</b>
July 20 – May 21	\$24,432,425	\$27,615,260*	<b>\$52,047,685</b>

\*Does not include federal COVID-19 relief funding received through the CARES Act, CRRSA Act, or ARP Act.

## **F. ATHLETICS**

- **Compete for conference championships in men’s basketball, women’s basketball, and baseball.**

Women's basketball finished first in the conference and was ranked in the top 20 in the country. They competed in the NCAA tournament and made it to the Sweet 16. Coach Mox was named the Missouri Valley Conference coach of the year. Brice Calip was named the Missouri Valley Conference player of the year. The team was undefeated in conference play for the first time ever in the history of the program.

Men’s basketball continued to show improvement finishing third in the Missouri Valley Conference.

Baseball had a disappointing season, finishing 5th in the conference with a 21-22 record.

Men's soccer finished in the top 16 in the country, their best finish in program history. Coach Leamy was named Missouri Valley Conference coach of the year. Kyle Hiebert was selected as the United Soccer Coaches Division I Men's National Scholar Player of the Year.

- **Increase the total number of wins in football and transition head football coach.**

The football team won a share of the Missouri Valley Football Conference championship for the first time in 31 years and earned an at large selection to the NCAA Division I FCS playoffs. They finished the regular season ranked 12th in the country with a 5-1 conference record (5-5 overall) with the team winning the last four consecutive games to end the regular season. Bobby Petrino received the Missouri Valley Football Conference coach of the year award.

- **Manage a balanced budget and make adjustments as necessary in light of the coronavirus pandemic.**

The athletics department made necessary adjustments due to the coronavirus pandemic and managed a balanced budget.

- **Limit the reduction in revenue caused by declining season ticket sales, annual fund memberships, licensing and concessions due to the pandemic.**

Revenues declined dramatically due to federal, state, and local recommendations, guidelines, and orders resulting in most fall events being cancelled. The university worked to mitigate those revenue reductions by playing all athletic events in the spring, selling tickets for athletic events even when many other venues were unwilling to do so, and maintaining relationships with annual fund members.

- **Maintain a 3.0 overall grade-point average and a 930 APR score (with an aspirational goal of a 970 APR) in all sports.**

For the 17th straight semester, MSU's student athletes had a cumulative grade point average of 3.0 or above. The university reached its aspirational goal with an APR score of 979.

- **Comply with all NCAA rules with no significant violations and adhere to NCAA ruling regarding volleyball violations.**

The university complied with NCAA rules and did not have any new significant violations.

The university anticipates that NCAA proceedings regarding the volleyball violations will be completed this summer. The university is prepared to adhere to the NCAA ruling.

## **G. WEST PLAINS**

- **Maintain university operations and finances while protecting the health and safety of our campus and community during the coronavirus pandemic.**

The West Plains COVID-19 Response Team met weekly throughout the year to guide the campus response to the pandemic. South-central Missouri experienced more COVID-19 cases than many other areas in Missouri, however the total number of COVID-19 cases among faculty

staff, and students on the West Plains campus was only 70. Fall 2020 semester totaled 47 cases, while the Spring 2021 semester saw only 23 cases.

Academic leadership, faculty, and staff worked throughout the fall semester to transition the spring semester schedule into two, all-course, eight-week schedules. Designed to assist students should on-campus courses be halted due to the pandemic, the revised schedule also served as a pilot for using the eight-week schedule on a regular basis for some courses and programs. Reaction was mixed by students and faculty. Faculty plan to use the new schedule to recruit more non-traditional and working students, enhance course offerings, and improve retention.

Campus administration began a modified zero-based budgeting model with the development of the FY2022 budget. Further steps toward zero-based budgeting are planned as the FY2023 budget is developed, focusing on just two campus divisions and their various departments and offices.

- **Implement recruitment and retention initiatives.**

The campus developed a 3-year Enrollment Management Plan for implementation in 2021-22. This plan will dovetail and inform the campus' long-range planning process to be undertaken and completed by spring 2022.

In conjunction with the Springfield campus, the West Plains campus received a Title III Strengthening Institutions grant focused on the retention of first-generation students. Through the grant (and with the help of revenue from two new student fees), the campus added academic coaches, career guidance personnel, a mental health specialist, and a financial counselor, all with a specific focus on assisting first-generation students.

Throughout the year—and with the opportunity to think outside the box during a pandemic—leadership worked toward implementing new efficiencies, considering new organizational structures, partnering in new ways with new entities, and starting a long-term commitment toward process improvement campus-wide.

- **Develop new academic programs and modalities, including welding, rural education, and coursework delivered at correctional institutions.**

New academic programs and modalities include:

- Developed a Community Behavioral Health Support program and received \$50,000 in one-time start-up funding from the Behavioral Health Coalition.
- Developed a welding and fabrication program and received a U.S. Department of Labor/Delta Regional Authority WORC grant (\$960K), a Delta Regional Authority workforce development grant (\$130K), a capital appropriation of \$1 million, and a private donor commitment of \$100,000, all to fund equipment, personnel, and renovation of space for the welding lab.
- Continued the expansion of the AS in Nursing program to 140 students, and, with a GEERS Excels grant of \$950,000, began the process to add a lecture hall onto Looney

Hall that will enable the campus to expand to a total of 170 students in the nursing program in 2022-23.

- Developed 2+2 programs with the Springfield campus and other universities.
- Finalized plans to deliver agriculture and culinary arts programs in four of Missouri's correctional facilities (starting in Fall 2021 at the women's prison in Vandalia) as part of the Second Chance Pell Grant program.
- Worked with area businesses and industries on employee assessment and training in advanced technology occupations.
- Hired a career development coordinator to assist students with alignment of interests and degree and job placement.

- **Engage in an intentional and authentic process to create a civil environment that is respectful of differences.**

The West Plains campus hosted a viewing and discussion of the film "13th" for Black History month and provided a "Tough Talks" opportunity with students in fall 2020 following national protests. The campus also formed a Campus and Community Diversity Committee to provide guidance as the campus addresses diversity and inclusion issues on and off campus.

The university completed the concept design and development of a Diversity Commons area between Melton Hall and Hass-Darr Hall to celebrate and honor the diversity of our student body, faculty, and staff. This project is supported by a \$25,000 grant from Missouri Student Loan Foundation and another \$10,000 from the Philanthropic Women for Higher Education.

The West Plains campus joined the Springfield campus to provide robust diversity, equity, and inclusion training. Facing Racism Institute training was provided for all administrative and academic leadership, and the Office of Diversity, Equity, and Inclusion provided two sessions of Diversity 101 on the West Plains campus.

- **Reorganize campus athletics and external operations to enhance efficiency and build the campus profile.**

Faculty Senate leadership and Staff Senate leadership worked together on a year-long Grizzly Strong campaign to increase morale, provide visual on-campus representation of campus pride, and initiate new ways of connecting with each other and with our community supporters.

Athletic department personnel, Booster Club executive committee members, and administration continued discussions and planning for a Booster Club restructuring during 2021-22.

With support of the President's office, West Plains campus leadership and the MSU Foundation restructured the West Plains Office of Development, whereby office personnel will report directly to the Foundation Office and indirectly to the West Plains Chancellor's office. The move will align all fundraising strategies, requirements, documentation, and processes.

- **Continue to coordinate operations between the West Plains and Springfield campuses.**

In addition to the efforts referenced in Reports on Action Plans from prior years, significant steps taken this year to coordinate operations between the campuses include:

- Developed a System Admits project where students rejected from the admissions process in Springfield will be either admitted to the West Plains campus or added to the recruiting plan for the West Plains campus
- West Plains campus partnered with the VESTA program in the Darr College of Agriculture to arrange wine apprenticeships for VESTA students
- The Disability Resource Center (DRC) in Springfield assists West Plains in evaluating requests for accommodations and manages disability records for both campuses
- Coordinated bookstore operations on Cengage Unlimited proposals, StreamlinED access, inventory, and merchandise purchasing
- Coordinated financial aid operations on financial aid literacy training, Title IV reauthorization, and student distributions of federal COVID relief funds
- Integrated Clery Act assessment, conceal carry, and campus ban processes
- Coordinated training on best practices to improve response times to work orders to ensure quality data reporting on maintenance activities
- Coordinated staff appreciation events and recognition
- coordinated pandemic response
- Flu vaccination and employee wellness opportunities coordinated centrally through Magers Health and Wellness Center
- Coordinated to select and begin implementation of a new phone system for both campuses
- Coordinated on VLAN segmentation project to strengthen network security for both Springfield and West Plains campuses