

HISTORY OF TRUMAN STATE UNIVERSITY

The history of Truman State University began on September 2, 1867, when pioneer educator Joseph Baldwin opened the North Missouri Normal School and Commercial College in Kirksville. By act of the General Assembly on December 29, 1870, Baldwin's college became the First District Normal School, Missouri's first state-supported institution of higher learning established primarily for the purpose of preparing professionals for public schools. As the First District Normal School and then as Northeast Missouri State Teachers College (1919), the institution consistently provided regional leadership in higher education, and in teacher education specifically.

When graduate programs were introduced in the late 1940's, the College continued to place emphasis on programs for teachers and school service personnel. In the 1950's, because of increased enrollment and different academic needs by students, the University broadened its academic programs to include majors other than teacher education. On December 11, 1967, the Board of Regents formally recognized the changes that had been made in the basic objectives and programs of the college, as well as those anticipated in the future, deleting the word "Teachers" from the name of the College. Five years later, on August 12, 1972, the school was renamed Northeast Missouri State University.

With the name changes came a reformation of the University's philosophy. Such a change in the University's role was first recommended by the Missouri Coordinating Board for Higher Education as part of a comprehensive plan to restructure the state's public higher education to increase quality and to reduce program duplication among institutions. In support of the new role proposed for the University, then Commissioner of Higher Education Shaila Aery said that Missouri college-age students need the "affordable alternative of a select public liberal arts institution that focuses on undergraduate education with high academic standards." On June 20, 1985, House Bill 196 was signed into law by Governor John Ashcroft, changing the mission of the University from a regional comprehensive university to a statewide public liberal arts and sciences university. In 1993, the University elected to become Missouri's only highly selective public university.

On June 15, 1995, after considerable debate, Senate Bill 340 was signed into law. This legislation gave a new name for the University, one that would reflect its statewide liberal arts and sciences mission. On July 1, 1996, the University's name officially changed to Truman State University in honor of America's 33rd president and the only Missourian to serve as President of the United States.

First accredited by the Higher Learning Commission (North Central Association of Colleges and Schools) in 1914, Truman State University currently holds accreditation from the Higher Learning Commission and is a member of the North Central Association (<http://www.ncahigherlearningcommission.org> or (312) 263-0456); AACSB International - Association to Advance Collegiate Schools of Business; American Chemical Society; American Speech-Language-Hearing Association; the Commission on Accreditation of Allied Health Education Programs; Commission on Collegiate Nursing Education; the Council for Accreditation of Counseling and Related Educational Programs (Truman's counseling program will be on inactive status after Summer 2006); the Missouri Department of Elementary and Secondary Education; Missouri State Board of Nursing; National Association of Schools of Music; and the National Council for Accreditation of Teacher Education (NCATE).

MISSION

Truman State University is committed to the advancement of knowledge, to freedom of thought and inquiry, and to the personal, social, and intellectual growth of its students. The University strives to identify and maintain a recognized standard of excellence in all of its educational activities.

The mission of Truman State University is to offer an exemplary undergraduate education to well-prepared students, grounded in the liberal arts and sciences, in the context of a public institution of higher education. To that end, the University offers affordable undergraduate studies in the traditional arts and sciences, as well as selected pre-professional, professional, and master's-level programs that grow naturally out of the philosophy, values, content, and desired outcomes of a liberal arts education.

The highest goals of a liberal arts education are to ignite the individual's curiosity about the natural and social universe and then aid him or her in developing the skills and personal resources to channel knowledge into productive, satisfying activity. In pursuing these goals, the University seeks to cultivate in its students:

- ◆ intellectual integrity, celebration of difference and diversity, informed ethical values, and courageous aspiration toward the best for oneself, one's family, one's society, and the world;
- ◆ a sense of the joys and uses of creative and critical thought, including skills of intellectual problem-solving through effective reading and research, clear writing, and articulate speech; and

- ◆ the willingness and ability to exercise personal and intellectual leadership in his or her chosen field of endeavor.

The University will achieve its mission through emphasizing and supporting excellence in teaching, in pure and applied research, and in public service consistent with the educational emphasis and goals of the University. In fulfilling this mission, Truman State University recognizes its duty to:

- ◆ maintain a student-centered and student learning-centered living and learning environment that will attract, nurture, and challenge diverse, outstanding students;
- ◆ prepare its students to succeed in rigorous professional and graduate programs;
- ◆ provide a physical environment and support services that will help members of the University achieve their educational goals and enhance their social and physical development, and that will further serve as a source of pride to the University, the alumni, the community, and the state;
- ◆ offer services to the community, the region, and the state in the areas of research and public service that are natural outgrowths of the academic mission of the University, and strive to ensure that the University serves as a cultural resource for the broader community of which it is an integral part;
- ◆ develop and maintain sources of public and private support, and merit such continued support through public accountability for the quality of its programs and the utilization of its resources; and
- ◆ provide appropriate encouragement and recognition of each member of the University community who contributes to the fulfillment of the University's goals.

VALUES

Historically, Truman has embraced four core supporting values that have guided its development throughout its various mission changes, and they continue to define the institution and command broad support from all segments of the campus community. These values play an important role in decision-making on campus and should be considered by faculty as they work in collaborative support of the institution.

- ◆ A strong focus on students and student learning;
- ◆ Intellectual challenge in a nurturing and diverse environment;
- ◆ Affordability which promotes financial access to educational excellence; and
- ◆ A commitment to assessment for continuous improvement and accountability.

(Affirming the Promise: Fostering a Nationally Recognized Community of Learners - Truman State University Master Plan Update, FY 2002-2007)

Learning Outcomes

As a public liberal arts and sciences university, the Truman community commits to and supports these learning outcomes, working collaboratively to be sure that each graduate:

- ◆ Has command of essential intellectual skills of written and oral communication, quantitative analysis, and computer literacy;
- ◆ Appreciates the interconnectedness of knowledge, demonstrates the capacity to integrate and synthesize knowledge and information across disciplines;
- ◆ Demonstrates strong mastery of a major area of study;
- ◆ Has a growing understanding of the moral and ethical challenges within social, professional, and personal decisions;
- ◆ Has undertaken free personal intellectual exploration or research; and
- ◆ Is well prepared for effective living in a diverse and democratic society.

THE CURRICULUM

Consistent with tradition and good practice, the University has vested the authority of developing and maintaining the curriculum in its faculty. Truman's faculty meet, discuss, create and implement curriculum within the governance structures of the institution (see Governance). Curricular change occurs within two broad categories: the discipline/division, including those areas of the curriculum restricted to major and minor fields of study, and general education (the Liberal Studies Program or LSP) - those areas of the curriculum that are of consequence to more than one division. Discipline-based curricular change occurs within the divisions and is approved by the discipline faculty, divisional faculty, dean and Vice President for Academic Affairs. Matters related to general education (LSP) must be approved by the appropriate council, Undergraduate Council, Faculty Senate, Vice President for Academic Affairs, and President as prescribed in the Faculty Constitution.

The Major

Depth of knowledge and mastery within a discipline are developed through major programs of study. Discipline faculty have structured degree programs that provide students with opportunities to learn in ways that result in levels of mastery appropriate for nationally competitive graduates. A capstone, or culminating experience, is required for each student. The capstone is seen as a formal point of assessment where discipline faculty both gauge the readiness of the student to graduate and measure program effectiveness.

ACADEMIC DIVISIONS & DEGREES OFFERED:

Business and Accountancy: Accountancy (MAcc),

Accounting (BS), Business Administration (BA, BS)

Education: Counseling (MA*), Master of Arts in Education (MAE)

Fine Arts: Art (BA, BFA), Art History (BA), Music (BA, BM, MA), Theatre (BA)

Human Potential and Performance: Communication Disorders (BA, BS, MA), Exercise Science (BS), Health Science (BS), Nursing (BSN)

Interdisciplinary Studies (BA, BS)

Language and Literature: Classics (BA), Communication (BA), English (BA, BS, MA), French (BA), German (BA), Russian (BA), Spanish (BA)

Libraries and Museums: none

Mathematics and Computer Science: Computer Science (BS), Mathematics (BA, BS, MA*)

Military Science: none

Science: Agricultural Science (BS), Biology (BA, BS, MS), Chemistry (BS), Physics (BA, BS)

Social Science: Economics (BA, BS), History (BA, BS, MA*), Justice Systems (BS), Philosophy & Religion (BA), Political Science (BA, BS), Psychology (BA, BS), Sociology/Anthropology (BA, BS)

*These master's programs are on inactive status

The Minor

In addition to major programs of study, the University provides students the opportunity to engage in disciplinary, multi-disciplinary, and interdisciplinary study through academic minors. Minor programs are established by the divisions and, in the case of interdivisional minors, the Faculty Senate through its standing curriculum committee, the Undergraduate Council. A list of minors is provided below.

Business & Accountancy: Business Administration

Fine Arts: Art History, Art Studio, Music, Theatre

Interdisciplinary: African/African-American Studies, Asian Studies, Classical Studies, Environmental Studies, International Studies, Italian Studies, Medieval Studies, Public Administration, Women's and Gender Studies

Language & Literature: Communication, English, French, French Minor in Translation, German, Greek, Latin, Linguistics, Russian Studies, Spanish

Mathematics & Computer Science: Computer Science, Mathematics, Statistical Methods, Statistics

Military Science: Military Science

Science: Agricultural Business, Agricultural Studies, Biology, Chemistry, Equine Studies, Physics

Social Science: Anthropology, Economics, Geography, History, Justice Systems, Philosophy and Religion, Political Science, Psychology, Sociology

The Liberal Studies Program

In support of its liberal arts mission, Truman's faculty have developed a curriculum that provides breadth in the traditional liberal arts by requiring its undergraduates to complete a Liberal Studies Program (LSP). The LSP provides students with a liberal education arranged in a tripartite structure:

- ◆ the **Essential Skills** students must master in order to succeed in their liberal studies and major coursework (fundamental abilities in writing, speaking, mathematics, statistics, and computer literacy);
- ◆ the multiple **Modes of Inquiry** by which students may investigate problems and create knowledge (aesthetic, historical, mathematical, philosophical and religious, scientific, and social scientific); and
- ◆ the **Interconnecting Perspectives** that require students to integrate knowledge they have gained as a result of their educational experiences at Truman (areas include work in interdisciplinarity, interculturalism, and foreign languages).

University Master Plan

The University Master Plan, *Affirming the Promise: an Agenda for Excellence in the 21st Century*, outlines the institution's goals for the period of 1997 through 2007 (after which time a new ten-year plan will be developed). In 2001-2002, the Strategic Planning Advisory Committee developed an update to the plan for the 2002-2007 period. Both documents (the original Master Plan and the Update) are available in the Vice President's Office and online at <http://www.truman.edu/pages/66.asp>. The Master Plan includes indicators of success along with projections for future years. The planning priorities appearing in the 2002-2007 Master Plan Update are:

- ◆ Recruiting and supporting a diverse, well-qualified faculty, staff, and student body;
- ◆ Deepening an enhanced, self-reflective liberal arts culture;

- ◆ Nurturing viable relationships with external constituencies; and
- ◆ Providing excellent support to the teaching/learning process.

Assessment Program

As part of Truman's emphasis on promoting a self-reflective liberal arts culture, the University aims for a "vigorous, participatory assessment program" (Truman State University Master Plan Update: FY 2002-FY 2007, p. 46). The Assessment Program is characterized by the use of multiple measures to assess student learning and development. The two basic goals of assessment at Truman are to improve student learning and to provide accountability to all University stakeholders.

The Vice President's Advisory Committee on Assessment is continually working to enhance the University Assessment Program. The Assessment Committee is divided into two working groups, the Design and Implementation Group and the Analysis and Reporting Group. These groups work on a variety of initiatives, including analyzing assessment data, supporting the Assessment Colloquia, and reviewing current assessment instruments.

FACULTY INVOLVEMENT IN ASSESSMENT AND CONTINUOUS IMPROVEMENT

Truman has a long history and tradition of national leadership in using assessment for institutional improvement. Faculty participation in the assessment process is an important element to both the health of the University, its programs, and to the success of each faculty member. Truman has developed a philosophy of assessment that is focused on improvement rather than on using results in punitive ways. It is expected that all faculty participate in the University's efforts to assess student learning and improve its effectiveness. The collective faculty role in assessment is critical to the continuous improvement cycle within disciplines and general education. The University calls upon faculty to help design and implement an appropriate assessment plan and to assist in analyzing results. More importantly, the decisions of the faculty and larger University should be informed and guided by a meaningful assessment program that uses multiple measures and is predicated on faculty participation.

For more information on Truman's assessment program, see Chapter X of the *Faculty Handbook*.

AFFILIATION

COPLAC

Truman belongs to the Council of Public Liberal Arts Colleges (COPLAC). Currently, there are 21 member institutions from across the nation. COPLAC's mission is: "1) To promote nationally the values of superior undergraduate liberal education in a public college setting in order to enhance understanding among the general public of the value of moderately sized public liberal arts colleges. (2) To communicate to state and federal policy makers the vital importance and benefits of providing students with comprehensive public higher education in the liberal arts and sciences. (3) To work actively with member institutions to improve the quality of liberal arts and sciences education on our own campuses and achieve the goals of the organization. (4) To support the efforts of the other institutions to achieve distinction in the liberal education of students." (<http://www.coplac.org>) Member institutions are:

College of Charleston
 Eastern Connecticut State University
 The Evergreen State College
 Fort Lewis College
 Georgia College & State University
 Henderson State University
 Keene State College
 Mary Washington College
 Massachusetts College of Liberal Arts
 New College of Florida
 Ramapo College of New Jersey
 Sonoma State University
 Southern Oregon University
 St. Mary's College of Maryland
 SUNY College at Geneseo
 Truman State University
 University of Maine-Farmington
 University of Minnesota-Morris
 University of Montevallo
 University of North Carolina-Asheville
 University of Wisconsin-Superior