

Assurance Argument

Michigan State University - MI

3/31/2016

1 - Mission

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

1.A - Core Component 1.A

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

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

Argument

The academic governance culture of MSU is one of a shared governance structure linking together graduate students (Council of Graduate Students), undergraduate students (Associated Students of MSU), University faculty and administrators, and University-level standing committees (Faculty Senate and University Council). It is guided by the [Bylaws for Academic Governance](#). In response to the 2006 accreditation review, MSU revised its mission statement to better reflect our history as an institution founded in the land-grant tradition and our growth into a research-intensive university with global reach relevant for the 21st century. Initiated by the Provost's Office, the draft mission statement was submitted to the Executive Committee of Academic Council in [October, 2007](#). It was referred to the University Committee on Academic Governance for review and campus comment. Academic Council endorsed the revised mission statement in [January, 2008](#), and it was adopted by the Board of Trustees in [April, 2008](#).

Underlying our success is a firm belief that our mission guides our quest for discovery, commitment to learning, engagement with one another and our commitment to advancing knowledge and transforming lives across the state, the nation, and around the world. It is also reflected in our undergraduate and graduate education, and our [undergraduate learning goals](#). As we build on our heritage our actions and aspirations stem from this framework. Our mission statement is cited pervasively throughout policy and operational guidance documents, clearly demonstrating alignment of mission and programs/services. Key policy positions such as academic personnel decisions are explicitly framed within the University's mission and vision. For example, it serves as the foundation of the annual [memo](#) from the provost articulating the guidelines for [promotion and tenure](#) decisions. MSU's mission is clearly reflected in the mission and vision statements across the University's programs and services. For example, it is reflected in the [Board of Trustees](#), [Faculty and Organizational Development](#), [the Department of Student Life](#), [Student Rights and Responsibilities](#), and the mission and values statements of the colleges of [Agriculture and Natural Resources](#) and [Arts and Letters](#).

As a public research-intensive land-grant institution, MSU provides strong, comprehensive programs in the liberal arts and sciences and in major professional areas. We have 17 degree-granting colleges offering approximately 400 undergraduate, graduate, and graduate-professional programs of study. Fall 2015 total student [enrollment](#) of 50,543 represented all 83 counties in Michigan, all 50 states in the United States, and more than 130 other countries. We enrolled 39,143 undergraduate students and 11,400 graduate and graduate-professional students. In accordance with our international focus and commitments, 15 percent of enrolled students were international. Approximately 22% of all undergraduate degree seeking students are Pell-eligible.

We support our students with a wide array of services designed to facilitate their academic success and personal growth, including [freshmen seminars](#) and freshmen seminars abroad, as well as a broad range of entrepreneurship and [innovation](#) opportunities. MSU's commitment to student success is illustrated in part by the services located in the [Division of Student Affairs and Services](#) and Undergraduate Education, including a cross-unit, collaborative, and significant student success initiative called the [Student Success Transformation Program](#). A set of five campus Neighborhoods including vibrant Engagement Centers provide a place where student affairs and academic affairs come together to catalyze the dynamic combination of both units to support and promote a more holistic learning experience for students. Building on momentum from the Neighborhoods initiative, MSU recently joined forces with peer universities to ensure students from diverse backgrounds receive the support they need to succeed and graduate. The [University Innovation Alliance](#) (UIA) is a group of large public research universities that have self-organized across state and conference lines to increase the rate at which students from low-income and underrepresented backgrounds graduate from college. The alliance is developing and testing new initiatives, sharing data, and scaling best practices across its members and beyond, aspiring to invigorate efforts in all colleges and universities to produce a better-educated workforce. The mission and goals of the UIA align with MSU's mission and goals, providing a substantive and deliberate opportunity for the University to continue to deliver academic programs and student support services in timely and relevant ways that address the needs of today's students.

The [Office of Supportive Services](#) provides academic support to students through a variety of programs and services. The [Learning Resource Center](#) helps students with everything from understanding difficult texts and programming graphing calculators, to converting .wmv files for iPods and making high-impact, interactive slideshow presentations. Their mission is to help students work smarter, create plans to efficiently maximize students' strengths, and help students reach their academic goals. The Writing Center has eight locations across campus as well as online consulting. The Math Learning Center has six locations across campus. Neighborhood Engagement Centers serve a uniquely defined group of over 1,200 first-generation, low-income, and under-represented students through the [Spartan Success Scholars](#) program, which includes intrusive advising practices, coaching, and peer mentors. The [Graduate School](#) provides workshops, programs, and resources for graduate students across the entire university.

The institution's planning and budgeting priorities align with and support the mission. This is addressed in detail in Criterion 5.

Sources

- 1-BOT Policy-Manual-Updated-2015-09-15
- AcademicCouncilMinutes2008-01-29 - University Mission Statement (Page 3)
- BOT Policy Committee - Fall 2015 Enrollment Report
- BOT_minutes_4_18_2008 - Adoption of Mission Statement (Page 11)
- CURRENTBYLAWSasofSeptember7-2012-LastAmendmentsApprovedDecember-13-2013
- ECACMinutes10-2-07_000 - University Mission Statement (Page 2)
- Establishment of the Board of Trustees - 2015-11-11
- F&OD - Mission Statement
- Faculty Guide for Reappointment, Promotion & Tenure Review - 2016-01-11
- Freshman Seminars at Michigan State University - 2016-01-11
- Mission & Values
- Mission & Vision
- MSU Innovation Center - 2016-01-11
- MSU Joins National Alliance to Increase College Graduation Rates
- Office of Supportive Services - About
- Provost RPT Memo 11-2014 CC1A
- Spartan Success Scholars Information
- SpartanLife_About
- Student Rights & Responsibilities - Article 1 - Guiding Values & Principles - 2016-01-11
- Student Success Program - Executive Message to DDC list
- Undergraduate Learning Goals
- VP for Student Affairs & Services - Departments
- Welcome
- Welcome

1.B - Core Component 1.B

The mission is articulated publicly.

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

Argument

The University's mission is articulated in a variety of public documents as well as internal handbooks and administrative and policy documents. The MSU [Mission Statement](#) is publicly and prominently located on the President's website and linked to on the tier-one "About MSU" page of the University's website. In addition, it appears in the [Faculty Handbook](#) and is linked to in the [Spartan Life Student Handbook](#). The mission statement provides the foundation for [Bolder by Design](#), MSU's current strategic framework that aligns efforts across the University and around the globe to propel MSU forward, with an emphasis on accelerating the pursuit of big ideas, innovation, and global impact. The institution's ongoing commitment is also reflected in President Simon's [monograph](#) "Embracing the World Grant Ideal: Affirming the Morrill Act for a Twenty-first-century Global Society."

The MSU Mission Statement succinctly expresses our commitments to teaching and learning, research, scholarship, creative activity, and outreach and engagement within the overarching context of advancing knowledge and transforming lives, both locally and globally. This mission is further articulated in MSU's interwoven [core values](#) of quality, inclusiveness, and connectivity.

MSU's Mission Statement clearly identifies the nature and scope of the institution's services and programs to student constituents who are qualified to participate in our inclusive academic community which is known for its strong academic disciplines and professional programs and our liberal arts foundation. It is at the core of, and reflected in, the learning goals of the institution. It clearly articulates the University's commitment to conduct high-caliber research that seeks to answer questions and create solutions that make a positive difference, both locally and globally. It also expresses the University's commitment to outreach, engagement, and economic development activities that are innovative, research-driven, and lead to a better quality of life for individuals and communities at home and around the world.

Sources

- BoldER by Design - Six Imperatives
- Character and Goals of MSU
- Faculty Handbook - Mission Statement
- Office of the President - MSU Mission Statement
- Office of the President - President's Statement on Core Values
- World Grant Ideal Monograph

1.C - Core Component 1.C

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

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

Argument

MSU's commitment to inclusiveness is grounded in our mission and core values and is articulated at all levels of the University, including [public statements](#) by the President. The relationship between our mission and the diversity of society is demonstrated by multicultural initiatives and programs that are institutionally deep and broad, reflecting the global society of which we are a part and in which we strive to make positive differences.

The historical [synopsis](#) of MSU's engagement with multiculturalism includes the establishment of the Foreign Student's Advisor Office in the 1950's, a number of regionally thematic centers, the Office of International Studies and Programs, and the opening of the International Center in 1944. The institution began to encourage faculty to develop and lead programs abroad in the 1950s. Currently, approximately 3,000 students participate in a study abroad experience, choosing from among 275 programs in 60 different countries.

International Studies and Programs (ISP) was established in 1956 with a mission to initiate, coordinate, and support internationally related activities throughout the institution. Headed by a dean, it was the first such office among major universities in the United States. Today it is responsible for more than 25 internationally focused centers, institutes, offices, and programs located in ISP and throughout the University. ISP provides an array of educational opportunities and support services including [international internship](#) opportunities, five [Title VI-funded centers](#), and two [Development and Innovation Labs](#). Partnerships for Sustainable Community Development in [Tanzania](#) is one illustrative example of MSU realizing its mission of making a positive difference both locally and globally, contributing to a better quality of life for individuals at home and around the world. The interdisciplinary project focuses on building capacity, education, human and animal health, and water access and quality. MSU also leads the [Global Center for Food Systems Innovation](#), a consortium of six organizations whose mission is to create, test, and enable scaling of effective solutions and evidence-based approaches to a defined set of future critical global trends impacting food systems.

The 2012 President's Report, [Spartans Will.360](#), featured 18 video stories of MSU's activity and impact around the globe, sharing knowledge, finding solutions that increase prosperity, and creating circumstances that enhance and protect quality of life. Subsequent President's Reports also feature stories that demonstrate the alignment of MSU's mission, purpose, commitments, and activities, all of which reflect attention to human diversity and the University's role in a multicultural society. In 2013 the video stories explored the diverse range of student experience

and in 2014 featured examples of faculty members working to address the large global challenges of our time.

In 2013 Michigan State became the only institution in the Midwest to partner with the MasterCard Foundation on an educational initiative, the [MasterCard Foundation Scholars Program](#). The program provides talented, yet financially disadvantaged youth, particularly from Africa, support for and access to high-quality education. MSU received \$45 million in funding to support 185 scholars throughout the nine-year program. MSU also will support the creation of The MasterCard Foundation Scholars and Alumni network, connecting students across the program and building a community of next-generation leaders who are committed to service.

The [American Semester Program](#) brings international students to campus, providing educational opportunities for those international students and enriching MSU students' educational experiences by creating a more diverse student body. Students from the diverse range of MSU [Partner Institutions](#) are welcome to apply.

Mosaic: The Multicultural Unity Center is a space in the MSU Union Building for students to study, have meetings, and be within a welcoming environment. The Center hosts a variety of programs throughout the school year, from academically oriented presentations to student group meetings to informal social receptions which are open for all to attend.

Just as MSU has a longstanding history of multicultural initiatives and engagement, the institution has embraced inclusivity and diversity since its inception. We are the nation's pioneer land-grant institution, founded more than 150 years ago on the ideal of the democratization of education and knowledge. From our founding in 1855 through the present, we have been intentional about domestic and global [diversity](#). MSU has an institutional learning goal of cultural understanding that is reflected in a graduating student's ability to comprehend global and cultural diversity within historical, artistic, and societal contexts. To fulfill the University Diversity Requirement, undergraduate students must take a course in both international and domestic diversity.

The Office of Inclusion and Intercultural Initiatives serves as a focal point for promoting diversity and inclusion at MSU. Every year the institution prepares and makes publicly available the [Annual Diversity Report](#), designed to demonstrate the vast number of ways diversity and inclusion are defined at MSU. The report, which is part of an annual public presentation to our Board of Trustees, brings together information on the diversity of student enrollments, faculty, administrative, and staff appointments (including race/ethnicity, persons with disabilities, and veteran status), institutional initiatives including community engagement, research, stewardship, and internationalization. The office also administers the [Creating Inclusive Excellence Grants](#) (CIEG). Grounded in the six strategic imperatives of [Bolder by Design](#) the program's purpose is to support projects or programs intended to create and support an inclusive university.

One particular area of emphasis supported by the CIEG program is STEM (science, technology, engineering and math) education. Representative of the impact of this program and advancing diversity in STEM includes a multi-unit project with the colleges of Engineering, Natural Science, and Lyman Briggs, an undergraduate residential college dedicated to bridging the gap

between sciences and humanities. The multi-year funded project is intended to provide a model of program engagement to increase the number of underrepresented minority students and women being retained in those colleges. Working with a cohort of 60 students each year, there is a mandatory participation in Engineering Science Summer Academy, and a seven-week pre-freshman summer bridge program designed to prepare students for the academic expectations of STEM classes and majors, including math, chemistry, biology, and writing. A full list of 2013-14 [recipients](#) and projects illustrates the scope of the CIEG program.

The TRIO Excel Summer Bridge Program for newly admitted freshmen allows students to experience an intensive college-level academic schedule as well as the opportunity to retake the MSU Math and Writing Placement Exams to earn a higher score upon successful completion of this hybrid program. As a part of TRIO Excel, students take rigorous non-credit courses in math, reading and writing, and engage in seminars and workshops where to develop success skills for an enhanced transition into university academics and campus life.

MSU enrolls a diverse student body at both the undergraduate and graduate levels. Increasing student diversity continues to present unique challenges to higher education in Michigan based on several factors including a decline in the number of high school aged students in Michigan and a change in the State's constitution (Proposal 2), effective December 2006, that prohibits the consideration of race, ethnicity, gender, and national origin in education. MSU uses a "holistic" approach to the factors that are considered for admission and since the passage of Proposal 2, MSU has expanded its recruitment efforts with some continued modest success. The overall enrollment of entering undergraduate students from the four major racial/ethnic [groups](#) has continued to increase from 17.8% in fall 2008 to 24.5% as of fall 2015. Total [enrollment](#) of racial/ethnic minority students has increased from 17.6% in 2008 to 21.3% in 2015.

MSU's Office of Admissions has employed several strategies to assist in providing inclusionary opportunities to underrepresented populations by using factors such as geography, high school data from the Michigan Department of Education, and family income. Additional consideration including first-generation status, time spent in employment to support the family financial resources, and each student's personal statement (an applicant's personal story) are important considerations in credential review. Most recently, MSU initiated the Student Background and Experience Inventory (SBEI) to better understand the strength and need areas for each incoming freshman. The SBEI can be used as a tool to assist the University in further diversifying an incoming class. All admitted students are required to complete the inventory. The Office of Admissions also requires completion of the SBEI from those students whose initial decision is deferred until receipt of additional academic information. In such cases, the inventory lends insight into non-cognitive skill sets such as adaptability and persistence and is being evaluated as an important part of the holistic admissions process.

MSU strives to hire a diverse set of [faculty and staff](#), reflected in the policies and procedures that guide our hiring practices. During the 2014-15 academic year, the total academic human resources workforce increased by 2.2%, to 5,353 individuals. The percentage of women remained unchanged at 45.1%. The percentage of minority faculty and academic staff increased slightly from 25.8% to 26.1%.

Despite an increase in hiring, the number of tenure system faculty declined by a net of ten individuals to 1945, due primarily to increased retirements. Among the tenure system faculty, the percentage of women increased to 34.4%, continuing a steady increase that has lasted more than three decades. Minority representation among the tenure system faculty has similarly increased to 25.4%, more than doubling the representation from twenty years ago. However, while there have been substantial increases in the representation of Asian, Hispanic, and Native American tenure system faculty, the percentage of African-American tenure system faculty has decreased slightly, from 4.7% to 4.5%. The number of newly hired tenure system faculty continued to increase for the sixth straight year, following the impact of the recession. One hundred seventeen new faculty were hired during 2014-15, as compared to yearly totals since 2009-10 of 49, 69, 85, 90, and 109.

During 2014-15 the number of non-tenure system faculty increased from 1212 to 1261, a 7.6% increase. Within this broad category are: (1) faculty in our four medical colleges (Human Medicine, Osteopathic Medicine, Veterinary Medicine, and Nursing) who have assignments which include substantial patient care responsibilities, (2) faculty in our Facilities for Rare Isotope Beams (FRIB) appointment system, and (3) faculty in our research faculty track. In each of these three cases, such faculty have multiple year appointments with an established promotional process. The percentage of women in non-tenure system faculty positions decreased slightly from the year before to 51.7%. The percentage of minority non-tenure system faculty increased slightly to 22.8%.

The [Handbook for Faculty Searches with Special Reference to Affirmative Action](#) is designed to assist units in attracting and retaining women and minority scholars and creating a diverse workforce. The Office of Inclusion and Intercultural Initiatives provides guidance and resources for employment searches, including access to the Recruitment Resources Directory, a searchable database with compiled links to websites for caucuses, committees, task forces, and special interest groups for people of varying backgrounds within professional organizations. It also identifies advertising opportunities and electronic job boards within these organizations to assist in the recruitment process.

In the fall of 2008, MSU was awarded a \$3.98 million Institutional Transformation grant by the National Science Foundation ADVANCE Program to increase the participation of women in the STEM fields. The grant funded a project that has led to the institutionalization of a strategic human resources management approach to faculty recruitment, advancement, and retention. MSU explicitly decided to include under-represented minorities in all ADAPP-related efforts. The initiative, Advancing Diversity Through the Alignment of Policies and Practices (ADAPP), has application to faculty excellence and diversity and extends the practices beyond women in STEM.

While the grant-funded ADAPP Project formally ended in 2014, MSU has committed to continuing the initiatives developed from it. These have been incorporated into the work of various offices on campus including the Office of Academic Human Resources, Office for Inclusion and Intercultural Initiatives, and the Office of Planning and Budgets. For example,

- Each college now has a designated [faculty excellence advocate \(FEA\)](#) who serves as a key driver of faculty quality and diversity and who provides support in faculty searches, mentoring programs, annual review process, and the promotion and tenure review process. In an effort to identify areas for climate change within their respective colleges, FEAs also meet with and gather data from faculty who voluntarily resign from tenure system positions. FEAs are supported financially by the Provost.
- A variety of resources and toolkits have been developed for faculty, FEAs, faculty and external advisory committees, and administrators (deans, chairs, and directors), in addition to faculty mentoring programs developed by the colleges.

The [ADAPP-ADVANCE](#) website provides both historical and current information on these and other initiatives.

Sources

- ADAPP-ADVANCE - About
- ADAPP-ADVANCE - Keys To Being An Effective Faculty Excellence Advocate (FEA)
- BOT Policy Committee - Fall 2015 Enrollment Report - Open to Page 19
- BOT Policy Committee - Fall 2015 Enrollment Report - Open to Page 30
- CIEG Recipients 2013-2014
- Development & Innovation Labs
- Dialogue Key to Creating Community and Our Commitment to Diversity
- Diversity and Inclusion - 2013-14 Annual Report - OfficeOfInclusion_FinalEdit_0324
- Diversity and Inclusion - 2015 Overview of Funding Creating Inclusive Excellence at MSU - 2015 CIEG Overview
- Diversity and Inclusion - Our Heritage
- Faculty Handbook - Faculty Searches with Special Reference to Affirmative Action
- Global Center for Food Systems Innovation (GCFSI)
- History of Education Abroad
- International Studies and Programs - International Internship
- International Studies and Programs - MasterCard Foundation Partner on \$500 Million African Scholars Program
- International Studies and Programs - Partnership for Sustainable Community Development - Tanzania Partnership Program
- International Studies and Programs - Title VI Programs at MSU
- Six Imperatives
- Spartans Will 360 - A 360 Perspective LAKS
- Statements-Data Digest 2015 - Open to Statement 33
- The American Semester MSU Partner Institutions
- Who Is the American Semester For

1.D - Core Component 1.D

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

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

Argument

Since its founding as a land-grant institution, MSU has embraced its public obligation not only to the students and the citizens of the state of Michigan, but also to the broader global society of which MSU is a part. The University's commitment to its mission can be seen in our [current fund expenditures](#). Instructional expenditures constitute the largest share (24.9%), with research accounting for 14.7% and public service representing 9.4%. [Total expenditures](#) by activity from 2004-05 through 2013-14 are available in the Data Digest.

Our commitment to the community is represented in our strategic framework, Bolder by Design, with one of the six imperatives being to “enrich community, economic, and family life through research, outreach, engagement, entrepreneurship, innovation, diversity, and inclusiveness.” Our commitment to seeing the world as our public is also evident in the imperative to “expand international reach through academic, research, and economic development initiatives and global, national, and local strategic alliances.”

Our commitment to the public is demonstrated in part through MSU Extension and MSU AgBioResearch. MSU Extension is present in every Michigan county and is committed to helping people improve their lives by bringing the vast knowledge resources of MSU directly to individuals, communities, and businesses. Extension educators and specialists reach people through face-to-face trainings, online webinars, social media, website interaction, and electronic newsletters. Approximately 143,000 adults and more than 180,000 youth participated in Extension programming in 2014-15. Reflecting its strong digital presence, more than 2 million visitors viewed information available on its website during this time period. MSU AgBioResearch places more than 300 scientists from seven colleges at MSU in on-campus laboratories and 13 outlying research centers across the state in order to combine scientific expertise with practical experience. Its mission is to “generate economic prosperity, sustain natural resources and enhance the quality of life in Michigan, the nation and the world.” Collectively, MSU Extension and AgBioResearch represent research and programs that serve hundreds of thousands of Michigan residents and have more than a billion dollar impact on the state each year. Selected [examples](#) from the annual Legislative Report provide information and analysis on the combined impact of these two entities. In its entirety, the Legislative Report

provides information on projects addressing production agriculture, community and economic development, environmental quality and natural resources management, food safety and security, energy production and conservation, family and youth development, and health and wellness.

One recent example of MSU's institutional commitment to the public good is its [Dow STEM Scholars](#) Program, a new initiative funded by the Herbert H. and Grace A. Dow Foundation to increase the number of students who graduate with degrees in STEM disciplines and then can serve Michigan's STEM entities. The program focuses on assisting students' transition into college and developing the skills needed to pursue a STEM degree. It gives students with academic potential the opportunity to surround themselves with a positive group of fellow Spartans who are motivated to earn a STEM degree. Participation in the program is free.

MSU's commitment to serving the public good was affirmed in 2006 when it was named one of the first universities to receive the Community Engagement classification and the distinction as a "community-engaged university" from the Carnegie Foundation for the Advancement of Teaching. In January, 2015 MSU earned this distinction for the second time. [University Outreach and Engagement](#) works to connect university knowledge with community knowledge in mutually beneficial ways, emphasizing university-community partnerships that are collaborative, participatory, empowering, transformative, and anchored in scholarship. It provides resources to assist academic departments, centers and institutes, and MSU-Extension on priority issues of concern to society with a special focus on:

- Children, youth, and families
- Community-economic development
- Technology-human interface
- Community health and well-being

Examples of [partnerships](#) facilitated through University Outreach and Engagement, including an analysis of the impact on both the institution and the community illustrate the scope of MSU's commitment to outreach and engagement.

The Center for Service-Learning and Civic Engagement (CSLCE) began as the Office of Volunteer Programs in 1968. It is the oldest, continuously operating service learning center in the country. [CSLCE](#) offers mutually beneficial service-learning and civic engagement opportunities linking faculty, staff, and students with community. In the 2014-15 academic year, 26,127 students participated in community engaged learning and/or community service opportunities. Of those students, 38% (9,896) were registered in community engaged learning as part of an academic course and 62% (16,231) participated in co-curricular community service, reflecting an overall increase of 25% from 2013-14 participation figures.

The University's two medical schools that focus on human health are represented across the state. In accordance with its mission, the College of Human Medicine works to enhance communities by "providing outstanding primary and specialty care, promoting the dignity and inclusion of all people, and responding to the needs of the medically underserved." Third and fourth-year students receive their clinical education at any of nine primary teaching hospitals and 47 community hospitals throughout the state, including the Flint, Grand Rapids, Lansing,

Midland Regional, Traverse City, and the Upper Peninsula regions. Beginning in 2007, the college underwent one of the largest MD medical school expansions in the nation and doubled the size of its enrollment by fall 2013, educating approximately 800 future physicians.

The College of Osteopathic Medicine responds to public need through its efforts to address the shortage of primary care physicians in Michigan. More than two-thirds of the college's 5,088 living alumni (3,372) practice in Michigan, and more than half of them are providing primary care medicine – family practice, general internal medicine, or general pediatrics. They are active in almost all of Michigan's counties and all 50 states, serving people in metropolitan, suburban, and rural areas.

MSU also serves the public and engages with external constituencies through a wide variety of web-based communications. For example, the Statewide Resource Network site provides the public with information about outreach-related projects, initiatives, and programs involving MSU faculty and staff, including continuing professional education programs and expert assistance and information. The searchable database includes links to over 1000 programs and project summaries. The [Spartan Youth Program](#) allows people to search for pre-college programs and activities, camps, places to visit, and college courses for pre-K through 12th graders. The MSU Extension portal allows the public to search for expertise around specific areas, such as agriculture, community, environment, health and wellness, youth and families, and home and garden. It also has information on and provides educational programs in three broad areas: agriculture and natural resources; children, youth and families; and community and economic development. MSU participates in Gaining Early Awareness and Readiness for Undergraduate Programs ([GEAR UP](#)), a statewide, sustained and collaborative effort that provides early intervention services and a scholarship component to low-income, underrepresented students and parents. The [MI Spartan Impact](#) website provides information about how Michigan State University works to advance prosperity for the people of Michigan—making a positive impact on the state's economy in the areas of technology, agriculture, manufacturing, health care, education, energy, environment, and the arts.

In addition, MSU serves the public good by providing numerous [services and activities](#), many of which are free of charge.

Sources

- AgBioResearch & MSU Extension - Funding & Measuring Our Impact
- Approach
- Center for Service Learning & Civic Engagement
- Current Fund Expenditures - 2014-2015
- Dow STEM Scholars
- GEAR UP - Gaining Early Awareness & Readiness for Undergraduate Programs
- MI Spartan Impact
- Publicly Available Services & Activities
- Selected Partnership Examples
- Spartan Youth Programs - Program Roster

- Statements-Data Digest 2015 - Open to Statement 51

1.S - Criterion 1 - Summary

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

Summary

There is no argument.

Sources

There are no sources.

2 - Integrity: Ethical and Responsible Conduct

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

2.A - Core Component 2.A

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

Argument

Michigan State University is a public institution and by merit of this each MSU employee is considered a public servant. All employees are expected to behave and conduct business in an ethical manner. Academic Human Resources maintains a number of employee handbooks for faculty, administrative, and support staff designed to provide information about institutional policies and regulations as well as expectations for standards of conduct. Policies, definitions, descriptions, limitations, procedures, and the responsibilities of the employee, supervisor, and employing department are specifically stated. In addition to the employee handbooks, the [Manual of Business Procedures](#) provides information regarding proper University business procedures and fiscal oversight. The MSU Board of Trustees is governed by [bylaws](#) to achieve the stated objectives of Michigan State University, and to insure that the conduct of its own affairs will be in accord with the highest standards of educational administration. Examples of guiding documents that address fair and ethical behavior include but are not limited to the following:

1. [Code of Teaching Responsibility](#)
2. [General Academic Rights and Responsibilities-Academic Specialist Handbook](#)
3. [Rules Governing Personal Conduct of Employees](#)
4. [Purchasing Code of Ethics](#)
5. [Purchasing Conflict of Interest](#)
6. [Conflict of Interest Policy and Code of Ethics for Financial Aid Professionals](#)

In order to maintain adherence to ethical practices MSU has established a [Misconduct Hotline](#). Suspected misconduct can be reported anonymously via a web-based form or by telephone 24 hours a day, seven days a week.

MSU has many policies to ensure that the institution operates with integrity and that all constituencies within the University behave fairly and ethically.

Housed in the Vice President for Research and Graduate Studies, the [Faculty Conflict of Interest Officer](#) makes available a variety of resources, including policy statements, regulatory requirements, and frequently asked questions addressing conflict of interest. The University defines conflict of interest as a “situation where a person is trusted to act impartially (to make unbiased professional decisions), yet the person has personal interests that could influence or “bias” professional judgments and actions; situations where one’s actions and motives may be questioned because of competing interests.” (Faculty Conflict of Interest website). MSU has established policies regarding conflict of interest. Selected examples include:

1. [Faculty Handbook: Conflicts of Interest, Faculty/Academic Staff](#)
2. [Board of Trustees: Conflict of Interest Policy](#)
3. [Standards of Official Conduct for Deans, Separately Reporting Directors, and Executive Managers](#)
4. [MSU Contract with Entity in which MSU Employee Holds an Interest \(or with MSU Employee\)](#)
5. [Conflict of Interest in Employment](#)

In addition to these policies, MSU also requires all faculty and academic staff to submit an annual [disclosure](#) of all significant financial interests related to their work at the institution.

University employees have access to a wide variety of sensitive information about the institution, employees, and students. MSU’s [Institutional Data Policy](#) establishes minimum requirements for the appropriate stewardship of institutional data, defined as “all of the data and records held by the University, in any form or medium, for the administration, operation, or governance of the University or any unit of the University” (from Institutional Data Policy). The [Acceptable Use Policy](#) governs access to and usage of MSU Informational Technology resources.

Institutional policies also provide a framework for student rights and responsibilities at Michigan State University. Spartan Life Online is the web-based portal for the institutional policies that provide a framework for student rights and responsibilities at Michigan State University. The [General Student Regulations](#), [Student Rights and Responsibilities](#), [Graduate Student Rights and Responsibilities](#), [Law Student Rights and Responsibilities](#), and [Medical Student Rights and Responsibilities](#) documents describe the structures and procedures for the formation of regulations governing student conduct, the adjudication of student disciplinary cases, and for channeling student complaints, grievances, or concerns to faculty, staff, and administrators for appropriate action.

The Office of the Registrar is responsible for overseeing MSU’s policies regarding the Family Educational Rights and Privacy Act (FERPA). [MSU Access to Student Information](#) (Academic Programs Catalog) provides detailed guidelines regarding student information, including definitions of terms, student rights, and procedures for disclosure of student information. All faculty are required to participate annually in a [FERPA training module](#), available in Desire2Learn (D2L), MSU’s electronic based course management system.

In order to create and operate within a fair and equitable environment, it is imperative fair processes exist within the institution for resolving internal conflicts. Employees who are

members of a collective bargaining unit have systematic procedures for grievance and resolving disputes articulated in their union contract. Grievance policies and procedures are in place for non-union [regular support staff](#) and [faculty](#) and are available on the Human Resources website. Union contracts are also available on the Human Resources website. The [Faculty Grievance Office](#) (FGO) responds to inquiries from MSU faculty, academic staff, and administrators concerning alleged violations of MSU policies and practices. The FGO attempts to informally resolve grievances between faculty, academic staff, and their administrators; schedules and conducts formal grievance hearings when necessary; works with the General Counsel and Provost offices and the University Committee on Faculty Affairs (UCFA) to help resolve disputes and to review and recommend changes in MSU Human Resource policies, including the faculty grievance policy, when appropriate; and carries out other administrative duties connected with provisions of the MSU [Faculty Grievance Policy](#).

The Office of the [University Ombudsperson](#) was established in 1967 and remains the longest continuously operating college or university Ombudsman office in the country. The University Ombudsperson is a senior faculty member appointed by the President to assist students in resolving conflicts or disputes within the university. The University Ombudsperson also helps staff members, instructors, and administrators sort through University rules and regulations that might apply to specific student issues and concerns. In addition to helping members of the MSU community resolve disputes, the University Ombudsperson also is charged with identifying MSU policies that might need revision, and referring them to the appropriate academic governance committee. The University Ombudsperson carries out these duties in a neutral, confidential, informal and independent manner. The office's website provides detailed information to students regarding grade appeals, academic integrity, classroom policies, student rights and responsibilities and [grievance procedures](#).

The Office of Institutional Equity is charged with ensuring compliance with Michigan State University's [anti-discrimination policy](#) as well as state and federal equal opportunity laws. Their website contains information on [bias incident](#) reporting as well as grievance procedures related to violations of the [Americans with Disabilities Act](#).

Michigan State University has taken steps to enhance its policies and procedures regarding sexual assault and relationship violence and has implemented a number of significant changes. The [University Policy on Relationship Violence and Sexual Misconduct](#) defines relationship violence and sexual misconduct, describes the process for reporting violations of the policy, outlines the processes for investigation and adjudication of alleged policy violations and identifies resources available to members of the University community. The policy applies to all faculty, staff, and students.

Michigan State University was notified in late 2011 that a complaint had been filed with the U.S. Department of Education's Office of Civil Rights (OCR) alleging that MSU's handling of a case involving allegations of sexual assault was conducted in violation of Title IX. In 2014, we were notified that two additional complaints had been filed with the agency. As of July, 2015, 124 colleges, universities, and K-12 schools were under investigation by OCR. On September 1, 2015, the OCR issued its findings, dismissing one case, and finding that, while MSU had

improved significantly the handling of student Title IX complaints, the institution was not timely enough in resolving two of the cases.

Over the four years of investigation, MSU kept OCR current on its efforts to improve its policies, procedures, and prevention and education efforts as they were being implemented, including, but not limited to the following:

- Significant changes in policy (2011, 2014, and 2015) to what is now a comprehensive Relationship Violence and Sexual Misconduct Policy, along with the creation of MSU Resource Guide on Sexual Assault as a Form of Sexual Harassment; University Reporting Protocols: Child Abuse, Sexual Assault, and Child Pornography; and protocol checklists for Residence Education and Housing Services and Department of Intercollegiate Athletics for responding to claims of sexual harassment/sexual assault
- With few exceptions, MSU employees (faculty and staff) are deemed by policy to be “mandatory reporters” when they are made aware of allegations of sexual assault/relationship violence
- Establishment of the Title IX Coordinated Response Team
- Revisions in student disciplinary hearing procedures
- Fall 2011 implemented SAFE, the Sexual Assault First-year Education eLearning program that all incoming students are required to take, before arriving on campus
- Developed a “No Excuse” Sexual Assault Awareness Campaign that was expanded in 2014 – 2015 to include No Excuse for Relationship Violence
- Expanded student participation in Sexual Assault Relationship Violence information sessions in the residence halls for all incoming students and transfer students
- Conducted a Title IX Symposium: Addressing and Preventing Sexual Assault, by one of MSU’s national experts, Dr. Rebecca Campbell on “Neurobiology of Sexual Assault”
- Memoranda of Understanding with the surrounding law enforcement jurisdictions regarding response to sexual assault of MSU community members, resources, and training
- MSU Police Department implemented a new Special Victims Unit with specially trained first responders
- Established the 2014 University Task Force on Sexual Assault and Relationship Violence, whose recommendations were submitted to the MSU President in April 2015
- In spring 2015 (February), in consultation with Academic Council and the various employee union representatives, MSU developed and implemented mandatory eLearning for all faculty and staff
- Established the [Office of Institutional Equity](#) and hired its first director, as well as a new Title IX and American with Disabilities Act coordinator.

MSU abides by Big Ten Conference Standards for Safeguarding Institutional Governance of Intercollegiate Athletics, which charges member institutions with having in place their own clear standards reflecting their common commitment to the values and objectives articulated in the Conference Standards. The [Institutional Standards](#) are drawn from policies, procedures, and practices that the University has adopted through the years to ensure the integrity of its intercollegiate athletics program and to enforce the Athletics Department’s culture of compliance. The Institutional Standards document serves as a benchmark by which the

Conference will evaluate the University's institutional control over intercollegiate athletics, and the University will conduct an annual internal review of their effectiveness in fulfillment of the Conference Standards.

Sources

- Academic Programs - Student Records (FERPA) and Access to Student Information - 2015-11-11
- Acceptable Use Policy - Information Technology Resources - 2015-11-09
- Americans with Disabilities-Section 504
- AntiDiscriminationPolicy
- Bias Incident Reporting
- BOT Bylaws - 2015-11-11
- BOT Conflict of Interest Policy
- Charter of the Office of the Ombudsperson at Michigan State University
- Code of Teaching Responsibility - 2015-11-09
- Conflict of Interest in Employment - 2015-11-09
- Conflict of Interest-Code of Conduct Financial Aid Professionals
- Disclosure - What To Disclose - 2015-11-09
- Faculty Handbook - Conflicts of Interest, Faculty and Academic Staff - 2015-11-09
- Faculty Handbook - Faculty Grievance Policy - 2015-11-11
- FAQ Topics-Faculty Conflict of Interest
- FERPA Training
- General Academic Rights and Responsibilities - Academic Specialist Handbook - 2015-11-09
- General Student Regulations - 2015-11-11
- Graduate Student Rights & Responsibilities
- Handbook - Standards of Official Conduct for Deans, Separately Reporting Directors, and Executive Managers
- How to File a Request for an Academic Grievance Hearing - 2015-11-11
- Law Student Rights & Responsibilities - 2015-11-11
- Manual of Business Procedures - Table of Contents - 2015-11-09
- Medical Student Rights & Responsibilities (MSRR) - 2015-11-11
- Misconduct Hotline - 2015-11-09
- MSU Contract with Entity in which MSU Employee Holds an Interest (or with MSU Employee) - 2015-11-09
- MSU Institutional Data Policy - 2015-11-09
- Non-Union Regular Support Staff Grievance Procedures - 2015-11-11
- OIE-About
- Purchasing Code of Ethics - 2015-11-09
- Purchasing Conflict of Interest - 2015-11-09
- Rules Governing Personal Conduct of Employees - 2015-11-09
- Standards for Safeguarding Institutional Governance of Intercollegiate Athletics
- Student Rights & Responsibilities - 2015-11-11
- University Policy on Relationship Violence & Sexual Misconduct

- **Welcome**

2.B - Core Component 2.B

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

Argument

MSU provides information to students and the general public about its programs, requirements, faculty and staff and other information primarily through its website. The [Board of Trustees](#) exercises general supervision over the university and its funds. Bylaws, policies, ordinances, committee information and meeting dates are all publicly available on the Board's website.

The online [Academic Programs Catalog](#) is available publicly on the Office of the Registrar's website, which also provides detailed information on course descriptions, degrees offered, degree requirements and academic policies. Academic Programs are kept current in the catalog. They are updated seven times during the academic year, after approval of the Report of the University Committee on Curriculum to the Faculty Senate, with final approval granted by University Council. Information on academic programs and requirements is also provided on individual college and department websites, easily accessible with the search function on MSU's homepage.

The U.S. Department of Education requires an institution offering distance education programs to acquire authorization from the states in which it operates. MSU maintains the appropriate [state authorizations](#).

Each graduate program is required to have a graduate handbook. These are publicly available online and can be accessed through the website of the Graduate School. All graduate handbooks are updated annually. Each handbook is a comprehensive document including information on the academic program, degree requirements, and specific expectations of graduate study such as a comprehensive examination, the dissertation proposal/defense, forming a guidance committee, and student rights and responsibilities. To ensure consistency of information across programs all programs use the same template to develop their [handbooks](#).

The graduate school also provides public data on each of the doctoral degree programs available at MSU. The [Data for MSU's Ph.D. Programs](#) includes completion rates, time to degree, and initial placement rates and categories for all doctoral degree programs as well as enrollment profiles, and funding levels.

Information on procedures for [admission](#) to MSU is readily available on the Office of Admissions website and in the Academic Programs Catalog for both undergraduate and graduate education. Prospective students can access information about admission criteria, application

instructions, deadlines, as well as a set of frequently asked questions for freshman, transfer, international, and graduate student admission.

Information on [costs](#) and financial aid options is available from a variety of sources. Costs and fee information can be found in The Academic Programs Catalog, the Office of Admissions website, and Student Accounts. The website for Financial Aid provides information on various topics including the process to apply for financial aid, deadlines, types of aid available, eligibility, and frequently asked questions. [Cost calculators](#) are linked under the Costs tab of the webpage. These include the Net Price Calculator, Cost Calculator, and the Expected Family Contribution Calculator. Loan repayment calculators and budgeting information is also available. The Offices of Admissions and Financial Aid have implemented a system where each student who receives an acceptance letter also receives a specific breakdown of costs, including scholarships and loans.

Michigan Public Act 196 of 2014 requires each public university to maintain a public [transparency](#) website available through a link on its homepage. In accordance with this requirement, and consistent with MSU's commitment to transparency, comprehensive institutional information across a broad array of operational areas is readily available including financial and operational indicators as well as student and academic outcomes.

MSU's [College Portrait](#) is an online report designed to help current and future students, their families, and others gain a better understanding of Michigan State University. The report—presented in an easy-to-read Web template—provides current information about the undergraduate student experience at MSU, including data about the cost of attendance, graduation rates, degree offerings, student engagement with the learning process, and core educational outcomes.

MSU represents its [accreditation status](#) with the Higher Learning Commission on our website. This page also provides a link to all agencies that accredit MSU's programs. Some individual programs, schools and colleges are recognized by the [accrediting agencies](#) in their respective fields. Information about the accreditation of individual programs, schools, and colleges is included in program descriptions in Academic Programs Catalog. More information about MSU's relationship with its accrediting bodies is available in section 4A of this assurance argument.

Sources

- About
- Accreditation - 2015-11-11
- AgenciesAccreditMSU
- BOT Elected
- Calculators
- College Portrait-Undergraduate Education

- Freshman Application Instructions
- Graduate Handbooks
- PhD Programs
- Public Transparency - Budget and Performance Transparency Reporting - 2015-11-11
- State Authorization Web Page
- Tuition, Fees & Tax Rates

2.C - Core Component 2.C

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

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

Argument

The Trustees of Michigan State University and their successors in office are created as a body corporate by the people of Michigan through the Constitution. The [preamble](#) to the bylaws of the Board of Trustees clearly describes their role and responsibilities. Bylaws address and work to ensure the preservation of the Board's independence from undue influence. The members of the MSU Board of Trustees are publicly elected by Michigan voters and have general supervision over the university and its funds. The board consists of eight members elected for eight-year terms. Two members are selected every two years in a statewide general election. Members serve without compensation.

Board policies also establish a set of both [faculty and student liaisons](#). These representatives participate with the Board in its regular meetings, but do not have a vote. The Board meets [monthly](#) and reserves a portion of its regular meeting for individuals and groups who wish to [address](#) it. The deliberations of the Board of Trustees reflect institutional priorities. Examples of Board discussion, deliberation, and decision making are contained within the MSU Board of Trustees [Roundup](#) documents available on the website.

The day-to-day administration and management of MSU is vested with the [president](#) in accordance with the Bylaws, which also clearly articulate the role and administrative functions of the provost, the vice presidents for governmental affairs and for finance and operations, as well as general counsel. The Bylaws also state [faculty](#) shall have primary responsibility for development of academic programs and shall participate in the governing entities at the department, college, and university levels. The faculty exercise their oversight of academic matters through the bodies established in academic governance.

Sources

- BOT Bylaws (Article 4) - 2015-11-11
- BOT Bylaws (Article 7) - 2015-11-11
- BOT Meetings
- BOT Policy-Manual-(Page 13) Updated-2015-11-11
- BOT Roundup - 2015-11-11
- Establishment of the Board of Trustees - 2015-11-11
- Public Participation in Meetings - Request to Address the Board - 2015-11-11

2.D - Core Component 2.D

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

Argument

Michigan State University's commitment to freedom of expression and the pursuit of truth in teaching and learning has its foundation in the State Constitution establishing the Michigan State University Board of Trustees to develop a free and distinguished University. The Preamble of the By-Laws of the Board of Trustees establishes its mission, in part, "to encourage meaningful research and experimentation, both to develop new knowledge and to subject our society to a full and objective study so that it may be made more nearly perfect..." The Preamble clearly articulates this commitment to freedom of expression and the pursuit of truth in teaching and learning:

"The Board invites the people of Michigan to support with it the time-tested principle that in the University's unceasing quest for truth and enlightenment it must encourage the timely discussion in open forum of a wide variety of issues, some of which are bound to be controversial because they are unsettled. This principle assumes that the views expressed in such discussion are subject to critical evaluation, and that any restraints on the freedom of expression at the university must be limited to measures to protect such free inquiry and to insure that they are consistent with the preservation of an organized society in which peaceful, democratic means for changes in the social structure are readily available."

MSU's policy regarding [academic freedom](#) may be found in the Faculty Handbook. MSU's commitment to freedom of expression is further evidenced through the institutional values of tolerance and civility. The [University Policy on Tolerance and Civility](#) was endorsed by the University Committee on Faculty Affairs and the University Committee on Student Affairs and approved by the Academic Council on April 20, 2010.

MSU's commitment to freedom of expression is clearly articulated for students in the Spartan Life Student Handbook. [Article 1: Guiding Values and Principles](#), reinforces freedom of expression and communication as the most basic condition to achieve the University's purpose of the advancement, dissemination, and application of knowledge. [Article 9: Independent and University Supported Student Publications](#) establishes maximum freedom of students and student groups to express opinions and communicate ideas. It articulates the role of administrative units to provide advice and counsel, but clearly prohibits censorship.

Student expression of opinions and values are often manifested through student organizations which have as their focus a particular mission, topic, or opinion. More than 600 student organizations register each year, including honorary, professional organizations, fraternities and sororities, sports clubs, international, racial/ethnic, religious, academic interest groups, political,

service and volunteer, public relations and media organizations. In the spirit of free inquiry, registered student organizations are encouraged to invite [speakers](#) to campus.

Sources

- BOT Policy-Manual-(Page 156) Updated-2015-11-11
- Faculty Handbook - Academic Freedom - 2015-11-11
- Student Rights & Responsibilities - Article 1 - Guiding Values & Principles - 2016-01-11
- Student Rights & Responsibilities - Article 9 - Independent and University-Supported Student Publications - 2015-11-11
- University Policy on Tolerance and Civility - 2015-11-11

2.E - Core Component 2.E

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

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

Argument

The Office of the Vice President for Research and Graduate Studies is responsible for the administration of faculty and student research across the University. It houses the Office of Regulatory Affairs (ORA) that assists the MSU community in understanding and complying with laws, regulations, and standards for research, teaching, and other University activities. All individuals involved in a human subject research project who have contact with human subjects or their identifiable data are required to complete the [Human Research Protection Certification](#).

The Human Research Protection Program (HRPP) is fully accredited by the [Association for the Accreditation of Human Research Protection Programs, Inc.](#) The HRPP maintains the [Compliance Office](#) as well as three institutional review boards in the areas of [Biomedical and Health](#), [Community Research](#), and [Social Science, Behavioral, and Education](#) research. The MSU IRBs are registered and have a [Federal Wide Assurance](#) with the U.S. Office for Human Research Protection.

The Research Integrity Officer (RIO) receives and manages allegations of Misconduct in Research within the MSU community including plagiarism, fabrication, falsification, and other research activities that seriously deviate from accepted practices in the research community. The Michigan State University policy can be found in the [Procedures Concerning Allegations of Misconduct in Research and Creative Activities](#). The RIO also manages authorship and data disputes according to MSU's Authorship and Research Data: Management, Control, and Access guidelines. In this role, the RIO provides advice to administrators, faculty and students in best authorship and data management practices. The RIO reports directly to the President.

The Animal Care Program is dedicated to the ethical and humane use of animals and adherence to the top standards of care. The [Institutional Animal Care and Use Committee](#) approves and oversees all MSU programs involving the care and use of animals. The Animal Care Program is accredited by the [Association for Assessment and Accreditation for Laboratory Animal Care International](#).

Students are offered guidance in the ethical use of information resources. The Institutional Policy for Training and Oversight in the [Responsible and Ethical Conduct of Research](#) requires all academic departments insure graduate students, post docs, and any undergraduates working on a

federal grant-related research project have been trained in the responsible and ethical conduct of research. The plans and training requirements are developed at the college or department level and are available on the Graduate School website. Examples of college and departmental level [plans](#) can be found here. Ethics in research information, including information on responsible and ethical conduct of research is also maintained at the website for [Undergraduate Research](#).

The institution maintains and publishes clear expectations regarding academic integrity. The [Protection of Scholarships and Grades](#) holds principles of truth and honesty to be fundamental to the educational process and the academic integrity of the University and is published in General Student Regulations on Spartan Life Online, the Academic Programs Catalog, as well as the webpage of the University Ombudsperson. The webpage of the University Ombudsperson provides all MSU policies, regulations, and ordinances regarding academic honesty and integrity. [Integrity of Scholarship and Grades](#) addresses principles and procedures to be used in instances of academic dishonesty or other instances of academic misconduct. On the first offense of academic misconduct the student must complete a 10 hour online educational program on academic integrity and academic misconduct provided by the Dean of Undergraduate Studies. Any graduate student found engaging in academic dishonesty must complete an assignment specifically designed by the Graduate School dean, to address the issue reported. Data regarding instances of academic misconduct are available by [student demographic](#) and [misconduct category](#) for the last three academic years.

Sources

- AAALAC Accreditation Letter 6-27-13
- Academic Misconduct by Category
- Academic Misconduct by Demographic
- Academic Programs - Integrity of Scholarship and Grades - 2015-11-11
- Biomedical and Health Institutional Review Board (BIRB) - 2015-11-11
- Community Research Institutional Review Board (CRIRB) - 2015-11-11
- General Student Regulations - 2015-11-11
- HRPP Accreditation Certificate
- HRPP Compliance Office - 2015-11-11
- HRPP Required Training - 2015-11-11
- Institutional Animal Care and Use Committee (IACUC) - 2015-11-11
- MSU Federal Wide Assurance Information - 2015-11-11
- Procedures-Allegations of Misconduct
- Research Integrity-Training Plan
- Social-Behavioral-Education Institutional Review Board (SIRB) - 2015-11-11
- Training & Oversight-Responsible & Ethical Conduct of Research
- Undergraduate Research-Ethics

2.S - Criterion 2 - Summary

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

Summary

There is no argument.

Sources

There are no sources.

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

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

3.A - Core Component 3.A

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

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

Argument

MSU offers approximately 400 degree-granting programs of undergraduate, graduate, and pre-professional study. A complete list of programs is available in the online Academic Programs Catalog. MSU employs multiple means to ensure courses and programs are current and that they require appropriate levels of performance by students.

Article 9 of the By-Laws of the Board of Trustees delegates to the faculty the authority to establish and regulate courses of instruction. As such, faculty maintain oversight of the curriculum. Committees within faculty governance are responsible for the approval of new courses, minors, certificates, and degree programs at both the undergraduate and graduate levels. This extensive curriculum approval [process](#) begins within the individual colleges or schools, involving the appropriate college-level academic governance committees. The subsequent review process includes an evaluation by the [University Committee on Undergraduate Education](#) or the [University Committee on Graduate Studies](#), the [University Committee on Curriculum](#), and Faculty Senate in accordance with their roles. Many issues are reviewed by multiple committees, based on the nature of the request or change. Departments wishing to make changes to an existing academic program follow the same approval processes.

MSU uses a course numbering system to differentiate levels of the curriculum. The course numbers reflect the expected level of educational attainment of the students for whom the course was designed. Courses numbered from 100 to 299 are considered lower-division undergraduate courses while 300 to 499 indicates upper-division courses. At the graduate level, courses

numbered 500-699 are graduate professional courses (such as the Medical Schools) and 800-999 level courses are graduate courses (master's and doctoral). The Academic Programs Catalog describes the general goals of [Master's and Doctoral](#) degree programs. Each graduate department, school, or program is required to provide graduate students with a [Graduate Handbook](#) that is updated yearly with current policy changes from the Graduate School and the University Committee on Graduate Studies. The handbooks are comprehensive documents, clearly articulating the expectations of achievement at both the master's and doctoral level. Most handbooks are available online.

Academic programs regularly engage in curriculum review in accordance with processes established within the college or school, to ensure soundness and relevance. Documents from the [Colleges of Agriculture and Natural Resources](#), [Education](#), [Arts and Letters](#) and [Nursing](#) provide examples of specific ways in which the curriculum review process was used by academic departments for program improvement. In addition to departmental curriculum review, all academic programs are reviewed on a seven-year cycle through the institutional Academic Program Review process, discussed more fully in Criterion 4A.

MSU offers a number of [online/hybrid programs](#), primarily professional master's degrees. No undergraduate degree-granting programs are delivered solely online. MSU has no stand-alone college or administrative office responsible for the development or delivery of online or off-campus programs; courses are developed and delivered within their respective departments or units. Disciplinary departments have full authority over and responsibility for courses and programs offered regardless of modality or location. The approval process for new online courses and programs or changes in online programs is the same process followed by courses and programs offered on campus. Institutional policy requires faculty for online courses to be recruited, reviewed, and hired using the procedures and criteria outlined within each department and approved through established University processes. Online programs participate in Academic Program Review and disciplinary accreditation, as appropriate, and all are expected to engage in the assessment of student learning outcomes.

Just as for online programs, faculty in disciplinary departments, schools, and colleges have full authority over and responsibility for the courses and degree-granting programs offered both at the East Lansing campus and off campus locations. All faculty members teaching off campus are hired by the disciplinary units that offer the relevant courses or programs and those faculty are recruited, reviewed, and hired using established University processes. Students in off-campus locations provide evaluation of instruction each semester, which become part of the faculty member's performance record. Since all instructional staff, regardless of location, are MSU faculty, they are evaluated in accordance with the established University processes for all faculty. All faculty, both tenure stream and fixed term, and instructional staff participate in New Faculty Orientation and have access to the same professional development opportunities offered through the Office of Faculty and Organizational Development.

Most programs offered online or at a different location are discrete programs and have no on-campus equivalents, so comparability of achievement of student learning in different modalities is limited. [Social Work](#) offers programs in several locations. Their assessment of student learning outcomes indicates comparable levels of student achievement regardless of location. The

master's program in Higher, Adult, and Lifelong Education does offer its program in both hybrid and online formats. The programs are assessed separately. According to assessment reports, the program sees no difference in the attainment of student learning outcomes between students who complete the program fully online and those who complete the hybrid program. Assessment is discussed more fully in Criterion 4.B.

MSU is a partner in the [Great Plains Interactive Distance Education Alliance](#) (IDEA). Great Plains IDEA is part of a multi-state alliance of universities offering fully online undergraduate and graduate degree programs in the human sciences. All members of the Great Plains IDEA are universities accredited by a regional accrediting agency recognized by the U.S. Department of Education and the curriculum is developed by inter-institutional faculty teams of research universities.

Medical education and research at the College of Human Medicine's campus spans the state of Michigan. First and second-year students begin the medical education program in either Grand Rapids or on the campus of Michigan State University in East Lansing. Third and fourth-year students acquire clinical skills and experience at nearly a dozen leading hospitals, health systems and clinics in communities throughout Michigan at seven community locations including Flint, Grand Rapids, Lansing, Midland Regional, Southeast Michigan, Traverse City and the Upper Peninsula Region. The MSU College of Osteopathic Medicine teaches its first- and second-year students at three sites to facilitate access and provide a variety of experiences. Two-thirds of these students are on the Michigan State University campus in East Lansing, and one-third is split fairly evenly between the Macomb University Center in Clinton Township and the Detroit Medical Center downtown.

MSU does not offer dual-credit programs in which students may earn college credit for courses taken in high school.

Sources

- Anthropology - Revised-Handbook-2015-16-Complete
- Committee on Graduate Studies (Page 39) - CURRENTBYLAWSasofSeptember7-2012-LastAmendmentsApprovedDecember-13-2013
- Committee on Undergraduate Education (Page 35) - CURRENTBYLAWSasofSeptember7-2012-LastAmendmentsApprovedDecember-13-2013
- Curriculum Review - College of Agriculture and Natural Resources
- Curriculum Review - College of Arts and Letters
- Curriculum Review - College of Education
- Curriculum Review - College of Nursing
- GP-IDEA - About
- Masters & Doctoral Degrees Granted
- Online and Off-Campus Programs
- School of Social Work - MSW Degree Program
- UCC New Overview - Revised 01-07-2013

- UCC Role & Responsibility

3.B - Core Component 3.B

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

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

Argument

As noted in the mission statement, a foundation in the liberal arts is an integral part of all educational programs at MSU. The University [general education requirements](#) are clearly articulated in the Academic Programs Catalog and include mathematics, writing, and 24 credit hours in Integrative Studies. The outcomes for general education at MSU are articulated within these individual requirements. MSU has outlined a set of undergraduate learning goals in support of an integrated arts and science foundation that enhances students' potential to be outstanding leaders and life-long learners. The mathematics requirement serves to advance student's analytical thinking and quantitative analysis skills. The [First-Year Writing](#) experience is designed to assist students in developing transferable knowledge about writing strategies and rhetorical processes that will continue to be utilized by students throughout the undergraduate experience and beyond. The learning outcomes of the First-Year Writing program are centered in inquiry, discovery, and communication.

At the heart of MSU's general education requirements is the [Integrative Studies](#) program. The Directors of the Centers for Integrative Studies work together to deliver a set of courses that integrate multiple ways of knowing from within the various perspectives of the arts and humanities, the biological and physical sciences, and the social sciences. Integrative Studies consists of a focused set of courses offered through each Center. In order to be designated an Integrative Studies course, the new course proposal is initially reviewed by the appropriate Center director and must reflect the [learning outcomes](#) of that Center. It then follows the regular course review process as established by academic governance. The syllabi for two integrative studies courses ([ISB 201](#) and [IAH 231A](#)) illustrate how these individual sets of goals work

together to align with and support the undergraduate learning goals and their associated dimensions.

The undergraduate learning goals developed by MSU support the expectation that degree programs will engage students in collecting, analyzing, and communicating information; in mastering modes of inquiry or creative work; and in developing skills adaptable to changing environments. Assessment plans of academic programs (discussed in Criterion 4) contain clear statements of learning outcomes. While the programmatic learning outcomes may be expressed differently, virtually all programs engage students in these aspects of education. Mastering modes of inquiry and the ability to analyze and communicate information is inherent in MSU's undergraduate learning goals of analytical thinking and communication. The development of skills adaptable to changing environments is reflected in the development of cultural understanding, and the various ways in which academic programs help student acquire teamwork and leadership skills.

By their very nature, graduate programs engage students across the areas of data collection and analysis, the communication of information, and mastering modes of inquiry or creative work. All Plan A master's programs require students to engage in research, write a thesis, and successfully complete an oral examination. Those students working toward a doctor of philosophy degree must successfully complete a comprehensive examination, engage in original research, complete a dissertation, and successfully defend the work.

The education offered by MSU is intentionally focused to recognize the human and cultural diversity of the world in which students live and work. In addition to the multicultural initiatives referenced in Criterion 1:

- The Integrative Studies curriculum requires students to take courses that have an international (I) and national (N) focus on diversity or courses that incorporate both (D)
- A critical component of the work of the Neighborhoods is the Intercultural Pillar, which works to recommend programming that imparts knowledge, attitudes, and behaviors that promote the development of intercultural competence.
- MSU has an undergraduate learning goal of Cultural Understanding. An analysis of the 108 undergraduate assessment reports indicates approximately 60% of undergraduate academic programs align at least one programmatic learning outcome with this undergraduate learning goal, thus directly engaging students in Cultural Understanding. In addition MSU has defined and aligned a set of [global competencies](#) with the undergraduate learning goals.
- Students participate in over 300 Study Abroad Programs in more than 60 countries, and on all continents.
- The annual [Study Abroad Fair](#) provides comprehensive information for anyone interested in learning more about study abroad opportunities available at MSU.

- MSU Freshmen Seminars Abroad offer incoming students the opportunity to explore global issues and topics in an experiential, hands-on setting through study abroad the summer before beginning at MSU. [Freshman Seminar Abroad](#) began in 2003. As of summer 2015, 1,463 students have participated in 61 Freshmen Seminar Abroad programs. The impact of the program on students is discussed in the [assessment](#) document.
- MSU [International Academic Internships](#) are available to students majoring in a wide variety of areas.
- The Global Opportunities Fair, held every fall, provides students with information about opportunities abroad including internships, volunteering, working, and teaching abroad. In 2014, approximately 30 organizations were represented. Every year approximately 450 students participate in a credit bearing International Academic Internship.
- The [American Semester](#) program brings international students to MSU for one or two semesters to study and experience American college life.

A team of Michigan State University researchers are testing the best ways to improve learning experiences in high school and produce a more scientifically literate workforce with the support of a recently awarded \$3.6 million grant from the National Science Foundation. MSU will partner with scholars in Finland, where students outperform most of the world on international tests. This is one of 17 projects to receive funding from the highly competitive Partnerships in International Research and Education program, which supports work expected to generate new discoveries through international collaboration. This is the first time a project focused on education research has been selected for the funding.

In accordance with our mission and as a major research university, MSU supports students' and faculty members' contributions to scholarship, creative works, and the discovery of knowledge. [External funding](#) for research has increased from \$351 million dollars in 2004-05 to \$528 million in 2013-14. In fiscal 2015 MSU submitted 3,340 research proposals. MSU ranks 5th among the [Committee on Institutional Cooperation](#) (CIC) for NSF expenditures, 2nd for Department of Energy expenditures and 3rd for the combination of the two agencies.

While not an exhaustive list, the following examples illustrate the breadth of scholarship across the University:

- In 2008, MSU was selected by the U.S. Department of Energy to design and operate the [Facility for Rare Isotope Beams](#), a \$730 million facility that will advance understanding of rare nuclear isotopic processes and the evolution of the cosmos.

- Awarded \$125 million by the U.S. Department of Energy with the University of Wisconsin-Madison to continue work on advanced biofuels at the [Great Lakes Bioenergy Research Center](#).
- \$5 million from Lucas Education Research, a division of the George Lucas Educational Foundation, to create a model for teaching elementary students science while improving their skills in math, reading, and writing.
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- Established the Institute for [Research in Autism, Intellectual and Neurodevelopmental Disabilities](#) (RAINND) designed to bring together a wide variety of multidisciplinary initiatives already being pursued by more than 50 researchers and post-doctoral associates across campus, including education, human medicine, social sciences, and clinical research.
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- \$300,000 [National Endowment for the Humanities](#) grant to digitize 100,000 original black-and white negatives of Mali's most important photographers, dating from the 1940's. Once complete, the free database will be publicly accessible.
- Chosen to lead the light-and-heavy-duty vehicle component of the [Institute for Advanced Composites Manufacturing Innovation](#) (IACMI), a 122-member consortium funded by a more than \$70 million commitment over five years from the U.S. Department of Energy. MSU is home to the Composite Materials and Structures Center, as well as the Composite Vehicles Research Center, both long nationally recognized as leaders in the field.
- MSU was awarded \$22.5 million by the National Science Foundation to continue the research, education, and outreach activities of the [BEACON, an NSF Science and Technology Center for the Study of Evolution in Action](#).
- MSU is one of eight sites across the country selected by the Association of American Universities to host a project designed to improve [science and math education](#).
- Research in six priority areas, as noted on the [Global Impact Initiative](#) website: computation, advanced engineering, genomics, plants/food/environment, precision medicine, and advanced physical sciences. Through this initiative, MSU will recruit more than 100 new faculty investigators to our research team to help accelerate finding solutions to the recognized "Grand Challenges."

As a major research university, MSU also supports research, creative works, and entrepreneurial activity at the graduate and undergraduate levels. Each research-based master's and doctoral degree program has a University requirement of a single-authored master's thesis or a doctoral dissertation for completion. In addition to the required research elements at the graduate level, MSU also has a robust program in undergraduate research.

Over the last decade, undergraduate research at MSU has transformed from being a primarily honors-student, STEM-oriented opportunity to become a learning opportunity for thousands of

MSU undergraduates to engage in research and creative activity across the university. Undergraduate research and creative scholarship opportunities are offered in all 14 colleges that offer undergraduate degrees as well as two professional graduate schools. Opportunities to engage in undergraduate research are curricular and co-curricular and occur during the academic year as well as the summer. There are hundreds of individual research opportunities with faculty as well as formal undergraduate research programs that reside within the colleges, such as the [Professorial Assistant Program](#), [Social Science Scholars Program](#) and [Engineering Summer Undergraduate Research Experience](#) (EnSURE). Approximately, 55% of undergraduate research opportunities are in STEM fields, 21% in social and behavioral sciences, 14% in arts and humanities, and 10% in professional fields.

The Office of Undergraduate Research connects students to faculty projects through various outreach initiatives, such as the Student Research Ambassadors; presentations in Neighborhoods and in classes; collaborations with academic advisors and the Office of Admissions; and Research in the Neighborhoods Poster Displays. The [Undergraduate Research website](#) provides information on funding, presenting, and publishing opportunities specifically for undergraduate students. [Venture](#), MSU's database of creative activity and undergraduate research opportunities, provides an easily navigable platform for MSU faculty members to post research projects while offering an on-line venue for students to search for research opportunities. The annual University Undergraduate Research and Arts Forum (UURAF) provides Michigan State undergraduate students with an opportunity to showcase their scholarship and creative activity. Additionally, MSU undergraduate researchers, visiting students participating in MSU summer research programs, and students from select institutions are eligible to present at the Mid-Michigan Symposium for Undergraduate Research Experiences (Mid-SURE).

The MSU Innovation Center integrates innovation, technology transfer, support for start-ups, and partnerships with businesses and communities to steward ideas from concept to product. Each year the Center launches more than 130 discoveries into patented products and start-up businesses. It supports both faculty and students through a variety of entrepreneurial resources and academic opportunities. The [Hatch](#) is a student business incubator designed to host, accelerate, cultivate, and enable student entrepreneurs to grow their ideas through a creative co-working environment. The Hive is a 3,800 square foot dynamic "idea laboratory" equipped with state-of-the-art technology and a layout to encourage team building and idea development. The space is used as a teaching platform for faculty and resource to students enrolled in accompanying course offerings. Michigan State University increased its commitment to [student entrepreneurship](#) by joining the Clinton Global Initiative University and developing a campus-wide minor in entrepreneurship and innovation. With the minor beginning spring semester of 2016, MSU establishes a way for students to develop entrepreneurship skills whether they aspire to start a business or become more competitive candidates for traditional employers.

The Institute for Entrepreneurship at the Eli Broad College of Business advances and promotes entrepreneurship at the College, MSU, and in the State of Michigan through research, education, and outreach. In accordance with its mission, the Institute develops and manages programs that enhance and support the education, experiences, and opportunities for students in the Broad College of Business and across campus. In addition to its many [activities](#), it has also assisted in the development and prelaunch of five student businesses.

Sources

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- Institute for Research in Autism, Intellectual & Neurodevelopmental Disabilities
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- International Studies and Programs - Freshman Seminars Abroad (FSA)
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- Who Is the American Semester For
- WRAC - First Year Writing

3.C - Core Component 3.C

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

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

Argument

MSU has high-quality faculty in sufficient numbers to fulfill its mission of providing outstanding undergraduate, graduate, and professional education; of conducting research of the highest caliber; and of advancing outreach, engagement, and economic development activities. As of Fall 2015 MSU employed 1,934 tenure stream faculty and 1,033 fixed-term faculty. Detailed information on faculty distribution is available in the [Planning Profile Summary](#).

MSU faculty participate in the system of MSU [academic governance](#) consisting of University Council, Faculty Senate, the Steering Committee, Standing Committees, and other boards and committees as appropriate. The [composition](#) of University Council and Faculty Senate are articulated in the By-Laws and ensure appropriate levels of representation from each college within the University. There are seven standing committees, including Academic Governance, Undergraduate Education, Curriculum, Faculty Affairs, Faculty Tenure, Graduate Studies, and Student Affairs. According to the By-Laws, the composition of each University-level Standing Committee is specified in the committee description. The University Committee on Academic Governance monitors the number of members for each committee.

Each [college](#) has Bylaws for Academic Governance which set out the structures and procedures for participation of faculty and students within the college in governance. All colleges have College Advisory Councils to assist in the development and implementation of college policies and to serve as a means of faculty and student participation in the development of college policies.

MSU has multiple means of ensuring all faculty are appropriately qualified and are current in their disciplines. Attainment of the appropriate [terminal qualifying degree](#) is required as a condition of appointment in the tenure system. Other instructional non-tenure faculty and staff are required to possess a degree comparable to their title and level of duties. Faculty holding appointments as [Research Faculty](#) must hold the appropriate terminal degree or its equivalent. [Health programs faculty](#) members appointed within the Health Programs Faculty Appointment System must hold a valid license to practice allopathic or osteopathic medicine, veterinary medicine, or nursing or other clinical credential accepted by the State of Michigan appropriate for the professional role and function, as well as the appropriate terminal degree. All academic positions and their associated minimum degree requirements are detailed in the [Academic Hiring Manual](#).

In January 2010, MSU implemented a policy requiring [criminal background checks](#) as a part of the hiring process for all faculty, academic staff, and executive management positions. Degree verification is included in the background check.

Faculty and instructional staff are also evaluated regularly in accordance with institutional policy and procedures. These reviews are mandated for [fixed term faculty and academic staff](#). All tenure-system faculty are reviewed on an annual basis. MSU has not adopted a distinct, separate policy on the review of faculty following the award of tenure. Post-tenure review is implemented through several existing policies and procedures outlined in the Faculty Handbook. Performance is monitored through the use of annual written performance evaluations as required by the policy on [Faculty Review](#). Faculty who are covered under the Union of Non-Tenure track Faculty are required to receive an annual written performance review as established in [Article 18](#) of the Agreement between Michigan State University and the Union of Non-Tenure Track Faculty. Graduate teaching assistants are evaluated in accordance with the procedures outlined in [Article 16](#) of the collective bargaining agreement between MSU and the Graduate Employees Union.

MSU has a multi-level review process for [reappointment, promotion, and tenure](#) (RPT) decisions. Recommendations for reappointment, promotion, and tenure are made in the department according to unit, college, and university bylaws, policies, and procedures. Recommendations that do not involve the award of tenure are reviewed successively by the dean, the provost, and the president, who makes the final decision. Recommendations that involve the award of tenure are reviewed successively by the dean, the provost, and the president, who makes the final recommendation to the Board of Trustees for action.

[Guidance committee](#) service for master's and doctoral committees is limited to regular MSU faculty and librarians. A faculty-governance defined process to approve others for guidance committee service includes a multi-step approval process including the department chair, college dean's office, and the graduate school.

[Student evaluation](#) of instructors is also an important aspect of overall effectiveness. All instructors are required to use a unit-approved student instructional rating form (SIRS) in all classes, for every course, every section, every semester. In addition, those ratings are a part of each academic unit's evaluation of instructional performance. In addition to SIRS, university policy also requires the use of the Student Opinion of Courses and Teaching (SOCT) to provide

information for students as an aid to choosing courses. The results of the SOCT are available to the MSU community.

MSU faculty and instructional staff have a variety of resources available for professional development and to support their research and teaching activities.

The Office of the Vice President for Research and Graduate Studies offers support to faculty by making available required or recommended [training](#) in areas such as animal care, conflict of interest, human research protection, and environmental health and safety. Their website also includes information on funding sources, grant proposal preparation, and a number of workshops and seminars on grant development and review processes.

The Office also administers three internal grant programs. The [Discretionary Funding Initiative](#) provides bridge funds for tenure-stream faculty for additional studies needed for resubmission of an unsuccessful grant application. The [Humanities and Arts Research Program](#) has two components. The Development component is intended to support faculty in the development of projects while the Production component is designed to assist faculty with expenses associated with producing the results of a completed creative or research project. [Strategic Partnership Grants](#) provide funding for major projects in key areas of research, scholarship, and creative activities. Together these three programs represented \$1,041,210 in internal allocation for research support to MSU faculty in 2014-15.

The Office of Faculty and Organizational Development (F&OD) provides support for faculty, academic administrators, and academic staff through a comprehensive program of professional development activities including orientations for all academics, faculty and instructional development, organizational and leadership development, community building, and scholarship and resource dissemination.

While F&OD takes the lead in providing centralized support for teaching, learning, and leadership at MSU, it works in collaboration with many other MSU units to provide professional development and complements college-based professional development programs.

The F&OD Lilly Seminars Series is a group of workshops and seminars focused on innovative approaches to teaching, learning, and assessment at the university level. The workshops are designed to provide approaches that participants can use in their own teaching. Resource materials are provided to assist with implementation. The format is interactive and intensive, with time for discussion. Since fall 2004 F&OD has offered over 120 [Lilly Seminars](#) to over 4,000 participants.

The [Workshops for Faculty on Leadership and Academic Life](#) (WFLAL) are designed for faculty interested in developing leadership skills or who might wish to pursue leadership and/or administrative roles in the future. Since its inception in 2008, 24 workshops have been provided on topics including effective faculty mentoring, large project management, the role of an associate dean, and the academic hiring process.

MSU Technology Services provides students, faculty, and staff with educational technology resources that support the University's mission of providing education, conducting research, and advancing engagement. As such, MSU Technology Services provides a range of professional development activities designed to support and enhance the quality of instruction across campus.

Situated within MSU Technology Services, Learning Design and Technology (LearnDAT) supports teaching and learning through an extensive online educational experience for faculty interested in developing online or blended courses and programs. Their website offers strategies and best practices, including examples, to think through planning, designing, teaching, and maintaining an online course. Teaching and Learning Technology also sponsors a variety of [professional development](#) activities for faculty and other instructional staff throughout the academic year.

The faculty [sabbatical policy](#) encourages continued professional development for tenured faculty. Health Program fixed-term faculty are eligible for [professional development leave](#), similar to the sabbatical leaves for tenured faculty.

In addition to support and professional development activities for faculty, MSU also provides professional development for graduate students in their roles as graduate teaching assistants. The Teaching Assistant Program (TAP) provides a variety of professional development experiences in support of teaching and learning to MSU graduate teaching assistants. Resources provided by TAP include orientation for all new graduate assistants through the [New TA Institute](#), specific support to [international teaching assistants](#), as well as a year-long [workshop series](#) focused on teaching and learning. The Graduate School also offers [Teaching Essentials for Careers in Higher Education](#), an online teaching tutorial offering theory, practical exercises, reflection, and resources as well as a variety of workshops and seminars throughout the academic year. The University [Graduate Certification in College Teaching](#) initiative helps graduate students organize, develop, and document their teaching experiences.

[Academic Specialists](#) have principal responsibilities in one or more of three functional areas: academic advising/ teaching/curriculum development, research, and service/outreach. These are professional positions with duties and responsibilities that are significant and important to academic unit roles and purposes. They do not necessarily require a Ph.D. or other terminal qualifying degree; however, normally academic specialist positions require a master's degree and/or other specialized qualifications in the applicable discipline or profession. Actual requirements may vary with the specific functional area.

As of July, 2015 MSU employed 717 academic specialists. Of those, 415 hold a master's degree and 192 hold doctorate degrees. Credentials for academic specialists are verified through the background check process. Academic specialists are eligible for promotion to [Senior Academic Specialist](#) in accordance with the procedures outlined in the Academic Specialist Handbook. All academic specialists are supported via the annual performance evaluation as well as a professional development forum. As stated in the [Academic Specialist Handbook](#), it is expected that academic specialists continue to develop their abilities in the appropriate areas of endeavor

and that those activities should receive University support. Specific examples of professional development and support for both academic specialists and others providing student support include:

Advising: The Neighborhood Student Success Collaborative provides undergraduate advising in the five Neighborhoods across campus, under the leadership of the Associate Dean for Undergraduate Studies and Director of Student Success. Neighborhood professional advisors collaborate with Engagement Center Directors on student success initiatives, help ensure the quality of advising, and assist as appropriate with the implementation of new advising and student success initiatives.

Upper-division students have access to professional advising services through their college. Professional development for all academic advisors across the institution is a collaborative effort among the Neighborhood advisors, the All University In-Service Advisors Committee, and the Associate Provost for Undergraduate Education and Dean of Undergraduate Studies.

The [All University In-Service Advisors Committee](#) provides cooperative learning opportunities for academic staff and faculty who advise undergraduate students. The committee develops and plans a standalone series for both academic semesters as well as an annual conference typically offered early in spring semester.

Tutoring: The Neighborhoods provide tutoring to students across the entire campus. The Learning Resources Center (LRC) assists students with course specific tutoring, study skills strategies, and the development of time management and test taking skills. Their learning specialists are appropriately qualified, holding either masters or doctorate degrees in the relevant discipline. Each year several learning specialists are supported through conference attendance in their field. The Math Learning Center and the Writing Center also provide tutoring, as do many colleges which offer tutoring related to specific courses.

Financial Aid: Financial aid advising is provided through the MSU Office of Financial Aid (OFA) which employs approximately 40 full-time staff members, 21 of whom have substantial responsibility for advising students, parents, and members of the MSU community about student financial aid issues. Formal training for OFA employees in advising positions is 12 months, with training primarily provided by others in the office and the lessons sequenced by order of complexity and predecessor knowledge requirements. Progress evaluations occur at the end of the 1st, 3rd, 6th, 9th, and 12th months during the formal training period. Staff participate in webinars provided by various financial aid professional organizations and the U.S. Department of Education. A baccalaureate degree, or equivalent combination of education and experience, is required for all persons in advising positions within the OFA. Of the 21 employees in advising positions, 8 hold master's degrees and 11 hold baccalaureate degrees.

Instructors are accessible for student inquiry as required by the MSU [Code of Teaching Responsibility](#) which clearly defines the responsibility of instructors to be accessible to students by scheduling and keeping office hours for student conferences. Instructor contact information and office hours is also a required element of the course syllabus. Instructor accessibility through email and other means is also encouraged and email and telephone contact information for each

faculty member is readily accessible to students through the University Directory. Students can also contact their instructors through Desire2Learn (D2L), MSU's learning platform.

Sources

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- Academic Specialist Handbook - Professional Development
- All University Advisors - Fall 2015 In-Service Schedule
- Certification in College Teaching (CCT)
- Code of Teaching Responsibility
- Composition
- Criminal Background Checks
- CSS Bylaws for Academic Governance
- Discretionary Funding Initiative (DFI)
- Faculty Development
- Faculty Guide - Reappointment, Promotion & Tenure Review
- Faculty Handbook - Academic Hiring Manual University Approved Academic Positions-Ranks
- Faculty Handbook - Annual Performance Review for Fixed Term Faculty & Academic Staff
- Faculty Handbook - Doctoral Program Guidance Committee and Composition
- Faculty Handbook - Faculty Review
- Faculty Handbook - Health Programs Credentials-Licensure-Certification
- Faculty Handbook - Professional Development Leave
- Faculty Handbook - Qualifying Degree Condition of Appointment in Tenure System
- Faculty Handbook - Research Faculty Appointment Category
- Faculty Handbook - Sabbatical Leaves of Absence
- Global Impact
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- Humanities & Arts Research Program (HARP)
- International TA Orientation
- Lilly Seminars Summary - CC 3C
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- New TA Institute
- Planning Profile Summary - 2016-01-14
- Research-Related Training
- Strategic Partnership Grants
- Student Instructional Rating System (SIRS)
- Teaching Assistant Workshops
- Teaching Essentials for Careers in Higher Education (TECHE)
- Union of NonTenure-Track Faculty (UNTF) Contract
- Workshops for Faculty on Leadership and Academic Life - CC 3C

3.D - Core Component 3.D

The institution provides support for student learning and effective teaching.

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

Argument

As a large, public institution, MSU provides support services for its diverse range of student populations. Our campus-wide Neighborhood initiative was launched in 2010 to enhance student engagement and success. Housing more than 14,500 students, the Neighborhoods bring the resources of MSU to students where they live. This model of integrated academic, residential, and student services addresses the goal of giving every student admitted to MSU an equal opportunity of graduating.

Initial data has indicated that MSU's Neighborhoods are making an impact. Specifically, low-income, first-generation and first-year students who received focused outreach through the Neighborhoods were 20 percent less likely to be on academic probation after their first semester and first-year students who used Neighborhood services more frequently had better GPAs.

The Neighborhoods were created with the intentional inclusion and integration of long-standing but heretofore separate administrative, educational, service, and programmatic entities. Neighborhoods are multicultural environments with a diversity of citizen scholars reflective of Michigan State's commitment to its land-grant mission. Each Neighborhood functions as a hub of student learning and activity supported by professional collaborations focused on student academic success.

Structurally, each Neighborhood has a geographically proximate "town square" called an Engagement Center (EC), residence halls, learning labs, technology labs, faculty offices, and study and gathering spaces. Several ECs are adjacent to REAL [Rooms for Engaged and Active Learning] classrooms. ECs serve as the main access points to important Neighborhood resources

such as tutoring, academic advising, health care, and other consultations that help students navigate through their college careers.

In addition to being designed to reinforce academic life and career preparation, the Neighborhoods foster the development of T-shaped scholars with companion skills such as cross-cultural communication, collaboration, teamwork, leadership, and cultural literacy—all necessary for success in today's world. T-Shaped students cultivate the ability to collaborate with diverse peers and colleagues while developing and utilizing their specialized knowledge and skills in their fields of study. As the Neighborhoods provide a holistic and inclusive approach to campus life, they also model a holistic and inclusive approach to ongoing learning, working, and living. A full report on the Neighborhoods and its contribution to undergraduate student success was developed as our [Quality Initiative](#) project.

Graduate Students: Specific to graduate students, Navigating the Master's Degree is a three-hour interactive workshop designed to assist students in developing an individualized plan for understanding graduate school more generally and graduate writing more specifically. Navigating the PhD is a two-part writing workshop designed to help students manage time, plan their academic progress, and develop writing processes and practices.

Chittenden Hall was recently renovated to house the Graduate School and provide a prominent headquarters for graduate students and graduate education.

The Office of [Graduate Student Life and Wellness](#) was developed in 2007 to address the diverse health and wellness needs of the graduate student population. The office advocates for graduate students and delivers guidance, academic support, services, programs, and resources that support graduate students as they invest in their academic work. Their website contains online training modules to help students evaluate their skills, plan their professional development strategy, and build a professional portfolio. The product of an *I3* award to MSU from the National Science Foundation, The [Center for Academic and Future Faculty Excellence](#) (CAFFE) provides the tools to generate individual development plans for graduate students and postdocs preparing for academic careers.

Students with Disabilities: The Resource Center for Persons with Disabilities leads the University in maximizing ability and opportunity for full participation by persons with disabilities. A variety of [programs](#) are available through RCPD including accessible textbooks and media, assistive technology, alternative testing, as well as a Welcome Orientation for New Students. The [Tower Guard](#) serves students with disabilities by translating textbooks into an electronic format and reading exams and schoolwork to students with visual impairments or impaired reading ability.

The MSU Libraries are both a resource and an active participant in University-wide efforts to ensure that differently abled students, faculty, and staff receive support and can access materials

to the same extent as the rest of the MSU community. To date, eleven e-resource platforms have been tested for screen reader operability, including Oxford Bibliography Online, Web of Science, ProQuest, and Sage Research Methods. Findings have been communicated to vendors and license negotiations now incorporate discussion of accessibility measures when purchasing or renewing electronic resources. Similarly, the Libraries' eText coordinator works in partnership with RCPD staff to test the accessibility of electronic book platforms purchased by the Libraries. MSU Libraries also provide [guidance](#) in creating accessible materials including video, word documents, power point presentations, and web pages.

International Students: MSU welcomes a large contingent of international students and scholars from around the world, with an international student enrollment of 7572 in 2015. The Office of International Students and Scholars (OISS) provides programming services and activities to assist international students in transitioning to the U.S. and in support of their academic success. Services include advising and interpreting U.S. government regulations pertaining to immigration and visas; working with the Academic Orientation Program, conducting orientation and other special programming that help international students and scholars integrate into and adjust to the academic, cultural, and social life of MSU; and the [Life in the U.S. Series](#), a monthly programming series designed to help international students learn about United States life and culture. OISS also supports the International Student Employment Assistance (ISEA) program, International Ambassador Program, and the Family Health Insurance Award Program.

In an attempt to further acclimate international students and their families with life in East Lansing, the Community Liaison worked to establish the Translation Project. MSU's Center for Language Teaching Advancement has begun to develop a team of faculty, staff, and students who can translate basic documents into five key languages: Spanish, Hindi, Arabic, Mandarin, and Korean. Undergraduate students in world language majors may potentially earn course credit for their translation efforts, while creating meaningful experiences for their own career portfolios. This initiative was unveiled by East Lansing Mayor Nathan Triplett and CeLTA Associate Director, Dr. Angelika Kraemer in September of 2015.

In the Counseling Center, the MSU Sexual Assault Crisis Intervention Team created a promotional video entitled "It's On Us." The video includes Mandarin and Spanish translation, and is intended to be inclusive and representative of the diversity among the team members. The Counseling Center offers campus programs, workshops, and other forms of outreach to students conducted from a "culturally competent and racially responsive" framework, which take into consideration not only the racial and cultural background of student groups being served, but also the racial identity and cultural background of MSUCC staff. Several Counseling Center staff and professionals in training are international and/or fluent in other languages, including Mandarin, Cantonese, Korean, Spanish, German, French, American Sign Language, and Portuguese.

Student Health Services is aware of and addressing cultural health care perspectives across a broad range of areas in support of the services it provides for MSU's international students. It

provides space, guidance, support, and oversight to the MSU Student Food Bank; 65% of students who receive assistance from the MSU Student Food Bank are international students. It also offers language line translation phone service for patients not yet proficient in English. The most commonly used patient forms within Student Health Services have been translated to Mandarin, for ease of use by Chinese student patients/clients. To further assist with effectively serving Chinese students, Student Health Services provided staff to facilitate focus groups of Chinese students to provide their input for the production of an orientation video for new international freshmen. This video was used for the first time at MSU's mandatory freshman orientation in fall 2015.

Within the Office of Cultural and Academic Transitions, Intercultural Aides have been doing outreach to incoming international students for several years, as one of their focused populations of first-year students. They continue to make weekly (and daily) visitations and contact with international students in the residence halls. Intercultural Aides also attempt to create recreational, socially oriented activities and programs that are intentionally designed to try to bring together international and domestic students. In the past year and this year, they have had great successes (particularly in East Neighborhood) with this kind of intentional programming: arts and crafts night, field day, karaoke night, cooking together, as well as other opportunities for international students to meet and build community with domestic students. Last school year, Intercultural Aides had two events during the international student orientation time before classes started (dinners in the cafes and a day-long "Hot Spots" event the Saturday before classes began).

The International Student Sexual Assault and Relationship Violence Workshop has been designed to accommodate a wide range of cultural backgrounds, social norms, and education regarding these issues. The workshop offers more definitions of terms, education regarding American university culture, and additional information about legal issues and resources for international students. This workshop piloted in October and includes nine workshops available in three different Neighborhoods. It also includes a read-along handout for students to reference during the workshop.

27 new registered student organizations focus on international populations.

The [Volunteer English Tutoring Program](#), created in 1983 and supported by International studies and Programs, provides free English conversation practice for MSU's international students and scholars and their adult family members through conversation classes and conversation partners.

The [Community Volunteers for International Programs](#) (CVIP) coordinates volunteer programs to assist international students and their families. By organizing activities and programs that supplement and enhance specialized services offered by various units at MSU, CVIP strives to increase mutual cross-cultural understanding and goodwill between international students, visiting scholars, and their families and the great Lansing community.

MSU Libraries also provide support for international students, English-language learners, and visiting international scholars. Since 2009, over 225 workshops and orientations on using library resources have been delivered to participants from the English Language Center and the Second

Language Studies Program and other international students and scholars. Instructional videos are captioned in various languages; bilingual workshops are provided to Visiting Information Professional Program scholars; librarians use WeChat, a free messaging app used extensively in China, to answer questions from Chinese and Arabic students and to promote library events. In all 2015, the Libraries delivered the first Chinese-language Library Bootcamp orientation.

Distance Education Students: MSU offers some programs at a distance, either through online learning or through programs offered at an off-campus location. Regardless of modality, all MSU students have access to programming and support services.

The MSU Libraries ensure equitable access to high-quality materials and experts across all modes of delivery and locations. The Libraries provide students, faculty, and staff with remote access to electronic materials. SearchPlus allows patrons to search in a single instance across almost all books, journals, articles, streaming videos, and other library formats. Faculty, staff, and graduate or professional students can utilize the article retrieval service in which book chapters or articles are scanned and emailed directly to them. Off-campus users located 50 miles or more from the East Lansing campus can request special [book deliveries](#) to ensure equal access to materials.

In addition to providing remote access to library collections, services are offered via a number of channels to ensure user needs are met regardless of location or proximity to campus. A number of asynchronous resources such as online videos and research guides are available to faculty, staff, students, and the general public. Users can also speak directly with a librarian 24 hours a day, 7 days a week using the Libraries' [Ask a Librarian](#) chat or email services.

Student Athletes: MSU is home to 25 varsity-level athletic programs. [Student Athlete Support Services](#) (SASS) provides guidance, resources and support to enhance the academic and personal development of student athletes. SASS provides academic counseling, computer labs with instruction and tutoring in all subject areas. The Learning and Retention Service program available through SASS provides a wide range of learning services including learning strategy interventions, learning assistant programming, content-based tutorials, assistive technology, and structured study experiences.

Veterans: The Veteran's Resource Center was established in 2015 to assist service members, veterans, and their spouses and dependents with information and resources necessary to meet their academic, professional, and personal goals. The Student Veteran's Information website portal is designed to help military personnel and their families quickly find necessary information, people, and resources. [Resources and support services](#) are succinctly summarized in one document. The Resource Team link lists specific people and contact information in key administrative areas. MSU has been named a Military Friendly Institution by G.I. Jobs and Military for the past three years.

In addition to services specifically designed for particular groups of students, MSU also offers a broader range of student support services:

The Office of Supportive Services (OSS) provides comprehensive services to TRIO and TRIO-eligible college students through academic advising, social counseling, personal planning, career guidance, and skill enrichment seminars. The Trio Student Support Service Program is a federally funded program designed to serve first generation and low income students and students who may have come from foster care services or have disabilities. The program is designed to motivate and support students with potential in their pursuit of a college degree.

The [Learning Resources Center](#) provides a variety of academic support services designed to help MSU students become more effective students. The LRC offers individualized sessions and consultations, study skills seminars, anatomy study groups, math study groups, test taking and technology skills instruction, and time-management advice. Tutoring assistance is available in more than 70 undergraduate courses each semester. The LRC also maintains a computer/learning lab with extensive [technological resources](#). They also offer GRE and MCAT test preparation sessions and a variety of online math and science resources. Other online learning tools include time management, study skills, test testing strategies, and learning styles.

The [Mathematics Learning Center](#) (MLC) offers assistance for all freshmen-level courses through tutoring, guided study sessions, practice tests, review sessions, and online tutoring for selected courses. Assistance is also available for some upper level courses. The MLC has a central location on campus as well as space in each Engagement Center in the Neighborhoods. In 2014-15 the MLC recorded a total of 56,919 student visits across all campus locations.

The Writing Center provides support to undergraduate and graduate students as well as faculty through peer-to-peer consultation services and a variety of [workshops](#). In 2014-15 the Writing Center conducted approximately 10,000 one-on-one consulting sessions and approximately 200 in-class workshops for faculty and community members. It offers online consulting services via Twiddla, a browser-based platform which allows the student and the consultant to view, discuss, and edit work together in real-time.

The Counseling Center offers clinical and testing [services](#) tailored to a multicultural and international population, including clinical specialists with expertise in serving under-served student populations such as students of color, migrant students, international students, and LGBT-identified students.

MSU provides learning support and preparatory instruction as appropriate to the needs of our students, guided by academic policy.

All students must complete a mathematics requirement as part of the general education requirements. Students are placed into the appropriate level mathematics course through use of

the online [Mathematics Placement Services](#). All new freshmen and transfer students are required to complete the exam which is available anytime online. Students wishing to complete the university mathematics requirement by waiver must complete the test in a proctored setting at an AOP or one of the Michigan State University Testing Centers to be eligible for the waiver.

Placement in First-Year Writing is determined based on relevant ACT or SAT scores. Students who are placed in a preparatory course and wish to appeal their placement have the opportunity to write a placement essay during fall welcome (for incoming students) or the semester (for current students) immediately preceding the start of classes. Placement [essay sessions](#) are published on the First-Year Writing page of the Writing, Rhetoric, and American Culture website.

[Foreign Language Placement Tests](#) are required of students who have studied a foreign language in high school and wish to enroll for a course in that language or who wish to use it to meet the graduate requirement in an academic program. Language placement tests in French, German, and Spanish are available online and during AOP. Information on exams and placement in other languages is available from the appropriate academic department and available to students through AOP or their academic advisors.

The English Language Center, established in 1961, provides instruction to international students who need to improve their English language skills before beginning academic course work. In accordance with MSU's values of outreach and service, the ELC also serves individuals who are not seeking a degree at MSU but who want to improve their English skills. The ELC offers an array of programs including the [Intensive English Program](#) and [English for Academic Purposes](#).

Credit or advanced standing may be granted to students who have earned specific scores on several college-level placement examinations:

- [Advanced Placement Examinations](#) (AP)
- [College Level Examination Program](#) (CLEP)
- [Defense Activity for Non-Traditional Education Support](#) (DANTES)
- [International Baccalaureate Examination](#)

The Honors College at MSU serves high achieving students who wish to pursue more advanced areas of study as part of their undergraduate experience. Founded in 1956, it emphasizes individualized program planning rather than a tightly prescribed set of courses. The [undergraduate](#) program provides academic, research, and social opportunities for students in all academic majors of the University who are invited and accept membership. The [Academic Scholars Program](#) focuses on coordinating special academic opportunities during the first two years at MSU for a set of incoming freshman students whose academic records place them just short of eligibility for Honors College Membership. Each year the Honors College serves about 3,000 members and up to 400 students involved in the Academic Scholars Program, about eight percent of total undergraduate enrollment.

Academic advising begins with the attendance of an [Academic Orientation Program](#) (AOP) required of all new freshman and transfer students. During AOP students meet with faculty and staff members from the college of their declared preference or major, or the Neighborhood Student Success Collaborative for academic advising and assistance in preparing class schedules and considering co-curricular opportunities. To ensure appropriate course placement, students take one or more placement tests prior to their AOP session. They are also introduced to the learning goals of the institution and begin the process of clarifying their own goals and purpose. In addition, students are introduced to the importance of diversity and empathy.

Typically, approximately 88% of the entering freshmen have selected a major preference or are associated with a residential college. The remaining 12% - no-preference or exploratory students - meet with advisors that are housed in the five MSU Neighborhood Engagement Centers. Advisors in the Engagement Centers are directly responsible for [Academic Standing of Undergraduate Students](#) (ASUS) decisions for all students who have not officially declared their major, with the exception of the residential colleges. Beyond this, they provide a full range of advising support which includes, course planning and enrollment support, clarification of academic goals, and developing and enhancing academic success skills. Although primarily focused on no-preference/exploratory students, Neighborhood advisors assist any student considering major changes and significant transitions in undergraduate careers. ASUS actions for students admitted to major are handled by the respective college.

In addition to the advising services available in Engagement Centers, upper division students have access to advising services and information provided by individual colleges. Information about [advising services](#) is available on college websites. Advising appointments can be scheduled online through Advisors Calendar. Students log into the system, choose their college and major, and schedule their appointment online.

All advisors use the Electronic Student Academic Folder (ESAF) to keep track of all interactions with students. This allows for seamless advising as students move from UUD to the colleges or seek assistance from an advisor in a program they are considering. ESAF provides a comprehensive set of information including such things as courses, grades, academic plans, academic progress reports, advising notes, degree completion requirements, etc. All undergraduate students have access to Degree Navigator, an online degree-audit and academic advising system. Students are able to view program and degree requirements, academic advisor notes, and generate real-time degree and program audits by creating “what if” scenarios. Students are able to select courses and view the effect of that course on their degree audit as well as explore the effect of changing majors on their degree progress. MSU implemented the Enhancing Academic Success Early (EASE) system in Fall 2015 to improve advisor and student access to real time information about class performance.

The infrastructure and resources on campus are sufficient to support effective research, teaching and learning, including guidance in the effective use of research and information resources.

MSU Libraries: In addition to the Main Library, branch libraries include the William C. Gast Business Library, Law College Library, Mathematics Library and the Gull Lake Library, located at the Kellogg Biological Station in Hickory Corners, MI. Located within the Main Library are the Gerald M Kline Digital and Multimedia Center, the Fine Arts Library, Government Documents, Map Library, Special Collections, Turfgrass Information Center and the Vincent Voice Library. In addition, the Health Sciences Digital Library provides resources in support of Biomedical Laboratory Diagnostics, Biosciences, Communicative Sciences, Consumer Health, Medicine, Nursing, Public Health & Epidemiology, and Veterinary Medicine.

MSU Libraries serve an integral role in providing students with guidance in the effective use of research and information services. Subject librarians (librarians who specialize in service for a particular subject area) work closely with faculty to provide instruction and assistance for students at the point of need. These examples illustrate the work of the subject librarians within [courses](#) from freshman to graduate level across disciplines and formats.

The MSU Libraries' Research Data Management Guidance (RDMG) team instructs students and faculty on the ethical creation and use of data. RDMG is guided by the data information literacy (DIL) competencies developed by the DIL project (Purdue University Libraries). A relevant data information literacy competency is the importance of ethics and attribution which includes developing understanding of intellectual property, privacy, and confidentiality issues in the sharing and administering of data. Furthermore, data from external sources should be acknowledged appropriately and misleading representations of data should be avoided. The [RDMG primer](#) on Research Data Management Fundamentals promotes best practices which support the careful documentation and storage of research data, and the need to protect and responsibly re-use data resources. The [How to Cite Data](#) guide instructs students on how to appropriately acknowledge data and statistics sources.

The Libraries also provide instructional and orientation sessions. Since the 2009/2010 academic year, the Libraries have delivered over 3300 [sessions](#) to more than 100,000 participants on topics ranging from library resources to citation management to computational analysis tools. Librarians deliver an average of 50 orientation sessions each year, reaching nearly 12,000 students and faculty.

In 2013-14, MSU had 2,640 research laboratories with 1,176,880 square feet of space. In addition, MSU has 2,500 acres of experimental research farms. Between 2004-2005 and 2013-14, square footage devoted to research laboratories and laboratory support has increased 5.3%.

Across the university there are 632 classrooms with 558,138 square feet of space and 778 classroom laboratories with 481,766 square feet of space. This represents an 8.6% increase in classroom square footage and an 11.9% increase in classroom laboratory square footage over the last ten years. The university has made a substantial investment in active learning classrooms by equipping of half of university-scheduled classrooms with a spectrum of classroom technology packages based on a range of needs. Each active learning classroom package includes flexible/moveable seating, Creston touch display, desktop computer with monitor, DVD/BluRay, microphone, digital document scanner and a display and speaker system. Classrooms needing

more advanced technology include multiple class-wide displays as well as multiple displays for student interaction and HD speaker systems.

Different disciplines require different learning resources and spaces. The Department of Theatre has access to live performance spaces in two different buildings, the Auditorium and the Wharton Center for Performing Arts. In addition, the department has scene, costume, and electric shops as well as make-up, rehearsal, dance, and computer design studios. The School of Music has learning space that includes numerous classrooms, studios, laboratories, recording facilities, rehearsal spaces, private teaching studios, and practice rooms. In addition, MSU is home to two notable museums: the architecturally significant Eli and Edythe Broad Art Museum, and the MSU Museum, founded in 1857 and Michigan's largest public natural and cultural history museum.

The list of selected [recently constructed or renovated](#) research, instructional, and performance spaces illustrates MSU's ongoing commitment to providing the infrastructure necessary to support effective teaching and learning environments.

Sources

- Academic Orientation Program-Schedule
- Academic Scholars Program
- Academic Services
- Academic Standing of Undergraduate Students
- Accessible Materials-Overview
- Ask a Librarian
- CAL & NS
- Center for Academic & Future Faculty Excellence (CAFFE)
- Community Volunteers for International Programs (CVIP)
- Courses & Registration
- English Language Center-English for Academic Purposes
- English Language Center-Intensive English Program
- Graduate Student Life & Wellness
- Life in the US Series
- Mathematics Learning Center
- Mathematics Placement Services
- MSU College Board Advanced Placement Program Equivalencies
- MSU College Level Examination Program (CLEP) Practices & Policies
- MSU Defense Activity for Non-Traditional Education Support (DANTES)
- MSU Foreign Language Placement Test
- MSU International Baccalaureate Program Equivalencies
- Off Campus Users

- Overview of Resources & Services Available Student Veterans - 2014-11
- Program Flexibility
- Psychological Testing
- Quality Initiative Report
- Recently Constructed or Renovated Facilities-Formatted
- Research Data Management Fundamentals (RDMF) Booklet
- Research Guides - How To Cite Data-General Information
- Signature Programs
- Technology Resources in the LRC Learning Lab
- The Writing Center
- Tower Guard
- Volunteer English Tutoring Program (VETP)
- What We Do
- Work of Subject Librarians within Courses CC3D
- WRAC - First Year Writing Student Placement and Exams

3.E - Core Component 3.E

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

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

Argument

Co-curricular programming at MSU promotes involvement in activities outside the classroom designed to enhance the educational experience in fulfillment of both the institutional mission and the imperatives found in Bolder by Design. Examples of these activities include:

University Undergraduate Research and Arts Forum (UURAF) provides undergraduate students with an opportunity to showcase their scholarship and creative activity. Begun in 1999, the first annual event drew 58 student participants. In 2015, over [700 students](#) participated representing 14 colleges with research projects including the ability of Facebook to mobilize voters in major elections (communications), improving storage methods for red blood cells needed for blood transfusions (biochemistry), using technology to improve senior healthcare (social work) and improving purifying methods for making waste water drinkable (engineering).

[Alternative Spartan Breaks](#) encourages Michigan State students and faculty to get involved in the active citizen movement. In 2014-15 265 students participated in 23 trips, providing them the opportunity to engage in direct "hands-on" projects and activities that address critical social needs determined by the community.

Fill the Bus provides members of the MSU community the opportunity to donate school supplies for local children during Fall Welcome. In 2015 almost 3,500 pounds of school supplies were collected.

Be Spartan Green is a university-wide sustainability engagement campaign encouraging campus dialogue about environmental conservation, renewable energy sources, waste reduction and recycling, climate change, food and water security, land use and development, education, health and social responsibility. The [Student Project](#) fund provides financial support for MSU undergraduate, graduate, and student organizations to explore solutions to the most pressing challenges in sustainability on MSU's campus.

[MSU Student Organic Farm](#) is a 15-acre, certified organic year-round teaching and production farm. In addition to providing produce to residence halls, it offers a 48-week Community

Supported Agriculture (CSA), summer CSA and an on campus farm stand. Volunteer opportunities are available to both students and community members.

Volunteer Income Tax Assistance offers free income tax preparation assistance to low and moderate income individuals in the Lansing area, including our international students. Approximately 120 students work and learn from participation in the VITA each year.

MSU has over 700 registered [student organizations](#) covering a wide range of topics and interest areas including academic, business, environmental, international, political, racial/ethnic, religious, women's interests, and sports and leisure.

The [Career Services Network](#) (CSN) is a seamless connection of career service professionals located in college-based and centralized career centers across campus, serving students from freshman year through graduation and beyond. Whether students are interested in selecting the right major, engaging with purpose, exploring career options, looking for a part-time job or internship, or preparing for an interview, the CSN is there to provide assistance.

In partnership with campus and community, the [Center for Service-Learning and Civic Engagement](#) advances community engaged learning at Michigan State University and prepares students for lifelong civic and social responsibility in an increasingly diverse and complex global society. A total of 26,127 MSU students were engaged in service-learning and community service activities during the 2014–15 academic year.

The [One Book, One Community](#) program encourages the City of East Lansing-Michigan State University community to read a book chosen by a joint committee and come together to explore its themes and issues in a variety of campus and community settings each fall.

Sources

- Center for Service Learning & Civic Engagement
- CSN-Who We Are
- Funded Projects 2014-15
- OBOC-About
- Student Organic Farm History
- Student Organizations & Activities
- Student Participation in UURAAF - CC3E
- What is ASB

3.S - Criterion 3 - Summary

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

Summary

There is no argument.

Sources

There are no sources.

4 - Teaching and Learning: Evaluation and Improvement

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

4.A - Core Component 4.A

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

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

Argument

In March, 2007, the Academic Council of faculty governance voted to endorse a plan by which faculty members would systematically engage in the assessment of the direction and performance of their primary administrative unit, through periodic program review. [Academic Program Review](#) (APR) began in Spring, 2008. It is intended to be a comprehensive look at all academic aspects of the unit: teaching, research, service, and outreach and engagement. All programs are reviewed on a [seven year cycle](#).

The APR is meant to provide departments, schools and programs, the colleges in which they reside, and the University with feedback that can be used to effectively manage change and enhance quality. Academic program review is an essential component of university planning. To that end it should generate information that will support and guide the University's process of continuous renewal, improvement, and decision making.

APR at MSU is structured around six questions, the purposes of which are to engage academic units in thinking deeply about their department purpose and identity, the activities they engage in to achieve those purposes, the extent to which they are successful in those endeavors, the ways in which they need to change going forward, and the strategies they will use to determine if those changes are successful. Once the academic unit has completed the APR process, the Dean of the college submits a brief follow-up report to the provost approximately two years later, discussing how the department has improved based upon the actions it said it would take.

The 2015-16 academic year represents the final year of the first seven-year cycle of APR. A total of 116 academic programs and centers have been reviewed through APR, with 59 of those programs also having completed follow up reports. [Selected examples](#) of the APR self-studies and follow up reports demonstrate the varied ways in which academic units have responded to the deliberately broad self-study questions.

To maximize efficiency and ensure high quality, the public universities of Michigan have developed a cooperative review process for all proposed new academic programs leading to a bachelor's, master's, or doctorate degree, modifications or combinations of existing programs, and discontinuance of programs. The primary purpose of the [Statewide Academic Program Review](#) process is to ensure academic program proposals account for the broader state education landscape while tailoring new programs to clearly identifiable needs.

MSU also insures the quality of its programs through policies and procedures regarding the transcription of credit. As established in the Bylaws of the Board of Trustees, faculty at MSU are responsible for the curriculum. This includes the process of evaluation of transfer credit. MSU's policies governing [transfer of credit](#) and [credit by examination](#) can be found in the Academic Programs Catalog. Acceptance of courses and credits for transfer to MSU is determined by the faculty in the department, school, or college responsible for instruction in the subject area. [Transfer MSU](#) is a searchable transfer credit equivalency system students may use to identify courses that may transfer to MSU. Students can search by MSU course or by institution and the website contains a set of frequently asked questions. Course equivalencies in Transfer MSU are kept [current](#) through processes established in University Curriculum and Catalog Academic Policies and Procedures. Scores on Advanced Placement (AP), College Level Examination Program (CLEP), Defense Activity for Non-Traditional Education Support (DANTES), or International Baccalaureate Examination (IB) may allow students to receive course waivers and/or credits. All scores must be sent to the Office of Admissions directly from the testing agency. [Score equivalency charts](#) are available on the Office of Admissions website.

MSU maintains and exercises authority over its curriculum including prerequisites for courses, the expectations of student learning, and faculty qualifications. The [University Committee on Undergraduate Education](#) (UCUE) reviews all proposed changes in undergraduate academic programs and recommends their approval or rejection to the University Committee on Curriculum. The [University Committee on Graduate Studies](#) (UCGS) reviews all proposed changes in graduate and professional academic programs and recommends their approval or rejection to the University Committee on Curriculum. Both Committees have shared responsibility with the Associate Provost for Undergraduate Education and Dean of Undergraduate Studies or the Associate Provost for Graduate Education and Dean of the

Graduate School, as appropriate, to consult with the Provost on the establishment, moratorium, discontinuance, or merger of undergraduate programs. UCUE is comprised of one faculty member from each college and a faculty member from the non-college faculty in addition to student representatives from the Council of Graduate Students (COGS) and the Associated Students of MSU (ASMSU). UCGS includes a faculty member from each college with a graduate or graduate-professional degree program, plus one additional member from the Colleges of Agriculture and Natural Resources, Arts and Letters, Business, Education, Natural Science, and Social Science, plus graduate students from COGS.

The [University Committee on Curriculum](#) (UCC) reviews and approves or rejects all changes in undergraduate, graduate, and graduate-professional curricula and degree requirements as recommended by UCUE or UCGS. Both UCUE and UCGS have delegated authority over grades at their respective levels. Therefore, any modifications in programs related to grades are not subject to change by the UCC.

Another way courses are kept current is through the expectations of the UCC. As needed, the UCC may ask that all courses in all colleges be reviewed to assure that prerequisites, corequisites, and restrictions are accurate. During 2012-2013, a review of prerequisites, corequisites, and restrictions began, with substantial completion in spring 2015. Overall approximately 3,275 courses were reviewed. A review of the UCC [reports](#) to the Faculty Senate shows 1,061 [course changes](#) or deletions occurred between September, 2014 and October 2015 as a result of this process. Course changes made during this review are designated with the letters PCR below the course code.

MSU also insures the quality of its academic programs by maintaining [specialized accreditation](#) for individual programs or colleges. Accreditation action letters and site visit reports for all programs have been provided in the federal compliance documents. Examples of selected programs are included for review: [Nurse Anesthesia](#), [Forestry](#), [Communicative Sciences and Disorders](#), and [Veterinary Technology](#).

One measure of academic quality is the success of its graduates and MSU tracks this success in several different ways:

The [National/International Fellowships and Scholarships Office](#) assists students in the application for nationally and internationally competitive [awards](#). To date, 29 MSU students have been named Boren Scholars, 42 Goldwater Scholars, 19 Marshall Scholars, 16 Truman Scholars, 17 Rhodes Scholars, and 315 NSF Graduate Research Fellows.

Pass rates of licensure or other qualifying examinations are available on each applicable academic department's website. Data for the most recent year available for the following programs indicate students do well on these exams: [Nursing](#) (Traditional BSN, Nurse Anesthesia, Nurse Practitioner, Adult Gerontology Clinical Nurse Specialist), [Veterinary Technology](#), [Education](#), [Osteopathic Medicine](#), [Human Medicine](#), and [Veterinary Medicine](#).

Administered annually by the MSU Career Services Network, the [Destination Survey](#) documents the post-graduate outcomes of MSU students who received a bachelor's degree during the spring

and summer semesters. [Data](#) include rates of employment placement, starting salaries, continuing education, and geographic distribution. Information is publicly available on the Career Services Network website and exists at both the institutional and college levels.

Sources

- Academic Program Review-Combined
- AgenciesAccreditMSU
- APR Summary by College May 2015
- COMLEX & USMLE Preparation
- Communicative Sciences & Disorders CAA Accreditation-Combined
- Credit by Examination
- Destination Survey
- Destination Survey-DATA
- Implementing the APR Plan
- Keeping the Curriculum Up to Date
- MSU College Level Examination Program (CLEP) Practices & Policies
- NAVLE Passage Rates
- NISF Office-About
- NISF Office-Award Count
- Nurse Anesthesia-COMBINED-Action Letter & Site Visit Report
- Nursing Licensure & Clinical Specialty Certification Exam Pass Rates
- PCR numbers
- Report of UCC to Faculty Senate 9-15-15 - (Page 20)
- Society of American Foresters Accreditation-Combined
- Statewide APR
- Teacher Preparation Program
- Transfer
- Transfer Courses & Credits
- University Committee on Curriculum
- University Committee on Graduate Studies
- University Committee on Undergraduate Education
- USMLE-CHM Board Scores past three years
- Veterinary Technology AVMA Accreditation-Combined
- Veterinary Technology Program

4.B - Core Component 4.B

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

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

Argument

At the time of the last accreditation review in 2006 MSU was beginning to develop its assessment processes at the program level. At that time we were able to provide the review team with assessment reports for 80 (primarily undergraduate) programs, most of whom had developed learning outcomes and were in the early stages of understanding how best to assess student learning. Since that time MSU has made significant progress in the development of our assessment program. We have increased the numbers of academic programs at both the undergraduate and graduate level that are actively engaged with the assessment of student learning and have expanded our decentralized network of support for assessment activities. In addition we developed a set of undergraduate learning goals, criterion referenced rubrics defining the dimensions of each goal, and a website that allows instructors to link their courses to the learning goals and share rubrics and artifacts they have developed to assess student learning.

MSU's approach to the assessment of student learning is a decentralized process with more centralized assessment of general education. In accordance with the responsibility and the authority of the faculty for the development of academic programs and curriculum, the development of student learning outcomes, the processes for assessing those outcomes, and the decisions made on how to use the assessment results to improve student learning rest with the faculty in each program.

Support and professional development for assessment activities are provided through a variety of institutional and college level resources. The Director of Academic Assessment, Program Review, and Accreditation consults with all units across campus that want assistance in any aspect of the assessment process including the development of learning outcomes, identification of appropriate evidence, data analysis, and use of information for curricular improvement. The Assistant Dean of Global Education and Curriculum in the Office of Undergraduate Education also consults with academic and student affairs units on issues related to curriculum development and assessment. The Office of Faculty and Organizational Development provides workshops, seminars, and individual consultations, including assisting faculty and staff in the development

and implementation of assessment processes. For example, the office has sponsored an ongoing Faculty Learning Community on Assessment, Instructional Best Practices, and Continuous Improvement of Student Learning in General Science Education. The Lily Teaching Seminars focus on innovative approaches to teaching, learning, and assessment and have included such topics as the use of classroom assessment techniques, using learning portfolios to enhance and assess student learning, as well as basic assessment information.

In accordance with our decentralized approach to assessment, in order to specifically and appropriately meet the needs of the disciplines, each College has chosen to support assessment efforts differently. Those colleges with accredited programs such as Nursing, Engineering, Business, Human Medicine, Osteopathic Medicine, Teacher Education, and Veterinary Medicine utilize the standards of their accreditation agency to guide their assessment processes. The College of Natural Science has an assessment committee. The Colleges of Arts and Letters, Natural Science, and Social Science have partnered with the Associate Provost for Undergraduate Education to hire assessment personnel that support the assessment efforts of their college as well as the assessment work in Integrative Studies.

In 2008 MSU began Academic Program Review. In an effort to situate assessment of student learning into a well understood context of academic program improvement, units were asked to include a thoughtful and honest discussion of the assessment of student learning in their APR self-studies. An analysis of APR documents submitted to the Provost's Office from 2009-2013 revealed that while units were engaged in assessing learning outcomes, the discussion about learning outcomes, the development and implementation of assessment methodologies, and the use of analysis to improve learning lacked focus and specificity. As a result, in 2014 all academic units were asked to submit concise reports on their assessment activities. Each unit received written feedback and commentary on their reports with suggestions about future steps and ways to improve current processes. In 2015 each unit was asked to update their reports. The next update to assessment reports will be due in 2018. The three year reporting period allows units the time necessary to develop and implement strategies for improvement.

Assessment of student learning in academic programs takes place in undergraduate, graduate, and on-line programs. A total of 249 academic programs submitted assessment reports and are actively engaged in the assessment process. Assessment reports clearly indicate programmatic learning outcomes have been established and, at the undergraduate level, are linked to the undergraduate learning goals. The reports also identify the evidence used for assessment, how that evidence has been analyzed, and how it has been used for program improvement.

An overall analysis of the 2015 assessment reports shows the following: Of the 249 program reports reviewed, most have processes for assessment that are established, active, and on-going. Represented in this group are accredited programs as well as those programs that have active processes but have not yet fully implemented assessment for all of their learning outcomes. This includes those programs whose assessment efforts lead them to review their curriculum and so have chosen to defer more assessment until that process is completed; new academic programs who have assessment in place but have not yet had time to complete the entire process; and programs who have completed curriculum review and revised their outcomes and assessment processes as a result. Evidence of the use of assessment information to improve

student learning can be found in the assessment reports. Examples include development of new courses, expansion of current courses, curriculum redesign and enhancement of student support services.

Assessment Reports, Undergraduate Programs

[Broad College of Business/Eli Broad Graduate School of Management](#)

[College of Agriculture and Natural Resources](#)

[College of Arts and Letters](#)

[College of Communication Arts and Sciences](#)

[College of Education](#)

[College of Engineering](#)

[James Madison College](#)

[Lyman Briggs College](#)

[College of Music](#)

[College of Natural Science](#)

[College of Nursing](#)

[College of Social Science](#)

[College of Veterinary Medicine](#)

[Residential College in Arts and Humanities](#)

Assessment Reports, Graduate Programs (including on-line programs)

[Broad College of Business/Eli Broad Graduate School of Management](#)

[College of Agriculture and Natural Resources](#)

[College of Arts and Letters](#)

[College of Communication Arts and Sciences](#)

[College of Education](#)

[College of Engineering](#)

[College of Law \(affiliated\)](#)

[College of Music](#)

[College of Natural Science](#)

[College of Nursing](#)

[College of Osteopathic Medicine](#)

[College of Social Science](#)

[College of Veterinary Medicine](#)

The Colleges of Human Medicine, Osteopathic Medicine, and Veterinary Medicine undergo extensive accreditation processes to insure quality of their respective professional degree programs. The development of educational standards and learning objectives, how those standards and objectives are represented in the curriculum, and the extent to which students achieve those learning objectives are reported in the accreditation documents and evaluated by the respective review teams. Because assessment of student learning is an integral and detailed part of accreditation standards for these programs, we accept the accreditation documents in lieu of assessment reports.

Undergraduate Learning Goals and Assessment of General Education: In Fall 2003, under the leadership of then Provost Lou Anna K. Simon, MSU embarked on a university-wide initiative, “Realizing the Vision.” This initiative reaffirmed the role of a research intensive university in providing a strong liberal education to its students and in heightening awareness for the need of a strong statement about the overarching goals that should guide undergraduate education. In Fall 2005, the Working Group to Improve Undergraduate Education (WGIUE) began its work. In their [final report](#) WGIUE elaborated six goals for undergraduate learning which were subsequently adopted by approval of the Academic Council. WGIUE also recommended the University form a committee with primary responsibility for promoting these learning goals and for embedding them in the culture of undergraduate education. The University Committee on Liberal Learning (UCLL) was established at the September 2006 meeting of the Academic Council as an Advisory-Consultative Committee.

Based on a recommendation of the UCLL, the mission statement of the University incorporated specific language reinforcing the liberal arts foundation at MSU. In addition, the goals for undergraduate learning were refined and now encompass five specific areas, each with its own

set of dimensions. The goals are: analytical thinking, cultural understanding, effective citizenship, effective communication, and integrated reasoning.

In Fall 2011 UCLL undertook a project to develop criterion referenced rubrics that defined the dimensions of each learning goal and characterized expected levels of performance for each dimension. Five working teams were developed with members nominated by the Deans of the undergraduate colleges. The rubrics were designed by the teams in Spring, 2012 and were edited and refined by the collective group during a three day institute at the end of the semester. The outcome of this process is a set of [criterion referenced rubrics](#) for each of the dimensions of the five learning goals that articulate the levels of student performance on a scale from Emerging to Exemplary. These levels are not related to a student's academic level (freshmen, sophomore, junior, or senior) nor do they reflect grades in courses. Rather they are meant to reflect the knowledge, attitudes, and abilities we anticipate students develop as a consequence of their MSU learning experience.

Subsequently a [website](#) was developed that facilitates campus wide sharing of the goals and associated rubrics, allows instructors to link their courses to the learning goals through the development of course specific rubrics, and provides instructors a way to share the rubrics and artifacts they have developed to assess student learning. For example, Integrative Studies has uploaded a set of [course embedded assignments](#). These modifiable templates each target a specific dimension of the undergraduate learning goals. Other artifacts examples include [Analysis of an Engineering Disaster](#) and the [Rubric for Anthropology Major Electronic Portfolio](#).

Undergraduate learning goals are linked to the outcomes used to develop the [Quantitative Literacy Assessments](#) (and the subsequent development of two new courses focusing on quantitative literacy targeting students in non-STEM majors) and are associated with the work in [First Year writing](#). In addition, they are an integral part of the Beliefs, Events, and Values Inventory (BEVI) work assessing student's learning relative to their global/international understandings and the set of learning outcomes that characterize our expectations for global learning in the context of the undergraduate learning goals. The [full report](#) more clearly articulates the research methodology and findings but it appears the curricular, co- and extra-curricular experiences of MSU students do impact their global competence. The quantitative and qualitative findings indicate students do change over time and the directionality of those changes are highly congruent with how MSU, as an institution of higher education, intends for students to develop as a result of their learning experiences.

The undergraduate learning goals rubrics now form the basis for learning outcomes assessment across the Centers for Integrative Studies. The [Embedded Classroom Assessment \(ECA\) Project](#) is a set of 12 assignments and rubrics that directly align with MSU's undergraduate learning goals. The assignments were developed as a result of a collaborative effort among the Centers for Integrative Studies and the faculty. They are intended to be easily modifiable across courses and disciplines. The most recent [Integrative Studies Assessment](#) project report discusses the results of both the ECA and the more recently developed [Critical Thinking Skills Assessment](#).

The Division of Student Affairs and Services engages in assessment around five objectives originating in its mission and having a foundation in the strategic framework Bolder by Design.

The objectives of personal identity and community, social responsibility, leadership and intercultural competency, health and wellness, and career development serve as the foundation of [yearly reports](#) from each unit. Unit goals, the extent to which measurable outcomes have been accomplished, and current and future plans are articulated for each of the five objectives. Student Affairs and Services is currently in the process of enhancing their assessment of the learning objectives by creating alignment with the undergraduate learning goals and developing additional assessment measures as appropriate to the major services offered.

Sources

- 2015 Embedded Classroom Assessment Project Implementation Guide
- All Integrative Studies Final Assessment Report
- Analysis of an Engineering Disaster
- Anthropology-Rubric for Major Electronic Portfolio
- CAL Graduate Assessment
- CAL UG
- CANR Graduate Assessment
- CANR US
- CAS Graduate Assessment
- CAS UG
- CNS Graduate Assessment
- CNS UG
- COB Graduate Assessment
- COB UG
- COE Graduate Assessment
- COE UG
- COL Graduate Assessment
- COM Graduate Assessment
- CON Graduate Assessment
- Critical Thinking Assessment
- CSS Graduate Assessment
- CSS UG
- CVM Graduate Assessment
- CVM UG
- Designing A Study & Art Work Assignments
- Engineering Graduate Assessment
- Engineering UG
- Global Learning Assessment
- JMC UG
- Lyman Briggs College UG
- Music Graduate Assessment
- Music UG
- Nursing UG
- Quantitative Literacy Assessment Report
- RCAF UG

- SAS-Annual Reports 2013-14
- Undergraduate Learning Goals
- Undergraduate Learning Goals-Help
- WGIUE Final Report
- WRAC - First Year Writing Assessment Report

4.C - Core Component 4.C

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

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

Argument

The Office of Planning and Budget (OPB) conducts ongoing institutional data collection and institutional research functions. Comprehensive quantitative information about MSU, including information on [retention and completion](#) rates is publicly available through the Data Digest. MSU uses the Integrated Postsecondary Education Data System (IPEDS) as a basis for calculations in the Data Digest.

The University's strategic planning process has placed student success in the forefront of our ongoing commitment to the quality of our educational programs and to our continuous improvement processes. In our 2005 and 2010 plans, the first imperative is to enhance the student experience. In the second plan we added an imperative to advance our culture of high performance. The metrics for these include persistence rates, graduation rates, STEM degree rates, and overall improvement of student outcomes. Specific innovations to advance these imperatives include our Neighborhood Initiative and our participation in the University Innovation Alliance (UIA).

The Neighborhood Initiative began as a pilot in 2010 with one Neighborhood comprised of the students, faculty, and staff of one residential area. It was expanded to three Neighborhoods in 2011-12, each comprised of multiple contiguous residence halls and the students, faculty, and staff who live and work in these places. As of 2012-13, five Neighborhoods encompassed the University's undergraduate residence halls. Each Neighborhood consists of an Engagement Center, residence halls, learning labs, technology labs, faculty offices, health clinics, and study and gathering places. Together they serve approximately 7,500 first-year and 6,500 continuing undergraduate students. Two Neighborhoods tailor their services for the approximately 22,500

students who live off campus. The primary purposes of the Neighborhoods is to maximize student success through increasing persistence and graduation rates, decreasing average time to degree, and narrowing the gap in outcomes across the demographics groups among the student population. A full discussion of the scope and impact of the Neighborhoods can be found in MSU's [Quality Initiative Report](#). While the work of the Neighborhoods is ongoing, the following summary illustrates what we are learning from our research and assessment processes in the Neighborhoods, as well as the impact this initiative is having on the academic success of our students:

- Students who used services in the Neighborhoods during fall 2013 had a .16 higher GPA compared to students who did not use services. Students who used services in the Neighborhoods during fall 2014 had higher average GPAs (3.13 compared to 3.0).
- Almost ten percent of the first-time, full-time students (N=7,770) entering fall 2013 were on academic probation at the end of the fall semester. The percentage of students on academic probation at the end of the fall 2014 semester dropped to 9.4 percent, and students who used Neighborhood services were 26 percent less likely to be on academic probation compared to students who did not use services.
- A logistic regression model analysis assessed which pre-college and in-college characteristics related to first-year persistence. Michigan residents and students who used Neighborhood services were more likely to return, whereas first-generation students, Pell-eligible students, domestic students, underrepresented minorities, and students who were on academic probation were less likely to return.
- From the [Student Success Initiative](#) (focused on first generation, Pell-eligible students), we learned students receiving regular outreach and communication from/with peer advisors, academic advisors, faculty and professional staff were more likely to use Neighborhood services and have direct contact with Neighborhood peers or staff. Those students were 20% less likely to be on academic probation at the end of their first semester and 22% less likely to leave Michigan State before their second year (as compared with the control group).
- The Student Success Initiative was renamed the Spartan Success Scholars program in 2014 and expanded to include all first-generation, Pell eligible first-year students. The average GPA of participants was 2.73 and the one semester persistence rate was 98.4%, which was a slightly higher persistence rate than the rest of the cohort. Spartan Success Scholars used Neighborhood services more than the rest of the first-year cohort. About 66% of the participants used at least one Neighborhood service during the fall semester, whereas only 55% of non-participants used a service. Service utilization was associated with higher grades, as well. Spartan Success Scholars who used a Neighborhood service at least six times earned an average fall GPA of 2.88. Participants who used a service less than six times earned an average fall GPA of 2.70.

Overall there are modest but encouraging trends regarding probation, persistence and graduation rates. While these descriptive statistics cannot be tied empirically solely to the work of the Neighborhoods, they provide parameters for MSU to benchmark its progress with initiatives designed to enhance the academic success of our students:

- Probation rate (the percentage of the cohort on probation after the first fall semester) declined from 9.8% in 2013 to 9.4% in 2014
- Cohort persistence rate to the next fall rate is increasing from 58.6% in 2010 to 63.3% in 2013
- Fall-to-fall cohort persistence rates to the second year fall semester are increasing from 90.5% in 2010 to 91.6% in 2013
- Six year average persistence rates for first-time, full-time degree seeking undergraduates from 2008-2013 is 91%; persistence rate for Black students is 86% and for Latino students is 85%. Of the non-persisters 80% enrolled in another higher education institution after leaving Michigan State
- Full-time, first-time undergraduate six year graduate rates have increased from 77% in 2010 to 79% in 2014.

In addition, we joined the University Innovation Alliance (UIA) with ten coalition public research university partners. We made a collective commitment to make quality college degrees accessible to a diverse body of students. Because Michigan State and its sister institutions serve large numbers of first generation, low-income students, we are advancing our country's efforts to regain its educational edge and increase economic opportunity and mobility. The eleven member universities have pledged to scale successful programs across their campuses to graduate an additional 68,000 students in the next decade. Michigan State University will do this principally by improving its six-year graduation rate to 82%.

Growing out of and building upon the work of both the Neighborhoods and the University Innovation Alliance is the newly organized Student Success Transformation Program, encompassing student success initiatives that aim for transformation through technology and academic process improvement. The program is comprised of several initiatives:

- Student success systems including an advising platform with predictive analytics and degree planning and a dashboard to help measure the impact of interventions
- Early warning systems including Enhancing Academic Success Early, an early warning and academic program report system, and MapWorks
- Business process improvement, including improving the student communication experience.

The [October 14, 2015](#) communication to the campus community outlines the Student Success Transformation Initiative and provides more detail about the individual components of the program.

Sources

- Quality Initiative Report
- Quality Initiative Report (Page 6)
- Statements-Data Digest 2015 - Open to Statement 22
- Student Success Program - Executive Message to DDC list

4.S - Criterion 4 - Summary

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

Summary

There is no argument.

Sources

There are no sources.

5 - Resources, Planning, and Institutional Effectiveness

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

5.A - Core Component 5.A

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

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

Argument

Michigan State University maintains an appropriately broad range of strategic goals and priorities, consistent with the size and complexity of a major research university. The university's increasingly diversified revenue streams, highly qualified academic and non-academic staff, and well-maintained physical and technological infrastructures allow the simultaneous pursuit of numerous goals in the areas of instruction, research, and outreach/service activities both on MSU's main campus and at physical and virtual locations across the state, country, and internationally. Equal attention is paid to ensuring a strong resource base for current operations as well as preparing for future needs in order to continually strengthen the quality of education provided.

Fiscal Resources

MSU's general fund operating budget for the 2014-15 academic year was approximately \$1.2 billion dollars, and was obtained from the following sources: \$850.9 million from tuition and fees, \$264.4 million through state appropriations, and \$92.1 million from other university funds including investment income and research indirect cost recovery. Salaries constitute the majority

of general fund expenditures at \$771.2 million (63.9%), followed by supplies, services, and equipment at \$396.1 million (32.8%), and labor at \$40.1 million (3.3%). The general fund budget is utilized to support the university's multiple missions related to instruction, research, and public service. Approximately half of the general fund budget (\$652.5 million) is devoted to instruction and research, with another significant portion (\$120.2 million) devoted to student scholarships and fellowships. The remaining general fund budget is allocated to academic support, student services, public services, and institutional operations and support. In addition to the general fund budget, MSU maintains separate budgets for AgBioResearch (\$42.8 million), Extension (\$46.7), and Intercollegiate Athletics (\$95.4 million). No student tuition and fees support these non-general fund entities. More information is available in the Michigan State University [2014-15 Budgets](#) document (pp i-vii).

During the past decade, Michigan State successfully navigated some of the most challenging economic times higher education has faced. Despite these challenges, MSU augmented its position among the top 100 universities in the world as evidenced by its 77% graduation rate that outperforms the U.S. News & World Report predicted graduation rate by 11%, retaining 91% of first-year students compared to the Carnegie public university peer average of 88%, 33 undergraduate and graduate programs ranked in the top 25 nationwide according to U.S. News & World Report, and MSU had the 3rd highest rate of change in the Big Ten for research and development expenditures from 2010-2013 ([MSU Rankings by College](#) Oct 2015).

To help ensure sufficiency of resources in the future, MSU recently changed its tuition structure to allow greater flexibility in setting differential tuition rates between "core" and "professional and other" academic programs in recognition of the varying [cost structures](#) for providing different types of programs. Regardless of a student's academic program, MSU remains committed to its [investments in student financial aid](#) (65% growth between 2008-09 and 2013-14) to remain an affordable institution, with fewer students graduating with debt (46%) compared to the national average (71%), and average MSU student debt loads (\$25,000) less than the national average (\$29,400). Additionally, MSU remains committed to educating students across socioeconomic status, with 23% of its students receiving Pell grants, the 2nd highest percentage among Big Ten institutions.

MSU recognizes that traditional revenue sources (i.e., state appropriations and tuition and fees) will no longer support its growing aspirations and obligations to its students and society. This resulted in an increasing focus on diversifying institutional revenue streams. MSU grew its external [research funding](#) from \$379 million in 2005-06 to \$584 million in 2014-15. In October 2014, MSU publicly launched its latest Capital Campaign, "Empower Extraordinary," with the goal of raising \$1.5 billion to support student scholarships, faculty endowed chairs, expanding facilities, and conducting visionary and groundbreaking research. As of January 2016, the campaign raised 70% of its [goal](#). Additionally, MSU's [Investment Policy](#) provides a structure for seeking maximum returns on MSU's monetary investments within an acceptable degree of risk. This has resulted in MSU regularly outperforming its peer institutions in its [return](#) on institutional endowments. These additional revenue sources will help MSU continue to provide a high quality education at an affordable price.

MSU is also focused on increasing its efficiency and reducing costs. In 2010, during a difficult recessionary period, MSU eliminated post-retirement health care benefits for newly hired employees, saving the university nearly \$1 billion in long-term liability costs. Additionally, in 2010, MSU discontinued 42 academic programs, majors, and specializations to streamline curricular offerings and increase flexibility of resources, while still upholding faculty tenure commitments and providing options for completion for currently enrolled students affected by changes. MSU continues to search for additional ways to enhance efficiency while maintaining academic quality. The university's grounds maintenance and custodial services are among the most efficient in the Big Ten in terms of staff per square foot of campus. Natural gas buying strategies and market opportunities yielded \$1 million in annual savings. MSU health care cost increases have been below the national indexes each of the last five years by 1-2%. These and other cost containment efforts have allowed MSU to successfully manage through a difficult financial period while continuing to invest in high priority initiatives such as growing financial aid and maintaining an average faculty to student ratio of 17:1 that is consistent with peer institutions.

An additional way MSU ensures it maintains sufficient resources to achieve its mission is by being a good steward of resources. MSU regularly monitors its cash and investment [liquidity](#) to ensure sufficient access to resources. A [Manual of Business Procedures](#) provides stringent guidelines for ensuring resources are properly managed and spent. Additionally, the MSU Internal Audit Department performs an independent assurance function to ensure the reliability and integrity of MSU's financial and operating systems. The combination of MSU's resources and sound fiscal management policies results in its positive AA+ long-term [credit rating](#) by Standard & Poor's and Aa1 rating by Moody's.

Human Resources

As previously stated, the majority of MSU's general fund expenditures support faculty and staff salaries. As of fall 2015 MSU employed 10,486 faculty and staff, consisting of 2,968 ranked faculty, 2,040 continuing and fixed term other academic staff, 6,863 non-academic staff as well as 1,583 graduate student assistants. This level of staffing allows MSU to adequately meet its teaching, research, and service missions. Further information about MSU's faculty and staff, their qualifications, and training can be found in 3C.

Physical Infrastructure

Michigan State maintains the physical infrastructure necessary to support instruction, research, and service activities on and off campus as evidenced by existing buildings and planned capital projects. Sufficient plans are in place to ensure necessary resources are available to maintain and enhance existing and future infrastructure in support of the university's mission.

MSU's main campus, located in East Lansing, Michigan, spans 5,200-acres, with 2,100 acres in existing or planned development and 3,100 acres as an experimental research farm area. Additionally, 20,300 acres throughout Michigan are used for, among other purposes,

agricultural and natural resources research and education. MSU has 542 buildings on campus, including 95 academic buildings, and another 265 buildings at various off-campus locations. MSU has more than 1,000 instructional spaces inclusive of classrooms, lecture halls, and laboratories. This includes five “Rooms for Engaged and Active Learning” (REAL Rooms) added across campus since 2012. These rooms are built with an innovative design to better facilitate engaged and active learning and collaboration among students. A more detailed overview of MSU’s physical spaces can be found in the [Capital Outlay Request](#).

MSU’s infrastructure planning is guided by its [Campus Master Plan](#), with a focus not on mandatory growth, but rather on providing a sound, efficient and effective organizational strategy to accommodate growth as it occurs. Additionally, each year, MSU submits a 5-year [Capital Outlay Request](#) to the State of Michigan outlining the university’s capital investment needs and priorities. During the past several years, MSU has made significant investments in new facilities and renovations to existing facilities to enhance instructional and research spaces, financed through a combination of internal resources, private donations, state capital outlay funding, other federal and state support, and bonding. The Bott Building for Nursing Education and Research addition to the existing Life Sciences Building and the ongoing Bio Engineering Facility project and Grand Rapids Biomedical Research Center projects serve to enhance MSU’s research infrastructure while also supporting cutting-edge instruction. In 2012, construction began on the Facility for Rare Isotope Beams (FRIB) and will be completed in 2022. FRIB will keep MSU on the cutting-edge of nuclear science, help train the nuclear scientists of tomorrow, and bring more than \$1 billion of economic activity to the region over the next 20 years. Since 2007, MSU renovated 19 of its [residential and dining facilities](#) to enhance student living-learning communities. These and other key projects are described in greater detail in both the university’s Capital Outlay Request and the annual [Facilities and Infrastructure Report](#).

In order to maintain current facilities, MSU maintains a “just-in-time” (JIT) deferred maintenance system. A comprehensive [database](#) of current and future maintenance projects is maintained and projects are periodically evaluated to determine the highest priority projects for funding. Approximately \$9 million per year is dedicated to maintenance projects with additional funding from investment income available as deemed necessary by MSU leadership. Additionally, a Facilities Master Reserve account is directed toward longer-term plant and energy infrastructure projects at the direction of the Executive Vice President for Administrative Services. Finally, as part of the annual budget process, an analysis of new campus space is conducted to ensure the associated costs of maintenance and utilities are incorporated in the budget.

Operating a large campus requires large amounts of power and energy. MSU has long-established leadership in co-generation and is committed to ensuring all facilities have appropriate power sources while also maintaining an emphasis on sustainability. MSU’s power plant is projected to reach its capacity for steam in 2018 and electricity in 2039. As such, a robust [Energy Transition Plan](#) was developed in 2012 with the ultimate goal of achieving 100 percent renewable energy sources and reduced greenhouse gas emissions. As of 2014, coal use at MSU has been reduced by 65 percent since 2009-10 and MSU will completely stop the burning of coal by the end of 2016, transitioning to natural gas as its sole fuel source.

For an institution as large as MSU, campus safety is an essential prerequisite for maintaining a quality learning environment. MSU complies with all requirements of the Clery Act by keeping and disclosing information about crime on and near the campus. The [Annual Security and Fire Safety Report](#) includes crime data for the previous three years and is published each fall. The [Clery Crime and Fire Log](#) and the [Arrest Summary Report](#) is also available on our website.

The MSU Police Department and its Emergency Management Division help ensure a safe campus with [Classroom Emergency Guidelines](#) to respond to various emergency situations. The action plans include direction for responding to emergencies including active shooter, evacuation, and hazardous material spills or leaks. Additionally, MSU's International Health and Safety Office and Office of the University Physician provide services such as a Travelers Abroad Database and Travel Clinic to monitor MSU student and employee international travel and provide guidance and assistance before, during, and after international trips to ensure individuals' health, safety, and security.

Technological Infrastructure

MSU has the technological infrastructure in place to support in-person, online, and hybrid courses, while regularly refreshing and updating technology to enhance the student experience. The necessary infrastructure also exists to support the research and business operations of the university.

MSU's on-campus learning environment includes university general assignment classrooms, wet labs, computer labs, and custom-fit learning spaces dedicated to special purposes of specific programs and departments. This includes more than 360 general assignment classrooms equipped with modern technology, connectivity, and audiovisual equipment. MSU has invested in several "Rooms for Engaged and Active Learning", active learning classrooms with technology designed for learner-centered activities and the use of highly interactive or group-centric pedagogical methods. In 2015, MSU launched its Hub for Innovation in Learning and Technology to leverage MSU's energy and inventiveness by connecting people, designing opportunities, and facilitating innovation in recognition of rapidly changing ways in which students think, learn, create, and grow. The Hub will help the campus enhance pedagogical and technological support for learning and identify high value learning outcomes and ways to research, measure, and understand those learning outcomes. Additionally, the Office of the Provost distributes approximately \$11 million through an annual [request process](#) to academic Colleges and support units for technology infrastructure that directly impacts student classroom, laboratory, and high impact learning experiences.

MSU's online learning environment supports online and blended programs and courses throughout the curriculum. The Learning Content Management System (Brightspace by D2L), is complimented by an enterprise video conferencing tool, a Google Enterprise Apps suite, and several discipline specific tools that support online, blended, and flipped learning designs. Learning systems are integrated with MSU's Student Information System and Single-Sign-On to allow inclusion of content from MSU repositories and MSU's Library, and to

simplify faculty administrative tasks (e.g. submission of grades to Registrar), enabling instructors to spend more time interacting with students, with less effort on technology.

MSU's students now have access to Microsoft's Office 365 platform; providing communication and collaboration services. Undergraduate migrations completed in November 2015 and graduate student migrations will complete by March 2016. We foresee an enriched set of collaborative services on O365, integrated by the faculty in the learning environment during the 2016-2017 academic year.

MSU established the Institute for Cyber-Enabled Research (iCER) to provide cyberinfrastructure for researchers. This supports collaborations across academia and with industry to perform computational research. iCER supports multidisciplinary research in all facets of computational sciences. The institute continually works to enhance MSU's national and international presence and competitive edge in disciplines and research that rely on advanced computing. iCER builds, hosts, and maintains the technology infrastructure for data and computationally intensive resources. iCER also offers guidance, consulting, documentation, and training for researchers to help primary investigators employ the infrastructure to research problems. Access to MSU's cyberinfrastructure is available openly to all researchers, with an option to buy-in for priority access.

MSU has a suite of Enterprise Business Systems that contains resources for all MSU employees. This includes an employee self-service system that enables direct access to payroll, benefits, and time management. Employees have access to a full catalog of professional development opportunities, including registration for in-person workshops and access to online learning resources. Similarly, supervisory and administrative staff have a set of self-service tools applicable to their specific job roles. These systems have replaced the routing and filing of paper for most business processes with electronic workflow and approval. The Business Intelligence system available to faculty, staff, and administrators provides access to reports designed for common needs and self-service for ad-hoc reports, improving academic and administrative work.

Overall distributed Information Technology spending at Michigan State University is comparable to peer institutions and is significant enough in volume for an institution of our size and mission. MSU's IT Transformation Program seeks to deliver superior results from this resource base by establishing a new approach to managing institution's annual financial investment in technology. This includes projects to develop a new IT funding model and IT governance structure, to improve the way dollars are allocated, and support more collaborative and effective investments through improved management of the enterprise-wide IT portfolio. A spending assessment will help determine areas that can benefit from bulk procurement and enterprise contracts. Planning is underway in MSU Information Technology for a number of projects to improve MSU's technology platform. Significant projects include:

- Upgrade storage and computing environment; significant improvements to shared storage services leveraged by the organizations' faculty.

- Upgrade the overall campus network; this network upgrade is necessary to support ubiquitous access to technology solutions on the East Lansing campus and other MSU locations throughout the state.
- Build a new Tier 2.x data center on campus in order to deliver more secure, reliable, scalable and flexible technology solutions for the entire campus, developing efficiencies through consolidation, economies of scale and improved reliability.

Budgeting and Resource Allocation

The university's budgeting and resource allocation process is focused on providing resources to individual units within the context of the university's long-range [financial framework](#), strategic priorities articulated in the [Bolder by Design](#) plan, and consistent with the university values of quality, inclusiveness, and connectivity.

Each year the Board of Trustees approves a rolling two-year budget framework that guides the university general fund budget for the upcoming fiscal year and provides a projected budget for the next fiscal year. The same two-year budget format is followed for the university's non-general fund AgBioResearch, Extension, and Intercollegiate Athletics budgets. In approving these budgets, the Board of Trustees approves certain [guidelines](#) for university leadership to follow in executing the budget.

MSU utilizes incremental budgeting, building on the recurring budget from the prior year. Recurring salary increments are provided to units based upon contractual and other salary agreements. Recurring general operating funds are allocated in the same fashion, based on the prior year's budget. Units may also receive nonrecurring funding for a year or other short specified period.

Annually, MSU reallocates internally one percent of recurring budgets. Funds generated through this process are reallocated across the university for strategic initiatives identified through a [budget request process](#) each spring. Budget requests are tied to unit and university strategic priorities. The Provost, Executive Vice President for Administrative Services, and Vice President and Secretary of the Board of Trustees review budget requests from their respective units, meet with unit executives, and ultimately determine which requests should be funded. Each year the majority of funds are re-distributed toward faculty salary lines in accordance with the university's primary instruction and research missions as illustrated by the [Academic Unit Allocations](#).

Additionally, separate nonrecurring funding pools are available for specific needs such as [technology enhancements](#) for the teaching and learning environment or alterations and improvements to [physical teaching spaces](#). Requests for these funds are expected to be integrated with units' general fund budget requests and are reviewed in an integrated fashion between the Provost and the Office of Planning and Budgets to ensure resources are directed to the university's highest priority areas.

A subset of the budget that pertains to overall university operations for expenditures such as fringe benefits, utilities, financial aid, and other general university expenditures that are strongly affected by external variables are considered separately from unit budgets. Each year a series of profiles is developed by the managers of these accounts in conjunction with the Budget Office, and the profiles capture information about current expenditure levels and projected effects of the various markets on ongoing expenditures. These profiles and the requisite incremental funding for recurring needs allow MSU to build the expenditure side of the annual budget.

Simultaneously, the revenue components of the budget are monitored and estimated for the future. Each public university provides financial and program information requested by the State of Michigan to assist in the budget development process. The State of Michigan provides funding to universities through an appropriation based upon an historical base plus an incremental increase allocated based on a six metric performance funding formula (undergraduate degrees in critical skills areas, research and development expenditures, six-year graduation rate, total degree completions, institutional support expenditures, and Pell Grant students). During the year, actual tuition revenue is compared to budget estimates and tuition revenue for the following year is forecast using these variables as well as potential changes in tuition and fees rates. State appropriations and tuition projections are combined with other revenue estimations around indirect cost recovery, investment income, and other university revenues to establish a target general fund budget number.

Using the best available information on required expenditures and estimated revenues, detailed draft budgets are updated in early spring for the next two fiscal years and beyond for review by senior administrators. Revenues and expenditures must balance before final budget approval by the Board of Trustees. Once the Board of Trustees approves the university budget, individual unit heads (e.g., Vice Presidents, Deans) are responsible for developing their own budget allocations within their units, and that information is provided to the Office of Planning and Budgets to develop a holistic university budget picture. A more detailed timeline for university and unit budget development can be found [here](#).

Financial stewardship and business control practices at MSU are based upon ongoing collaborative work between the Office of Planning and Budgets, the Controller's office, Internal Audit, and all campus operational units. Business practices are codified in the Manual of Business Procedures and are executed by responsible parties across the campus entities listed above. Additionally, each major administrative unit on campus has a [fiscal officer](#) who is responsible for maintaining the integrity of their unit's budgeting and expenditure processes.

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- Crime Data Demographics
- Empower Extraordinary Campaign
- Fall 2014 Planning Space and AI Letter
- Financial Health Presentation (Open to Slide 20)
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- FY16 Capital Outlay Request
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- FY16 Spring College Budget Request Letter
- Investment Policy
- Just-In-Time Projects
- Liquidity Dashboard
- Manual of Business Procedures
- MAU Fiscal Officers
- MSU Commonfund Investment Returns
- MSU Rankings by College Oct 2015
- Research Facts & Figures 2015-07
- RHS Renovations Overview
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- TLE Planning & Spending Guidelines.pdf

5.B - Core Component 5.B

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

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

Argument

Michigan State's governance and administrative structures provide a comprehensive and clear delineation of roles, responsibilities, and duties for all internal constituencies and is appropriately inclusive of the viewpoints of faculty, staff, and students on all relevant policies, particularly of the faculty on academic matters.

Article VIII of the [State Constitution of Michigan](#) vests control of Michigan State University with its Board of Trustees, including the selection of a president and control of institutional funds. The MSU Board adopts [bylaws](#) to achieve the State objectives for the university and to ensure that the conduct of its own affairs are in accord with the highest standards of educational administration. The bylaws clearly outline the Board's academic and financial oversight responsibilities, specifically the duty to approve faculty appointments upon recommendation by the President, the delegation of authority to the President and the faculty on matters of instruction, the power of general supervision of all university funds, and the responsibility for approving the acquisition and sale of all real estate and other property for university purposes. The Board more specifically delineates policies through its [Policy Manual](#), which covers topics such as conflict of interest policies for board members, anti-discrimination policies for the university, endowment investment and spending policies, and drug and alcohol policies. Additionally, the power to set campus [ordinances](#) is vested in the Board, with ordinances covering areas such as campus sales and advertising, regulations of firearms and weapons, and smoking on campus. Finally, additional delegations of authority on behalf of the Board of Trustees and President are delineated through the university's [delegation of signature authority](#) document.

The Board consists of eight members of the public, elected as prescribed by the Michigan Constitution. The board self-selects a chairperson and a vice chairperson and the President of the university serves as an ex officio member of the board. The Board operates within committees and as a whole. The five Board committees are: finance, investment advisory subcommittee of

the finance committee, policy, audit, and compensation. These committees review actions prior to formal action by the whole board. Full board meetings are open to the public with an opportunity for public comment by any member internal or external to the MSU community. Board [meeting agendas and minutes](#) are posted publicly through the MSU Board of Trustees website.

To ensure the Board is knowledgeable about the institution, the Secretary of the Board of Trustees, coordinates [new board member orientation](#) sessions. Current members stay abreast of key university issues through the wide array of topics considered at board meetings. Prior to the formal board meeting, board members meet with groups of undergraduate and graduate student and faculty leaders to discuss those groups' issues and concerns. At each board meeting, a faculty member provides a presentation assisting in keeping the board abreast of current faculty research.

MSU's executive leadership team is organized in a manner to provide strategic leadership to the institution, while empowering individual units with the necessary flexibility to operate within a large, complex organization. At the time of the last accreditation report, MSU had a new president and new provost. MSU's president continues in her role, but in fall 2012, the departures of the vice president for finance and operations and the provost provided an opportunity to re-evaluate the university's leadership structure. A new provost was selected and provides leadership for the academic side of the institution. A new executive vice president position was created to oversee the administrative and operational side of the university. The individual in this role provides leadership in aligning administrative operations (e.g. human resources, information technology, finance) to support the main academic mission of the institution. With the appointment of a new executive vice president, the day-to-day operations for certain functions in the areas of finance and auxiliary enterprises were vested under new vice president level positions, who work closely with the executive vice president. This new structure provides the ability for the president, provost, and executive vice president to jointly provide top-level strategic leadership for the university. To ensure cross-campus collaboration and inclusion in decision-making, the President meets regularly with her senior leadership team and the Provost meets with the Council of Deans and Associate Provosts.

MSU faculty, staff, and students engage in the governance of MSU through their respective governance groups, ensuring all stakeholders have an opportunity to formally participate in the formulation and review of policies and procedures that impact their respective areas. The Faculty Senate serves as the legislative body for MSU faculty. In this capacity it makes recommendations, provides advice, and speaks for University faculty. The University Council brings together faculty, student, and administrative representatives to discuss issues that involve the entire University, having as its primary focus those issues that are not the core responsibility of Faculty Senate. The Steering Committee receives proposals for action in academic governance, makes appropriate referrals to councils or committees for consideration, and prepares the agenda for meetings of the University Council and Faculty Senate.

The Associated Students of Michigan State University (ASMSU) is the undergraduate student government organization. Its academic affairs unit serves as the liaison between undergraduate students and the Academic Governance system of MSU. ASMSU has representation in

University Council through participation in the University Standing Committees for Academic Governance. These include the university committees on Academic Governance, Curriculum, Faculty Tenure, Student Affairs, and Undergraduate Education. The Vice-Chairperson Academic Affairs of ASMSU and one undergraduate student sit on the Steering Committee with voting rights on all matters not reserved for faculty.

The Council of Graduate Students (COGS) represents graduate/professional students across MSU. It has representation in University Council and the Steering Committee with voting rights on all matters not reserved for faculty. In addition COGS has representation on all University Standing Committees of Academic Governance, including voting members on the University Committee on Graduate Studies as well as a number of other committees and advisory boards

Sources

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5.C - Core Component 5.C

The institution engages in systematic and integrated planning.

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

Argument

Michigan State utilizes a comprehensive, integrated planning process, cognizant of its surrounding landscape and capabilities and inclusive of external and internal constituency groups, and implements its vision by linking planning and budgeting processes to the university's mission and priorities.

Since the last Accreditation visit, MSU fully implemented and completed its [Boldness by Design](#) strategic plan. In the midst of executing this plan, a national and state recession resulted in fiscal constraints at many institutions, MSU included. MSU responded by creating an initiative called [Shaping the Future](#) that was designed to help prioritize activities and implement efficiencies in a manner that allowed the university to emerge from the recession fiscally strong while remaining committed to its core values and priorities. As the recession ended, MSU refocused its efforts on its aspirational vision for the next decade and developed the strategic framework Bolder by Design.

[Bolder by Design](#) affirmed MSU's vision of being a national model of a high-performing public research university, providing high-impact, high-value results, experiences, and services in every area of its mission. Bolder by Design kept the same five original imperatives from the Boldness by Design plan and added a new sixth imperative focused on advancing MSU's culture of higher performance in recognition of the need to elevate quality and accelerate change in order to meet the university's highest aspirations.

The Bolder by Design framework was developed following rigorous consultation with numerous constituency groups. Each fall and spring the President and the Provost separately host an administrative briefing "LEAD" session with the campus to discuss strategic directions and solicit feedback from attendees. LEAD sessions typically draw close to 200 members of the campus community across all levels and sectors. It was at these LEAD sessions where the President and Provost set the context for MSU's next strategic vision and shared updates with the

campus community about the progress of developing and affirming a new strategic framework. Additionally, throughout this process, a senior advisor to the president conducted one-on-one interviews with campus leaders including with many of the attendees of LEAD sessions as well as additional key senior and junior faculty members and other administrative leaders across campus. These interviews allowed further input into the planning process. Follow-up interviews with these individuals occurred two years into implementation of the new strategic framework and provided an opportunity for additional feedback as the framework was refined and implemented across campus.

From the start, Bolder by Design was intended to be a different type of planning approach to strategic positioning. Recognizing the fast changing landscape of higher education and the need to remain flexible and nimble to adapt to new and growing challenges, MSU sought to utilize the Bolder by Design framework as a guide for campus strategic activities, but not limit creative thought and actions by prescribing specific initiatives under each strategic imperative. In this type of framework, focusing on strategic imperatives begins with generating “Big Ideas” that can help accelerate progress while considering what “Headlines” MSU could create if successful in implementing those “Big Ideas.” To generate these ideas, the Provost charged four groups to consider “Big Ideas” within the Bolder by Design framework:

- Creating a campus environment to support interdisciplinary work
- Fostering a healthier campus
- Creating a campus-wide strategy for technology, teaching, and learning
- Closing the graduation gap

“Big Ideas” are intended to cross multiple strategic imperatives and multiple units across campus. As these ideas were generated, they were shared with the campus community for additional feedback and refinement. This resulted in a list of objectives under the Bolder by Design [imperatives](#). Additionally, in conjunction with Institutional Studies, [metrics](#) were developed to measure progress on Bolder by Design imperatives. The resultant [actions](#) on the teams’ recommendations were begun in 2013 and are posted on the Provost’s website.

As a large complex organization, the crux of MSU’s strategic work lies within its units. With Bolder by Design as the guide, Colleges, academic support units, and administrative units develop specific initiatives that align with Bolder by Design and collectively help advance MSU toward its vision of being a national model of a high-performing public research university.

Individual unit planning occurs on an annual basis. Although Colleges, academic support units, and administrative units follow slightly different planning processes, all units generally adhere to the following planning process. In the fall of each year, the Provost, Executive Vice President for Administrative Services (EVPAS), and Vice President/Secretary of the Board ask their respective units to complete a fall planning process. During this process units are asked to articulate their strategic vision, initiatives to achieve that vision, alignment with the university’s Bolder by Design framework, and progress toward expected outcomes. Additionally, units are asked to respond to various timely topics such as the impact of new student major declaration

policies on academic unit operations. Samples of planning letter requests for each type of unit can be found [here](#). After units submit their materials, the Provost, EVPAS, and VP/Secretary of the Board meet individually with their unit heads and representatives from the Office of Planning and Budgets. These meetings serve as an opportunity to review strategic directions and make adjustments if necessary.

The following spring, units submit budget requests aligned with their fall strategic planning materials. Meetings again occur between the Provost, Executive Vice President for Administrative Services, and VP/Secretary of the Board with their unit heads and representatives from the Office of Planning and Budgets. Budget requests are reviewed for alignment with the university's mission and priorities and individual unit goals articulated during the fall planning process. Additionally, throughout the year, units complete planning processes related to space needs, technology needs, and faculty research startup needs. Each of these processes are funneled through the Office of Planning and Budgets to ensure all plans and requests are collected and considered in an integrated fashion. For example, funding of a cluster hire of faculty in a high priority academic area requires collaboration across colleges and coordination between spring general fund budget requests, space needs, technology needs, and startup funding needs to ensure sufficient resources are devoted to support the entirety of the initiative.

The following selected examples, while not an exhaustive list, demonstrate how resources have been allocated in alignment with MSU's mission and priorities during the past several years.

- Launch of the [Global Impact Initiative](#). During the 2014-15 academic year, the Offices of the Provost and Vice President for Research and Graduate Studies launched a call for proposals to solicit ideas for building research strength across Michigan State in areas including: undergraduate teaching and learning, plant sciences, engineering disciplines including bioengineering, computation sciences, food safety, population and community health, the environment including food, water, and energy, and the application of molecular and genetic techniques across plants, animals, and people. Over the next four years, approximately 100 new tenure system faculty will be hired to take on today's most urgent challenges and work toward solutions that have far-reaching impact. This \$17 million recurring investment in the faculty will also help strengthen and enhance MSU's reputation as a top-100 world research university.
- Resources to support assessment of student learning: During the 2011-12 academic year, the Office of the Associate Provost for Undergraduate Education invested \$53,360 to support the development of criterion referenced rubrics defining the dimensions of each undergraduate learning goal and the expected levels of performance for each dimension. Between 2012-13 and 2015-16 the office has provided a total of \$436,706 in [support of assessment](#) in Integrative Studies.

- Development of the Neighborhoods. The Neighborhood concept, implementation, and its subsequent impact on student academic success is discussed in detail in Criterion 4C. The project began in 2010 with an initial investment during its first year of \$1,966,092. Financial support in 2014-15 totaled \$4,321,850. Total investment over the last five years equal \$26,442,694 in capital and operational expenditures to support student success. Going forward, the annual commitments to the Neighborhoods by the University will be approximately \$2,521,850, an average of \$504,370 per neighborhood. As a direct result of the success of this initiative MSU created the [Student Success Transformation Initiative](#) (SSTI), announced in October, 2015. The SSTI is a suite of interconnected components and projects with the united vision of improving the degree attainment rate for all Michigan State students; especially lower income and first generation students. The work in this initiative grows out of and builds upon our focus on student success in our Neighborhoods and collaboration with ten other university partners in the University Innovation Alliance (UIA) to improve graduation rates. The SSTI encompasses those student success strategies that aim for transformation through analytics, research, technology and academic process improvements.
- The [Spartan Persistence Project](#) is an important research contribution to our SSTI. It builds upon prior research on social psychological interventions designed to enhance student mindsets of success and feelings belonging at the university. In substantial ways it is interconnected with other SSTI components and begins the exploration of the actual mechanisms that extend the effects of these interventions. The first pilot of this project was done in fall, 2014. As we continue to extend this research it provides Michigan State with the opportunity to create structures that support data-based analysis of student success at the university including the integration of decentralized student data and a focus on new data analytic techniques to more easily track and identify classes of students who need support, earlier in their college careers.
- Beyond the many student retention and success initiatives within the MSU Neighborhoods, MSU has also heavily invested in these areas within academic colleges. This includes central budgetary support for 7 new college-level academic advisors during the 2015-16 budget request cycle to help provide earlier advising support to students ready to declare their major upon completion of 28 credits instead of the prior policy of waiting to 56 credits. A mix of central budgetary support and internal College matching funds during the past few years has also supported additional student success efforts such as: a four-year re-design of the Biology curriculum including significant investments in teaching specialists and learning assistants to support undergraduate education; the College of Engineering increasing fixed-term teaching specialists and advisors to support its Cornerstone and Residential Experience program particularly in response to a surge in engineering majors, the Lyman Briggs residential college INQUIRE program to support students entering with less than typical mathematics preparation; and recent investments within the College of Social Science for Help Rooms

across campus to support first-year students, students with potential, and international students in Economics, History, Political Science, and Psychology courses.

- In recognition of high student demand and strong research potential, MSU created two new departments, Computational Mathematics Science and Engineering (CMSE) and Biomedical Engineering. CMSE will bring together researchers from a variety of disciplines and will serve to advance cutting-edge interdisciplinary science and the training of undergraduate and graduate students, and is intended to position MSU as a world leader in scientific discovery through large-scale computation. The Department of Biomedical Engineering will open the door for collaborative healthcare related research between the college and rest of campus, along with the operation of a graduate program and potential undergraduate program to follow. The new department will be uniquely positioned to bring technological innovations to the vast state-wide network of healthcare providers served by the University.
- In 2015 MSU appointed its first director of undergraduate entrepreneurship to continue developing a campus-wide culture of entrepreneurship and innovation among undergraduates. The director works closely with colleges as well as existing entrepreneurship efforts across campus. These include the Institute for Entrepreneurship and Innovation, which teaches students about entrepreneurship; the Hive and the Hatch, both student idea incubators; and Spartan Innovations, which turns MSU research technologies into businesses. A new website, entrepreneurship.msu.edu, serves as a one-stop source for all things entrepreneurial at MSU. The University recently increased its commitment to student entrepreneurship by joining the Clinton Global Initiative University (CGI U) and offering a campus-wide minor in entrepreneurship and innovation. The CGI U Network is a consortium of colleges and universities that provides support, mentoring, and seed funding to student entrepreneurs. The [Minor in Entrepreneurship and Innovation](#), which began in spring semester 2016, establishes a way for students to develop entrepreneurship skills whether they aspire to start a business or become more competitive candidates for traditional employers.

Across planning and budgeting processes, MSU regularly takes stock of its surrounding environment and plans based upon its institutional capacity and potential future changes in external factors.

For longer-term financial planning, MSU annually assesses its overall financial health, monitoring federal and state economic trends, surveying the governmental landscape specifically related to state appropriations and federal research agendas, evaluating institutional revenue sources for potential strains, and examining current and projected resource commitments. Part of this financial health assessment includes the development of a long-range financial framework

that identifies major [resource needs for the future](#). As budgetary commitments are made, consideration is given to how those commitments align within MSU's long-term financial framework, which includes areas such as investments in tenure system faculty, enhancing technology on campus, upgrading facilities for multi-disciplinary science, medical research, and classrooms, and continuing to invest in financial aid. The financial health assessment and long-range financial framework are developed and maintained by the Office of Planning and Budgets and regularly reviewed with key campus leaders such as the Board of Trustees, President, and President's executive leadership team.

Additionally, MSU maintains a number of groups that regularly meet and consider important emerging external factors that may specifically impact MSU's resource environment. The Budget Operations group is an executive-level planning group focused on budgetary, financial and operational issues confronting the university. Participants include the President, Provost Executive Vice President for Administrative Services, and several other vice president level positions across the university. At weekly meeting sessions, this group considers topics with major financial implications facing the university such as tuition, fees, and room & board rates, major capital infrastructure projects, and health care costs.

The Enrollment Management Advisory Committee and Enrollment Management Operations Group monitor enrollment patterns and establish long-range plans to maintain a sustainable enrollment profile and sufficient revenue streams. The Enrollment Management Advisory Committee to the Provost meets monthly throughout the recruitment and admissions cycle (October to May). Implementation of the University's Strategic Enrollment Plan results from the Provost's use of the advice/recommendations received from the Enrollment Management Advisory Committee during determination of planning goals.

Based on the recommendation of the Enrollment Management Advisory Committee and the approval of the Provost, the Enrollment Management Operations Group receives its direction from the Office of the Provost in order to implement the university's strategic enrollment plan in alignment with each represented unit's responsibilities. The Director of Admissions serves as this group's convener. Its [membership](#) includes representatives from the enrollment services units of admissions, financial aid, and registrar and other academic and support units.

Given the rapidly changing environment in which higher education institutions operate, MSU has taken the following steps through its planning processes to limit adverse impacts on university operations.

- Foreseeing a decline in the number of high school graduates in the State of Michigan, the Admissions Office responded by expanding prospective student marketing and recruitment efforts out-of-state and internationally. Additionally, the Office of Admissions and International Studies and Programs, among other units across campus, monitor trends in international education and other major global trends for impacts on the enrollment and success of international students at MSU.

- Given rapid changes in technology, and its impact on the teaching and learning as well as operational components of the university, MSU hired a new vice president level leader for the Information Technology Services unit on campus. Through regular analysis of MSU's technological needs and a scan of current and emerging technologies, MSU is focused on strengthening its technological core (e.g., data center, network infrastructure), aligning IT components across campus for effectiveness and efficiency, and innovating in educational technology to enhance students' educational experience.
- Anticipating limited resources for new initiatives in future years, beginning in fall 2014, the Executive Vice President for Administrative Services asks 2-3 units each year to complete a [zero base budget analysis](#). This is intended to help identify areas within units where potential reallocations could exist to shift resources from lower priority to higher priority projects. This allows units to continue to invest in new strategic initiatives without necessarily needing additional resources.
- If there is an anticipated cut in state appropriations, units are asked to prepare for a 0.5% budget reduction in advance of state appropriations being finalized. Even though this university-wide budget reduction has not been implemented in most years, it helps prepare units for the potential of a cut and plan for how a cut could be implemented with the least negative impact on students' educational experiences.

In addition to internal planning efforts, MSU also regularly connects with external constituencies to aid in its planning processes. President Simon is actively involved with local, state, and national higher education and economic development organizations including serving as the chair of the Federal Reserve Bank of Chicago, Detroit Branch and in a variety of leadership roles within national higher education organizations during the past decade including the Association of Public and Land-Grant Universities and the Association of American Universities. A full listing of President Simon's external involvements can be found [here](#). Beyond the President's involvement with national associations, MSU also regularly interacts with and learns from peer institutions across the country through its institutional membership in groups such as the Association of American Universities, the Committee on Institutional Cooperation (CIC), and its involvement in the University Innovation Alliance, a coalition of eleven public research universities committed to working together to leverage each other's strengths and maximize impact on improving outcomes for all students regardless of background.

Part of MSU's fundraising efforts include utilizing an external [Capital Campaign Cabinet](#) for advice and counsel. The university's Communications and Brand Strategy division also regularly solicits feedback from alumni, community members, and peer institutions to better

understand MSU's reputation. Additionally, many MSU units maintain their own external advisory boards and interact on a regular basis with the external community. Perhaps most prominently, in accordance with MSU's land-grant heritage, are MSU AgBioReserch and MSU Extension, discussed more fully in Criterion 1. This interaction with the external community is essential to help MSU stay abreast of trends inside and outside of the higher education community and build mutually beneficial relationships with external organizations.

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- Planning Letters-COMBINED
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5.D - Core Component 5.D

The institution works systematically to improve its performance.

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

Argument

The documentation of evidence of university performance is led by Institutional Studies (IS). IS contributes to the university's mission by providing data reports and analysis that support policy formation, decision-making and outcome evaluations at MSU.

IS supports long range planning for the entire university and individual units. Through the [Planning Profile Summary](#), IS provides data on a wide variety of decision support metrics. Metric categories include: faculty and staff trends, student enrollment and degree production, research activity, finance, and campus space allocations. Within each category a range of measures are provided. For example, faculty and staff data include basic information such as head and FTE counts, as well as staffing demographics and measures of faculty productivity. Student data also include basic year and semester counts as well as more refined measures such as SCH by college and non-college majors. All of these data can be examined at the university or department level and are available in both HTML and Excel format, enabling users to design reports to fit their specific planning needs.

[Standard Reports](#) and [Entering Class Reports](#) allow users to track degrees down to the major level and disaggregate student demographic data for entering and graduating students. Additionally the [Fall Enrollment Report](#) and the [Data Digest](#) are generated for the Board of Trustees and made available to the campus at large. The Fall Enrollment Profile compares the current entering class profile with historical data, highlighting notable trends and changes. The data digest provides a comprehensive snapshot of MSU and how it compares to peer institutions on key metrics at a point in time.

IS also creates a series of reports that assist with university planning with regard to trends in persistence and graduation. These reports, which are available to MSU employees, track the most recent 15 cohorts on a rolling basis and examine semester by semester persistence, graduation, student progression and time to degree trends. Data provided in these reports can be sliced by a number of demographic variables including race/ethnicity, gender, residency status, Pell eligibility, and probation and status as a student with potential, thereby enabling end users to examine patterns of performance over time. Each report can be run at a variety of scales from the university level, down to college and department levels as well as by students' entering major preference. These data are available in both static report and interactive dashboard format. Using these data, IS regularly conducts studies comparing the demographic and

academic variables of persisting and non-persisting students in order to assist campus-wide interventions to improve retention and decrease time to degree.

To assist with learning analytic efforts on campus, IS has also created a series of Drop/Fail/Withdraw reports. The reports are currently generated upon request, but are in the process of being pushed out to campus to enable the end user to run and analyze the data as needed. These reports highlight the courses with the highest fail, drop, and repeat rates by semester and demographics. IS additionally generates a Grading Practices report. This examines the performance of students by section and compares the grade for that class to the mean grade in their other classes for that semester. These reports aid university schedule planning through both measuring the progress and performance of students in bottleneck courses and measuring the impact of reformed courses on student success.

The Course Load Instruction Funding Modeling System (CLIFMS) is a dynamic, longitudinal database that performs a number of support and analytic functions. CLIFMS provides the mechanism to link instructors with courses, stores effort distribution data, and professional accomplishment data for academic staff. CLIFMS is a repository of information that supports academic planning, mandatory external reporting requirements and informs unit and central administration decision making.

Beyond the many student success measures documented and utilized for improvement efforts, university-wide and administrative functions are also monitored for potential areas of improvement. Each month the President reviews a University Dashboard to monitor performance in areas such as staff counts, cash liquidity, research proposals submitted and funded, and donor gifts. Within units under the purview of the Executive Vice President for Administrative Services, metrics are submitted each fall and spring as part of the annual integrated planning and budget process. Unit performance is monitored against unit goals and benchmarked against appropriate peer institutions. An example of unit metrics for the Finance and Residential and Hospitality Services units can be found [here](#).

Michigan State's efforts related to its newest imperative as part of the Bolder by Design strategic framework, "Advancing our Culture of High Performance," further demonstrate efforts to document performance and improve effectiveness. Led by the Executive Vice President for Administrative Services, there are several continuing projects at MSU related to advancing a culture of [high performance](#). Examples include:

- [Human Resources Solutions Center](#). MSU Human Resources opened its Solutions Center in October 2014. This new service-focused office was created to improve the way stakeholder groups are served. In the past, stakeholders indicated it was sometimes challenging to know who to contact for what in HR and that HR was not always as accessible and responsive as they would like when they needed help. Now there is a tiered escalation model with the Solutions Center offering service and transaction support and centers of expertise offering specialist-level support. The Solutions Team is responsible, on average, for fielding about 50,000 phone calls per year and helping

thousands more who contact HR via email or visit the Solutions Center in person. With the recent restructuring of HR's service delivery model, several metrics were selected to help evaluate performance and baselines were established using data obtained from a 2013 Customer Experience Survey. The unit is currently analyzing the results from a follow-up survey conducted in fall 2015 to measure progress.

- Faculty Readiness Project. Infrastructure Planning and Facilities (IPF) recently introduced a new organizational philosophy to meet the vision of being the most high-performing, innovative, leading-edge facilities organization in the nation. Central to that philosophy is the application of a strategic planning cycle that drives continuous improvement. One example is the Faculty Readiness Project, a program that streamlined construction and renovation processes and resulted in new research space being brought on line faster and with higher levels of satisfaction by the research team. Instead of waiting until faculty hires are finalized to begin lab renovations, often resulting in labs not being ready upon new faculty arrivals, IPF works with Facilities Planning and Space Management and academic colleges to proactively plan for potential new hires and centrally coordinate all necessary internal and external services needed to address faculty space needs in advance of their arrival on campus.
- [Process Mapping Training](#). In an effort to continually examine ways to increase efficiency while also improving service delivery, MSU offered process mapping training to more than 200 administrators between 2012 and 2014. Training sessions examined administrative processes such as hiring new faculty, setting up university accounts, processing travel forms, and providing international student health insurance. Training sessions focused on identifying ways to streamline processes. Based upon an internal review following trainings, substantial quantitative benefits amounting to more than \$250,000 in measurable cost savings were identified.

MSU Information Technology has hired a Chief Information Officer and launched an IT Transformation Program. Michigan State University Information Technology informs strategy using campus input, analysis, and organizational learning. The IT Transformation program's three prongs (Strengthen the Core, Increase Alignment, and Innovate) were refined and targeted through a comprehensive IT assessment, input from leadership including deans and other academic leaders, input from IT personnel in units, and the observations and leadership of the new CIO. IT is beginning the process of coordinating planning across the technology portfolio, moving towards comprehensive IT governance at MSU.

- **Strengthen the Core**
- Eradicate technical debt accumulated over decades and ensure contemporary management and rationalized funding to reduce risk of future technical debt.

- Modernize, stabilize, and scale services to an appropriate level for MSU-wide use.
- Improve services to encompass a full array of technology ranging from core infrastructure (e.g., data center, network) to end-user facing (e.g., learning, research, administrative, data services).
- Integrate service management (e.g., service desk, project delivery, vendor management) across MSU to realize the value of our stabilization investment. This will require improved talent management to acquire and retain contemporary skill sets.

Increase Alignment

- Improve the effectiveness and efficiency of IT across all MSU through improved alignment of central and unit-based services.
- Increase adoption of enterprise-scale solutions that reduce the need for redundant, unit-based solutions, making more investment available for innovation. Examples of solutions provided at enterprise scale include but are not limited to network, data center, virtual servers and storage, core academic technology, ERP, research administration, data services, and collaboration tools inclusive of email.
- Influence the adoption of central solutions and retirement of redundant solutions using leadership capital.

Innovate

- Deliver technology programs that position MSU as a leader in prioritized areas. This will be achieved through thought-leadership and collaboration.
- Collaborate with other units to produce quality, effective, contemporary solutions that “leap frog” MSU in areas appropriate to mission and market.
- Understand how the research and education work of MSU is paramount to this strategy.

Implementation of IT Transformation includes improvements to institution-wide IT Governance practices through which technology spending, operations and projects can align closely with institutional strategy and academic planning. MSU Information Technology has also implemented a dashboard of technology key performance indicators which are monitored and reported to the executive team on a monthly basis. These metrics have become the basis for measuring progress improvements in the organization. More sophisticated metrics will be implemented to address additional areas of opportunity once current metrics are met and retained.

Sources

- Class Report
- Culture
- Enrollment Report-FS14
- EVPAS Metrics Examples

- Planning Profile Summary - 2016-01-14
- Process Mapping Results Overview
- Process Mapping Training & Analysis-Results
- Solutions Center
- Standard Reports
- Statements-Data Digest 2015

5.S - Criterion 5 - Summary

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

Summary

There is no argument.

Sources

There are no sources.