

TRUMAN STATE UNIVERSITY

# An Education with Character

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*Student Senate's Vision for the New Millennium*

Adopted by the Student Senate, April 1999

Presented to University President Jack Magruder, September 2000



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*An Education with Character*

Student Senate

Truman State University

*"It is...a small college, and yet there are those who love it."*

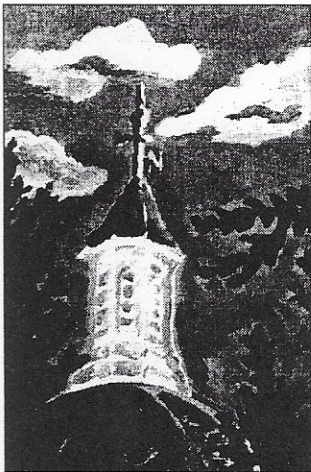
Daniel Webster



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It is a true pleasure and privilege to write this preface for the new Student Senate vision document. Eight years ago my colleagues and I embarked upon writing the first vision document because we saw a University brimming with potential: with talented people who cared and who wanted to make a difference, with a new mission which was starting to transform the institutional culture, and with the hope that a new University president would add a fresh perspective while building upon the community's fundamental values. And oh the changes that have happened since.

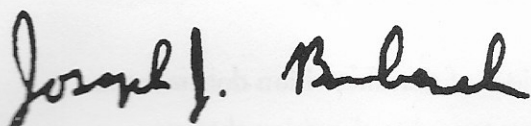
One need only look at the recommendations of that first vision document to see how far and how fast the University has progressed to the vision that we articulated. The evening we unveiled the document we were on KRXL news and the next day we made the front page of the *Kirksville Daily Express* because we had proposed something that no one, to our knowledge, had previously publicly suggested: we recommended that the name of the University be changed. We also advocated the expansion of co-ed housing (at the time, Blanton-Nason was the only co-ed residence hall on campus), the institution of a December commencement ceremony, the greater use of technology in classrooms, and a wholesale revision of the Core curriculum, among other things. The University has come so far, so fast because the members of the University community hold the shared values of providing students with a quality, affordable liberal arts and sciences education, and of making the University better. The difference that those shared values makes is evident when one walks on almost any other campus. Even MIT, where I was blessed to spend three years in graduate school, cannot begin to compare to the commitment to student learning which is



present in Kirksville. The past eight years have not always been common for the University; there were some traumatic times in the mid-1990s. But rather than destroy the University community's focus, as could have easily happened, those tough times helped galvanize the University's shared values.

The Truman State University that its current students know, with a lovely Student Union, which stays open past 10 p.m., a library that stays open after midnight, and a beautiful Student Recreation Center that was only a dream to us eight years ago. Another dream to us was the existence of a true liberal arts and sciences culture on campus. Strives have been made, and the rudiments of a liberal arts and sciences education were there, but the development of such a culture takes time. In the new vision document, the Student Senate recognizes that work still needs to be done to develop this culture. The new vision challenges the University community to continue its improvement by laying out a deeper understanding of what a liberal arts and sciences education means. I salute this group for their excellent work and am confident that due to the continued efforts of the Student Senate and all members of the University community, the Truman State University that students know eight years from now, will be different, and much better than the one that is current student know, while still remaining faithful to the values of providing talented undergraduate students with an affordable, quality liberal arts and sciences education, which add value to their lives.

Peace,



Joe Bambenek

Student Senate Vision Committee Chair, 1991

Student Senate President, 1992-1993

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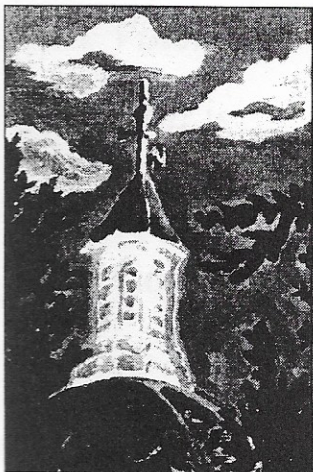
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Truman State University

Truman State University is posed at a parapet. In front, lies a new millennium, and new opportunities to succeed ... an unwritten story.

Behind, is the story of a small school that has remade itself into something truly special. It was noted when the University changed its name, the final time, that the designers of the new Truman logo wisely decided to leave the cupola, with the weathervane pointing Northeast, in the new design. By Presidential order the vane is welded to always point Northeast. It should be noted, however, that remembering what Northeast Missouri State University was takes more than a welding job. As the last of those whose letters of admission were headed by the words "Northeast Missouri State University" turn to leave their alma mater, a change has begun. Each new entering class remakes the University, but those who have always known it as Truman will now take their beloved school into the new century.



Truman State University is a young school. It is barely ten years old as a liberal arts university, and only three as Truman. Northeast, however, always had



pieces of Truman within. Those pieces just had to be discovered. This small university located in Kirksville, Missouri is a university of character ... and always has been.

This is why the name Truman is so very appropriate. President Harry Truman was a man of character. He was a man that accepted his role in public service with reluctance and humility, and when he was done he came home to Independence, Missouri to complain about mowing the lawn and going to church. Truman was a man who began with very little and achieved great things—much like the school named for him.

But, in the end, Truman State University is not what it has become because of its name, nor will its letterhead shape its future. Rather, Truman is a place that has been shaped and made special by its people, those students who have found their place in the sun and those who are just now stepping into the light. Each have contributed to this document. It belongs to each of them—the entire Student Association.

This Vision Document was made possible by the hard work of some exceptional and caring students. Among them, the Vision Committee deserves great congratulations: Lori Beth Meadows the Vice-Chair, Sara Bartek, Brad Comstock, Stacey George, Matt Gorton, John Hilton, Ryan Kennedy, Jessica Loyet, Steve Majors, Jessica Post, Kim Ratliff, and Keith Ziegleman, and 1998-99 Student Senate President Mike Daming. This document has been painstakingly produced and reviewed by these students, their contributions cannot be given enough praise.

For some this document is a last gift, for others it is just the beginning of the many talents they will bring to Truman, for each it was a labor of love. It is a working, breathing document and is meant as a guide not a bible. May it at least cause its readers to stop and think about what they want Truman State University to become. Know that anything is possible at Truman.

Truman is a special place, where honor students are challenged to succeed. It is a campus where talented students journey together on a trip that opens minds, opens doors, and opens horizons. Alumna and member of the Board of Governors, Maria Evans, M.D. puts it best, "Maybe this isn't Oz ... but it is one of the few places in the world where brains, heart, and courage still outweigh money, power, and prestige."

—Danny Rotert, Vision Chair  
Student Senate President, 1996-97

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This *Vision  
Document* is  
dedicated to  
**Kyle Cope.**

In memory of a man whose impact on Truman State University and thousands of students will be felt for generations. He was a member of the Student Senate and the Board of Governors. He was a student, a brother, a friend, and a hero. We will never forget his compassion, dedication, and smile. The world was made better because it knew him ... and so were we.



*The time you won your town the  
race  
We chaired you through the  
market-place;  
Man and boy stood cheering by,  
And home we brought you  
shoulder high.*

*Today the road all runners come,  
Shoulder-high we bring you home,  
And set you at your threshold  
down,*

*Townsman of a stiller town.*

*Smart lad, to slip betimes away  
From fields where glory does not  
stay  
And early though the laurel grows  
It withers quicker than the rose.*

*Eyes the shady night has shut  
Cannot see the record cut,  
And silence sounds no worse than  
cheers  
After earth has stopped the ears:*

*Now you would not swell the rout  
Of lads that wore their honours  
out,  
Runners whom renown outran  
And the name died before the  
man.*

*So set, before the echos fade,  
The fleet foot on the sill of shade,  
And hold to the low lintel up  
The still-defended challenge-cup.*

*And round that early-laurelled  
head  
Will flock to gaze the strengthless  
dead  
And find unwithered on its curls  
The garland briefer than a girl's.*

—A.E. Housman

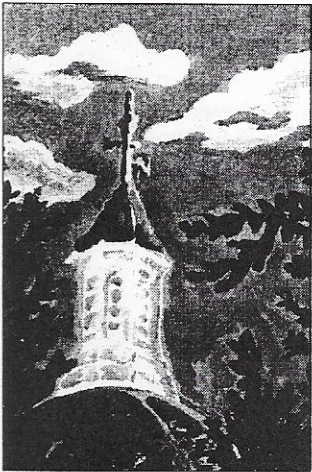


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A unique and outstanding Public Liberal Arts and Sciences University should provide an atmosphere where exceptional students incorporate the ideals of a liberal education into their lives. It should be a place where diverse students interact with motivated faculty to create a community of learners. A feeling of community should pervade the University in order to create a sense of understanding and shared purpose within the University. Students and faculty alike should be consumed with drive for the inquiry of truth, knowledge, and understanding.



The resources of the University should be directed toward facilitating a Liberal Arts and Sciences Education. The University should provide students with the opportunity to develop their ability to think, to discover the interrelation and interdependence that exists between seemingly unrelated items and ideas, to achieve a high level of competency in a myriad of topics, to gain a thorough and nationally competitive understanding of their discipline, to enhance interpersonal skills, and establish and clarify personal values and beliefs.

The University Community will then give back to society graduates who will tackle Society's greatest challenges. Through a thorough understanding of their discipline, they will conquer lingering problems and explore new frontiers. And with the perspective of a liberal education, they will ensure the responsible use of their developments and inquiries.

Original "Vision" Statement  
from the April 1991  
"Continuing a Renaissance"  
Student Senate Vision  
Document authored by Joe  
Bambenek  
Reproduced in the April  
1995 "Challenges for a New  
Era"  
Student Senate Vision  
Document authored by  
Scott Sifton



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**James Hubler**

Class of '00

*"I feel one of the greatest things about Truman is the ability of all students to become involved. It gives students opportunities and experiences that simply can't be taught in a classroom."*

*"One of the greatest challenge that lies ahead for this University's the pursuit of greater school spirit. Its enhancement would provide a gigantic step forward toward the University mission, while a lack thereof could be a damaging detriment."*

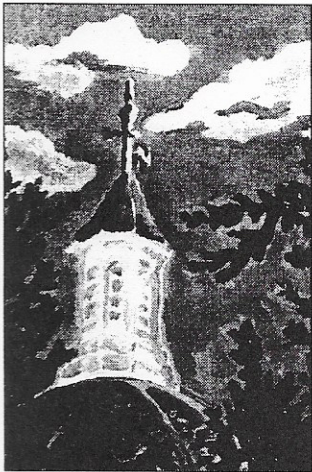
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*Dead poets philosophers, priests,  
Martyrs, artists, inventors, governments long since  
Language-shapers on other shores,  
Nations once powerful, now reduced, withdrawn, or desolate,  
I dare not proceed till I respectfully credit what you have left  
wafted hither,  
I have pursued it, own it is admirable, (moving awhile among it),  
Think nothing can ever be greater, nothing can ever deserve more  
than it deserves,  
Regarding it all intently a long while, then dismissing it,  
I stand in my place with my own day here.*

— Walt Whitman, *Leaves of Grass*



This Vision Document seeks to explain and demonstrate the value of “An Education with Character.” The catch phrase obviously being character. The Vision Committee chose character because it was the one thing that each of us agreed was at the core of what we wanted in an education. Character is where the conflicts of liberal education smolder and where they are assigned meaning.

Conflict is at the nucleus of character development. It is also at the essence of liberal education. Each new piece the committee read, billed as the quintessential explanation of liberal education, only fed more variables into the equation. As discussed later, two strands are identified and labeled as the recognized foundations of liberal education: Liberal-free and Artes Liberales. A more detailed account of these strands is upcoming, but they are referenced here



to display one immutable point. Conflict is the nature of education. The Liberal-free tradition encourages the student to be a critic and explore internally. The *Artes Liberales* tradition is intended to produce allegiant citizens who identify with their society.

Oddly enough these two opposing strands are fashioned into Truman's deepest statement of purpose as an institution. Upon founding his beloved University of Virginia, Thomas Jefferson charged his new public school with fulfilling two goals. He said that education should allow the learner to be a "joy to oneself" and a "virtue to society," both free-thinker and obedient citizen. This is the paramount conflict of Truman's unique liberal arts philosophy, but it reaches farther than individual versus society.

In fact, Truman's title itself is a contradiction: "Missouri's Liberal Arts and Sciences University." While liberal arts and the sciences fit nicely into one breath they are very dissimilar. So dissimilar, in fact, that they were not encompassed in the term "liberal arts," rather, the sciences were separated as distinct. This discord even within the moniker of the school pits the sciences, which know their general worth as a discipline and are clearly more outright tangible, against the humanities and social sciences who are less tangible and more liberal modes.

This dichotomy from liberal arts tradition, to Jefferson, to art and sciences, is enriching. It is also essential. It is tempting to try and reconcile the strands, to make them neat and clean, but that is not the function of the institution. It is the function of the student. Liberal education does a valuable service by dismantling preconceived notions and forcing the mind to balance irreconcilable differences. This balancing of conflict is where character is born.

Daily the liberal arts traditions come crashing together around the Quad. Questions of religion versus science, left versus right, history versus sociology, abound. In academia the absolutist clashes with the relativist. Those who wish to teach the Canon and those who want representative works. At Truman, this dichotomy should not be cursed but celebrated. Both strands can be taught and the learner can determine if they are an absolutist or relativist, a Platonian or Aristotelian, idealist or realist, with no consequences because there is no wrong answer — other than not reveling in the balancing act.

Do we gain liberal knowledge for its own sake, or for status, or for practicality? Let the learner decide. This is the gift of liberal education: to attempt to see from different points of view. Nietzsche, the father of the relativist, writes a fascinating passage coining the phrase, "seeing with many eyes":

*But precisely because we seek knowledge, let us not be ungrateful to our nature's reversals of accustomed perspectives and valuations with which the spirit has, with apparent mischievousness and futility, again and again itself for so long; to see differently in this way for once,*

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**Kristen Riebling**

Class of '01

*One of Truman's best assets is the opportunities offered here. From undergraduate research to numerous leadership opportunities, Truman excels at giving wonderful chances to its students.*



*to want to see differently, is no small discipline and preparation of the intellect for its future "objectivity"—the latter understood not as "contemplation without interest" (which is a nonsensical absurdity), but as the ability to control one's Pro and Con and to dispose of them, so that one knows how to employ a variety of perspectives and affective interpretations in the service of knowledge.*

*Henceforth, my dear philosophers, let us be on guard against the snares of such contradictory concepts as "pure reason," "absolute spirituality," "Knowledge in itself": these always demand that we should think of an eye that is completely unthinkable, an eye turned in no particular direction, in which the active and interpreting forces, through which alone seeing becomes seeing something, are supposed to be lacking; these always demand of the eye an absurdity and a nonsense. There is only a perspective seeing, only a perspective "knowing"; and the more affects we allow to speak about one thing, the more eyes, different eyes, we can use to observe one thing, the more complete will our "concept" of this thing, our "objectivity," be. (On the Genealogy of Morals, p. 119)*

Neither the relativism of the academic left, nor the more absolutist values of the traditional right is completely correct for all people. For some, truth is acted on by its surroundings. For others, it is transhistorical. It is these conflicts, resolved internally as individuals and external as a society, that build character.

One does not have to believe in Nietzsche's "many eyes" theory. One must only think about it and reconcile it to their own thoughts. This is the joy to self. The ability to hammer and mold the great thinkers into supporting privately held beliefs. The learner can take Cardinal John Newman's fifth lecture, "Knowledge Its Own End," or Nietzsche's "many eyes" theory, or in true liberal arts fashion he or she can take some of both.

The beauty of liberal education is that is not a hegemonic discourse, but rather a complex pattern of contradictions. Perhaps there is one right answer, perhaps there are none. Maybe the campus is full of "tenured radicals" and "lost faculties" fighting a culture war on the Quad. Maybe, the natural sciences live in an ivory tower of indestructible theories. Perhaps, like the humanities, they too are under attack as witnessed by recent decisions to not require the teaching of evolution. Education should not be focused on solving such conflicts, but rather on giving the learner the tools to come to their own conclusions.

The education of character is the education of conflict. It is personally fulfilling and societally virtuous. The fact that Truman has recognized and elevated Jefferson's dichotomy places it in the distinguished position of



determining what a public liberal arts education (a contradiction in itself) should entail.

Truman can produce leaders that can think and can challenge conventional wisdom, while balancing the need to be a valued member of the community and productive member of society.

After searching, reading, and discovering what it means to be a public liberal arts and sciences university, this document would like to give the University community another piece to the puzzle. Being a public liberal arts institution is about being full of conflict. It is the teaching of these conflicts, and the subsequent arduous learning that teaching entails, which are best suited to provide "An Education with Character."

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**Matt Gordon**

Class of '01

*"Truman's best asset is its potential to grow and evolve in everything we do, and to assess and check our progress."*

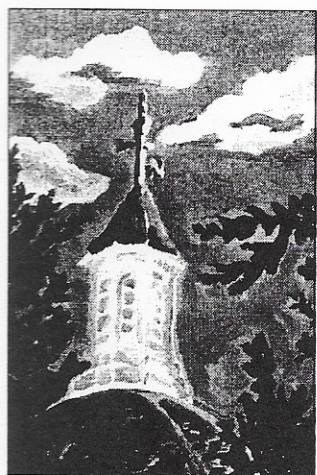
*"We need to fight stagnation and strive to continue to prosper."*

## Academic Affairs Introduction: The Liberal Arts Tradition

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Before discussing Academic Affairs, and in particular the Liberal Studies Program (LSP), it is important that by way of introduction a tribute to the liberal arts be made. In this endeavor this document will extensively use the work of the Liberal Arts and Sciences Task Force Report to the Undergraduate Council delivered in August of 1994. Though many on campus have most certainly read the report, the printing of this document may bring about an important second reading. The document begins “ ‘The mission of Northeast Missouri State University is to offer an exemplary undergraduate education, grounded in the liberal arts and sciences, in the context of a public institution of higher learning’ (*General/Graduate Bulletin*, p. 8).

What is liberal arts and sciences education? And what does it mean in the context of a public institution?”

Seneca, the Greek philosopher and statesman, described the origins of liberal education by commenting, “ Why liberal studies are so called is obvious: it is because they are considered worthy of free men.” he continues, “But there is really only one liberal study that deserves the name—because it makes a person free—and that is the pursuit of wisdom.”

Medieval Europe established seven courses of liberal study. Divided into the



trivium and quadrivium these courses were associated with, "becoming a gentleman" or appropriate to "persons of superior social station." The trivium consisted of grammar, logic and rhetoric, parallels to the Essential Skills portion of the LSP. The quadrivium consisted of geometry, astrology, arithmetic, and music, cousins of the Modes of Inquiry in the LSP.

Bruce A. Kimball in his book *Orators and Philosophers: A History of the Idea of General Education*, classifies two distinct strands of Western European intellectual tradition: artes liberales (pp.37-39) and the liberal-free (pp.119-22).

As stated in the Liberal Arts and Sciences Task Force Report, "As an abiding intellectual tradition, the artes liberales strand of liberal arts education emphasizes support for an existing social order, and education in this tradition seeks to induct individuals into their appropriate positions in an established and accepted social order. Correspondingly, it endorses social virtues and conformity to social norms. Among its goals are the following: (1) 'training the good citizen to lead society'; (2) 'prescription of values and standards for character and conduct'; (3) respect and esteem for such a commitment; (4) the location of those standards and values in a body approved and 'classical' texts; (5) identification of an elite who know and embody these standards and virtues; (6) 'a dogmatist epistemology'; and thus (7) liberal education supporting the obligations of citizenship becomes an ideal itself." (p. 37-38 Kimball)

The Report further describes, "The 'liberal-free' tradition, on the other hand, is oriented toward the individual and individual freedom. This tradition aims at development of the self -- its potentials and interest -- without necessary endorsement of community values or social norms. Its goals include the following: (1) freedom, 'especially freedom from a priori structures and standards' with corresponding 'relativizing of standards and norms' (2) 'an emphasis on intellect and rationality'; (3) a critical and skeptical episteme; (4) tolerance, resulting from the epistemology of skepticism; (5) 'emphasis on volition of the individual rather than upon the obligations of citizenship'; and thus (7) a program of individual growth, self-fulfillment, and self-development stands as an ideal. (p. 119-122 Kimball)

The difference is diagrammed by the Task Force as follows:

*Artes Liberales*

Liberal-free

#### ARBITER OF TRUTH

The Community

<<<>>>

the Individual

#### LEARNING STYLES

Collaborative Learning

<<<>>>

Individualistic Learning

#### PRIZED VALUES

Communitarian Values

<<<>>>

Intellectual Openness

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## DISCOVERING TRUTH

The Classics

<<<>>> Free Personal Exploration

## CONTENDING GOALS

Improving the Community<<<>>> Truth for its Own Sake

## PROJECTED STUDENT ROLES

Allegiant Citizen

<<<>>>

Open-minded Critic

## LOGICAL EXTREMES

Conformity

<<<>>>

Anarchy

It is these two strands, standing opposed to one another, that give liberal studies character. They stand as a basis for Jefferson's declaration that education should make one a virtue to society (*artes liberales*) and a joy to one's self (*liberal-free*). It is the cultivation of both strands that is Truman's greatest academic challenge.

### *Academic Core*

After years of discussion and fine-tuning, Truman State University is primed to begin the challenge of implementing a new core curriculum. The fruitful discussions that advanced the replacement of an outdated core have melted into conversations about how best to educate our students under the new core. The Liberal Studies Program (LSP), as it has been titled, does many of the things that the old core did not. It integrates a substantial pedagogical philosophy, a decrease in the hours required to complete the LSP, and a real attempt to challenge students rather than merely serve as set of hurdles. With all the remarkable change the LSP brings, it would be remiss to think that it did not pose difficulties in implementation.

It is imperative, even though the Core Curriculum has been renamed the Liberal Studies Program, the University remembers what it is: core. The LSP is one aspect that differentiates Truman from all other schools in the state and in the nation. The fact that our studies revolve around a liberal arts paradigm makes Truman special. More importantly, it will insure a brilliant future for our students and institution. The Liberal Studies Program is the shining cornerstone upon which the major and all educational experience beyond, will be built. It is the cornerstone of the well-grounded, liberal arts education, giving the student a basis for all other knowledge, as well as a flexibility of thought in any pursued endeavor. As such, the support given by Truman State University must be of the highest priority in the new millennium.

"There are no easy, painless, safe ways to have a cohesive, integrated effective



core program. Inevitably some disciplines will gain; others will lose. Some instructional methods will displace others. What is gained in detailed knowledge by discipline courses could be lost through an emphasis on inter-connectedness and vice versa. Nevertheless, the (University) faculty and administration cannot escape the responsibility of developing and continuously revising and improving a dynamic core. The (University) mission calls for more than a cafeteria selection of discipline courses; such a mission demands key, core courses designed for the purpose of general education and not primarily as introductions to majors."

(Faculty Planning Workshop in the summer of 1990.)

As the nation begins to use technology to supplement education, it is important to recognize there is a trend toward using technology to replace traditional campus based education. Though the state should and will continue to invest in its distance learning initiative to provide under serviced citizens with educational opportunities, Truman must serve as a bastion for the residential campus. Truman must support the teleconference classroom services that have been pioneered by the University of Missouri's Extension Program, but should stand firm in its commitment to face to face classroom experiences. These close faculty student interactions highlight the true value of a liberal arts campus.

Throughout history the liberal arts' tradition has run contrary to technology. Once the only type of formalized education, it now faces competition from more "practical" technical forms of education. At each movement toward the industrial age, the liberal arts have faced challenges. Now technology makes Truman's duty to justify itself, perhaps, challenging again. There should be no question, however, that a focused core curriculum is the standard bearer for the preservation of liberal learning.

Our core, however, cannot merely exist in idealistic rhetoric, it must function in practice. The 1990 Review Team Report stated, "if the mission of a liberal arts and sciences university is to be embraced, not merely tolerated, by students, then the core needs to be seen as a vital component of the curriculum, not a long series of hurdles for students to complete in the name of rigor or high academic standards." In addition, the 1995 Student Senate Vision Document "Challenges for a New Era," commented, "As an integral component of the University's foundation, the Core Curriculum must continuously provide new challenges to high-ability students and instill in them values and experiences consistent with the goals of a Liberal Arts and Sciences education."

The Liberal Studies Program, it follows, must both be integrated into the appreciation of the students and University community. Additionally, it must remain challenging to high caliber students. By being rigorous, the LSP sidesteps accusations that it is merely busy work, or a set of hurdles. In addition, LSP cannot be continually present throughout the college career. It should be

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### **Mark Von Fange:**

*Class of '00*

*"I think that the best part of Truman goes back to something I noticed the first week of my freshman year: the students. When I walked around campus I could say, 'hello,' to anyone, and, without fail, they would either smile or say, 'hello,' back. I think that even though we have a great academic reputation as an affordable price, it is the little things that make this a great place."*

*"The biggest challenge we face for the new millennium is continuing our excellent academic reputation without losing sight of the social side of the University. While academics is of the utmost importance, this University seems to forget that students live here. Intellectual discussions are great, however, students want to talk about parties they went to or sports here on campus. Do not stifle the fun here on campus. Instead, do everything in our power to increase it."*



more than just a freshman or sophomore phenomenon. According to the 1998 Junior Interview Project, 89% of students think challenge is a good thing. Assessment data shows that on a scale from 1-4 (1=never, 2=not very often, 3=often, 4= very often) students rate the amount of times they find their core classes challenging at 2.738 (ISS) and 2.876 (GSQ). This compares to 3.360 (ISS) and 3.391 (GSQ), when rating the amount of times that they have experienced challenge in major courses. Perhaps correlating to these numbers is student assessment of faculty enthusiasm:

Faculty enthusiasm for core classes	ISS 1998	2.785
	GSQ 1998	2.768
Faculty enthusiasm for major classes	ISS 1998	3.374
	GSQ 1998	3.410

(1=very dissatisfied 2=dissatisfied 3=satisfied 4=very satisfied)

The new LSP represents a mechanism to address these numbers. It is almost certain that major classes will have more interest just by their nature, however, more emphasis should be placed on making LSP classes challenging. Forty-four percent of the students in the Junior Interview Project say challenging is good if it makes students think and learn more. This should be the focus of the new LSP.

The major and the core should complement and support one another and should be the University doctrine from the first day a student steps on campus. Truman is a place where students can learn and become productive members of society. More importantly Truman's core provides students the opportunity to enjoy learning for its sake. It is this two pronged program that will lead the University to Thomas Jefferson's ideal that education should make a student a virtue to society and a joy to one's self.

By placing institutional priority on the Liberal Studies Program, all other aspects of the University fall into place. The Major builds on a foundation of learning. The environment, including the residential colleges, provides support for liberal learning, and staffing discussions provide opportunities to add dimension to the core while adding specialty to the major. The LSP must be the soul of the institution. A central point of understanding from which intelligent discussions within the residential colleges, to future discussions in the work place can be fostered. The Liberal Studies Program must be the common experience that binds the University community together.

### *Essential Skills*

It is important that the University develop effective means of determining proficiency in essential skills. Proper assessment will save both student time and



institutional resources by insuring that those students who need the help receive it, and those who do not are free to explore new and more challenging aspects of the curriculum. Truman must continue to develop testing instruments that will measure proficiency and formalize the vague standards set in the core. It should be the going assumption that students arriving on campus are proficient in computer use and the exception would be registered in a course like "Math Lab," perhaps for no credit.

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## *Calculus*

The change to the Calculus requirement is nearly upon the University. This is an opportunity to challenge students and better their understanding of the mathematical mode of inquiry. It is essential that the University devote the appropriate resources to make Calculus a meaningful part of the learning experience. Faculty given the opportunity of teaching the LAS Calculus core should be oriented (either formally or informally) to the fact that it is not quite like the rest of their divisional load. Adjustments should be continually made in order to insure that LAS Calculus fulfills both the explicit goal of learning Calculus principles and the implicit goal of helping students from other majors have a positive learning experience in a potentially frightening endeavor.

**Krisi M. Russell**

Class of '00

*"What I like best about Truman is the amount of opportunities that each student is given. We can join things ranging from research teams to choirs, to club teams, and even student government. The opportunities we have as students are endless. Some universities do not have the options that Truman has to get involved."*

*"The main challenge that Truman has facing the millennium is letting the world know who Truman is and what we are about. Everyone needs to know of our achievements and how this University is as good as we say it is."*

## *New Course Titles*

The University must maintain the integrity of its course list. Titles of classes should both reflect the materials covered in the class and appear to any lay person reading the title, on a transcript or otherwise, to be a course that represents the University and the students work in the class well.

## *Personal Well Being*

Physical fitness and health issues are obviously important to the overall well being of students. The University should, however, look at freeing up some resources by allowing Truman's scholar athletes the opportunity to opt out of the Personal Well Being requirement in the core. These students through their sport should receive the important information on certain health issues faced by college students covered in normal Personal Well Being classes.

## *Interconnecting Perspectives: The Freshman Program*

Truman must continue to actively assess the outcomes of its extended freshman week endeavor. This potentially extremely positive component of the core must both actually be and be perceived as having intrinsic value. Common objectives and reliable goals still need to be universally incorporated. Included in freshman week discussions must be the reoccurring topics of student



**Kristen Romportl**  
Class of '01

*"The most appealing aspect of Truman is the focus that the University places on students. Through involvement in the various activities offered on campus, a student can tell that they are making a direct difference upon the school and ultimately leave Truman with a much more enhanced experience."*

*"The biggest challenge facing Truman in the future is continuing to meet the changing interests of students. As the student population rises so does the diversity of opinions, making it essential for Truman to persist in allowing student opinions to be clearly heard."*

assignment equity and time sharing with Student Affairs programming and Student Advisor contact hours.

## *Undergraduate Research*

Truman is unique in that it concentrates so heavily on undergraduate research. This emphasis should be increased as much as possible. Research stipends delivered through the divisions are a wonderful addition. The University must continue to focus attention on the portions of the liberal arts rainbow not particularly linked to research; the arts. Every student on this campus regardless of major can and should be a researcher of sorts. Every time a book is cracked to determine a causal relationship, or an experiment done to expose a hypothesis, the student gains. Teaching to think is a reason why Truman is special. Funding of Undergraduate Research Grants is essential to making research a part of the Truman experience.

Additionally, thought should continue to be given to dedicating a day of canceled classes to the Undergraduate Research Symposium. This idea has merit in making research a focus point, but has many details still to be worked out.

## *Registration & Add/Drop*

Any effort made to speed up the registration process is greatly appreciated. Every student who steps out of line out of frustration is a student that first, must be dealt with later, and second, is not having a good experience. A qualifier on the new Student Information System must be the ability to register online or by phone. This must be a component of the system with no exceptions.

The recent Add-Drop crisis brings up several very important issues. First the Student Senate is honored to take the lead in adopting a policy, but the administration must realize that though the Senate prides itself on being reasonable it will not forsake its constituency. The Student Senate must also weigh the graciousness of being allowed to take part in the formulation of a policy, and the potential for all controversial issues being given tacitly to the Senate with the expectation that it will merely re-enforce what the University was going to do anyway. This issue is like any other. Add-Drop must be carefully studied and a solution found that fixes the problem with more than a Band-Aid approach. Constituencies must be weighed, and external pressures balanced. A permanent solution will not be found unless the following questions are answered: Why do students drop? Are those reasons legitimate? Is the change in policy worse than the problem? What other solutions are there? Does the add-drop problem affect the quality of diplomas?

After answering these questions Student Senate then needs to make a



decision, and fight for it both in informing the students and administrating implementation.

### *Academic Integrity*

The initiative to establish a jury process for the adjudication of academic infractions is extremely important. As citizens of campus, the right to trial by peer should be promoted even if it is just in principle. In this, academic infractions are no different than Student Affairs infractions. A clear standard and trail process should be established and administered under the auspices of the Student Honor Council. It will be important to establish a comprehensive integrity process by which all students are held. Additionally it will be important to ensure that students know their rights and responsibilities.

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## Introduction Residential Colleges: Focusing Wide Spread Resources and Conversations

*Between the idea*

*And the reality*

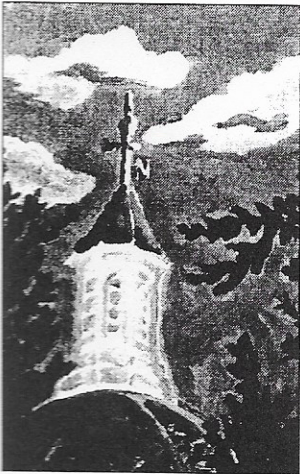
*Between the motion*

*And the act*

*Falls the shadow*

—T.S. Eliot

“The Hollow Men”



T. S. Eliot concludes his poem,  
“This is the way the world ends;  
Not with a bang but a whimper.”  
The same can be said, though less  
dramatically, about Truman State

University’s Residential College Program. The initiative will end if it represents a whimper instead of a bang. The University in implementing the College Program will have a tendency to err on the side of restraint, like most University initiatives. Truman has the opportunity to take the Residential College Program out of the shadow if it is implemented dramatically. The new Residential College proposal is often termed, “not that different from the old.” Though certainly this characterization is less threatening, it does little to create a dynamic new



system. Neither students nor faculty are going to be sold on the College Program if they do not see a distinct difference. Truman need not be reckless to establish an effective College system, rather the University needs to concentrate its attention on particular focused changes. Though building new structures gives the appearance of change, it will require an alteration in mindset to create effective change. Appropriately, advice comes from Lewis Carroll's *Through the Looking Glass*, "Now, here, you see, it takes all the running you can do, to keep in the same place. If you want to get somewhere else, you must run at least twice as fast as that." With deference to where it has been, Truman needs to, "get somewhere else" and the Residential College Program, implemented correctly, is an excellent vehicle.

### *Background*

The University's 1995 Self-Study Report listed four areas of focus for the Residential Colleges Program:

1. creating an environment conducive to intellectual development by introducing academic resources—advising, courses, intellectual discussions, study spaces, tutoring, libraries, computer facilities—to the residential site;
2. fostering leadership development through student ownership of college programs and enhancing personal development through association with faculty who work, eat, socialize, and in some cases, live in the colleges;

3. experimenting with innovations which might be adopted by wider University community;
4. and, providing a setting in which students can experience cultural diversity, grow in tolerance of difference and diversity, and develop informed ethical values."

These criteria, though slightly outdated, give a accurate representation of the origins of the Residential Colleges Program. The Colleges concept has come a considerable way since the above brief outline was written. The experimenting mentioned in the third area listed has led to a campus-wide Colleges innovation that will be implemented in the 1999-2000 school year, and an institutional commitment now exists to make all Residence Halls into Colleges. This progress has taken strong advocates, but stems from a genuine agreement that the Colleges atmosphere is beneficial to students. The experiments in Missouri Hall and Ryle Hall led to improvements in retention and satisfaction rates. As the 1998 Residential College Task Force reported, "retention rates for students in the colleges typically exceed the class average."

### *Principles*

The Residential Colleges Program is unique, however, in that it is relatively untested. The University's faith in the success of the program is not unfounded, but rather a realization exists that the essential concept of increasing the academic atmosphere of campus living can only improve overall student performance. Students reported in the 1997 Institutional Services Survey (ISS), "higher rates of satisfaction than off-campus residents in such areas as active involvement in student life, attendance at cultural activities, and in overall impression of general education courses, faculty advising, and attitude of faculty toward students." Student Senate has encouraged the Colleges concept from its inception. Recently it called for a task force to study implementation, from which the current report on Residential Colleges was generated.

The Residential Colleges Program must center around a single principle in order to succeed. It must cultivate a dynamic academic community. The University must not become so sidetracked by funding, construction, renovation, classrooms, and other secondary concerns, that it forgets the essence of the program. University history is full of periods of resurrecting academic community, but in the final analysis has never been about how much money is involved. Rather, progress has always come about by joint determination between administrators, faculty, and students. Joseph Baldwin, in establishing the Cumberland Academy in 1867, began the history of cooperation. Presidents Kirk, Ryle, and McClain depended upon every member of the University community to improve academic culture. The Residential Colleges Program is no different.



Ultimately what needs to be achieved in an ideal Residential College Program is not a replacement of the current traditional classroom, but the fostering of an environment that cultivates enriching extra-classroom experiences. Obviously, this implies outside-the-classroom experiences, but the discussion should not rule out renovating classroom space in the Colleges. Rather, it should be noted that classroom space is a low priority. In fact classroom interaction, though valuable, may in a College sense be the easiest (but perhaps not the most effective) way of fostering academics in the halls. Students value informal conversations with faculty, and the Residential Colleges Program should try to fight the declining number of interactions as reported by campus assessment data:

Communicated with a faculty member outside of class:

**1997 ISS 2.941      1997 GSQ 3.145**

**1998 ISS 2.824      1998 GSQ 3.110**

1=very dissatisfied 2=dissatisfied 3=satisfied 4=very satisfied

ISS= Institutional Services Survey GSQ= Graduating Student Questionnaire

Far more difficult is finding the right environment to establish meaningful individual or small group contact with faculty. Students come to Truman for a myriad of reasons, but a primary one is that they expect close faculty interaction. They also believe that this does not just mean small class sizes, though that helps. Students desire intellectual and challenging conversations with faculty. Students want conversations similar to ones they might have participated in had they been enrolled at Princeton, Harvard, or Yale, the ivies Basil Brewer evoked in our school song, "to Harvard, Yale, or Princeton should we onward still pursue." This observation is not to imply Truman should strive to become something it is not. It is, however, to serve as a reminder of what students think of when they hear the words "liberal arts." The cultivation of a genuine academic community should continue to be the driving force behind the Colleges concept.

### *Fostering Academic Community*

The following Student Senate generated "Fostering Academic Community" approach revolves around four main areas within the Residential Colleges: faculty interaction, student advising, professional advising, and finally, facilities. These are no different than the intentions of the Residential Colleges Task Force Report of 1998, or from the *General Bulletin's* explanation that:

"Each residential college is a learning community which brings students together with faculty members in a residential setting. Opportunities for learning are expanded beyond the traditional

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**Peter Eatherton**  
Class of '01

*"I like Truman because it feels like home. The small class size, beautiful campus, and overall size of undergraduate population are a perfect fit for me. But, there are many other reasons why Truman is special to me. the friends I've made. Things I've learned, and experiences I've had at Truman make this University special to me."*

*"The biggest challenge this University faces in the next millennium is continuing to improve at the same rate it has in the last ten years. It must challenge itself to continue to improve and grow."*



**Mike Witt***Class of '99*

*"I like best the fact that my experiences have helped me to grow in to a person that realizes his duty to contribute to society."*

*"Truman must establish its identity under its new mission. Truman must come to know and love itself for what it is and when it will be."*

classroom to the residential community where interaction between students and professors arises naturally as they work jointly to program college events, chart academic course schedules, and share meals."

"Fostering Academic Community" merely refers to a return to the essential elements of the College program. It is an attempt to focus wide spread resources and conversations.

Faculty are at the heart of the Residential Colleges program. Just as the University would not have achieved so great a measure of success without their diligence, the Colleges will not work without their active participation. It is imperative that Truman commits the necessary resources and rewards to encourage faculty involvement. The Halls must be seen not as separate entities from the academic university but rather as substantial components of the learning environment. Holding office hours in the buildings, eating in the cafeterias with students, randomly spending down time in the community spaces, as well as participating in programming, are all ways to evoke an academic environment. This is not meant to be a burdensome plan, but rather an opportunity for interaction that both faculty and students look forward to with anticipation.

Before continuing the discussion on Residential Colleges, a sensitive but important point needs to be made. There exists an apparent tension between the Academic and Student Affairs communities on campus, which is unhealthy for the campus and for student success. The whole is only as great as the sum of its parts. The development of Truman students happens in two main ways: academically and socially. The personal development of students is absolutely imperative to them becoming good students. One cannot happen without the other. The Residential Colleges Program recognizes one very important premise—every part of the University is academically based. This is meant to indicate that the University's primary goal, from the groundskeepers to the President, is the academic success of its students. Turf wars between academic divisions, programs, or administrators only undermine the ability of the University to achieve its goals. More importantly, infighting hinders students' ability to succeed.

That being said, the University has wisely decided, despite the challenge it poses, to convert all of the Residence Halls into Colleges. This melding of Student and Academic Affairs is a task that most universities would not attempt. In fact, of the 3400 colleges and universities in the country, only 37 have Colleges Programs, and fewer still list campus-wide College programs. This is not an elite group because the College system is a poor idea, but rather because it is difficult. Most schools only dream of being at the point that Truman now



finds itself able to make the conscience choice to expand its College Program to all campus residence halls.

The challenge that lies ahead is clear. The Residential Colleges Task Force report does a tremendous job in establishing a framework on which a College Program will be built. The Student Senate supports this structure and general personnel selection. In addition, the Student Senate looks forward to working with the Task Force in the future.

However, the Task Force Report is just a starting place. It has made the difficult decisions in regard to staffing and funds allocation. In reaffirming the position of Dean of Colleges and calling for the involvement and reward of faculty, it has done more than the Student Senate could have ever done by itself. Most importantly, the Task Force brought institutional commitment along with its conversations. The endorsement of Faculty Senate finally commits the faculty at large to the support and nurturing of the College Program at Truman. This institutional commitment is something that the pilot programs in Ryle and Missouri never experienced. Most certainly it is this belief in the system by the faculty that will lead to the Program's success.

### *Faculty: Key to the Gates*

As stated previously, continued faculty participation and interest is key. The first area of the "Fostering Academic Communities" plan is an emphasis on the importance of Faculty interaction and participation. The level of institutional importance placed on the colleges must be apparent from day one.

#### *Attitudes*

One of the keys to success of any system of Residential Colleges lies in the attitudes of its faculty. Even with the most state-of-the-art facilities in the dormitories, Residential Colleges will fail to promote a greater fellowship between students and professors if the professors remain isolated. On the other hand, a system with menial facilities and funding can do a great deal if the professors make a conscious effort to encourage interaction with their students. Because of this, the importance of faculty orientation is evident. From the moment the application process is started, it should be made clear to prospective professors that there is more to their jobs than simply lecturing and researching. The University needs to stress that they are not separate from the campus community, but are to play an integral part in it. This includes participating in discussions with students outside of class, working with students on research projects, encouraging student research outside of class, keeping office hours and using them for the benefit of those students who are under their guidance as a condition. It is through these types of action that professors can go beyond the

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normal classroom experience and truly spark the interest of students. By making it clear that professors are to be more than simply lecturers but are to be teachers as well, the University can form the atmosphere that residential colleges were originally designed to provide.

### *Changes*

In the 1995 Faculty Survey, several things came to bear regarding the Residential Colleges. In typical Truman fashion, 95.5% of faculty list as their primary goal, "be a good teacher." With this in mind, however, faculty commented that they did not feel they were rewarded for good teaching. A below-average number of faculty listed enhancing out-of-class experiences as a top priority. The Residential Colleges will require teachers. True to its roots as a teachers college, Truman calls on its faculty, to be teachers not mere lecturers. Hopefully, faculty will be convinced that out-of-classroom experience is an essential part of the Residential Colleges Program.

Placing participation of faculty both as service and academic endeavors on applications for tenure and promotion is an important step towards institutionalizing the Residential Colleges. This should be actively encouraged and used to make faculty decisions.

In addition to priming the system during the faculty hiring process, a discussion should begin regarding an augmented training program that parallels Student Advisor training for faculty who participate in any capacity in the Colleges. The Residential College Council will be integral to the coordination of the training sessions. They should not overburden the faculty but serve as a means of establishing a comfort level for interactions within the Colleges. Though all faculty may remember what it was like to live in a dorm, the Residential Colleges Program is quite a different experience. The College Council should attempt to provide a comprehensive understanding to them about their new roles as Faculty Fellows.

The Task Force supported by the President, the Vice President, the Dean of Students, Faculty Senate, and Student Senate has created a constructive working model from which great things can come. It will be Truman's challenge to create a uniquely mid-western, middle class, high ability Colleges system that pays tribute to its cousins at Oxford and Yale but builds a community environment befitting the truly unique institution that is Truman.

### *Student Advisors: The Path to Success*

If faculty participation is the key that unlocks the gates to Residential Colleges, then the Student Advisors are the paths to success.



*Expectations*

Student Senate recently conducted a Student Advisor Forum in January, which addressed the fundamental responsibilities and compensation of Advisors within the Residential College System. The Student Advisors focused a considerable amount of concern on the lack of respect they receive from the university community. Under current conditions, Student Advisors feel a lack of respect in several areas: the information they are given, the importance given to their role in the success of residents, and the chronic misunderstandings regarding the amount of time required to do their jobs effectively.

Student Advisors, upon taking the position, are told they are the University's first line of defense against student failure within residential living. With the responsibility of being an active, integral part of residents' lives, support from the University tends to fall short from early entrustments of respect. In reality, Student Advisors are told one thing and treated quite differently. This lack of communication leads to a poor morale that consequently creates an environment of frustration. This piecemeal dissemination of information equals a lack of cohesive vision among the primary participants of residential living. To combat this unsettling situation, Student Advisors must be recognized as valued members of the university community.

**Krissy Vogel**  
Class of '00

*"I have always been impressed with the people at Truman. Faculty and students alike have challenged me, taught me, and have helped me realize the person I am becoming."*

*"There is diversity on this campus, and I hope people embrace that."*

*Valued Members*

As the front line of defense, Student Advisors are typically the Residential Living staff member first to intervene on behalf of the emotional well-being of residents. Episodes of depression, alcoholism, relationship quarrels, and suicide are all real issues that residents face; thus, the role of Student Advisor is essential to the needs of residents. Realistically, an advisor deals with life changing events 24 hours a day that often considerably test their emotional strength.

Oftentimes, a resident who is upset may wake a Student Advisor who is not on duty in the early hours of the morning. The resident may have had a sexual experience, which triggers memories of childhood abuse. With a situation of this nature, a student advisor may have to abandon his or her personal schedule. If the conversation lasts until the very early hours of the morning, the personal time/space hours of an advisor may become neglected because of the need to continue to help the resident. In no other work relationship on campus does a student sacrifice lifestyle for the needs of others.

Similarly, a Student Advisor's ability to study may become secondary when a freshman female resident enters the Student Advisor's room and depicts an evening of physical abuse and rape. The Student Advisor listens, consoles, offers help, and begins the steps to help the resident, from calling for counseling, to transporting to the hospital. From that night on, the young freshman resident



**Mike Daming**

Class of '00

*"The close interaction between faculty and students truly does realize the idea of idealized 'learning communities'."*

*"The biggest challenge facing Truman is trying to expand our role as an upper-echelon liberal arts and sciences university, while at the same time maintaining the wonderful atmosphere we currently love."*

looks to her Student Advisor to help her daily with emotions of fear, loneliness, and rage. The advisor's schedule becomes dictated by the severe needs of the resident. This wide range of personal conversations demands the utmost attention, strength, sensitivity, openness and confidentiality.

These examples may appear extreme and perhaps melodramatic, but they are a real part of a Student Advisor's job responsibility. In expressing them here, the point is not to convey complaints, but to give a piece of the extra-academic portion of the advisor position often forgotten when decisions about advisors are made. The Student Advisor role does not fit neatly onto an accounting chart nor can it be broken down to fit conveniently on a salary table. It defies simplistic assessment. It requires exceptional students, and they should be rewarded well for the critical job they do. Members of the university community would do well to think about how student well being is affected by the day-to-day interactions of the Student Advisor. These exceptional students are expected to handle the most difficult situations that occur on campus with professionalism. From date rape to suicide, from alcoholism to abuse, Student Advisors make irreplaceable contributions to the health and safety of Truman's residential community.

*Necessities not Rewards*

In recognition of the demanding role Student Advisor's play in the success of students at Truman University, it is essential for their duties to be rewarded and for them to receive the necessities to do their job effectively. Student Advisors in many respects are given an "unfunded" mandate from the University. They are expected to deal with complex situations, like those detailed above, as well as academic advising, but are not given the physical or emotional support system needed for them to succeed as students or advisors. As one advisor stated, "I also do not feel that Student Advisors are given the amount of respect that they deserve. They deserve acknowledgment for what is sacrificed to do the job. All of us in one way or another sacrifice something for our residents. I don't feel it is realized by anyone but the residents the extent to which an SA will go to help someone." The amazing individuals that perform as Student Advisors do not ask for much in return for the services that they perform. In fact they ask for less than what is given at many of our peer institutions. Truman's Student Advisors, in true Truman fashion, only desire the necessary environment to do their job effectively. Rather than asking for money, Student Advisor's main concern is for their residents' well being. As put by an advisor at the Student Senate Advisor Forum, "single rooms are a necessity, not a reward." Student Senate could not agree more. Student Senate Resolution 991.001, "In Support of Better Student Advisors," confirms this support when it states, "Student Senate strongly recommends guaranteed single rooms for Student Advisors."



*Single Rooms*

Recently, a Student Advisor framed the issue by writing, "I believe that as a student, Student Advisors will be more productive and also more successful students if given the chance to have their own rooms. After all, isn't being a more successful student the whole reason that we are here in the first place?"

Another writes, "This issue affects matters of privacy, trust, fairness and personal space, none of which are to be taken lightly." Student Advisors deserve single rooms for countless reasons, not the least of which is community building.

Student Advisors' rooms serve as central points from which much of the conversation in the hall resonates. Outside of the lounge, "hanging out" in the advisor's room helps to promote an environment of "home." An open door policy is encouraged and frankly expected as a principle of fostering rapport. This policy is often not appreciated by roommates who must sacrifice their own personal space and study habits to accommodate the Student Advisors' duties. Keep in mind that roommates of advisors did not sign a contract obligating them to cooperate with the lifestyle demands of the Student Advisor, especially when the roommate had no choice but to live with the advisor. As one roommate describes, "Being the roommate of an SA can often be difficult. First of all, I often feel like the ugly duckling of the hall. It is just a given that an SA's job will sometimes require them to have residents in the room for consultation, bonding, etc. But these duties conflict with my personal space. I see no way to avoid conflict between an SA's duties and their roommate's personal considerations."

This infringement on the understanding of their roommate does not end at community building, but rather extends into an extremely important portion of the job—counseling. An advisor said, "In fact, one of my residents mentioned that he feels uncomfortable to come in my room and talk to me when my roommate is studying or sleeping or anytime because he feels that he is disturbing my roommate's privacy." Students have a certain expectation of privacy when talking about personal issues with their advisor. This important part of the advisor role is significantly curtailed when a proper environment for private conversation is lacking.

For instance, how many date rapes have not been reported because a resident came to the advisor's door to find both the advisor and roommate? How many serious conversations about difficult personal issues have not been resolved because the Student Advisor did not have a single room? The reality is stark. The lack of a suitable private space, within a wing or house, cripples the ability of the Student Advisor to perform their most needed and potentially life changing duties. In a very real example an advisor writes, "I had a resident that needed to talk about her roommate problems. We had to talk in the hall because my

**Rosalie Chen***Class of '99**"I like the close interaction between faculty and students."**"Getting its name out nationally and internationally is a large challenge."*

roommate was there. The resident's roommate just happened to walk by at the time and then questioned why the resident was talking to me. It caused problems." The issue is clear; to effectively counsel their residents, Student Advisors must have single rooms.

Another situation that should be addressed is one not talked about much by advisors, but is key to their own well being. Student Advisors exist in what is commonly known as a "fishbowl." In other words, all the eyes of the hall are on them. While they accept this responsibility with grace, the ability to retreat to their own space would be beneficial. The emotional health of the advisors is just as important as that of their residents. The University must take care of these students. The role of Advisor is extremely taxing as earlier examples point out. Advisors need a space of their own. Advisors need a retreat where they can restore themselves for a brief moment before facing the problems of others. It bears repeating the admonition of one Student Advisor, "Single rooms are a necessity, not a reward."

*Compensation*

Though single rooms are the first priority, full room and board is another legitimate request. It is telling that advisors place the need for a single room above additional compensation. Student Senate makes this call for reevaluation of compensation on their behalf, but not necessarily at their request. Currently, advisors receive 2/3 reduction of their room and board. Compensation for Student Advisors for Truman falls short of universities with similar demographics. For example, Pittsburg State University advisors receive 100% room and board. The same school provides their advisors with a single room. Truman provides 66% of room and board and does not guarantee single rooms. Though Pittsburg State is not Truman, they are a conference school with similar enrollment and tuition. Fair pay for fair work is one way of framing the issue. Though it is often touted how many opportunities to develop professional skills are afforded Truman's advisors, this does little to adequately reimburse such key figures in the Residential Colleges model. Student Senate proposes that increased Student Advisor compensation be phased in over a 2-year time frame. This will support retention and fair reimbursement. The following additional information has been gathered regarding the policies of other similar institutions:



**Student Advisor Compensation Comparison**

	Room	Board	Single Rm.	Stipend	SA:Student ratio
Indiana State University	100%	75%	yes	\$1350/yr	1:41
Northern Michigan University	100%	100%	yes	\$500/yr	1:28
Northwest Mo. State University	100%	47%	yes	\$150/yr new SA \$250/yr returner	1:34
Pittsburg State University	100%	100%	yes	\$950/yr new \$1150/yr returner	SA1:26

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Along with Truman's virtue of maintaining a standard of excellent education at an affordable rate for students, the Senate's plan as outlined in Resolution 991.001 for advisors receiving a stair-stepped degree of compensation would parallel the commitment to a supportive environment. First-year Student Advisors would receive 75% off their room and board and retain the current stipend of \$200.00 a year. Returning advisors would receive 100% room and board with a stipend still maintained at \$200.00 a year. A plan of this nature, when instituted would benefit both Residential Living and residents. Residential Living potentially would have more interested students applicants. These outstanding students once hired would have an increased incentive to return thus, maintaining a higher retention rate. For residents, their Student Advisor's morale can only be helped, leading to a more supportive environment for community building, programming, and generating enthusiasm and interest within a house.

This scaled compensation structure for room and board is a realistic goal for Truman. As an institution that prides itself on a strong commitment to advancement, Truman increases the chances for Colleges Program's success by institutionalizing the value placed on Student Advisors.

**Scholarship Work**

One final issue needs to be addressed with regard to the benefits offered to Student Advisors. Requiring advisors to work five hours outside of their normal duties leads to a belief that the University does not recognize the long hours worked by these students on a daily basis. To assume that Student Advisors only work 14 hours on a weekly basis is simplistic and inaccurate. There is most certainly a way to both sidestep legal problems and roll in the scholarship work requirement for Student Advisors.

The above plan to resolve the compensation issue is a realistic plan. The Senate has attempted to balance the ledger sheets of the University by finding ways to cut costs and reallocate funds. The Student Senate has tried to invent a plan that will work in practice, and it is a good policy. Neither party receives everything that is desired, but both receive more than they have now.



Adjustment will have to be made. If, in order to give Student Advisors single rooms, Admissions is required to accept fewer students than that must be done. It would be a mistake to see this plan in the context of the way things are, rather, it must be viewed in the light of how the University could be. In continuing this tradition of avoiding reactionary responses and developing solid policy initiatives, Student Senate hopes to remain a respected and trusted member of the university community.

### **\* Addendum \***

Since the drafting of this document and subsequent early release of the Residential College's portion, the Residential College Task Force has approved a plan that will go a long way toward addressing the concerns of the Student Advisors. The plan adopted raises the compensation of Advisors to 3/4's room and board and has given them first opportunity to receive a single room. Additionally, the Task Force has attempted to create a plan that will roll scholarship hours into the work duties already given to Student Advisors. The Senate would like to give special thanks to Dr. Jeff Romine, a member of the Task Force, for all his work on this issue. The Student Senate looks forward to continuing this progress in the coming years to completely achieve the goals set forth in this document.

### *Programming Board*

With the implementation of Residential Colleges, the Programming Board will be essential to maintaining a cohesive programming vision for Student Advisor. Currently, Student Advisors schedule one social program each month and a various number of programs supporting themes of academic, community service, health/wellness and current events themes. As seen in the 1998 Residential Task Force Report, the assertion of leadership will be funneled through an advisory board and will include the College Rector, Faculty Fellows and Student Advisors. The role of Student Advisors on the board will be imperative to the design and structure of what will be supported by residential attendance. The Students Advisors need to be supported through S.A. training, orientation, and other education sessions. The goal of programming must be quality over quantity; thus, advisor needs the knowledge to purposely carry out proficient programs. Student Advisors' opinions on the programming board should be respected, noted, and used hand-in-hand for the achievement of quality liberal art programs. In turn, the Truman perspectives expressed in "Affirming the Promise," the University Master Plan, of cultural, intellectual and



social exploration will be an endeavor of not only academic faculty, but include Student Advisor's varying perspectives.

## *Professional Advising: A Road Map to Success*

The path to success comes most certainly from the hard work of the Student Advisors, but the road map will come from the Professional Advising system. In regards to Advising the Task Force has addressed several issues. Student Senate applauds the use of professional advisors for all incoming students. For years undeclared students have gotten the opportunity to utilize the resources of Academic Planning Services (APS). Many declared majors would have benefited from the knowledge and expertise of APS Professional Advisors. The Colleges system now recognizes their importance and gives students the opportunity for high quality and uniform advising. Senate appreciates the Task Force taking into consideration its position as referenced in Student Senate's "Challenges for a New Era" document in 1995, "A full-time professional advisor should be available in the residential setting to all on-campus students, both declared and undeclared majors, in order to provide greater access to the advising system for first-time students."

In the future, it will be important that the University realize that this commitment to professional advisors will include increasing the advising staff. As their duties more than double, additional resources and personnel will need to be devoted to professional advising. The Residential Colleges Task Force calls for additional academic advisors. This number may have to be increased incrementally depending on the needs of advising personnel. Adjustments will most certainly need to be made to ensure that students are adequately and conveniently served in the new professional advising system. The 94.1% satisfaction rating given to Academic Planning Services by students in the 1997 Freshman Interview Project is important. Truman should attempt to insure that the advisors have the necessary resources to increase this outstanding satisfaction rating in the future.

## *Facilities: A Place to Call Home*

Finally, the discussion of Colleges must turn to facilities. As mentioned earlier, the goal of this conversation should be the creation of academic community spaces. Student Senate has discussed many ways to describe what is desired in the physical environment of the Colleges. The "Dager" Report of 1994 discussed grand pianos and grand spaces. Though that would certainly be nice, it would also be expensive. The Residential Colleges Task Force has focused on office and classroom spaces in order to bring academics to the halls. Physically, this will force the interaction, but once that class is dismissed and the

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*An Education with Character*

Student Senate

Truman State University

### **Ben Greer**

*Class of '00*

*"The thing I like best about Truman State University is the feeling I get as I see friendly faces as I'm walking across campus. A smile and a wave goes farther than anyone could possibly know."*

*"The largest challenge for Truman is going to be maintaining a balance between academics, social activities, and organizations. This will create and maintain a more diverse Truman community."*



offices locked, will standard classrooms and closed offices foster community and conversation? The classroom in Missouri Hall, for instance, would be more useful if the furniture were more lounge-like instead of the stark, cold, infrequently used, room it is currently. The Student Senate has bandied around buzzwords like, "educationally enriched environments," and "cohesive curricular spaces," but these merely serve as fancy titles and do little to describe what the student's desire. To attempt to put it simply, the students desire spaces where they feel at home.

### *Real Spaces*

"Home" does not conjure ideas of stark blackboards, desks, and chairs. Yet at the same time, these spaces should allow for the time-honored American tradition of one room schoolhouse instruction used in classrooms from coast to coast. But most importantly, these spaces must also be useful as a coffeehouse, a conference room, a library, a workroom, a lounge, a peer tutoring room, and a place just to hang out. A student may walk across campus for a classroom, but should be enticed to stay in the inviting room provided at the residential college. This modern space should be the heart of the residential college, and these learning centers should be the embodiment of the residential college and its goals.

Imagine conducting a small class in the Colleges in a room with lamp lighting. It should be a place where the students sit on couches and chairs around a coffee table, completely comfortable to have a lengthy discussion about Shakespeare, metaphysics, or politics. Imagine Dr. Leavens fostering a discussion of Victorian literature from a wing back chair, or Dr. Guinan having a round table conversation from the arm of a couch. The comfort level of Dr. Young's College-based extended Freshman Week class could only be enhanced if their conversations were held in a more informal setting than the current classroom in Missouri Hall.

### *Classrooms*

The Facilities Subcommittee of the Residential College Task Force proposed two such learning spaces (capacity 18-25), an additional larger space (capacity 32-40), and a communal gathering space for programming (capacity 75 in some buildings; 250-300 in others). The learning centers should, however, be utilized as multipurpose areas. These spaces should be incorporated into other suggested spaces, including a computer room and high tech room. One learning space can be envisioned as a computer lab, which for one hour a day turns into a Computer Science class. The other twenty-three hours can be open for student use monitored by someone behind the Hall Desk or by a night



minimal. Bookshelves can be found on the walls for students to check out common reference books. The other learning spaces can be incorporated with the proposed student work room and a small self-catering kitchen or cafe to provide a coffeehouse feel. No desks should be present; couches, chairs, and tables should make for a comfortable learning center. The larger learning space should not be built. The proposed large classroom space is contrary to what the Residential College Program tries to offer: small, close-knit learning environments. For the advantages of larger classroom spaces a student may walk across campus. Lastly, the communal gathering space for programming is essential to foster community. There a Hall Senate may gather not only to plan upcoming events but hold them in an environment uniquely its own.

Other proposed spaces such as TV rooms may maintain their current incorporation into the lounges. The proposed "quite" lounges should be left to the campus library and dorm rooms themselves since communicating with others is the only way to learn from others and a great way to foster community.

### *Apartments and Offices*

The apartment for the College Rector and/or Faculty Fellow should not be built. Assumed knowledge of a professor living in the building discourages some students from wanting to live in a Residential College. It also could cause many conflicts of interest between late-night college students and professionals. Instead of more space costly apartments easy access for the Rectors and Fellows, such as personal parking spaces, should be implemented for each Residential College.

The Student Advisor conference room can be eliminated, though the workroom should persist. Student Advisors can use their single rooms to conference and advise residents in their halls. To help this process they should be provided, not with two sets of furniture, but with one set along with a couch or comfortable chairs.

The offices to be constructed in the Residential Colleges are to provide the students with closer ties with the faculty. But the Residential Colleges must not strive to turn the halls into an office complex. It is important to remember, according to the Facilities Subcommittee, that all newly-constructed spaces be built "in close proximity, within the body of the building, but with sensitivity to issues of noise and privacy for student residences nearby," taken into consideration. Having this established means the offices should play a secondary role to learning centers, offsetting themselves from main activities and thoroughfares. This allows for duality in purpose so that the offices not impact the living environment and the living environment not impact the offices so

**Charles M. DuBois**  
Class of '00

*"The commitment to academics in sync with affordability is an attribute truly unique only to Truman and something we all need to be proud of."*

*"Truman should continue to get the recognition that it so richly deserves. I don't want to see Truman end up as just some university that have five or ten years in the limelight then faded away."*



**Olga E. Brady**

Class of '00

*"Our Liberal Arts and Sciences mission shapes the personality of Truman State University. This expands our line of thinking, and as my Grandmother would say, 'a truly intelligent person knows a little bit about a lot of things.'"*

*"The biggest challenge Truman faces in the new millennium is letting the rest of the world know what a great place Truman State University is. This ensures the quality of our applicants and the attitude of the public toward our University."*

that work may be accomplished there. The offices should be miniature learning spaces on their own right with space enough to accommodate couches or wooden book shelves. They should also be a reason faculty would choose to work with the Residential College Program.

*Spaces of Character*

As the Residential Halls become Residential Colleges in the coming years, it is important that the Colleges become visually different from each other so as to assume their own identity. This investment should not be at the cost of school unity. Aesthetics of the learning centers should be unique to each: Missouri, Blanton-Nason, Dobson, Ryle, and Centennial. What our new Colleges will look like will be what student first view as they enter the University. From this uniqueness of atmosphere may come a sense of certain community. However, some color schemes and structures make students think they are sitting in the thoughts of a generation gone by. Yet, at the same time the walls must not be sterile or empty of character full of pictures and life.

The relaxed setting as described above should quell fears that the College program is an intrusion on student space. This setting can now even be used as a recruiting tool, to show perspective students a classroom space that looks more like a family room is to instantly visually describe the heart of a potentially confusing Residential Colleges Program. These spaces would set Truman apart as an innovator. In an era when every school is trying to lure high ability students with "honors colleges" and "honors dorms," every residential building at Truman can be a true honors experience.

*Conclusion: An Honors Experience*

The point of this chapter has been to encourage innovation in the Colleges Program. Interesting ideas like College Honors and Sister Colleges should be discussed in support of "Fostering Academic Communities." This is Truman's chance to demonstrate that it is an innovator, a free thinker, and a trendsetter. Many universities will look to Truman for guidance in incorporating academics into residential living. Like so many instances before we are seen as a model. Truman will not disappoint.

The structure of the Colleges system has been adequately addressed by the Task Force Report, but the fostering mechanisms were not. By enticing faculty through proposed rewards and up front expectations to participate actively the Colleges program will succeed. By raising Student Advisor morale through compensation and challenging them to be proud of their work with great training and support the Colleges Program will succeed. By giving every student high quality advising in a professional manor the Colleges Program will



succeed. By creating academic community spaces that foster discussion, integration, and thoughtfulness, the Colleges Program will succeed. All these things can happen when the entire University Community believes in the Colleges Program. This heartfelt commitment will lead to the greatest success of all...student success.

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*An Education with Character*

Student Senate

Truman State University

## Introduction: Student Affairs – The Other Half of the Coin

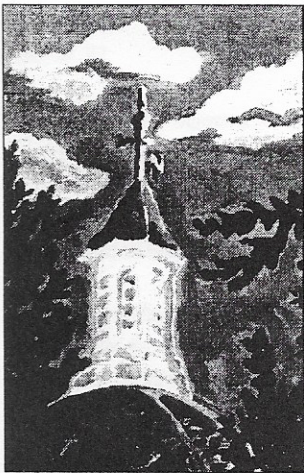
*An Education with Character*

Student Senate

Truman State University

*"Good men must not obey the laws too well ... Hence the less government we have the better — the fewer laws and the less confided power ... To educate the wise man the State exists, and with the appearance of character makes the State unnecessary. The wise man is the State"*

—Ralph Waldo Emerson



Though Truman may hesitate to refer its friends in Jefferson City to the above expression, its truth was reflected contemporaneously by Thomas Jefferson. At the age of 74, upon the founding of the University of Virginia, Jefferson cited two reasons for education; first to be a joy to oneself and second to be a virtue to society. Truman is in the business of producing educated citizens that enjoy learning. This compliments with its struggle to produce citizens of character. True to Emerson, the University must attempt to produce citizens that can think on their own, inherently know right from wrong, and in the end rely not on the State that gave the education but participate in its improvement. Though education builds character, it is the Student Affairs office that nurtures its develop-



ment. The Residential Colleges section that proceeds this chapter expresses the need for the Academic and Student Affairs portions of the University to work hand in hand. This need is not only reflected in the Colleges Program. The need permeates every aspect of the institution. Just as it can be said that every aspect of the University is Academic, so every aspect of student success is Student Affairs oriented. The support of student well-being is an absolute necessity. Quality student support through Student Affairs is not secondary at Truman but is fundamental to producing graduates of character that are a joy to themselves and a virtue to society. The implications of the mission change were clear regarding academic purpose, but the changes imposed on Student Affairs were less evident. In the last ten years since the mission change, the Academic changes have happened rapidly and with determination. As the capstones of change, the Liberal Studies Program and Residential Colleges Program, are implemented the academic life of campus has adjusted and conformed to address the needs of a more intellectually demanding Student Association. Student Affairs needs to adjust as well. Though large academic programs are still in the



implementation phase, the time has come to turn a significant portion of the campus conversion to the subject of Student Affairs.

### *Counseling Center*

The demands of the student body go beyond intellectual rigger. Indeed, more complex students require more complex student services. The emotional well being of the student body is an important place to begin the conversation. With increased pressure on students, a well-staffed University Counseling Center (UCC) is essential. The 1998 Graduating Student Questionnaire (GSQ) has the students rating their satisfaction with the Counseling Center at 2.987 (rated 1-4: 1=very dissatisfied, 4=very satisfied). This score is the highest of all services surveyed in the category "Services, Offices, and Facilities." Though the quality of Counseling Center services is exceptional, the availability of such help is inadequate to address the volume of appointments. Waiting for weeks to receive a counseling appointment because there is not enough staff is not consistent with strong student support. This request is not a license to place more graduate students in the UCC. Though graduate students serve the Center with professionalism, the University cannot merely place more graduate students in awkward positions to solve this demand problem. Rather, staffing expansions should hinge on licensed counselors.

#### **Matt Fink:**

*Class of '02*

*"The education that Truman offers is so incredibly diverse. I believe this gives Truman graduates a quantifiable advantage over graduates from other elite educational institutions."*

*"The largest challenge facing our University for the next millennium is maintaining the high educational standard that Truman has set for itself in the 90's."*

### *Student Health Center*

The amount of work that the Student Health Center (SHC) does on a daily basis is incredible. Each day, especially during the flu season, the Center sees many students with a myriad of reasons. Additionally, the Health Center performs programming and serves as a resource center for the campus. All these duties are invaluable to campus. The focus is, and should remain, student health, however. Scoring a 2.686 on the GSQ (rated 1-4: 1=very dissatisfied, 4=very satisfied), the primary complaint regarding the Health Center is the amount of time required to get an appointment. Though waiting is difficult at anytime, the problem is exacerbated when one is ill. A few adjustments to a good program may make a difference in service. The SHC should consider walk in hours in the morning similar to off campus doctors. This may require the office to be open earlier, but the benefits of immediate service for the worst afflicted students would be significant. This could replace the often given advice given by the SHC that if it gets too bad, "go to the emergency room." Even for the worst viruses this advice seems impractical and perhaps an early morning walk in period could help to quickly evaluate students an determine which need



immediate care and which can wait for an appointment. Additionally, this may cut the amount of time communicable viruses have to speed around campus.

The flu season often hits campus hard. An additional nurse practitioner who could work during the busiest times would benefit the student body.

None of these solutions will help the totality of the perceived problems at the SHC. These suggestions, however, may help to reduce complaints and increase the service at the Student Health Center.

### *Athletic Director*

The position of Athletic Director has appropriately been placed under the Dean of Student Affairs Office. This change will take some adjustment, but will benefit student athletes and the campus at large. The Dean of Students needs to recognize the relative autonomy of the Athletic Director. At the same time, the Dean should be aware of scholar-athlete well being and promote services to assist Truman's athletes through the resources of the Student Affairs office. Additionally, the oversight will help to keep an extra eye on gender equity issues. This new alignment will certainly help to increase the support of scholar-athletes.

### *Greek Affairs*

Recognition of the important role the Greek System plays on campus is often late in coming. Many students involved in the Greek System certainly make a compelling case for its value. The system, if nothing else, produces a huge amount of enthusiasm. Whether it is during Homecoming, or in the adamant defense of the System, there can be no doubt about the passion the Greek Community feel for being Greek. Often students identify more with their Greek organization than with the school itself. The system has a internal mentoring program that helps students academically. The All Greek Grade Point Average is regularly higher than the All Campus Average. As a support system for the rigors of college life the Greek system has very few equals. Regional and national awards hang in the chapter rooms for all of the fraternities and sororities at Truman, a testament to a strong Greek System.

Perhaps because of these extremely beneficial aspects of Greek Life, the Student Senate has rarely made suggestions to improve the System. In fact, this is the first time that Greek Life has been addressed in a Vision Document. It is a sensitive issue. Student Senate appreciates and respects the autonomy and effectiveness of the Greek Governing Boards: Interfraternity Council, Panhellenic Council, and the National Panhellenic Council.

All this being said, there are undesirable parts of the Greek System that need to be addressed firmly by the University. Though most certainly not limited to the Greek System, the Greeks should take the lead to make the campus a safer



place. The Greek System will only be as good as the University helps it to be. It is certainly amazing how well the System has done, compared to the support given by the University.

The University must enforce its policies prohibiting hazing, sexual abuse, sexual harassment, and alcohol and drug abuse. These are no longer merely Greek problems—they are University problems. Each time an incident within the above areas happens and no action is taken, the University puts students at risk and Truman in potential legal jeopardy. One does not have to look too far to find examples of injured students and Universities embroiled in litigation.

An augmentation of the enforcement mechanism is needed. The Student Senate proposes the following:

All complaints regarding the Greek System or any student organization is to be reported to the Dean of Student Affairs Office. This can happen in two ways: First, a standard complaint form should be developed that allows signed or unsigned complaints to be lodged via Student Advisors to the Student Affairs Office. Second, a student may approach the Student Affairs Office on an individual basis. The Dean or designee (Judicial Officer) then assigns the complaint if action is to be taken. If it is a breach of University Policy than the Judicial Officer address the situation or takes it to the proposed Student Honor Council. If it is an internal Greek problem (violation of IFC, PHC, NPHC policy) than it is to be assigned to the Greek Judicial Board. The Student Affairs office also assumes the responsibility of the emotional needs of the victim if necessary. The key to this system is that the Dean of Students Affairs Office takes the position of prosecutor. Students should not have to confront students, or organizations face organizations, particularly if it is a breach of University Policy. Not all complaints may necessitate action. If the complaints do not require immediate action, they should be filed. A running record can be kept on organizations and their activities. This will give a gauge as to potential problem areas, and progress in enforcement.

Hazing does happen at Truman. Sexual Assault and harassment do happen at Truman. And alcoholism is a serious problem at Truman. Most are not strictly Greek problems, but by taking a larger roll in the Greek System the University can make a significant reduction in the frequency of the mentioned problems. The University must insure that all its student, Greek and non-Greek, are safe and feel safe at all organization's events, houses, and functions.

### *Sorority Housing*

As conversations regarding new sorority complex fall apart for practical reasons, Truman must make a commitment to the sororities that they will be able to stay in Brewer Hall for a substantial amount of time, if they chose to stay

#### **Steven Wood:** Class of '99

*"The one thing I like best about Truman is the feeling I get when I walk across campus on a cool spring evening and admire the beauty of its architecture and serenity of the surroundings. Truman is truly the most beautiful campus I have ever seen."*

*"The biggest challenge to Truman in the next millennium is aligning the goals of the faculty, administration, undergraduates, and prospective students so that there is progressive growth of the University in a positive way creating an environment of education which is like none other in the world."*



on campus. This will allow the sororities to make monetary investments in Brewer Hall with security in the knowledge that they will not lose their substantial investments in a short time. If Brewer Hall is to be the long-term home of Truman's sororities then Truman needs to make a proper commitment to their support in Brewer Hall.

## *Multicultural Affairs*

As Truman prepares students to be professionals and leaders, it is imperative that they are prepared to work in a changing world. Multiculturalism plays an increasingly important role in the work place, society, and the University. This issue affects students at both a personal and community level. The University must create an atmosphere in which all students feel welcomed, valued, and encouraged. This personal comfort is key to the complete academic, social, and emotional development of students. In addition, American society is becoming increasingly diverse, and the business world is becoming global. For Truman students to be successful in any situation they must be able to appreciate and work with different cultures, lifestyles, and races.

Truman needs to address which groups are included in the effort to improve diversity and acceptance. Any racial or ethnic group must be respected in multicultural issues.

The University built on its initial efforts to improve multiculturalism through the Multicultural Affairs Office by establishing the Diversity Task Force. This is only a first step. The recommendations of the Diversity Task Force must be seriously discussed and thoroughly enacted. The process must not stop with the Diversity task Force. An ongoing discussion and awareness of multiculturalism must take place within the administration, faculty, and students. Action must be taken to promote diversity and cultural understanding. Most importantly, this action must be campus-wide. Diversity is not an outside issue to the University, but must be an important part of the Truman culture. It must exist within the divisions, administration, and campus resources.

Every academic division must look for ways to promote multiculturalism. The multicultural portion of the Liberal Studies Program housed in Intercultural Perspectives must not exist only in one division or program. Though the majority of classes that fulfill this requirement will exist most certainly in social science, an effort must be made to incorporate aspects in each of the areas of study. Multicultural education cannot be looked at as merely a "politically correct" addition to the LSP, but rather an essential part of a Truman education.

Truman's resources must also reflect diversity. This means the books, magazines, video, and music available at the library need to represent a significant number of cultures and viewpoints. Additional resources to groups



**Troy Rahmig**  
Class of '99

*"The willingness of faculty and staff to take student initiative into consideration and apply that to the betterment of the entire Truman community."*

*"As we approach the new millennium I encourage Truman to continue to be on the cutting edge of the struggle to provide the best education at an affordable price. Never get satisfied."*

with particularly under served needs are highly recommended. A sexual orientation resource center is needed on campus, and should be provided with adequate and appropriate resources to become a source of support and education. Additionally, specialized diversity training should be included within the Student Advisor orientation sessions that include discussions of sexual orientation, ethnic diversity, and religious differences.

The Multicultural Affairs Office is essential to promoting multiculturalism on campus, but it is only the first step. Diversity is everyone's responsibility and does not fall under one office. The Multicultural Affairs Office should continue to handle special diversity issues and events such as celebrating minority months and days of recognition. To successfully fulfill its mission to promote diversity through programming and help students of color adjust to Truman, the multicultural Affairs Office needs to maintain its current level of autonomy as it moves from Academic Affairs to Student Affairs. Over the years its responsibilities have expanded while its funding and staffing have not. If the money is not available to increase the budget to give it adequate staffing, then the areas of responsibility need to be narrowly defined into reasonable expectations.

## Sexual Orientation

The Truman State University Board of Governors must adopt language into the Code of Policies that will add sexual orientation to the list of protected classes. Of the groups listed in the ISS and GSQ, sexual orientation is identified as the most frequently discriminated against group.

Frequency of personally observed discrimination on this campus  
(1=a lot 2=some 3=a few times 4=never).

	ISS 1998	GSQ 1998
Gender.....	3.245	3.048
Race .....	3.250	3.078
Sexual orientation .....	2.982	2.850
Individuals with disabilities.....	3.566	3.526

Strong language to discourage discrimination against persons with differing sexual orientation, though not popular in Missouri, must be adopted by Missouri's Premiere Liberal Arts and Sciences University. It is also essential the University make clear that, while a student at this campus, a gay, lesbian, bisexual, or transgendered student is protected from crimes of hate. Truman must be a bastion for a diverse student population in a sometimes not so difference-friendly area of the state. Differences must be respected and protected. This is not to say that everyone must celebrate these differences, or that a student cannot philosophically or religiously be opposed and voice that opposition. No



one however on the Truman campus should be allowed to discriminate, degrade, or harm a member of the Student Association, faculty or staff.

## *Recreation Center*

In 1988 the Board of Governors, in response to student interest, initiated a plan to build a new recreation center on campus. As the plan developed, however, the Board was presented with several concerns from the Student Senate and the Student Representative to the Board of Governors. An effort to inform the students about the proposed building was begun and carefully monitored to prevent a bias presentation. A full page Index ad was placed and surveys were administered. In November of 1988 a referendum was sponsored. With an amazing mid-semester referendum turn out of 32% of the student body, 67.9% did not want to build the Recreation Center as planned. The money that was to be used for the Recreation Center was bond money (not directly raised from student fees). The survey that was distributed asked, "what do you think the money should be used for?" Improving lighting on campus and Residence Hall improvements were suggested most frequently. Subsequent to the vote and survey and their presentation to the Board of Governors, the proposal to construct the Recreation Center was abandoned, and Student Union games room renovation, lighting, and Residence Hall improvement projects were begun.

This was one of the first solid student opinion victories orchestrated by the Student Senate since its renaissance in the mid 1980's. In constructively addressing student concerns and channeling those concerns to the Board, the Senate found a new identity. The Student Senate would become an arbitrator of sorts between the administration and the Student Association. This rebirth of mission was continued when the Recreation Center initiative was resurrected in 1993.

As the second initiative began to take shape, it became apparent that funding would need to come directly out of student contributions. After another referendum, 74% of the voting students, in another above 30% turn out, voted to raise their own fees to pay for the building of a large recreation center with an estimated cost of 7 million dollars. The University would cover the initial debt incurred from construction. The fee was billed in the referendum at approximately \$120 per year. The final item outlined in the referendum required a student controlled advisory board for the Recreation Center. Along with faculty and staff secured through University Presidential appointments, the Student Senate would appoint the voting majority of student members. This Advisory Committee has become the only University wide committee controlled by students via the Student Senate.

*An Education with Character*

Student Senate

Truman State University



The passage and construction of the Student Recreation Center was a true partnership between the Student Association through their representatives on the Student Senate, the Board of Governors, and the University Community. The Student Recreation Center is a great source of pride for the students.

Among small suggestions for the Student Recreation Center, like doing what is necessary to install the washer and dryer towel service, there are a few overarching suggestions for the Advisory Committee.

The Student Recreation Center should continue to be advised by a student majority committee. Careful consideration for club team usage should continue to be balanced with the principle that the Center is for general student use first. Intramural scheduling has and should continue to be a priority with respect for pick up game opportunities. Aside from one final issue, the Advisory Committee should continue its excellent work without further comment in this document.

Finally, The Student Recreation Center is named appropriately because it belongs to the students and is shared with the University Community. Any attempt to use the name as some sort of fund raising tool is inappropriate. The only way the name should be changed is through student initiative, to honor a student. There currently exists on campus an effort to honor Kyle Cope by adding his name to the Student Recreation Center. Kyle's passion for constructing the Recreation Center and all his effort to improve the University for the students was inspiring. Honoring Kyle would perhaps be the only appropriate name change for the Center. The Board of Governors, in order to honor the life of a friend, brother, Senator and Board member, should consider this extraordinary individual. *If changing the name is deemed appropriate through cross campus conversations and input*, the Student Senate would only support inscribing the building with the name: Kyle Cope Student Recreation Center.

### *SAB/FAC/OAF*

Student Senate supports raising the Organizational Activities Fee to bring it in line with the needs of the Student Activities Board and the Funds Allotment Council. In addition the creation of a mechanism to fund the Universities club teams through student fees is an appropriate solution to a growing problem.

It will be essential that the review process continues every three years in the future and the future Student Senates ensure that this happens. Raising the OAF is a large undertaking and should continue to be taken with the utmost seriousness and responsibility.



First and most importantly when creating a vision for the organization of Student Senate itself; one must turn to the Mission Statement.

### *Mission Statement*

The Truman State University Student Senate is committed to the continual betterment of the University community from the perspective of the Student Association. To this end, the Student Senate strives:

- to represent the views of the Student Association in the formulation of the University policy through legislation and membership on all University committees.
- to facilitate communication and mutual understanding between the Student Association, faculty, staff and administration,
- to maintain a cohesive vision for the future of the University
- to actively participate in the fulfillment of the University's Mission as an exemplary Public Liberal Arts and Sciences University.

Through this Mission, the Student Senate seeks to uphold the values and ideals of the Student Association both now and in the future.

Concurrent with the organization's Mission, Student Senate's primary objective is "to represent the view of the Student Association..." One path to ensure the representation of the student body is simply through the direct election process. However, observing current trends among student voting more needs to be done to draw students to the polls. Student Senate needs to continue to place emphasis both internally and externally on elections. Moreover, communication channels must be established between the Senate and the Student Association. Direct constituency programs have been suggested many times in the past, yet each tend to fall short of expectations. Perhaps an exterior study of other universities with similar demographics can help Truman's Student Senate find a solution to the constituency question.

The second goal outlined in the Mission is "to facilitate communication and mutual understanding..." with the entire University. Understanding that tomorrow's communication must be much more precise and concise, the implementation of a seminar that would address aspects of communication including, but not limited to: basic public speaking skills, dealing with different audiences (administrators, faculty, students), dealing with multiple situations

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Student Senate

Truman State University

**Joe Webb:**  
Class of '02

*"Truman is the only school I visited where I really felt at home. The campus was beautiful, but even more importantly the people who I met were so genuinely caring that I knew I belonged here. Truman is a good school for me academically and socially. It provides a culture in which I feel I can thrive, and it is a place that I will forever look back upon with warm memories."*

*"Recognition on a national level is key! 'You went to Yale?' 'No, I went to Truman.' 'Wow!'"*

(e.g. angry constituents, speaking with press), guarding confidentiality (i.e. information, documents, opinions, ideas), addressing large audiences, and the newest methods of communication. Additionally, as technology advancements continue, Senate needs to take note of utilizing all new mediums and using them to their utmost capacity. Also, there should be some type of assessment tool to monitor the effort of Student Senate in communicating with the University and in openness to communication received from the University as a whole.

However, it must be noted that Student Senate will have to reach out to students as past history indicates that students come to Senate only in case of crisis.

The third element of the Mission is "to maintain a cohesive vision for the future of the University." The most important course to accomplishing this objective is through participation in the University strategic planning. In the past, the administration has set an excellent precedent by giving Student Senate the opportunity to participate in these powerful groups. Careful, well-thought appointments and clear communication between Student Senate and its appointees can cinch the vision for the University of Student Senate to the plans of the University. The Vision Document created by Senate has been a helpful recent addition. Student senate should remain a long-range focused organization

The final staple to the Mission is "to actively participate in the fulfillment of the University's Mission as an exemplary Public Liberal Arts and Sciences University." Regarding this objective, one can easily find contradictions between it and the first objective; ideally, what is best for the University, is best for the students. Student Senate must serve as a watchdog of university policy, which its objectives are always in the best interest of all. Not one would question the tremendous strides Truman has undertaken since the adoption of the new Liberal Arts Mission. Further Student Senate so fervently favored this cultivation of a highly selective, Liberal Arts institution that it adopted a new core curriculum. Only tomorrow will we be able to observe the fruition of this new core, and it must be well monitored and perhaps re-evaluated. Additional value and weight to the Truman diploma is an excellent concept, but must be evaluated in relation to limitations of the community, alumni, administration, faculty, staff, and students.

This Mission Statement is to guide and anchor Student Senate from age to age or body to body. Occasionally, it must be updated, but its content should remain consistent. The Mission lends itself to excellent opportunities by the body.



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*An Education with Character*

Student Senate

Truman State University

**Matt Franker**

*Class of '01*

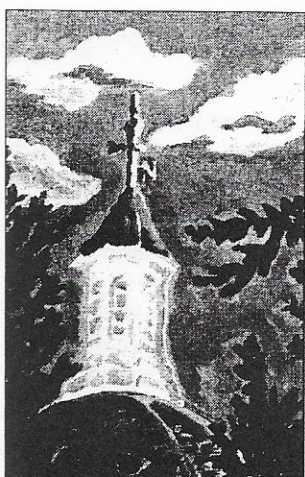
*"The thing I like best about Truman State is the environment on campus that encourages students to take on new challenges and responsibilities, and in doing so, become mature adults. This atmosphere best allows for the academic, social, physical, and spiritual development of the individual into the type of person whom Truman State can be proud to list among graduates."*

*"Truman's biggest challenge as it enters the new millennium is to build on its achievements so that it can become a school that is held in extremely high regard throughout the entire United States. The University must continue to seek new and imaginative ways to improve the quality of education of its students. We must no longer look to other school for inspiration and guidance, but become the leading innovative educational institution in the country."*

*An Education with Character*

Student Senate

Truman State University



*"...education which gives students clear conscious view of their own opinions and judgments, a truth in developing them, an eloquence in expressing them, and a force in urging them. It teaches students to see things as they are, to go right to the point, to disentangle a skein of thought, to detect what is sophistical, and to discard what is irrelevant. It prepares them to fill any post with credit, and to master any subject with facility. It shows them how to accommodate themselves to others, how to throw themselves into their state of mind, how to bring before them their own, how to influence them, how to come to an understanding with them, how to bear with them. They are at home in any society, they have common ground with every class;...they are able to converse, they are able to listen...they are ever ready, yet never in the way."*

—John Newman, *The Idea of University*, 1852

Conversations about the culture and community of the University are perhaps the most important of all conversations detailed in this document. Indeed, Truman's academic and Student Life is grounded in its unique culture. This chapter also serves as a quasi "miscellaneous" chapter. Each of the other chapters have had a distinct objective, but in discussing the enigma of culture the issues are not so succinct. The suggestions in this chapter will involve reflections on days gone by and new initiatives for tomorrow.



Respect for where the University has come from is inherent to defining its culture. In 1867 the University was founded through the extraordinary efforts of Joseph Baldwin and from the town of Kirksville. Considerable sacrifice and effort was made by the people of Adair County in their campaign to bring to fruition the University known now as Truman State University. After convincing the State Legislature that a Normal School System was necessary to train educators for the *state of Missouri after the Civil War, Baldwin turned to the town for help. Joseph Baldwin's dream of a Normal School in Kirksville would had never become reality without the lobbying efforts of the committed citizens of Northeast Missouri. In securing the state's First District Normal School in Kirksville the future of the area was changed and the environment was selected where Truman's culture would develop. Some would say that Kirksville provides a lack of culture regarding theater, music, art, and dance, but it is not this sort of culture that this document is referring to here. Indeed Kirksville has served as a sometimes-challenging incubator that has intrinsically defined what Truman has become.*

There are many remarkable things about Kirksville, but most noticeably is that two incredible men settled here to develop innovative education facilities. Andrew Taylor Still founder of Osteopathic Medicine and the Kirksville College of Osteopathic Medicine and Joseph Baldwin founder of Missouri's first Normal School. This unique confluence of high points in education has put Kirksville on the map, both in the Academic and Medical communities. Perhaps no other "small" town in the country has such a rich educational history. It may be hard to convince a skeptic, but Truman has been fortunate to have aged in the environment of Northeast Missouri. It has shaped the University's character.

Perhaps this is the most important descriptor of Truman. It is a University of character.

## *Assessment*

Truman must find a way to measure the character it instills in its students. This intangible is perhaps the most difficult thing to assess, and perhaps the least desired assessment instrument. Least desired because it may show that even though Truman prepares students academically successfully it may have a difficulty in producing students that are capable of fulfilling the University Mission Statement. The items delineated by Cardinal Newman, in the quote that begins this chapter, can only be achieved through education, but are not solely confined to education. Truman needs to prove that it graduates students that embody the following:

*"intellectual integrity, tolerance of difference and diversity, informed ethical values, and courageous aspiration toward the best for oneself, ones family, one's society, and the world;"*



**Andrea LeVoy**  
Class of '01

*"The one thing that most impressed me about Truman State University is its size. When I came here as a potential student my senior year of high school, I took notice of how many people the student ambassador knew and said hi to. The small size of Truman keeps it an environment that is comfortable, and familiar, and students feel a sense of belonging because of this.*

*"I think the biggest challenge facing Truman in the new millennium is keeping tuition cost low. this is essential so that lower and middle class students can afford to come to this University."*

This is the first description of what Truman is to cultivate in its students as described in the Mission Statement. Truman needs to discover a way to assess its students integrity, tolerance, ethics, and aspirations. It will be this sort of attitude assessment that Truman needs to invest in order to remain on the cutting edge of assessment. Legislatures in today's climate respect academic success but are increasing interested in producing excellent citizens. Whether this is a political shift or merely a practical shift, the University needs to respond. Education is becoming a more inclusive endeavor. It is expected to be all things to all people, and though that is literally impossible, Truman can most certainly ask its students if they have indeed become life-long learners as a result of their liberal arts education. If, as a University, we expect graduates to take specific things away along with their education, the institution should acquire whether or not that is happening.

In addition to the more abstract assessment proposed above, the University must quickly develop assessment mechanisms for its new Liberal Studies Program (LSP) and its new Colleges Program. The success of these brand-new programs relies heavily in accurate assessment of trial programs and new courses. The new philosophy behind the LSP will require an augmentation of current assessment tools. The Academic community must administrate the assessment of the Residential College System.

The recent addition of the Assessment Almanac has been a major improvement, but Student Affairs data collected in the Quality of Life survey or the Assessment of the Residential Colleges should be included if the entire University Community is to contribute to its success. The Colleges are now an academic program and should be assessed, in part, as an academic program.

### *Campus Environment*

Truman needs to celebrate its past in order to explain why it is an "uncommon" University. To this end, the University should view the campus itself as museum of character and an educational shrine. Each building should be utilized as a museum. Truman needs to embrace its wonderful history. It needs to illustrate, in a dramatic way, that is not just the Ivy League or large universities have history and tradition. This suggestion is two fold; philosophically, and physically. The University's two large initiatives, the new Liberal Studies Program and the Residential Colleges, will ultimately face one problem when being compared to its liberal arts compatriots—it lacks tradition and history. As a University that in its current state is only about ten years old, Truman must not forget that it also has an impressive history. This history is not evident on campus. As each building is renovated and new buildings constructed, Kirk Memorial and Kirk Building are increasing becoming visual



representatives of Truman's past. These two buildings are in the worst repair of all buildings on campus. Understand that the students appreciate the emphasis placed on renovating and constructing academic buildings first. Additionally, there exists an understanding that the Legislature should not put its emphasis in capital improvement for historically significant but academically limited buildings. Perhaps, however, a campus effort should be begun to restore the Kirk Buildings. Alumni support, and student enthusiasm for these campus symbols should be tapped to ensure that future students will be able to enjoy these beautiful buildings.

An effort should be made to return the Kirk Memorial to the students. The symbolic soul of the campus needs to be made into a place where students, faculty, and administrators can gather. A better use than cubical faculty offices isolated away from their divisions can be found. The Kirk Memorial should be a show place for national awards, statuary, artwork, and Truman historical items. The Kirk Memorial is used for memorial services and could be used in the future for small awards ceremonies. The Memorial needs to be more than just the physical center of the campus. The University needs to return it to being the soul of the campus.

The Kirk Building has declined substantially from its days as the social gathering spot on campus. Elegant dances and other high society events used to grace its long first floor corridor. Now dated yellow partitions define offices in the campus's oldest building. Kirk Building is all too representative of the 1923 date etched in its cornerstone. The upstairs gym suffered from neglect so long that its intricate plaster ceiling, historical in its own right, has fallen to the floor. Truman must have respect for its history if its students are to have respect for its history. As the campus has undergone a renaissance, the buildings in most dire need have begun to crumble.

The buildings themselves are not the only historical items on campus. Truman has wisely stored historically significant items in its archives and museum. These pieces of the past are rarely visited and are not displayed in a way that increase awareness and respect for the University's story. The Student Senate proposes that each building, academic, residential, and athletic, become a museum of sorts. Display cases prominently placed, with University historical pieces inside, would potentially raise the level of pride in the University and will give a modern University a sense of age.

Physical environment for learning is certainly recognized by the University. The Missouri Legislature graciously designated a considerable amount of capital improvement funds for the updating of buildings. The old endless square of Violette Hall has been replaced by a beautiful new structure that rivals any in the state. When Science Hall is completed in 2002 all buildings on campus will



have been completely renovated, with the exception of Kirk Building and Kirk Memorial. Every Residence Hall will have new furniture, Violette and Ophellia Parrish will have been renovated, new Fine Arts facilities added, Baldwin and McClain renovated to accommodate Social Science and Language and Literature better. This wide spread reconstruction will have put a modern face on a recently crumbling infrastructure. Taking advantage of the states prosperity, good graces, and favor of the Governor, has paid off for generations to come. The last ten years at Truman will be remembered as a historic and golden era of construction. Along with a new name, the Missouri Legislature has granted Truman a new face.

### *New Construction*

As plans progress with the new Fine Arts Building and Magruder Hall (formerly Science Hall), Truman needs to walk the fine line between being fiscally conservative and taking advantage of money while it is available. The likelihood of Truman being able to make these substantial changes again in the near future is slim. The Fine Arts Building should be functional but appropriately elegant. Artists of all kinds may choose to come to Truman based on their impressions of this important building. The Fine Arts Building should be high end in nature and though it may cost more on the front end it will be worth it in the years to come. Magruder Hall should be renovated to be a high tech haven. This state of the art renovation needs to enhance the already strong programs that exist within the Science Division. In both of these projects as well as any others in the future, Truman must insure that the students are involved in every step of the planning process.

Serious consideration needs to be given to raising money from alumni to renovate Kirk Memorial and rescue Kirk Building. It would be inappropriate to ask for state funding to deal with these two non-academic buildings, however, they both need a significant amount of work. Truman should not continue to let these campus treasure to languish.

As construction is completed on the new gates and signs that line Normal Street and Franklin, the issue of campus minor construction through a local contractor has come forward. This project, though not handled in a way that recognized student safety or the vital importance of the location involved, has turned out rather nicely. When dealing with the local contractor the University needs to make contractually sure that the construction is done in a timely manor and is done respecting students. It was not a good idea to have an entire side of campus torn up with only mud paths available to for students and faculty to use to cross on and off campus. Additionally it was not safe. It is a difficult situation, admittedly, having only one contractor able to do particular contract projects on campus. Student safety should not suffer, however.



## Campus Grounds

The campus should consult the annual *Student Senate Campus Grounds Assessment Report* to identify ground problems in the future. Student Senate should continue to produce the "Grounds Report" as a graphic way to depict trouble spots on campus. A few overarching principals prevail, however.

While a successful campus will have many adequate facilities there still exists a need for exceptional green space for aesthetics and play. the addition of green space next to Violette Hall should be applauded. The maintaining of one of each of the indigenous species of trees from Missouri on campus is a great accomplishment. Great care is taken in the preservation of flowers in the courtyards of the residential halls and in the circle drive. Hedges are trimmed, low hanging branches are cut down, and grass is cut to provide the campus a pristine look.

However, there is still room for improvement. Our physical plant must take care to also cut branches from lights to keep our campus well lit at night. We should plant more hedges and shrubs at corners of paths to keep people from cutting across green spaces and wearing paths into the grass. Plants are more appealing than the black rails, which are so prevalent near Dobson Hall and Violette hall. Perhaps at some point the rails could be removed and hedges put in their place.

The paths that do exist should be predominately made of brick. Where there exists a need for cars and trucks to drive, cement is obviously the best option as long as it is maintained. In fact, the driveway between Blanton and the Health Center is in horrible disarray. Currently there are no paths of brick in front of Dobson Hall and the concrete in front of Blanton/Nason/Brewer is in terrible repair. Lastly, the asphalt path across the quad, though eminently convenient is ascetically different than any other path on campus. Perhaps brick walks across the quad would appropriately decorate this very special place.

One additional subject needs to be addressed before leaving the topic of campus environment. The Physical Plant and the rest of campus must strive to be environmentally friendly. Organic pesticides should be used and great care should be taken to insure that toxic chemicals like oil or paint are disposed of properly. We must work to make Truman State University a green campus and do our part to preserve the environment.

## Technology

Truman's Master Plan illustrate the goals encapsulated in the category of technology by stating:

"-promoting the integration of advanced instructional and informational technology appropriate to a liberal arts and

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Truman State University

**Ryan Kennedy:**  
Class of '01

*"Provides for opportunities for faculty-student interaction"*

*"Truman's biggest challenge is to draw a faculty that covers a wide variety of specialties to provide students with a choice in the focus of their studies."*



**Kim Ratliff**

Class of '00

*"I love that when I go to class I can ask a question and people listen. Truman is a place where I feel encouraged and challenged to learn. This is a quality about Truman that is irreplaceable."*

*"The biggest challenge the Truman State University faces is creating a tradition on campus. We are such a 'new' school that students don't realize the importance of the history of our University."*

sciences institution throughout its curriculum by 2002 by:

- (a) providing incentives and increased access to appropriate opportunities for faculty to integrate new technologies into their courses;
  - (b) providing the administrative support necessary to offer instruction effectively in the media;
  - (c) ensuring that all faculty have direct Internet and local Truman network access;
  - (d) providing individualized Internet and local Truman network access to all students living on campus and facilitating access for off-campus students;
  - (e) providing appropriate computer network resources and fully preparing the campus to support the widespread use of portable computers in classrooms, the library, and residence halls by faculty and students; and
  - (f) encouraging and facilitating student ownership of computers so that all freshmen shall be personally responsible for assuring their access to a computer for the completion of course assignments; and
- continuing to update and refine the university's comprehensive plan for academic computing and its schedules for the acquisition, use, maintenance, and replacement of its instructional technology."

Subdivisions "e" and "f" are of particular interest to this document. Truman needs to seriously consider requiring, with assistance, all incoming students to have a computer-preferably a lap top system. Efforts should be made to perhaps obtain a corporate partner to help with the acquiring and delivery of computers to students. Extending a hand in partnership to a corporation that may involve commercial time on campus. A midwest company like Gateway may be interested in being associated with a University like Truman. Financed over the four years of education the purchase of a computer rolled into fees, should be the subject of serious conversation. This program would make a significant impact on academics on campus as well as insure that the campus would always be on the cutting edge of technology.

Making technology a part of the institution has been one of the largest cultural changes for Truman. Technology in general has been the great shaper of the century, and Truman must utilize it to its fullest. Truman needs to make absolute commitments to technology. The campus will be wired to handle computer technology, but it currently lacks a large enough server to handle several thousand computers comfortably.



## *Conclusion: A New Commission*

The University Community has four large cultural issues facing it in the 21st century. First, its Liberal Arts Culture exhibited across campus but particularly in the new Liberal Studies Program. Second, the Residential Colleges Culture a relatively new cultural impact. Third, the Assessment Culture which evolves more each year. Fourth, and finally, the Technology Culture, which pervades the classroom and lifestyle of the entire community. As we move into the new millennium a third University commission, to be called the Commission on Culture, should be established. Just as the previous two commissions contributed greatly to the progress of the University, this third commission should deal with the integration of everything Truman has become into a reflective culture befitting the community that thrives here. Issues, like diversity and its contributions to a constructive Liberal Arts Culture, should be addressed and a campus conversation established. Conveniently, nearly all issues on campus are community culture issues but in a broad based topic the Commission should challenge itself to come to coherent and focused conversation about what Truman has become and who Truman wants to be in the new millennium.

*An Education with Character*

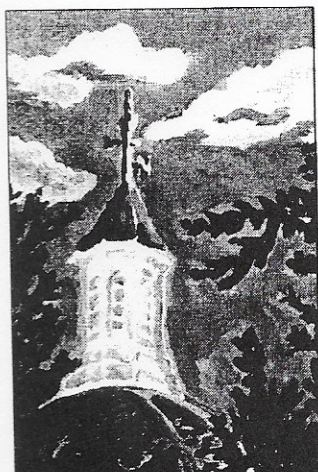
Student Senate

Truman State University

*"We know what we are, but we know not what we may be."*

-William Shakespeare

Hamlet, Iv,v,43



Fear of stagnation haunts Truman State University. After a period of such rapid growth, Truman has built high expectations. It is expected to do well in the magazine rankings each year. It is expected that the ACT scores of incoming students will raise each year. It is expected that Truman alumni will continue to do well upon graduation each year. Truman has worked hard for these expectations. However, Truman cannot fall into the trap of complacency. The University obtained its stature by daring to dream. Truman must, as its new school song is entitled, "Keep the Dream Alive."

More work is needed to continue to remain at the top. The new Liberal Studies Program and Residential Colleges Program will certainly move the University toward daring new possibilities. Truman must go beyond its own expectations. It must move to a new level. Never before has a midwest school been poised to contribute so much to higher education. Already, the assessment program Truman uses has become a national model. More than that, however, Trumans very existence as an affordable institution with a liberal arts mission is an example of what can happen when a community works diligently toward a shared goal. Truman is the new model of what a "public" liberal arts institution



of higher learning should be. Now, it must compete with its private forebearers to attain the national reputation it deserves.

Truman can be known for more than offering an exemplary education—considering the price. The University can be renown for offering an education—worthy of any price, but kept affordable out of civic duty. Some day perhaps Truman can be affordable not because it attracts students, but because it is the right thing to do. Each year Truman gets closer to this ideal. Each time the incoming class ranks “academic reputation,” higher than “affordability,” Truman makes progress. Truman must remain affordable, but not at the cost of its programs. Someday, the delicate balance that has been struck between state dollars, tuition, and programs may need to be adjusted.

Truman has achieved great things in a short time. The new millennium must not be a disappointment in comparison. The institution must continue to move forward toward brave new outlets for its talents. The suggestions in this document are not meant to downplay the remarkable university Truman has become, but rather, they are meant to highlight new directions to continue well deserved success. This Vision Document is meant to, above all else, be thought provoking. The discussions that were, and will be, had to develop the material here are more important than the words in the preceding pages. The process is more important than the product. “Education with Character,” was meant to be a study in liberal arts. Drawing from different backgrounds, majors, and experiences. The Document strives to piece together a collage of thought that reflects liberal learning and thinking. Perhaps, documents like this are the true value of “useless knowledge.” This Vision Document is a document of character, for a university of character, that will, hopefully, continue to develop... “An Education with Character.”

*“Make no small plans. Make the biggest plan possible, and spend the rest of your life carrying it out.”*

—Harry S Truman

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Code of Policies

**Section 7.040 Student Senate.** The Student Senate is the official elected governing body of the Student Association and exists to represent the long term best interest of the Student Association in the formulation of University policy and in the fulfillment of the University Mission. It is the policy of the Board of Governors that the Student Senate should feel free to approach the President of the University with its suggestions and recommendations relating to the formulation of University policy and the achievement of the Mission of the University.

Approved unanimously, on April 8, 1996, by the Student Senate

Approved unanimously, on June 14, 1996, by the Board of Governors

Mary Rhodes Russell  
President of the Board of Governors

Jack Magruder  
President of the University

Scott Sifton  
Student Senate President  
when passed by the Senate

Danny Rotert  
Student Senate President  
when passed by the Board



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