



Beyond THE *Horizon*
2010 STUDENT VISION DOCUMENT



TABLE OF CONTENTS

Members List.....	2
Introduction.....	3
Mission Statement.....	4
Academics.....	5
Curriculum.....	5
Textbooks.....	6
Library.....	7
Advising.....	8
Study Abroad.....	8
Technology.....	9
Student Affairs.....	10
Traditions.....	10
Truman Spirit.....	10
Athletics.....	11
Wet Events.....	11
Residence Life.....	11
New Student Programs.....	11
Student Services.....	12
Student Safety.....	13
Diversity.....	15
Kirksville Relations.....	16
Perception.....	16
Director of Community Relations.....	16
Kirksville Businesses.....	16
Major Collaborative Projects.....	16
Enrollment Management.....	18
Marketing.....	18
Scholarships.....	19
Fiscal Issues and the Budget.....	20
Maintaining the Truman Experience.....	20
Fiscal Responsibility.....	20
Renovations and Restoration.....	21
Environmental Sustainability.....	22
Education.....	22
Encourage Reducing, Reusing, and Recycling.....	22
Local Foods.....	22
Pursuing Alternative Energy.....	23
Invigorating a Bike Culture.....	23
University Advancement.....	24
Endowment.....	24
Culture of Giving.....	24
Alumni Relations.....	24
Conclusion.....	25

Members List

Anna Elizabeth Esfeld
Chair

Philip Taylor Gilmor

Slok Gyawali

David Michael Hayes

Kristin Rae Marshall

Matthew Kyle Ohs

Elizabeth Marie Piel

Tina Schutter

Sean Andrew Serroque

Joseph Caleb Shelton

**Cover photo credit: Allison Hickox*

Introduction

Every five years it is the responsibility of this committee to develop a vision for Truman State University from the perspective of the Student Association. Our predecessors have envisioned a university with a liberal arts mission, an innovative curriculum, and a unique and involved student body. We strive for nothing less than the innovative, creative change they proposed before us.

The world is a decidedly different place than it was twenty years ago when the first vision document, *Continuing the Renaissance*, was written. In fact, it is a surprisingly different place than even five years ago with the writing of *Arête*. We are a university faced with many challenges which must be acknowledged before addressing our vision for the university. While we see that some of these issues are constraints, we hope they will also be seen as opportunities for Truman to grow.

Funding Constraints

Within the last several years, the world's economy has entered a recession. Because Missouri state schools received level funding in 2009, they are in a better position than other states' institutions. We are aware, however, that a reduction in state funding for Truman is inevitable.

Enrollment Issues

The number of graduating high school students in Missouri and surrounding states is declining, especially the main demographic Truman typically attracts and enrolls. We are aware that the pool of applicants Truman competes for is getting smaller while the competition is getting more intense.

Kirksville as a Location

With the increasing competition for students and our uncertain funding, our location as a university is even more of a concern. Through a comprehensive effort between the university and the city, we hope that instead of seeing the location of Kirksville as a detriment, Kirksville can become an asset to Truman and Truman even more of an asset to Kirksville.

Environmental Sustainability

The environmental grass roots movement is gaining momentum across the country as well as on our own campus. There are few movements that have been as independently motivated at Truman. We hope the university will continue to encourage this movement and incorporate it as a unique aspect of Truman.

We cannot emphasize enough the desire of this committee to see each of these issues be acknowledged but also posed as challenges. If Truman is able to address these challenges, the university will be stronger and more competitive than ever. One of the goals of this document is to show how, in each of the areas we have designated, Truman has the opportunity for growth.

The structure of this document is different from previous vision documents. We hope it will make the goals we have set out more achievable. This document is organized by administrative office so each of the sections falls clearly under one of the major offices of the university: the Office of the Provost, the Office of the Dean of Student Affairs, the Office of the Director of Enrollment Management, the Office of Advancement, and the Vice President of the Budget. While we have strategically organized this document by these offices, the information found in each of the sections is relevant to the entire university community.

University 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.

Academics

Curriculum

In order to be the premiere liberal arts and sciences university, our curriculum must be innovative and highly engaging. Our academic rigor has been a defining feature of Truman State ever since our mission change in 1985.¹ One thing that unifies the student body at Truman is our desire for an intense academic experience that prepares us for our futures. That said, it continues to be important that our academic experience is innovative. We know that Truman has a unique student body. To achieve our goal of being the premier public liberal arts and sciences university in the country, it is important that students are challenged by a unique curriculum.

The curriculum, no matter what particulars it takes on, should contain the following characteristics:

Truman students should be challenged to think in multiple ways. One of the goals of a liberal arts and sciences curriculum is to teach students how to think from various viewpoints. This is something Truman has attempted through the Modes of Inquiry and will more than likely maintain in future curricula; however, we recognize that there are flaws in the way it is currently implemented. In order for students to really embrace various modes of thought, the curriculum cannot be thought of as merely a checklist. It needs to be a series of experiences that students move through with an understanding of why they are being asked to take each class. If students do not understand why they are required to take certain classes, it is hard for them to realize the potential growth they may acquire from a course. It is the responsibility of the faculty to inform students of the importance of these courses.

Truman students should have the ability to develop and take ownership of their own academic progress. This has been stressed by every vision document as an important component of the curriculum. As already stated, Truman students are a unique group. We are capable of great things when given the opportunity; look no further than Student Initiated Courses. This program, while still new, has proven that students are capable of great things. Other aspects of the curriculum should be entrusted to student decision where possible.

The curriculum should place emphasis on the process of learning and not on the retention of factual information. This is one of the major road blocks to the current core. One of the more frustrating parts of revising a curriculum is realizing its designed on paper is nearly impossible to implement successfully. While we have documents that state our desire to teach students various methods of thinking, there are still shortfalls in what it is students are learning; there is a break down at the classroom level. When students are required to primarily memorize material that faculty consider important, the objectives of the course are not being met. Students should instead be taught how to think in the discipline in which they are taking the course, as opposed to the basic material a professor finds important.

The administration and faculty should not be afraid of changing the curriculum in order to ensure students receive the best education possible. This is one of the major road blocks to the current core curriculum. One of the more frustrating parts of revising a curriculum is realizing its design on paper is nearly impossible to implement successfully. While we have documents that state our desire to teach students various methods of thinking, there are still shortfalls in what it is students are learning; there is a breakdown at the classroom level.

¹ Truman State University Faculty Handbook

When students are required to primarily memorize material that faculty consider important, the objectives of the course are not being met. Students should instead be taught how to think in the discipline in which they are taking the course, as opposed to the basic material a professor finds important.

Beyond the characteristics of the curriculum that are important to its integrity, there are a few specific programs we want to see implemented or continued:

First Year Seminar: Previous documents have called for a comprehensive course that introduces first year students to the core curriculum and the university's focus on interdisciplinarity.² With the recommendations of the Curriculum Commission, Truman was closer than ever to implementing this seminar.³ Student Senate passed a resolution in favor of implementing a first year seminar.⁴ In whatever form it takes the seminar should include components that provide students a strong base for future course work. The course should include intensive focus on writing and speaking skills with a basis in critical thinking in order to introduce students to the critical thinking rubric.

Student Initiated Courses: After many years of work Student Senate was thrilled to see this program implemented.⁵ We have been very impressed with the results of the program thus far with classes such as *Grass Roots Environmentalism*, *The Ethics of Food*, and *Components of Global Health*, to name a few. We believe these courses can be powerful learning tools not only for those students enrolled in the course but also for the students proctoring. It is distinct initiatives such as these that sets Truman apart from other liberal arts and sciences universities. In the future we hope to see programs like this supported and expanded.

Experiential Learning: Truman prides itself on providing opportunities for students to have transformative experiences during their course of study. These includes study abroad, internships, research, and service learning. Student participation, in most cases, is due to the extraordinary drive of the students rather than the assistance provided by the university. Some steps have been taken to provide more opportunities; for example, the new Office of Student Research is a great step toward broadening access of research opportunities for students. Similar actions should be taken in all areas.

Textbooks

Truman has a responsibility to ensure that textbooks remain affordable for all students. Aside from tuition, textbooks are often the largest expense college students face. In the last two decades, textbook prices have increased at twice the rate of inflation.⁶ These skyrocketing prices have led to many students going without essential books because they can not afford them. The university should ensure textbook affordability by examining professor textbook choices and re-evaluating the ways in which courses are taught.

We realize that the university has no control over the publishing companies and their pricing. However, given the economic situation, Truman will inevitably be expecting students to carry more of the burden of the general budget as the state cuts back funding. Because textbooks are such a large investment, it is essential that the university do everything in its power to ease the cost. There are several steps that must be taken by the university:

- Professors should make textbook International Standard Book Numbers (ISBNs) readily available to students. When purchasing from outside sources, students need ISBNs to ensure they are ordering the correct edition.

2 Freshman Interdisciplinary Seminar (FINS) – *Arête* 2006

3 Phase II Report of the Commission on Undergraduate Curriculum November 2008

4 Student Senate Resolution 092.006: Resolution Endorsing Freshman Seminar Within Future Curriculum Models. Passed Fall 2009.

5 Student Senate Resolution 082.006: Resolution Endorsing the Creation of Student Initiated Courses. Passed Fall 2008.

6 Advisory Committee on Student Financial Assistance: Congressionally requested study to make college textbooks more affordable.

- The university should encourage professors to utilize course packets whenever possible. Printed on campus, course packets give professors the ability to customize their teaching materials at a much lower cost to students.
- The university should offer incentives for professors to utilize open source resources with online access. Not only would this be more cost effective, but would also provide an environmentally sustainable option for students.
- Professors should be charged with the task of reviewing new editions of textbooks. Too often these new editions are fundamentally the same as their older counterparts. Students should be made aware of the differences between editions and have the option of purchasing older editions in order to save money.
- Professors should place copies of textbooks on hold at the library for student use throughout the semester.

In order to make purchasing textbooks easier, we endorse the bookstore's efforts to allow students to charge purchases to their student accounts. This system would specifically benefit those who rely on scholarship money to pay for their books. These students often have to wait two or three weeks into the semester for their scholarships to clear in order to purchase their books. A charging system through student accounts would allow students to purchase their books earlier without any additional financial burden.

Many students opt to sell their textbooks back to the bookstore at the end of each semester; however, students often receive only a fraction of the book's original price in return. Students who do not wish to keep their textbooks want a system where they can receive full price in exchange for their books. In the fall of 2010, a pilot rental pilot program will take place through the University Bookstore. We applaud the company's efforts to offer more cost effective options for students. We hope that a rental program can be implemented permanently.

Library

Pickler Memorial Library fulfills a vital role for both the Truman and Kirksville communities. Through the utilization of their resources, services, and space, Pickler Memorial Library encourages discovery among students, faculty, staff, and the Kirksville community.⁷ Our students pride themselves on their academic achievements and thus the library should be the center for academics on campus, always alive with students. While we acknowledge and appreciate the groundwork laid by the library's most recent strategic plan, there are several ways in which students wish to see the library expand and improve.

Our first suggestions concern the use of the library's resources and services. Students want the library to be as user friendly as possible. While the library offers a wide range of services geared toward aiding students, many are unaware of their availability. Therefore, the administration should aid the library in creating an effective advertising campaign in order to promote their services to the campus and perspective students.

Students have also voiced their opinions regarding the use of physical space within the library. On many campuses, libraries function not only as centers of learning but as social hubs. We fully support the library's current plan to open a café on the first floor of Pickler Memorial Library. Not only will a café make the space more inviting to students and faculty, it will also encourage students to spend more time in the library. However, we demand that the integrity of the library as a quiet study area is not sacrificed. Another grievance frequently voiced by students deals with the library's hours of operation. Students desire twenty-four hour access to the library that includes a computer lab complete with printing services. We realize that it is not financially possible to immediately convert the library to a twenty-four hour space; however, we believe the library should take steps to begin the transition as soon as possible. The library should begin by expanding their hours of operation by staying open twenty-four hours a day during the week of finals. Once financially possible, the library should begin to implement extended hours during the rest of the school year.

⁷ Pickler Memorial Library's Strategic Plan 2009-2010

Advising

Students are attracted to Truman by its affordability, but most stay for the relationships they build. Unlike other universities, Truman offers its students the unique opportunity to form one-on-one relationships with faculty mentors through the academic advising program.

Truman's advising program consistently ranks high among other liberal arts colleges in regards to student satisfaction; however, Truman's seniors consistently voice concerns with the program. According to the 2009 Graduating Student Questionnaire, academic advising by a faculty mentor was labeled as an area of weakness. On a scale of 1 (very dissatisfied) to 4 (very satisfied), faculty advising received a score of 2.99.⁸ As Truman strives to be the premiere liberal arts and sciences institution, student dissatisfaction with the current system needs to be addressed.

It should be the responsibility of the administration to address these concerns and improve the advising process. Truman has a very capable and willing student body that provides great service to the university in the form of scholarship jobs and volunteering. The administration should call upon students to take a larger role in academic advising. We believe students would be willing to participate in a peer advising system like those implemented at other Council of Public Liberal Arts Colleges (COPLAC) schools. Eastern Connecticut State University, for example, utilizes peer advisors in their first-year advising program. Each professional advisor is assigned 2-3 student peer advisors who assist with their student case load.⁹ Truman students are fully capable of serving as mentors and should be utilized to lessen the burden on professors. Additionally, many students have suggested that the university employ staff who are specially trained as advisors to replace the current professor-based system. We realize that financial constraints prevent this from becoming a reality; however, we feel the administration should investigate the possibility of incorporating trained advisors into the current system. By employing trained advisors, the university could remove the burden of advising from those professors who do not have the time or desire to be student mentors while ensuring quality for the students.

Truman prides itself on being an assessment-based university. Students have the opportunity to rate their professors and courses each semester and are encouraged to share their experiences with the university. This being said, the administration should investigate the possibility of implementing an advisor ratings system similar to the one used for professors and courses. A ratings system would provide professors with tangible data that can be applied towards tenure and promotion. Furthermore, students may feel less frustrated with their advising experience if they have a means of critiquing their advisor's performance.

Study Abroad

Studying abroad is one of the more rewarding experiences a student can have. Many students choose to dedicate time to studying abroad. The Commission on Undergraduate Curriculum advocated the enhancement of study abroad opportunities as a form of experiential learning.¹⁰ Truman is currently ranked 13th in the nation for number of students studying abroad with over 500 students studying in over 50 countries.¹¹ While this is a remarkable statistic, we feel it is due to the strong initiative of the students rather than the assistance they receive from the university. The Study Abroad Office should strive to assist students with every step of their study abroad experience.

The Commission on Undergraduate Curriculum claims that experiential learning should be incorporated into students' time at Truman.¹² While study abroad is not the only form of experiential learning, it is one that provides a unique opportunity to broaden a student's world view through interaction with different cultures. Some majors allow students to easily fit a study abroad experience into their schedule, while for other majors it is more difficult. Truman should make every effort to provide an abundance of study abroad experiences to students from all majors. Students should be able to fit in a study abroad experience during their time at Truman without staying an extra year.

8 The 2009 Assessment Almanac

9 The Eastern Connecticut State University Strategic Planning Advising Summary

10 Phase II Report from the Commission on Undergraduate Curriculum

11 Truman State University Admission Website <http://admissions.truman.edu/whytruman/experience.asp>

12 Phase II Report from the Commission on Undergraduate Commission

Technology

In order to stay cutting edge and competitive as a university, our campus must maintain a high standard of technological excellence. It is imperative that Truman students have the ability to adapt to a rapidly changing technological world. Truman cannot cut back on technological advances that will potentially improve the caliber of our graduates and the reputation of our university. According to Provost Troy Paino, technology cannot be affected by budget shortfalls as it is closely connected to the experiential learning that will prepare students to become productive members of society.¹³

To be the premiere liberal arts and sciences college, our classrooms must meet a minimum standard. Classrooms are currently ranked using an A, B, C designation. A Level classrooms include a data projector, console, and document camera as the base level of technology. As of summer 2009, every classroom on campus was upgraded to this level.¹⁴ B level classrooms include a data projector, console, document camera, and microphone, representing a mid-level of technology classrooms. Finally, C level classrooms, “Classroom Capture Studios”, include all aforementioned tools plus video capture, cameras, and computers.

This is the highest level of technology based classrooms on campus. As of April 2010, six lecture capture capable classrooms will be in operation. In the next five years, each classroom should at least be compatible with some form of lecture capture system, or C level classroom. This will allow students to access lectures, class notes, and a variety of other helpful tools in the event of unplanned absences. It also benefits students by allowing them to record their own performances: speeches, musical performances, in-class debates, dance performances et cetera. This ties into our idea of experiential learning and our goal of making our students even more competitive. The ability to reproduce the classroom experience via computer will allow the university to pursue online courses, thus increasing enrollment.

The level of technological advancement is unimpressive if the tools remain unutilized. Faculty must be able to use technology efficiently and effectively. If technology sits unused by the professors, it is worthless to spend time, money, and energy to bring cutting-edge tools to campus. Moreover, class time should not be wasted while professors attempt to operate the technology. It should be the responsibility of the administration to provide motivation and encouragement to the faculty to use the available technology to its fullest extent. Faculty members should have access to workshops to instruct them in the use of the technology. Furthermore, grants may be extended to those disciplines that encourage the use of technology in their classes.

¹³ Interview between Troy Paino and members of the Vision Document Committee November 2009.

¹⁴ *Ibid.*

Student Affairs

Truman is facing a period of financial hardship. While this poses major problems, Truman should not compromise providing an outstanding experience for its students. The university should take into account all aspects of the student experience when deciding how to approach financial shortcomings: student traditions, school spirit, athletics, diversity, and student services. These are all crucial to the university dynamic, and deserve consideration in the university's plans for the future.

Traditions

Traditions increase school spirit and community among students. Unfortunately, Truman lacks in this facet of university life. The university should foster ideas for traditions and promote them to the student body.

There are certain campus-wide traditions that exist and thrive today. These include trips to the train bridges, the Final Scream, and the annual College Cup Competition. These are enjoyable parts of the Truman Experience that allow students to relate to one another.

There are some traditions that have been discontinued and some that are in danger of being eliminated. The gum tree is an example of the latter. The two previous gum trees have been cut down. Another example is the Truman Pennies tradition, in which students would take a penny from the hat of the Harry S. Truman statue in the library for good luck, and would subsequently leave a penny at another. This tradition was well practiced until recently, when the statue was moved to the Ruth W. Towne Museum and Visitors' Center. It is the responsibility of the administration to identify these types of traditions and preserve them wherever and whenever possible.

In addition to nurturing old traditions, Truman should also take active steps to encourage students in the formation of new traditions. One example of an easily implemented student tradition would be the creation of a new spirit competition. This new contest would be similar to the College Cup Competition the freshmen experience, but would involve the five academic schools of the university. Students would be segmented into their respective schools and would engage in competitions with each other, similar to those used for Homecoming and Truman Week. This tradition would provide a new outlet for school spirit for students who are not highly involved on campus, and would give everyone a chance to participate in campus-wide camaraderie. Truman's focus on academics makes this a perfect tradition.

Truman Spirit

Many of Truman's upperclassmen have a diminished sense of school spirit after their freshman year. We cannot place all of the emphasis on the underclassman, and expect them to sustain their feelings of enthusiasm and spirit for the university. These feelings should be nurtured and assisted by the university. Truman should combat this problem by encouraging upperclassmen to participate in Truman spirit events.

Another problem is the lack of spirit wear that students possess. Spirit wear is currently far too expensive. The university must find less expensive alternatives for Truman spirit wear. Students should also have a strong voice when selecting new designs for spirit wear. We acknowledge the steps the university has taken to ensure that more affordable spirit wear is available to students, such as selling \$5 spirit shirts at sporting events. We also support the continued practice of giving incoming students Truman apparel during orientation and Truman Week. To encourage people to wear Truman spirit wear, incentives such as Purple Fridays should be endorsed and made aware to the student body as well as the faculty.

Other ways to promote school spirit would be to provide more opportunities for students to participate. Homecoming is one area in which the university does not appeal to the general population. Many students feel that

Homecoming festivities only cater to those students in the Greek Life system. Creating Homecoming events that the general population would be encouraged to attend and participate in could resolve this issue. The previously mentioned school competition could be incorporated into the Homecoming festivities as well.

Truman Athletics

With 22 varsity athletic teams, Truman prides itself on having more athletic programs than any other public college or university in the state of Missouri. Unfortunately, Truman suffers from a lack of attendance at sporting events.

Many of the athletic events outside of football are not adequately advertised. The Athletics website should be utilized to advertise their events. Additionally, many people are unaware of the high level of achievement of our athletes. Truman boasts nationally ranked athletes in swimming, cross country, soccer, and volleyball. These athletes deserve more recognition for their achievements and for representing Truman at the national level.

Wet Events on Campus

Truman is traditionally a dry campus, however students have asked the administration to consider wet events on campus. Events including alcohol would not diminish the integrity of the university. A champagne toast at graduation, for example, would be a appropriate way to send off our Truman graduates. Wet tailgating would also be a way to increase school spirit at Truman. Many other public colleges and universities encourage school spirit at sporting events through tailgating. This could be accomplished by creating a sectioned-off area for tailgating events. By placing an age restriction on the area monitoring would not be an issue. These events would not only increase attendance but possibility raise money for the university and student organizations.

Residence Life

The office of Residence Life puts much effort into the services they offer; however, nothing could be accomplished without the dedication of our Student Advisors. Advisors provide many services to the students in the residence halls from manning the hall desks to counseling and from unlocking doors to handling high-stress emergency situations. Student Advisors are expected to balance their coursework with this high-stress full-time job.

Given these considerations, we are faced with a choice; either the university can better compensate the student advisors for their services, or they can lessen the workload and stress associated with the position. This issue has been addressed in the last two student vision documents.¹⁵

International students studying at Truman are expected to find housing during university breaks. First year students are not allowed to live off campus and international students frequently do not have vehicles. These students are often put in the awkward position of staying with acquaintances. It is unfair to not provide these students with housing. It is the responsibility of Residence Life to provide housing for students over breaks when residence halls are currently closed.¹⁶

New Student Programs

The experiences students have in the residence halls are some of the more defining of their time at Truman. The university should strive to enhance that experience.

One method used at other universities is interest housing. The University of California-Santa Cruz has embraced this idea of themed living environments and explains them the following way: "Based on academic pursuits, hobbies, individual backgrounds, and lifestyle preferences, these living/learning options serve to complement a student's experience in residence."¹⁷ At Truman, we already have language themed houses including a Spanish house, a

15 Truman Tomorrow: *Arête* and Challenges for a New Era

16 Student Senate Resolution 091.012: A Resolution to Provide Residence Hall Options for Students During Week Long-Breaks. Spring 2009

17 <http://www.housing.ucsc.edu/housing-themes.html>

German house, and a romance languages house. UC Santa Cruz has almost every floor in each hall themed, ranging from single gender floors to things such as a World Cultures floor and a Film and Digital Media floor.

We need to create houses that are interesting to a wide range of students while avoiding houses that would too narrowly associated with a major. As a liberal arts and sciences university, we should provide students with an array of different perspectives. For the success of this type of program, it is important for upperclassman to remain in the residence halls to continue the leadership and heritage of the house. We hope the environment fostered in these houses will be enough to retain upperclassman.

Student Services

The services provided for the student body by the university provide an invaluable array of opportunities to positively impact the growth and wellness of students during their time at Truman. Unfortunately, the current economical climate necessitates that the university reconsider how it will distribute funding for these services in the coming years. It is important that the quality of services, as well as their availability, be preserved as much as possible. In order to do this, the university needs to be innovative in the way that it overcomes obstacles and provides for student services.

Even in times of fiscal crises, the university should consider adding new services to support and enhance the Truman experience and to meet the needs of the student body. We applaud the university's creation of the Student Success Center to help provide academic support to all students. New services in the future should be modeled on this and they need to be both relevant and accessible to every student.

Health Center

The Health Center contributes greatly to the wellness of the student body and provides an on-campus location where students can address health concerns and receive quality treatment. With the current economic situation, these services need to be prioritized. It is essential that students have access to these services and that any decisions impacting the Health Center involve student input. The quality of the Health Center must not be compromised, and we fear that any reduction in staff will affect the accessibility to students and the quality of service. Although the hours of operation have been reduced, we commend the efforts of the Health Center to provide more resources, including online scheduling of appointments and the creation of a health resources library.

With the rising cost of healthcare, the Health Center services can no longer be covered by the Student Health Fee and university budget alone. In efforts to be more self-sustaining, the Health Center has implemented a program in which students' private insurance providers are now billed for any healthcare provided. The Health Center must continue to be committed to providing healthcare to all students and that uninsured students are not penalized. Also, the privacy of students must remain uncompromised. We support the Health Center's implementation of its Sensitive Issues Plan, which allows students to personally pay for services instead billing their insurance provider. We urge the Health Center to continue to seek advice from students on how to improve privacy and to address any concerns that arise in the future.

University Counseling Services

The University Counseling Services (UCS) provides a vital resource that addresses many of the challenges students may face during their time at Truman. In order to continue to provide for students, the services need to be consolidated. It is currently the university's plan to not fill staff positions as openings become available. Given the vital importance of this service to students, it is important that the university fill UCS positions to maintain the quality of service provided. We praise the efforts made by the UCS staff to increase privacy through the use of secure servers and local networks and we urge UCS to continue to place an emphasis on safeguarding confidential

information as it converts from paper records to online storage and retrieval. As with the rest of the student services, we encourage UCS to seek the advice of the students to determine the best way to continue to meet the needs of the student body.

Food Services

For many students and faculty members, the cafeterias and food services are a part of daily life at Truman. In addition to the cafeterias in Ryle, Missouri, and Centennial Halls, there are also three convenience stores, in Dobson Hall, West Campus Suites and Barnett Hall. On-campus dining locations must continue to meet the needs of students as well as the demand for a more environmentally sustainable university.

The environmental impact of the food service provider needs to be evaluated. The food service provider's role in Truman's progress toward a more environmentally sustainable university must not be overlooked. Although a trayless initiative is currently in place at Ryle, it needs to be investigated. Eco-friendly chemical cleaners also need to be investigated as an option, as do biodegradable napkins, to-go containers, and other paper products used in the cafeterias.

Healthier food choices must be implemented by the food service provider. As new requests for proposals are submitted to the university, the food service provider must be required to address the dietary needs of students. All food standards need to be reviewed by nutritionists to determine whether healthier choices can be provided. The food service provider must investigate alternatives for students with special dietary considerations. The menu needs to include more vegetarian, vegan, and gluten-free options, as well as an emphasis on more fresh foods.

The dietary needs of the students must continue to be met. The food service provider must work to ensure the needs of the students and faculty are met. The Food Service Advisory Committee (FSAC) seeks to provide the company with valuable insight from the student body at large and should continue to do so.

Student Safety

Recent events, both at Truman and on campuses nationwide, have served as a reminder of the importance of campus safety. The safety of the students must continually be reviewed through collaboration between the administration, Residence Life, the Department of Public Safety (DPS), the Kirksville Police Department, the student body and any other relevant entity. Students must be involved in dialogues with the administration when addressing safety issues and the university needs to work with students to make sure that any concerns are addressed.

Perimeter Access System

A perimeter access system is installed in all residence halls. Ideally, the system would be implemented at all residence hall doors and allow uniform access times for all students through the use of encoded student identification cards. Due to the high cost, it was decided instead to vary the access times and capabilities of individual doors. The university must continue to fund the installation of this system in order to reach its goal of uniform access at every entrance. Residence Life must involve students in future decisions regarding the perimeter access system and when evaluating its effectiveness.¹⁸ In addition, Residence Life needs to work with on-campus residents to determine the access capabilities of individual doors until the full implementation of the system is financially possible.

18 Student Senate Resolution 092.009: A Resolution Endorsing Changes to the Perimeter Access System Policy. Passed Fall 2009.

Campus-Wide Warning System

A warning system was recently purchased by the university which will broadcast warnings of severe weather, safety hazards, and other emergencies to students and the surrounding community. The university must review its current plan for campus emergencies and determine how to implement the warning system into it. Furthermore, a campus-wide drill with student feedback needs to be implemented to familiarize students with both the warning system and the plan. This will allow the university to assess the effectiveness of the system and the student response to such an event.

On-Campus Safety

The university needs to ensure that students and visitors find the grounds accessible and safe. Lighting continues to be an issue in several parts of campus, most notably in Red Barn Park and between Barnett Hall and Centennial Hall. Members of DPS and the Campus Safety Oversight Committee need to ensure that adequate lighting is provided for students. Also, should a light burn out or stop working for any reason, the university needs to replace the bulb as soon as possible. In addition, no matter where a student is on campus, a Code Blue Post should always be within an accessible distance. Code Blue Posts provide students a direct link to DPS at any hour of the day, and for this reason should remain online even if nearby buildings or facilities are undergoing construction or renovation efforts.

The university must continually make sure that all walkways and paths are safe for use, especially the brick walkways. The university needs to repair or replace in a timely manner any bricks that break or are displaced, as these broken bricks may cause injuries and are unsightly. The university needs to work with the city to ensure that all pedestrian crosswalks on campus are maintained and speed limits are enforced on the streets that cut through and surround the campus. In addition, students need to be educated on the dangers of not using the established crosswalks, as this not only endangers them but also causes problems with Kirksville residents and other students driving through campus. It is our hope that these necessary actions will greatly reduce accidents involving pedestrians and drivers on and around campus.

Campus Safety Oversight

A Campus Safety Oversight Committee was established to address the university's safety concerns and provide a forum for discussion on how to improve safety in the future. This committee needs to meet regularly, to ensure the safety of the students is being maintained through the implementation of university safety policies. Students should be encouraged to bring concerns before the committee. All pertinent information regarding campus safety policies, as well as any updates and changes to that information, should be made available to students on the DPS's website. This information needs to be disseminated to the faculty and staff so that they may be kept up-to-date as well.

Sexual Assault Awareness

Due to the fact that incidence are underreported, there needs to be more awareness of sexual assault and date rape. Ideally, this will lead to an increase in reported cases and prosecutions while ultimately decreasing the number of incidents. There need to be more presentations highlighting awareness to the campus as a whole. This could be accomplished by utilizing grant money acquired by Truman's Women's Resource Center or the Missouri Foundation for Health to bring such presentations to Truman. The university must continue to provide Rape Aggression Defense (RAD) classes to ensure that students can protect themselves from assault. Also, the university needs to reconsider making policy changes to the student conduct code that otherwise might prevent victims of date rape and sexual assault from reporting the incidents due to concerns over underage drinking and intoxication. The university should add a section to the student conduct code that protects students in assault situations who may have violated the conduct code in other areas. We believe this will encourage victims to report sexual assault.¹⁹

19 Student Senate Resolution 092.001: A Resolution in Regards to Issues Raised Concerning the Student Conduct Code. Passed Fall 2009.

Safe Rides Program

Other schools in Missouri have implemented safe rides programs to provide students a safe way home.²⁰ Truman student have voiced a desire for a program such as this.²¹ The administration needs to work with the student body to provide the four essentials of this program: 1. proper supervision by a faculty or DPS member is needed for oversight of such a program; 2. drivers would need to undergo training and follow an established set of rules to ensure that the program will work successfully; 3. liabilities need to be covered by insurance, which would be provided by the school; and 4. sustainable funding and continued student interest and involvement in the program is needed to ensure its continuation. Providing these four stipulations will ensure that students are able to return home safely no matter where they are in Kirksville.

Diversity

Diversity is an important aspect to a liberal arts education. It provides an experience that can open a student's mind to the different viewpoints. The university mission states that "...the University seeks to cultivate in its students... celebration of difference and diversity."²² Truman not only needs to attract a diverse student population, but also needs to foster an environment that supports diversity. The racial, gender, sexual and religious demographics of the nation and Missouri are changing and so too should our recruiting efforts by actively seeking prospective students that will add to the diversity of our university. The goal of the university should be to match those demographic changes. Furthermore, new programs need to be implemented to support students of all identities and encourage them to share their experiences.

It is important for Truman's community to feel unified, there is currently a perception of division among different groups on campus. For us to truly be a community that supports a diverse student body we need to first be one community, not a collection of smaller communities. With upcoming budget cuts, we strongly believe that services that help to foster a diverse community should be maintained, such as the Multicultural Affairs Center, the International Student Affairs Office and the Women's Resource Center, and when these budgetary restraints are loosed, they should be expanded. These offices have effectively provided important resources to students. We encourage these offices to communicate and collaborate with one another in order to foster a true sense of community.

Currently, there is a lack of support for Truman students of different sexual orientations and gender identities. We encourage Truman to create a Queer Resource Center in order to fill this void. Much like the Women's Resource Center, the Queer Resource Center would be university-supported and would promote understanding and awareness of queer issues through educational programs, as well as provide a safe space for students to talk to peers about queer-related issues. While we support a temporary merging of the Women's Resource Center and the Queer Resource Center, the goal should be to have two separate centers as soon as it is feasible.

Truman should offer gender-neutral options for its students, including gender-neutral housing and restrooms. Several other universities have implemented gender-neutral options.²³ In campus buildings, at least one bathroom per building should be designated as gender-neutral.

Sexual orientation should be included as a protected demographic under the current Board of Governors discrimination policy.²⁴ Despite federal and state policy regarding discrimination, the omission of this in our Board policy is unacceptable. This policy must be changed immediately. Truman also needs to provide equal insurance policies for same-sex faculty and staff couples. We cannot advertise ourselves as a queer-friendly university without supporting our faculty and staff.

20 Student Senate Resolution 072.004: A Resolution Creating a Safe Rides Pilot Program. Passed Fall 2007.

21 *Ibid.*

22 Truman State University Faculty Handbook: University Mission

23 "Gender-Neutral Housing Approved for Class of 2011" The Yale Daily news. February 21, 2010

24 Truman State University Board of Governor's Discrimination Policy

Kirksville Relations

Perceptions

Truman's future is intertwined with the future of Kirksville. As the largest employer in the city, Truman is an integral part of Kirksville's economy and many businesses depend on Truman students' patronage. There are several great programs that bring the two communities together, such as the Truman Lyceum series, SERVE Center, and the Big Event. However, to many people in Kirksville Truman seems isolated from the community. Similarly, many Truman students do not share a strong identity with Kirksville. To some degree, each community feels a lack of ownership of the other. This problem needs to be addressed, especially given the fact that Kirksville has been shown to be a strong negative factor in students' deciding whether or not to attend Truman.²⁵ Rather than viewing Kirksville's size as a roadblock, we must see it as a unique opportunity to develop a close and rewarding relationship.

Director of Community Relations

Truman should create a staff position whose role it is to work closely with business and community leaders to coordinate activities and initiatives between the Kirksville community and Truman. Understanding the current funding crisis, this position could be held by a current faculty or staff member who could divide his or her duties. While it is important for the administration to develop working relationships with Kirksville community leaders, we believe it is extremely important that there be a position devoted to these issues.

Increased Presence of Kirksville Businesses at Truman

Kirksville businesses should have an increased presence on campus. While projects such as Kirksville on the Quad have had some success, individual businesses and organizations should be encouraged to have promotions year round on campus. We hope this will provide Kirksville businesses the opportunity to gain new customers while allowing Truman students the opportunity to see what Kirksville has to offer. For example, farmers from around the area could be allowed to sell their products on Truman's campus. Certain bulletin boards should be specially designated to promote Kirksville businesses and community opportunities.

During Truman Week, students should be given a guided tour of downtown Kirksville as well as informed of the other opportunities that Kirksville and the surrounding area offers. While downtown, businesses should welcome the new students with samples or special offers. These tours should be mandatory and guided by carefully selected students, such as those mentioned in the proposed expanded ambassadors program.

Major Collaborative Projects

To establish a meaningful, lasting relationship between Kirksville and Truman, we propose the following collaborative projects to be spearheaded in the next five years:

Oktoberfest. One truly ambitious and rewarding project would be to host a large Oktoberfest that is a collaboration among Kirksville businesses, schools, organizations and Truman student groups. Events could be held on both Truman's campus and downtown. Downtown businesses could supply festive food, crafts, and a regional beer garden; Truman students could provide entertainment such as traditional German dancing and games; area musicians could provide music. Not only would this be a fun experience for everyone involved, but it would give Truman students and Kirksville residents the chance to interact and become more of a unified community.

Artistic Renovation of South Franklin. Many universities have promotional materials such as banners and pennants lining the streets surrounding their campuses. We propose the section of Franklin Street from Highway 63 and the downtown square become a creative artistic venture between the downtown businesses and Truman. This will make Franklin Street more visually appealing and create a visual pathway from the highway, through Truman, to the heart of Kirksville for prospective students and visitors to the campus. The Kirksville-Truman community will be able to promote special events, seasonally decorate the street and telephone poles, display artwork, or partake in any other creative project. Additionally, Truman and Kirksville artists should be utilized to refurbish the classic mural advertisements adorning many of the downtown buildings.

Shakespeare in the Park. The Kirksville Arts Association, in collaboration with Truman's Theatre Department and area thespians, could host an annual "Shakespeare in the Park." This would consist of a series of open-air performances of one of Shakespeare's plays at a Kirksville park. The program could be hosted in the spring, which would allow Truman students to be participants in the production.

We believe these three programs will greatly improve Kirksville-Truman relations. Any other reasonable proposals for collaborative projects should be enthusiastically supported by Truman.

Enrollment Management

Marketing

Ambassadors

Truman aspires to be a nationally recognized institution but remains only regionally well-known. To reach our goal, we must increase our marketing to students from states non-contiguous to Missouri as well as international students. We believe an important step to accomplish this will be to send current students to their former high schools as ambassadors. These connections will serve as a powerful marketing tool for recruiting new students. Regular correspondence between high school students and these ambassadors will give Truman's marketing the personal edge that other universities lack. Correspondence could include e-mail, letters, and phone calls. Prospective students should attain a sense of what life at Truman is like from a current student's perspective. We believe this program will be relatively easy to establish and its results dramatic. This program will be especially important for recruiting international students as we currently have a very limited ability to publicize Truman outside the United States. Ambassadors should be held with high distinction and compensated for their duties.

Likewise, these proposed elements should be incorporated into Truman's current Student Ambassadors program. Ambassadors should be paired with prospective students whose interest profiles are aligned with the ambassador's program of study and activities. This would be in contrast to the current practice of aligning ambassadors with students simply based on schedule availability. We believe this theme of personalization will give Truman a competitive advantage compared to most universities' recruiting programs.

International Student Affairs Office

International students add a dynamic to the university from which all students can benefit. Having international students matriculate at Truman gives both domestic and international students the opportunity to study, work, and socialize with one another. These interactions can be truly transformative. In the 2009-2010 academic year, we were significantly short the number of international students who typically enroll at Truman.²⁶ While much of this may be attributable to global economic trends, the International Student Affairs Office (ISAO) is currently underfunded and understaffed. Though utilizing our international students as ambassadors will certainly help (see "Ambassadors" section), the ISAO will need increased focus and support in order to attract students from currently unrepresented regions of the world as we seek a culturally diverse international student population.

Summer Programs

The number of summer programs we offer to middle and high school students should increase substantially. These programs benefit the university financially and contribute directly to the number of students we enroll. Programs such as Joseph Baldwin Academy and Upward Bound are great examples of successful summer programs that encourage future enrollment at Truman while bringing in funds to the university. Programs that target specific demographic groups, as Upward Bound does, should be especially considered to encourage a diverse student population. In addition to these experiences that focus on providing prospective students with a taste of what college life is like at Truman, the university should also offer more special interest camps, such as specific sports, debate, dance, art, music, science, et cetera. In addition to simply bringing money into the university, these programs will also help provide future students to the degree programs associated with their special interests. They also have the effect of promoting Truman throughout the region.

26 Personal conversation with Regina Morin. November 9, 2009.

Marketing Green

In concordance with our push to become a distinctively “green” or “sustainable” campus, this aspect of the university should be heavily promoted as environmental issues are sure to become increasingly more important. A distinctively green campus will appeal to a growing number of environmentally-conscious prospective students. Following our theme of increased personalization, prospective students identify themselves as interested in green issues should be linked with student ambassadors who themselves are involved in environmental organizations on campus. Likewise, all marketing materials should themselves represent our environmentally-conscious practices. This will involve utilizing the internet to disseminate promotional materials whenever possible and using recycled paper when using standard mail. Prospective students should be encouraged to fill out an online admissions application as an eco-friendly option.

Scholarships

Truman has a strong tradition of offering generous merit-based scholarships. *The Art & Science Group Report*²⁷ concluded that Truman’s affordability is a key component in students’ choosing to attend the university. We believe that a commitment to merit based scholarships is essential to maintaining Truman’s standing as a highly selective, academically rigorous institution. However, we are aware that economic trends of the last several years necessitate that we must reevaluate how the university allocates scholarships. An increased emphasis on need-based scholarships is becoming inevitable, and we welcome this so long as we maintain our high academic standards.

27 *The Art & Science Group Report*. Baltimore: Art & Science Group, LLC, 2008.

Fiscal Issues and the Budget

It is clear that in the coming years, the university will be receiving less funding from the state as it battles the recession. The decline in funding will inevitably lead to adjustments of the university budget. This has been apparent on campus over the last two years. Contracts with faculty are going without renewal, positions are remaining unfilled as they open, and annual raises for faculty and staff have been suspended for the last couple years. So far, the effects of the funding shortage have been absorbed administratively. Student life has not been, for the most part, drastically affected. However, the impending financial situation of the university will not allow for students to remain unaffected. We have identified four critical areas that relate to the Truman State University budget: maintenance of the Truman Experience, fiscal responsibility, renovations and restorations, and sustainable building.

Maintaining the Truman Experience

Three things that must remain for the Truman Experience to continue to exist are the quality of our faculty, the student to faculty ratio, and the availability of financial aid.²⁸ We expect that, despite what happens with the level of state funding, the student-identified pillars of the Truman Experience will remain constant.

The university must continue to employ and recruit high quality faculty. Currently, our admission's website boasts that 85% of the university's full-time faculty members hold Ph.D.s or terminal degrees.²⁹ The amount of faculty with terminal degrees, however, is not the factor that makes our faculty outstanding. Our faculty is unique in that students can interact one-on-one with their professors and can establish a relationship with them. This allows for Truman students to work closely with an expert in the field they wish to pursue. For the Truman Experience to persist, faculty must remain high quality and student focused.

The low student-to-faculty ratio is an identifying component of Truman and must be maintained throughout the fiscal downturn. However, while maintaining this defining ratio the quality of our faculty cannot be compromised. As of this year, Truman had an average class size of 24 and an approximate student to faculty ratio of 16:1.³⁰ A key identifier of Truman is the fact that these small class sizes are generally present from freshman year and throughout the students' time at Truman. 93% of freshman level classes are taught by faculty members, not an assistant.³¹ This allows Truman students to begin developing their relationships with their professors from the first day of their Truman experience. Throughout the budgeting process, it will appear tempting to cut classes and combine them to make larger classes for freshman level courses. However, the students' desires for the small classroom interactions are vital elements of their decision to attend Truman. Therefore, class sizes and the student-to-faculty ratio must be maintained.

Financial aid availability for students is a huge draw to the university.³² Many Truman students depend on the school's financial aid. While the financial downturn may inhibit our ability to provide extensive aid, Truman should always attempt to maintain our high standards.

Fiscal Responsibility

With the impending funding declines, the university's fiscal responsibility becomes increasingly important. The university must make sure that all of its resources are being allocated and used efficiently. There are three main areas the administration should examine. The university must keep in mind its relationships with elected representatives

28 Roundtables and surveys conducted in the spring semester of 2009.

29 *Accomplished Faculty*. 2010. <http://admissions.truman.edu/academics/faculty.asp> (accessed 2 19, 2010).

30 *Ibid.*

31 *Ibid.*

32 The Art & Science Group Report. Baltimore: Art & Science Group, LLC, 2008.

in the legislature, the efficient use of university properties and facilities, and the efficiencies gained from contracting for services around campus.

Especially during the economic crisis it is important to continue to foster the relationships with state and federal representatives. In 2009, the U.S. Senate introduced projects that were awarded to a variety of different recipients to stimulate the economy.³³ Truman must be in the forefront of senators' minds when these projects are being handed out. Earmarks for university projects have been historically prevalent. Grant writing is another important component to enhancing our budget given state funding shortfalls. All areas of campus should investigate ways to utilize grants in order to supplement their budgets. On-campus opportunities for faculty, students, and other university community members to develop this skill are a must. Funding from these grants could help with improving a number of places around campus. Truman students should be utilized as much as possible to both foster the relationships with our representatives and in the pursuit of grants.

The efficient use of the university's property is another area where the university can improve. There are several converted houses being used on campus for a variety of different services, such as Mail Services, University Counseling Services, or the Department of Public Safety. Each of these isolated buildings has its own heating, utilities, et cetera. There are plans to consolidate some of these services into a single building, but the process should be continued to improve efficiencies. The university owns some buildings that are sitting idle and are slated for demolition. Tearing down these unused structures is a way to avoid continual maintenance costs.

Another way for the administration to find efficiencies is to contract out various services around campus. The university currently has contracts with outside companies for services such as elevator and fire systems. Finding the contracts that can save the university's resources becomes essential. These contracts could involve purchasing agreements with other universities or having another company plant flowers around campus. The university's payroll operations are complex because of the number of student workers on campus, so contracting this service to another firm would not be efficient. Finding the efficiencies that can be contracted out will allow the university to reallocate its resources to handle the funding decline more effectively.

Renovations and Restorations

Renovation is an ongoing and important aspect of the Truman campus. Despite the economic situation, these renovations continue by the use of bonds. As the university tries to stay ahead of its peers in technology and safety, the importance of renovations is clear. The slated renovations of the McClain Hall and Baldwin Hall buildings are a priority. The renovation of Baldwin Auditorium should involve updating the capabilities of the stage for large scale productions, such as the inclusion of a fly system and improved lighting and sound. The ability to have a higher caliber of performances on the university's biggest stage would create opportunities that will attract new students and lucrative acts. The renovation of Baldwin Auditorium should be treated as a restoration.

Many buildings around campus have long and cherished histories. The spirit of these buildings should be maintained through the process of restoration. It is both marketable and important to the traditions and spirit of the campus to keep these landmarks. Therefore, restoration of campus buildings should be made a priority.

Kirk Building is an excellent example of campus history that should be restored for future generations of Truman students to enjoy. The Kirk Auditorium, specifically, was critical to the continuation of the university after the burning of Baldwin Hall. The university community assembled there and pledged to continue on.³⁴ Many locations around campus have their own stories that must be protected. The restoration of these buildings will help to preserve these stories and strengthen the university.

³³ American Recovery and Reinvestment Act of 2009

³⁴ Nichols, David C. *Founding the Future: A History of Truman State University*. Kirksville: Truman State University Press, 2007. p. 48

Environmental Sustainability

Education

The urgency for environmental sustainability has been demonstrated by the students at Truman. The university must change in accordance with the times and expectations of the students. Environmental sustainability must be incorporated as an essential aspect of the university. As a liberal arts and sciences institution students must be educated about their role in the environment. This must be achieved at an academic level as well as through experiences beyond the classroom. Student initiated courses, such as *Grassroots Environmentalism* and *Expanding Environmental Consciousness*, have been successful and should be continued. We hope more student initiated programs like Community Garden receive the encouragement and support needed to be valued parts of the university.³⁵ Although many students are aware of and interested in environmental causes, the university community needs to be more informed, motivated, and involved. Students positively view the classes that deal with the environment and would like to see further efforts made by the university. Green initiatives must be encouraged and developed as a vital part of the Truman Experience through programs such as the Earth Week and National Recycling Day.

Encourage Reducing, Reusing, and Recycling:

The Recycling Center not only provides an important service to the community but also a valuable learning opportunity. The Recycling Center's services should be encouraged and expanded. The services should also be made available and easily accessible for students both on and off campus. An expansion of services will help further the environmental movement as well as provide jobs for students and the Kirksville community. The introduction of recycling bins around campus is a welcomed sign. We would like to increase the number of recycling bins around campus as past distributions of bins were well received. Although encouraging and expanding the use of the Recycling Center is admirable, recycling is only one of the three steps to a better environment. Reducing and reusing must be given higher importance in this struggle to better the environment. For example, there should be an increase in refill options in the dining services. Many student organizations have advocated for the university cafeterias to become trayless since the implementation of trayless-dining in Ryle cafeteria. The possibility of going trayless in all the cafeterias should be investigated.

Incorporate Local Food into the Cafeteria system

Truman's location in the agricultural heart of the nation provides us with a unique opportunity to develop meaningful relationships with the members of our community. In the next five years we would like to see a strong cooperation between the Truman community and surrounding areas through the incorporation of more local foods into our cafeterias. We would also like to see the produce from Community Garden as an integral part of our cafeteria system. It is the responsibility of the university to provide the student body with healthier food choices, and not being able to do so in the face of such accessible opportunities is not only irresponsible but also inexcusable.

³⁵ Student Senate Resolution 092.002: A Resolution in Recognitions and Support of Harry's Food Garden. Passed Fall 2009.

Pursue Alternative Energy

Truman should move from consuming traditional, nonrenewable sources of energy to more environmentally friendly energy sources. Truman must commit itself to the pursuit of solar and wind energy generation on campus. Between 7-10% of Truman's energy should be renewable. Having solar panels installed on campus buildings, and installing a small wind turbine could be used to meet the University Farm's energy needs. The use of the biodiesel produced by Bulldog Biodiesel in campus maintenance vehicles is an initiative that must be expanded. Truman must also seek reductions in energy usage by switching to fluorescent or LED light bulbs and energy-conserving appliances, setting lights on timers or sensors, and setting the computers on standby during off times. Being a leader in education in the Midwest, we do not see how Truman can wait any longer to begin seriously implementing renewable energy.

Invigorate the Growing Bike Culture

Biking has increased as a means of transportation around campus; however, the university's inability to provide a sufficient number of bike racks as a response to the growing demand is unacceptable. Student initiated programs such as the Bike Co-op are a positive signs of our commitment to a better environment. Such programs must be galvanized to make environmental sustainability a unique aspect of the Truman culture.

University Advancement

Endowment

The Student Association has a particular interest in the way the university relates to its alumni. Those relations can enhance the quality of campus life both financially and in terms of building a coherent community of Truman students.

We congratulate the Office of University Advancement for its efforts in launching Truman's first capital campaign, *Bright Minds, Bright Futures*.³⁶ This emphasis on the endowment is a tradition that needs to be continued given Truman's increased responsibility for its own budget.

However, we firmly hope that the university does not see *Bright Minds, Bright Futures* as the end of its capital raising efforts. Capital campaigns should continue to be launched with regularity and increasingly high numerical goals.

Culture of Giving

The Art and Science Group Report demonstrated that the major draw to Truman is its scholarships.³⁷ Adopting a culture of giving would, in the long run, allow the university to create more sustainable scholarships without draining funds from the general budget. Centre College, a liberal arts University in Danville, KY, opens both their parent and student orientations with a message about giving back. Students are told that their scholarships are a gift that is fully expected to be paid back with interest. Parents are told that their students have received scholarships to free up discretionary funds for them, allowing their donations to be gifted to specific projects rather than general tuition. These practices have paid off. Centre College has an endowment of \$205 million for a school of 1,215 students (a student to endowment dollar ratio 42 times that of Truman State University).³⁸ This attitude needs to be adopted at our university.

While students at Truman currently express positive feelings toward the university, this does not translate into financial donations following graduation. The university should encourage students to see their generous scholarships as an interest-free loan that should be "paid back" through donations in the future. This culture of giving can be fostered in students now by allowing them to take ownership of their school by giving their time, talent, and treasure to the university. While we understand that many cannot give to the school monetarily now, the culture of giving must be stressed to both parents and students from students' first day on campus and be reinforced continually through graduation and beyond.

Alumni Relations

The culture of giving does not include students alone. Alumni should give their time to the university in ways beyond serving on the Alumni Board. The alumni should be examples to the students in terms of possibilities beyond Truman. BulldogNet currently serves as a networking tool between alumni and students. It allows alumni communicate with current students about career choices, college life, and other opportunities available to Truman graduates. This resource is underutilized currently. The program could be expanded to be used through specific majors with alumni from that major being matched with current students to talk about career options in respective fields.

³⁶ <http://campaign.truman.edu/about.asp>

³⁷ *The Art & Science Group Report*. Baltimore: Art & Science Group, LLC, 2008.

³⁸ <http://www.centre.edu/web/glance/facts.html>

Conclusion

Throughout this document the reader has undoubtedly gathered a sense of urgency for change. Truman is facing reduced funding and students will be expected to bare more of the financial burden. Truman is not a university with much excess to cut, which means the decisions that we make now will define the future of the university. The time to wait has passed. While we are faced with a daunting task of improving our university with fewer resources, we cannot forget that we also have strengths that can see us through these challenging times. To make meaningful accomplishments in the next five years we must keep these three most important ideas in mind:

Actively listen to students. The student body at Truman is extremely capable and energetic. Students have been at the forefront of the environmental movement. Students have fought for student initiated courses, and a Bike Co-op. The enthusiasm of the student body cannot be overlooked. Some of the most creative initiatives on campus happened because of students' ingenuity. In the near future more of the funding for the university will come from students. This increased investment by students means the administration has an increased responsibility to listen to student concerns and ideas.

Do not be afraid of action. Truman is no longer in a place where complacency is a viable option. Continuing on as a university without significant evaluation of our programs is, not only dangerous, but unacceptable. The next five years will see reduced funding from the state and a shrinking pool of applicants. One thing that will not aid the university is inaction. For Truman as we know it to survive, we must not shirk from being bold and diligent in taking steps to reform the university.

Be innovative. Being innovative is easier said than done; however, for Truman to thrive in the next five years it is crucial. In the introduction of *Beyond the Horizon* we listed issues and challenged the university to see them as obstacles to be met and overcome. There is no doubt that Truman has an incredible amount of potential that can only be realized if we are willing to take risks, and be innovative.

If we remember the challenges we posed in the introduction and the recommendations listed here, the next five years for the university may be some of the most productive in its history. Truman has the potential to be the premier liberal arts and sciences university in the country and the ability to become distinctive in its curriculum, environmentalism, and student life. These next five years will be ones of action and change, change that will only further strengthen the Truman community.