Criterion 4:

Acquisition, Discovery, and Application of Knowledge.

UMKC promotes a life of learning for its faculty, administration, staff, and students by fostering and supporting inquiry, creativity, practice and social responsibility in ways consistent with its mission.

UMKC fully embraces the components of its mission as described in Criterion 1, as well as the general obligations addressed in Criterion 4 of contemporary American universities to acquire, create, and preserve knowledge, and to transmit it to the current generation. These obligations require us to master existing knowledge through study, to generate new knowledge through research, to preserve knowledge in every useful manner such as maintaining and enhancing library resources, and to transmit new and received knowledge through sound and inspired teaching. Imparting knowledge implies both general education and specialization in specific fields. We include as “knowledge” the creative process in relevant fields such as the fine and performing arts, and we enable the greatest possible application of knowledge by teaching relevant skills.

Core Component 4a:
UMKC demonstrates, through the actions of its board, administrators, students, faculty, and staff, that it values a life of learning.

Freedom of inquiry
One of the four components of UMKC’s mission, which is mandated by the Board of Curators for the University of Missouri System [UM System], is the declaration that our University seeks “to create a vibrant learning and campus life experience.” A second part of that mission is to “lead in life and health sciences.” “Lead” clearly means that both intensive scholarship and research, and sound and effective teaching, must be considered as vital, and that each must be accepted as a major responsibility. Examples in recent years of the emphasis that UMKC places on the twin activities of research and teaching are the new research facilities, and the new classroom facilities, in all of our health science schools.

Virtually all of our academic units have mission statements with similar declarations. UMKC’s School of Law [SOL], for example, states that it is “dedicated to educating students to become outstanding lawyers who will serve their communities and the nation in the highest traditions of the legal profession, and is committed to producing significant scholarship
that will enrich legal discourse among those who study and practice law.” The SOL mission reflects an active value system that permeates every activity at the school and helps point the way to establishing an academic program that produces lawyers of integrity who will benefit the communities they serve. These values include academic excellence, scholarship, community service, leadership, ethical standards, professionalism, experiential learning, innovative teaching, diversity, personal fulfillment, entrepreneurship and accountability.

http://www1.law.umkc.edu/admissions/
Mission statements: http://www.umkc.edu/accreditation/resources.cfm

Recognizing the importance of academic freedom to the pursuit of a life of learning, the Board of Curators of the UM System states in its bylaws that each curator has the responsibility “To accept and defend academic freedom and the practice of collaboration governance as fundamental characteristics of good university governance.” The importance of academic freedom is echoed in the bylaws of the UM System, and in the bylaws of UMKC. The bylaws, mission and vision statements of our individual academic units also make that vital connection between learning and academic freedom.

http://www.umsystem.edu/ums/departments/gc/rules/administration/10/030.shtml
http://www.umsystem.edu/ums/departments/gc/rules/bylaws/310/

Financial planning
UMKC’s University Libraries annually examines its acquisitions funding allocations to ensure that support is being distributed fairly across a wide range of programs offered at UMKC. The UMKC Libraries has cultivated several partnerships to maximize its buying power. For example, through a cooperative purchase by all of the libraries in the UM System, UMKC’s University Libraries now provides faculty with access to important online journals from the Elsevier Freedom Collection.

For several years, space issues have been a problem for all three sites of our University Libraries: Miller Nichols, Dental Library and Health Sciences Library. (UMKC’s Leon Bloch Law Library, which works closely with University Libraries, is an independent entity whose director reports directly to the SOL Dean.) Sufficient funding has been raised to begin the first in a three-phase construction project of a Miller Nichols Library expansion. When complete, the expanded library will provide an integrated learning space for UMKC students. (For additional information about the University Libraries expansion, see Criterion 3.) Recently completed and future plans of our construction projects are available at UMKC’s Master Plan Web site.

http://masterplan.umkc.edu/

University Libraries devotes significant staff time teaching its library patrons to use sophisticated tools to find information, to evaluate the authenticity of Web resources, and to document sources using the proper bibliographical information. Instruction is offered to our patrons at service desks and in scheduled consultations, as well as to groups in conjunction with the faculty in their courses. Online instruction is also offered. University
Libraries strives to keep up with the latest in technology, particularly in information transfer technology. Uses of RSS feeds and specialized access toolbars help UMKC students and faculty better access library resources.

Professional development and learning opportunities
Providing optimum spaces for an enriched college experience at our expanded library, new residence halls and Student Union is only one of UMKC’s strategies for promoting student learning. The University also offers a variety of opportunities for professional development for our faculty, staff and students. Some of these opportunities are available through departments and centers within the Division of Academic Affairs and were established expressly to improve classroom performance. Two such centers stand out.

The Faculty Center for Excellence in Teaching [FaCET] was created in 2004. Defined and operated by faculty, FaCET promotes academic excellence by facilitating student-centered pedagogies and practices. FaCET sponsors forums for the discussion, assessment, development and documentation of teaching practices with demonstrated verifiable benefits for students. Located in Miller Nichols Library, FaCET’s office is a hub for existing UMKC programs that emphasize student learning and is a gathering-place for faculty who are committed to improving their teaching and to the scholarship of teaching and learning. During the five years since its founding, FaCET programs have grown in popularity among faculty, and attendance at workshops has increased. (For more detailed information about FaCET, see Criterion 3.)

For students, the Center for Academic Development [CAD] was established in 1973. CAD houses a number of programs, including the well-known Supplemental Instruction [SI] program. Today the 36-year-old program has developed into an international institution.

Faculty and staff from more than 1,800 institutions from 30 countries have been trained to implement their own SI programs. In 2002, the International Center for Supplemental Instruction was established by UMKC’s Dr. Glen Jacobs, who is the current Director for the Center for Academic Development, as well as the Executive Director of the International Center for Supplemental Instruction at UMKC. Today six national SI centers operate in Australia (University of Wollongong), Canada (University of Guelph), Grenada (St. George's University), South Africa (Nelson Mandela Metropolitan University), Sweden (Lund University) and the United Kingdom (University of Manchester).

Other programs housed in the CAD include Video-Based Supplemental Instruction [VSI], the Coaching Program, Upward Bound, the Math and Science Resource Center [MSRC], and the UMKC Trustees’ Scholars Program.

• A highly structured approach to learning, VSI helps students to master course content as well as strengthen their reasoning and critical thinking skills. In VSI, professors of core curriculum courses record their lectures on videotape, which are seen by students who are enrolled in a video section of the course. Trained facilitators use the taped lectures as a tool and guide students through the learning cycle.
• The Coaching Program, which is designed specifically for our first-time students,
includes four components: an academic coordinator who meets with each student individually three times during the semester to establish academic and life goals; weekly group sessions facilitated by the coordinator and designed to strengthen students’ skills of analysis and synthesis of written texts and to encourage group identity and engage the students with the University and the community; weekly meetings between a peer coach and the students, during which the students can discuss problems they are facing while pursuing their goals; and a program coordinator who oversees all activities and advocates for the students’ interests. In addition to practical support, students in the Coaching Program enjoy socializing during four celebratory events held throughout the academic year.

- MSRC, one of our retention initiatives, offers individual attention to math and science students. Students may work individually or in small groups with trained MSRC tutors. Textbooks, solution manuals, videotapes, content-specific handouts and study guides are also provided to the students.

- Working with UMKC’s Board of Trustees, the offices of Admissions, Financial Aid, Residential Life and other Student Affairs departments, CAD coordinates UMKC’s Trustees’ Scholars Program, a scholarship that provides a fully funded, full educational and experiential program to a select group of 10 entering UMKC undergraduates. Students must meet two of the three academic criteria: 3.0 or higher ACT; top five percent of his/her high school class; and/or a 3.5 cumulative high school GPA in the core unit curriculum. In addition, all recipients are evaluated on their proven community or school involvement and leadership ability.

http://web2.umkc.edu/cad/programs.html

Individual academic units also offer professional development opportunities for faculty. In several schools, these opportunities fall within the purview of the Associate Dean for Academic Affairs. At UMKC’s School of Law [SOL], for example, the Office of the Associate Dean has initiated numerous professional development programs. To provide a valuable forum for presentation of works in progress, the office started a writers’ workshop, which has evolved into a colloquium series. Guest speakers are also invited each semester to address important faculty development issues. Every year, the SOL sends a junior faculty member to the Southeastern Association of Law Schools [SEALS] conference to participate in its mentor program, and a tenured faculty member to mentor a scholar from another school in exchange. A UMKC law professor currently serves on the SEALS Mentoring Committee, which is in charge of matching new scholars and mentors. The SOL also encourages its faculty to attend teaching workshops offered by various institutions, such as the Institute for Law Teaching, Computer Assisted Legal Instruction [CALI], and the AALS programs (including the Innovative Teaching and New Ideas for Experienced Law Teachers conferences). Law faculty take advantage of UMKC’s Diversity Curriculum Infusion Institute and other University teaching initiatives. The SOL financially supports professional development opportunities with scholarship funding for summer research grants and research assistants. Each faculty member is provided an account of $2,100 to pay for travel and other expenses related to scholarship.
Leadership training for senior University of Missouri administrators is available through the President’s Academic Leadership Institute [PALI]. UMKC’s New Faculty Teaching Scholars Program [NFTS] offers our faculty members leadership training opportunities. Both of these programs are described fully in Criteria 2 and 3. In the School of Medicine’s [SOM] Department of Pediatrics, faculty are now able to participate in either the 10-day Leadership Excellence course or the similar four-day Heart of Leadership course, which are spread through the year. Developed as part of the Department’s Office of Faculty Resources, the courses were created specifically to encourage a professional life of learning, not simply of practice.

Opportunities to engage in learning activities are also provided to our staff. One of the most important benefits we offer our staff is a 75 percent tuition reduction to enroll in UMKC classes. A 50 percent reduction of educational fees is available to a staff member’s spouse and dependent children for up to 140 hours of University of Missouri college credit courses. For all courses (undergraduate, graduate or professional), the rate of the reduction is based on the educational fee charged to a resident student for undergraduate courses.

In addition to its programs open to students, CAD also encourages professional development of its staff by supporting participation in higher education conferences, where staff make presentations and network with other professionals in the field of student learning and development. CAD hosts a biannual International Supplemental Instruction [SI] Conference which allows staff who work in SI and Video-based SI [VSI] programs to participate and attend sessions given by SI practitioners in the field. CAD also encourages all staff to pursue and complete terminal degrees.

UMKC’s International Student Affairs Office [ISAO] pays for its staff to attend training workshops and offers flexible schedules to accommodate study for staff, including ISAO student assistants. The Multicultural Student Affairs Office [MSA] supports its staff who wish to attend professional development opportunities throughout the academic year. Examples of recent conferences attended by MSA staff include the National Association of Student Personnel Administrators [NASPA], the Association of College Personnel Administrators [ACPA], and American Association of Hispanics in Higher Education [AAHE] and Missouri Association of Blacks in Higher Education [MABHE]. MSA has also paid for its staff to attend leadership development programs such as the Urban League Leadership Institute, the Administrative Leadership Development Program [ALDP], NASPA Undergraduate Fellows Program [NUFP] and the Sue Shear Institute for Women in Public Life.

Staff are also supported by UMKC’s dining services provider, Sodexo. The company offers scholarships for staff and paid training two times a year for all full-time Sodexo staff at UMKC. Swinney Recreation Center gives its staff the opportunity to attend one national and regional conference annually. Costs of professional certifications are also covered by the center. In an effort to promote professional development, our Counseling and Testing Center provides all of its professional staff, doctoral interns and support staff with professional development monies and time off each year. During the 2008-09 academic year, seven professional staff attended national conferences that were partially or totally
funded by the center. As evidence of the success of the center’s professional development policies, the center’s professional staff serve as leaders, and committee and board members on many regional and national organizations and accrediting bodies. Student Life Office [SLO] staff are also financially supported and encouraged to associate and become involved in professional organizations. Currently, SLO staff hold memberships and are active in National Association of Campus Activities [NACA], National Association of Student Personnel Administrators [NASPA], American College Personnel Association [ACPA] and the Missouri division of ACPA [MoCPA], Association of Fraternity Advisors [AFA], Mid-American Greek Council Association [MGCA], Golden Key National Honorary Society, and Order of Omega Greek Honorary Society.

UMKC provides staff development opportunities through several programs sponsored by Kansas City organizations. These include:

- Urban League of Kansas City’s “Leadership Development Institute.” UMKC sponsors a staff member annually to participate in this program.
- Civic Council of Greater Kansas City's “Kansas City Tomorrow Leadership Development Program.” UMKC sponsors a staff member to participate in this annual program.
- Greater Kansas City Chamber of Commerce’s “Centurions.” UMKC sponsors staff members to participate in this two-year leadership development program.
- Kansas City Professional Development Council.
- UM System President's Academic & Administrative Leadership Development Program.

In addition, our students are encouraged to pursue leadership development opportunities and can request financial assistance through UMKC’s Student Government Association. Designated groups receive funding for these events. A few of these groups include the Activity and Program Council, Panhellenic and Inter Fraternity Councils and organizations advised by the LGBT.

Students and faculty also have programs available to foster professional development outside the classroom. Research activities are supported by the Office of Research Services, the University Libraries, Information Services, and by the School of Graduate Studies through research assistantships.

The dollar value of funded research that is administered by the Office of Research Services has fluctuated between $40 million and $50 million annually throughout this decade. Details regarding the distribution of funded research among the academic units can be found in the annual report of the Office of Research Services. UMKC follows the standard university practice of charging Facilities and Administrative costs [F&A] to the granting agency. These expenses are expressed as a percentage of the cost of the grant. Current percentages representing these indirect costs charged are shown in the following chart.

http://www.umkc.edu/research/
A portion of F&A charges is returned to the academic unit in the form of a Research Incentive Fund (RIF). These funds are shared by the Chancellor and by the Deans of the associated schools, but most importantly are returned in part to the department of the individual investigator. These funds can then be used for further development of an investigator's research career. This is an example of UMKC's promoting faculty development at the most fundamental level.


Public acknowledgement of scholarly achievements

In today's higher education environment, a strong Internet presence is not only critical to recruitment and retention efforts (for both students and faculty); it is also a valuable tool for publicly promoting the achievements of faculty and students. In fact, the two – recruiting/retaining and promoting – are inexorably related: potential faculty and students are attracted to a University that celebrates its outstanding faculty and students.

For those two basic reasons, the Web sites of UMKC's academic units offer important venues for acknowledging and celebrating the accomplishments of our faculty and students. On the front page of its Web site, the College of Arts and Sciences features two prominent sections titled “Faculty Activities” and “Student Accomplishments.” Each of these sections includes updated summaries of awards, grants, publications and presentations. The SOL Web site also regularly recognizes the important work and awards of its faculty, alumni and students. In addition, the Web site celebrates the achievements of the SOL student organizations, for example, the Mock Trial Team recently succeeded in regional competitions, which enabled it to move on to the national level.

http://cas.umkc.edu/
http://www.law.umkc.edu/index.htm

UMKC publishes a number of printed and online newsletters and magazines that promote our constituencies. These include UMatters, an e-newsletter produced by the Chancellor and Provost offices showcasing the professional and community service work of our faculty and staff; Theatre News, an annual Department of Theatre publication spotlighting faculty,
### Research Incentive Fund* [RIF]

<table>
<thead>
<tr>
<th>Unit</th>
<th>FY2005</th>
<th>FY2006</th>
<th>FY2007</th>
<th>FY2008</th>
<th>FY2009</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arts &amp; Sciences</td>
<td>347,415</td>
<td>526,390</td>
<td>403,641</td>
<td>410,170</td>
<td>368,485</td>
</tr>
<tr>
<td>Addiction Technology Transfer Center [ATTC]</td>
<td>59,014</td>
<td>85,843</td>
<td>96,251</td>
<td>73,666</td>
<td>34,374</td>
</tr>
<tr>
<td>Biological Sciences</td>
<td>423,858</td>
<td>531,404</td>
<td>605,602</td>
<td>484,115</td>
<td>416,229</td>
</tr>
<tr>
<td>Business</td>
<td>32,326</td>
<td>15,756</td>
<td>44,716</td>
<td>19,242</td>
<td>1,798</td>
</tr>
<tr>
<td>Center for Academic Develop (SAEM)</td>
<td>69,426</td>
<td>53,251</td>
<td>16,702</td>
<td>13,059</td>
<td>10,943</td>
</tr>
<tr>
<td>Center for the City</td>
<td>6,477</td>
<td>2,548</td>
<td>1,975</td>
<td>1,710</td>
<td></td>
</tr>
<tr>
<td>Computing and Engineering</td>
<td>86,005</td>
<td>88,626</td>
<td>92,367</td>
<td>65,106</td>
<td>80,433</td>
</tr>
<tr>
<td>Conservatory of Music and Dance</td>
<td></td>
<td></td>
<td>3,218</td>
<td>6,747</td>
<td>4,279</td>
</tr>
<tr>
<td>Dentistry</td>
<td>366,327</td>
<td>258,171</td>
<td>205,990</td>
<td>291,040</td>
<td>417,271</td>
</tr>
<tr>
<td>Education</td>
<td>47,127</td>
<td>57,923</td>
<td>79,722</td>
<td>97,898</td>
<td>123,181</td>
</tr>
<tr>
<td>Graduate Studies</td>
<td>18,378</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Institute for Human Development</td>
<td>132,381</td>
<td>164,025</td>
<td>208,950</td>
<td>163,549</td>
<td>145,990</td>
</tr>
<tr>
<td>KCUR Radio Station</td>
<td></td>
<td></td>
<td></td>
<td>1,643</td>
<td>1,538</td>
</tr>
<tr>
<td>Law</td>
<td>2,795</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Medicine</td>
<td>218,347</td>
<td>313,592</td>
<td>380,099</td>
<td>498,780</td>
<td>673,208</td>
</tr>
<tr>
<td>Nursing</td>
<td>64,978</td>
<td>59,682</td>
<td>43,640</td>
<td>60,595</td>
<td>78,564</td>
</tr>
<tr>
<td>Pharmacy</td>
<td>302,366</td>
<td>265,161</td>
<td>251,813</td>
<td>187,441</td>
<td>145,032</td>
</tr>
<tr>
<td>Research Services</td>
<td>793,815</td>
<td>933,339</td>
<td>15,218</td>
<td>109,044</td>
<td>114,561</td>
</tr>
<tr>
<td>Vice Chancellor Academic Affairs</td>
<td></td>
<td></td>
<td>1,818</td>
<td>1,000</td>
<td></td>
</tr>
</tbody>
</table>

*The figures listed for 2009 represent calculations made from 2008 grant monies, etc.*
student and alumni accomplishments; Perspectives, a UMKC Alumni Relations department magazine featuring faculty and student accomplishments; ENCORE, an annual Conservatory publication listing student, staff and faculty achievements in Music and Dance; Panorama, a School of Medicine publication highlighting the school’s students, faculty and alumni; and Res Ipsa, the SOL quarterly publication containing updates of students and faculty accomplishments sent to alumni and members of the public. 
http://web2.umkc.edu/umatters/
http://perspectives.umkc.edu/
http://conservatory.umkc.edu/files/pdf/encore08.pdf
http://www.law.umkc.edu/alumni/resipsa/ResIpsaSum06.pdf

Each day, UMKC’s Office of Public Relations [PR], contacts the news media and distributes news releases and advisories to radio, television, e-news and print-media sources to promote the successes of our faculty and students. In order to better promote scholarly achievements, our PR team has established strong relationships with reporters and editors at local, state and national media outlets to advance UMKC, as well as with external constituents who have a vested interest in the University. The presence of reporters on campus – in the classroom, research lab and otherwise – has increased due to this strong relationship. PR also offers media training to our internal constituents and works one-on-one with academic units, departments and centers to ensure that UMKC’s messages are consistent and accurate. PR initiated the UMKC homepage's revolving features in 2004, and since that time has added video and podcasts. As a strategy to supplement mainstream and traditional media programming, links to features are sent to external constituents and to the media. Social media outlets – Twitter, Pitch Engine, UMKC Facebook and YouTube – are used by PR to further the distribution of UMKC information and to increase the opportunity for UMKC branding and awareness. PR measures the success of its efforts by tracking three main statistical measurements: media hits (verified stories placed); media impressions (potential readers and viewers, calculated by distribution numbers and audience estimates and based on independent audit reports); and advertising value comparison (column inch and air time for story, measured against equal space and time for paid ad). Between July 2008 and July 2009, our PR office had 1,240 media hits, with a monthly average of 112; 142,406,716 media impressions; and $87,528,116 in advertising value comparison.
Creating knowledge through basic and applied research

Our faculty and students, in keeping with UMKC's mission, produce scholarship and create knowledge through basic and applied research. The Faculty Accomplishment System (FAS) gathers information regarding the basic and applied research production of the faculty. The consistent growth in the faculty research production of all categories – written, spoken and performance – is documented in the following table from the FAS:
### Basic and Applied Research Production of UMKC Faculty

<table>
<thead>
<tr>
<th>Publications</th>
<th>2004</th>
<th>2005</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
</tr>
</thead>
<tbody>
<tr>
<td>Refereed Journals</td>
<td>512</td>
<td>592</td>
<td>671</td>
<td>678</td>
<td>695</td>
</tr>
<tr>
<td>Non-refereed journals</td>
<td>30</td>
<td>29</td>
<td>37</td>
<td>32</td>
<td>19</td>
</tr>
<tr>
<td>Refereed Web journals</td>
<td>11</td>
<td>14</td>
<td>9</td>
<td>12</td>
<td>15</td>
</tr>
<tr>
<td>Non-refereed Web journals</td>
<td>1</td>
<td>6</td>
<td>4</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>Refereed Works</td>
<td>8</td>
<td>6</td>
<td>6</td>
<td>2</td>
<td>5</td>
</tr>
<tr>
<td>Books</td>
<td>57</td>
<td>67</td>
<td>55</td>
<td>52</td>
<td>80</td>
</tr>
<tr>
<td>Book Chapters</td>
<td>107</td>
<td>129</td>
<td>123</td>
<td>114</td>
<td>158</td>
</tr>
<tr>
<td>Abstracts</td>
<td>137</td>
<td>207</td>
<td>196</td>
<td>131</td>
<td>118</td>
</tr>
<tr>
<td>Total articles</td>
<td>562</td>
<td>647</td>
<td>727</td>
<td>724</td>
<td>737</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Conferences/Presentations</th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>International presentations</td>
<td>340</td>
<td>487</td>
<td>549</td>
<td>483</td>
<td>418</td>
</tr>
<tr>
<td>National presentations</td>
<td>825</td>
<td>849</td>
<td>874</td>
<td>714</td>
<td>649</td>
</tr>
<tr>
<td>Total Conference presentations</td>
<td>1769</td>
<td>2205</td>
<td>2140</td>
<td>1851</td>
<td>1625</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Performances</th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Total performances</td>
<td>281</td>
<td>680</td>
<td>732</td>
<td>632</td>
<td>892</td>
</tr>
<tr>
<td>Exhibitions</td>
<td>50</td>
<td>101</td>
<td>121</td>
<td>100</td>
<td>131</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Grants</th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Total grants</td>
<td>805</td>
<td>988</td>
<td>1158</td>
<td>1282</td>
<td>1373</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Contributing Faculty</th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Regular Faculty</td>
<td>404</td>
<td>448</td>
<td>435</td>
<td>443</td>
<td>441</td>
</tr>
<tr>
<td>Total Non-Regular Faculty</td>
<td>177</td>
<td>223</td>
<td>225</td>
<td>194</td>
<td>189</td>
</tr>
</tbody>
</table>

*Source: UMKC Office of Institutional Research, Assessment, and Planning*  
[Peer reviewed]
Stimulating organizational and educational improvements through scholarship and research

Departments and programs throughout UMKC use scholarship and research, by means of presentations and professional training, to encourage educational improvements. Our health sciences staff make presentations at the American College Health Association, which is the principal advocate and leadership organization for college and university health, and our counseling staff are regularly invited to present at the national Annual Counseling Center Directors’ Conference and the Annual International Conference of Learning Disabilities. In-service trainings on mental health topics are provided weekly in our Counseling, Health and Testing Center by professionals on staff and from the community. The assistant director of Disability Services participates in ongoing professional development, including the annual national conference of the Association of Higher Education and Disability [AHEAD] and a regional conference each year, in addition to periodic workshops and trainings on the latest information about disability research. At the DO-IT Program at the University of Washington, our Disability Services assistant director participated in the development of industry-leading training materials for staff members who serve students with disabilities.

Likewise our University’s departments and programs use scholarship and research to encourage organizational improvements. Residential Life has used Educational Benchmarking, Inc. to measure its residents’ satisfaction against peer institutions. [link to survey]

The staff members of UMKC’s Center for Academic Development’s Supplemental Instruction [SI] program do extensive research on all courses supported by SI each semester. Research results, which are sent to faculty, chairs, deans and administrators, provide valuable comparative data about final course grades and percentages of D, F, and Withdrawal grades for SI students versus non-SI students. [link to reports]

The recently reorganized office of Institutional Research, Assessment and Planning [IRAP] represents a new opportunity for UMKC students, faculty and staff to have access to basic research about the University. IRAP maintains a database that can be used for custom queries, notably queries that relate to information needed by some of our academic units for professional accreditation self studies, as well as by the faculty and staff who are gathering background about UMKC for our HLC institutional reaccreditation self study. In order to provide information in a timely and useful fashion, IRAP maintains a Web site, which is in its developmental stage, containing a large amount of tabular information. [link to IRAP website]

All performing arts departments within our Conservatory of Music and Dance and the Theatre Department in the College of Arts and Sciences maintain robust production,
performance, lecture, demonstrations and master-class schedules locally, nationally and internationally. The works of faculty artists have been seen and heard at the White House; House of World Cultures in Berlin; Cleveland Orchestra; Fromm Society at Harvard; Chicago's Goodman Theatre; Royal Shakespeare Company; Kennedy Center in Washington DC; Seattle Repertory Theatre; Actor's Theatre of Louisville; National Symphony Orchestra, Washington D.C.; Melbourne Symphony; Portfolio New York East; Los Angeles Portfolio West; New York Actor's Showcase; Los Angeles Actor's Showcase; Prague Quadrennial Design Showcase; and the Bergen Wind Quartet, Norway. In addition to the master classes offered by UMKC's faculty, our University's performing arts departments also regularly schedule public master classes by national and international guest artists. Getting the word out about these important activities is achieved through several venues. They are: the academic units' Web sites; regular e-mails to patrons; and print media published by the University and local media.

Sharing scholarly resources with both our internal and external communities is also part of the policy and practice of UMKC's University Libraries. Several of the Libraries' Web sites illustrate the strong special collections departments at UMKC, and their value as resources to share with the public. One example is the Voices and Music of World War I, and the upcoming Warren Durrett Collections Site, consisting of music scores, sound recordings, images, etc., donated by the widow of the famous local bandleader. The Libraries recently received a $502,000 Andrew W. Mellon Foundation Grant to catalog and preserve the J. David Goldin Collection, a radio transcription disc collection, which will be available for our University and community patrons. In cooperation with UM System's other libraries, plans are under way to develop an institutional repository, a digital location where scholarship and research from all four campuses can be housed. The Libraries' faculty has a strong record of publications and presentations at professional conferences. Since 2005, the faculty gave 20 presentations and published 56 articles. The faculty and staff of University Libraries also provide information and other support services to NIH researchers who must comply with the new NIH Public Access Policy.

http://library.umkc.edu/spec-col-digital-projects/exhibits

Core Component 4b:
UMKC demonstrates that acquisition of a breadth of knowledge and skills and the exercise of intellectual inquiry are integral to its educational programs.

Integrating general education into undergraduate degree programs
We have pointed out in other areas of this self study that, while UMKC is similar to many universities in some respects, it is also quite distinctive in others. The concept of general education is illustrative. Although general education is an ancient idea, it has taken on new meaning in recent years. In fact, it has taken on many meanings. In the next two sections, we will examine UMKC's perspective of general education. As with other universities, several of our academic units offer general education courses that are introductory in nature and give our students basic skills and knowledge in math, science, English, arts and humanities
courses which are intentionally independent of academic majors. Some of our academic units and departments, on the other hand, take a broader view of general education. These units and departments offer courses and programs that encourage intellectual growth and a mature understanding of the world and an appreciation of the human condition. The general education programs and classes discussed below not only reflect these two approaches to general education but, more important, they address the needs of our remarkably diverse student population.

UMKC’s Activity and Program Council [APC], which serves as the University’s student programming board, offers dozens of general education opportunities every semester that are geared to our diverse student body. Recent APC events include Noodles at Noon, a monthly educational program where students can come and hear about a variety of topics such as campus sustainability, dream analysis, and gender equity. APC also sponsored a showing of Crossing Arizona, a film about immigration and its implications for the state of Arizona, and a discussion with the film’s director; a lecture about the book, That Takes Ovaries, that focused on women’s empowerment, followed by a discussion; and the review of Maxed Out, a film and follow-up discussion regarding the issue of Americans’ increasing credit card debt.

Working with various campus and community organizations, the Leadership Coordinator of our Student Life Office creates a number of programs such as Talent Scholars, a leadership program for talent scholarship recipients. Through 170 hours of service during their freshman and sophomore years, Talent Scholars are encouraged to develop personal and professional identities in a structured series of individual and group activities at the University and in the community. Student Life coordinates programming, tracks participation, and assists students in maintaining their eligibility and successful completion of the program. Emerging Leaders, another Student Life initiative, is an intensive eight-week leadership development program that introduces personal and organizational leadership, specially designed for students looking to develop basic leadership skills. Two-hour sessions challenge participants to explore different leadership theories and undergo practical training for the UMKC leadership experience. Students involved in Emerging Leaders also participate in the Involvement Challenge and Community Service Day. For a more detailed description of the general education opportunities offered by Student Life visit the office Web site. http://web2.umkc.edu/stulife/stulife_leadership.html

Each semester, the Center for Academic Development [CAD] provides our students a Video-based Supplemental Instruction [VSI] calculus course, which integrates SI learning strategies into the delivery of the class. The CAD Coaching Program offers SI students an Arts and Sciences 100 class that is taught by various CAD staff. The Upward Bound program, also part of CAD, provides a VSI class in Western Civilization or College Algebra for selected students who earn UMKC credit while learning discipline specific strategies to help them master course content.

The CAD VSI initiative extends far beyond our two campuses. VSI classes and teacher training for students are in approximately 25 rural high schools in Missouri. These students earn University credit for the VSI courses. Each summer on UMKC’s Volker campus, VSI also offers
an academic enrichment and residential experience to approximately 30 Kauffman Scholars, a college prep and scholarship program sponsored by Kansas City’s Kauffman Foundation, designed to help Kansas City area urban students prepare for and graduate from college.

**Reviewing the relationship between mission and values and the effectiveness of general education**

UMKC integrates general education into all of its undergraduate degree programs through curricular and experiential offerings intentionally created to develop the attitudes and skills requisite for a life of learning in a diverse society. Each undergraduate academic unit has its own general education requirements. An example is the general education requirements of the College of Arts and Sciences, which offers a capstone course designed to require the student to apply knowledge in the context of a major discipline.  
http://web2.umkc.edu/catalog/College_of_Arts_and_Sciences_General_Education_Requirements.html

The College demonstrated its understanding of the importance of general education by creating an ad hoc committee of department chairs in 2007 devoted to the modification and development of effective general education requirements. The Arts and Sciences Student Council conducted a survey of Arts and Sciences students in 2007 that provided students’ evaluations of the current general education requirements. In 2008, the ad hoc committee used the survey information to help shape a proposal to change the general education program and its requirements. The intent of this proposal is to:

*Give our students broad exposure to the study of the humanities, the natural sciences, and the social sciences. It also provides students with the intellectual skills and strategies essential for self-directed lifelong learning and prepares students to pursue specialized studies in their majors. In this program, there are two levels of requirements. Level One emphasizes intellectual breadth, and consists of coursework in critical thinking, foundations of knowledge, and cultural perspectives. Level Two emphasizes intellectual depth and focuses on studies that serve to support and enrich majors; the coursework required for this level is determined by each degree program.*

The proposal will be brought before the Arts and Sciences Curriculum Committee in Fall 2009 for consideration.  

The University Libraries contributes to the lifelong learning skills and information literacy of the students at many points during their undergraduate experiences. There is formal instruction on the use of information in Arts and Sciences 100 Methodologies in Liberal Arts and Sciences: Theories & Application, Eng 110 English I: Introduction to Academic Prose, Eng 225 English II: Intermediate Academic Prose. New opportunities for such contributions by the libraries are always being sought.
Assessing effectiveness of graduate programs to establish knowledge base on which students develop depth of expertise

All of UMKC’s graduate programs assess their effectiveness in order to establish a knowledge base on which students will develop a depth of expertise. These assessments are developed through each program’s individual internal or external oriented processes, which include accreditation and tracking the job market performance of masters and Ph.D. students. The following are examples of these assessment processes.

Within our fine arts and performing arts departments, our students’ design portfolio progress, performance evaluations, and reviews of scholarly work by graduate and doctoral faculty are completed at regular intervals throughout each student's program of study. Graduates' academic and professional expertise is tracked by both the University and the individual units through regular alumni mailings, web postings and membership in professional organizations.

Our Conservatory of Music and Dance and the Department of Theatre in the College of Arts and Sciences are currently assessed and accredited through their national accrediting agencies, the National Association for Schools of Music and the National Association for Schools of Theatre. Our Dance Department was fully accredited at the end of 2008. Each department uses evaluation processes appropriate to the discipline and sets rigorous standards for a knowledge base. Worth noting, however, is that all the accreditation reviews cite space inadequacies as important issues that need to be addressed at the institutional level. For example, the only performance space available to Dance has been evaluated as “unacceptable” by the National Association for Schools of Dance.

In order to measure the quality and efficacy of its programs relative to the successful career and professional needs of its students, the Career Services Office of the School of Law tracks and reports the employment of its graduates.
http://www1.law.umkc.edu/career/job1.htm
http://www1.law.umkc.edu/career/employment.htm

University Libraries strives to serve the information needs of the University's graduate and professional students, particularly in terms of research support. While some disciplines have adequate resources, no graduate or professional program has fully sufficient library resources for its program. Nevertheless, the libraries' excellent interlibrary loan services offset some of these deficiencies. Recognizing the importance of the Interdisciplinary Ph.D. program, University Libraries works to ensure multi-disciplinary resources are available, such as the databases Scopus, Academic Search Premier, and JSTOR. Although the libraries’ goal is to ensure support for all of our programs, particular attention is given to areas of health and life sciences, urban issues, and visual and performing arts, in keeping with UMKC’s mission. Through the University Libraries’ liaison programs, individual graduate/professional students receive specialized, one-on-one help from trained librarians as the students do research and write theses/dissertations.
Demonstrating linkages between curricular and co-curricular activities that support inquiry, practice, creativity, and social responsibility

UMKC’s academic programs establish clear links between curricular and co-curricular activities that serve to support inquiry, practice, creativity and social responsibility. Several examples are described below.

Our School of Law [SOL] provides students with opportunities to participate in scholarly publications and in the student divisions of many professional organizations and legal fraternities. The members of the law faculty and their research assistants receive frequent technology updates from the Law Library. In addition, the Law Library, which posts the scholarship of the law faculty on the Social Science Research Network (SSRN), regularly reports on research and scholarship activities of the law faculty. The Library also maintains display cases promoting faculty scholarship and extracurricular activities.

Several departments and offices within UMKC’s Division of Student Affairs and Enrollment Management offer a variety of curricular and co-curricular activities supporting inquiry, practice, creativity, and social responsibility.

• Student Health and Counseling co-sponsors two important activities that support inquiry and social responsibility: Responsible Education and Action for Campus Health [REACH], for student health educators, and a Wellness Living Learning community, available in Fall 2009.

• Our Disabilities Director has created a blog with stories of successful people with disabilities called Disability is An Art. A recent blog posting offered students with disabilities “Five Steps to Getting Ready for College.”
  http://www.disabilityisanart.blogspot.com/

• The Residential Life office has joined with various academic departments across the University to create learning communities and themed housing with academics and healthy lifestyles in mind. Students are grouped together in housing clusters and, in some cases, take courses together.

• Career Services offers workshops, class presentations, club organization presentations, Employer Fairs, and Career Week to prepare our graduates for success in the workforce. Career Services maintains an employment database that local, regional and national employers use to hire UMKC graduates.

• In CAD’s Upward Bound program, high school students engage in academic enrichment, career preparation, ACT preparation, financial aid assistance, and college tours to promote the integration of college preparation and academic preparedness.

• UMKC’s African American History and Culture House (AAHCH) provides programs throughout the academic year that support its mission of enhancing and enriching the general understanding of and participation in African-American intellectual culture.

• Working together, the Women’s Center and the Multicultural Student Affairs department collaborate to support the Young Women Leaders Program, which pairs female UMKC students as “Big Sisters” working with 7th grade girls.
  http://www1.law.umkc.edu/academic/scholarly.htm
  http://www1.law.umkc.edu/academic/studentorgs.htm
Demonstrating graduates’ breadth of knowledge and skills and continued learning through learning outcomes
As the examples below indicate, UMKC’s academic programs have established measurable learning outcomes to demonstrate our graduates’ breadth of knowledge and skills and continued learning.

All attorneys licensed in Missouri are required to take at least 15 hours per year of continuing legal education [CLE]. The School of Law supports and maintains a CLE department whose programs and activities are promoted to alumni and are also open for full participation by students including study abroad in England, Ireland and China.
http://www.law.umkc.edu/cle/law.htm

The Kansas City Business Journal compiles an annual listing titled “Best of the Bar,” which identifies the most respected lawyers, judges and leaders of the bar in the Kansas City metropolitan area, as nominated by their peers. Graduates of the UMKC SOL traditionally, and increasingly, account for the greatest number of lawyers on this peer-reviewed list. On more formal criteria, as of July 2006, UMKC’s pass rate for first-time examinees on the Missouri bar exam was 89.74 percent compared to 86.54 percent statewide.

All of our performing arts units are required to record the specific measure of each faculty member’s students and their milestones, in compliance with the UM System’s Faculty Accomplishment System. In addition, our performing arts units have an undergraduate course that serves as a “capstone” to assess a student’s breadth of knowledge and skills and the capacity to exercise intellectual inquiry. Our MFA program, in existence since 1980, includes several opportunities to expand knowledge and skills and for continued learning. For example, participation in the New York Actor’s Showcase, which is by invitation only, is extended to MFA actors in their final semester of training at UMKC.

In addition, all programs for masters degrees in the fine and performing arts have comprehensive and/or thesis/dissertation defenses. For all areas, placement of graduates is a significant measure of academic and artistic achievement. In our Dance department, 100 percent of the graduates who apply/audition for graduate programs are accepted, and 50 percent are invited to join dance companies. Artistic achievement among Theatre MFA degree graduates is measured by national invitational professional showcases in both design and performance. Selected designers participate in the New York and West Coast Showcases while the actors participate in the New York Actor’s Showcase sponsored by the League of Theatre Training Schools. Graduate students in design may participate in Charrettes, intensive workshops by visiting artists. These artists have included Ralph Koltai, “Dean” of European scene designers; Mary Zimmerman, Tony Award-winning director; Santo Loquasto, Academy Award nominee in costume and art direction; Fiona Shaw, internationally acclaimed film and stage star; Ian McNeil, Tony-nominated and Olivier Award-winning designer; Eldon Elder, Broadway designer; and Barry Kyle, award-winning Associate Director of the Royal Shakespeare Company. The Charrette program’s goal is to introduce students to acknowledged masters of unique vision, enabling students to learn from and network with representatives of the national and international theatre community.
Core Component 4c:
UMKC assesses the usefulness of its curricula to students who will live and work in a global, diverse, and technological society.

Academic program reviews demonstrate relevance of courses
Several academic program reviews within our professional schools have led to changes in or reaffirmed the relevance of specific courses and programs. For example, UMKC’s School of Medicine [SOM], with its distinctive and integrated six-year program, reevaluates and adjusts its curriculum based on the United States Medical Licensing Examination [USMLE] 1 and 2 results for its students. In consequence of these reviews, specific alterations in courses have occurred. In fact, this process led to the creation of the SOM’s Department of Basic Medical Sciences in response to unacceptable scores on the U.S. Medical Licensing Examinations in the late 1990s. Prior to the establishment of the department, the failure rate on the USMLE Step 1 was twice the national average for approximately 10 years. After implementation, the coursework on microbiology was revised, and biochemistry, anatomy, histology, physiology and neuroscience coursework were added. Pass rates are now equivalent to those from four-year medical schools. Another example of the relevance of our academic program reviews is an intensified emphasis on genetics and an increase in time for those classes during the first two years of the integrated six-year medical school curriculum.

Academic program reviews have also served to change degree offerings in our School of Nursing [SON]. In 1973, a graduate nursing program was started under the aegis of the School of Graduate Studies. Eight years later two new curricula were implemented, including a baccalaureate degree for registered nurses and a masters degree program. In 1992, responding to increasing needs in the community, the UM System’s Board of Curators approved the offering of an inter-campus (UMKC and UM-St. Louis) cooperative doctoral program in nursing (Ph.D. N.D.), which was implemented at UMKC in 1995. In 2000, the Board of Curators approved the offering of a pre-licensure baccalaureate program. As a result of all of these changes, the Ph.D. program has now graduated 13 students. The SON has an enrollment of 750 students and graduates more than 100 students in the BSN program each year. In addition, BSN graduates have a 97 percent pass rate on the national nursing licensing examination.

In our College of Arts and Sciences, curriculum committees review new courses for program relevance. The success of this effort is reflected in curricular innovations that are being copied by other institutions. Among these are
• Theatre - Design charrettes, intensive design processes with guest artists;
• Performance “Boot Camp,” a collaborative approach to the development of production;
• Theatre of NOW, a process for developing original works;
• Music - Block, an instruction offering students the opportunity to work with a faculty mentor to develop curricular areas of expertise; and
• “Composers in the Schools,” a program providing students experience in a wide range of instructional experience.

http://conservatory.umkc.edu/community_academy/composersintheschools.aspx

University Libraries, which is organized as a separate academic support service area, assists with all aspects of UMKC’s academic reviews. All of our libraries on both campuses participate in the University Assessment Committee (and its forerunner, the Assessment Task Force) and the Program Evaluation Committee (PEC) to help verify that library resources and services are relevant to the current teaching and learning at UMKC. During its recent strategic planning process, University Libraries assessed its services, products and learning opportunities to ensure that offerings in each of our libraries advance UMKC’s mission and student learning. As a result of the planning process, University Libraries is undertaking a usability survey to create a more user-friendly Web site. In addition, the Libraries conducts the LibQual+ survey every three years to assess patron satisfaction with library collections, services and facilities. In 2007, with the assistance of UMKC’s Office of Institutional Research, our Libraries also conducted a survey to further understand the satisfaction and needs of all library constituencies. This survey was followed up by focus groups and interviews for a more in-depth assessment. (Additional information about University Libraries appears in other Criterion chapters and more detailed information about surveys related to the Libraries appears in the Criterion 3 chapter.)


The Health Sciences Library, on our Hospital Hill campus, is also involved in assessment of academic review activities. This library interacts cooperatively with other health sciences libraries in area private hospitals, which cumulatively form the clinical teaching environment for SOM students. Our Health Sciences Library and the Health Sciences Library of Children’s Mercy Hospitals and Clinics [CMHC], which is located across the street from our health sciences schools on Hospital Hill, cooperate to avoid duplicative purchases of expensive resources. Similar arrangements also exist with St. Lukes Hospital, another private teaching hospital located a short distance from the two campuses. Our Health Sciences Library and the UMKC library system also maintain cooperative arrangements with the Archie R. Dykes Library at the University of Kansas Medical School. These creative agreements with institutions in our community allow our students almost unlimited access to extensive and valuable resources.

UMKC’s School of Graduate Studies conducts an annual survey of their graduating students from the Interdisciplinary Ph.D. program. Beginning as an assessment of the attitudes of these doctoral students, the survey recently expanded to include graduate students, who are asked about all areas of their experiences and academic activities at UMKC. The survey asks direct questions about education at UMKC and includes such questions as, “Were you satisfied with the quality of the courses?” In recent versions of the survey, students were asked to provide feedback on what they viewed as the most positive and least positive aspects of their education at UMKC. The most recent iteration of the survey (2007-08 academic year)
has been expanded to include all of UMKC’s current graduate students, with the hope of assessing those students’ views regarding their academic programs.
2006-2007 survey data:
http://sgs.umkc.edu/survey/index.asp

**Learning goals and outcomes include skills and professional competence.**
The learning goals and outcomes of our academic units and departments include programs and policies that help ensure that our students acquire the necessary skills leading to professional competence.

UMKC’s School of Law [SOL] maintains a long-term commitment to helping its students develop the legal skills they will need in their law careers. Toward this end, the SOL integrates theory and practice in both teaching and scholarship. The SOL’s four emphasis areas reflect the diverse community in which its graduates will practice: Child and Family Law; Litigation; Business and Entrepreneurial Lawyering; and Urban Land Use and Environmental Law. In addition, the SOL further supports its own course of study for the preparation of students to take the bar exam.
http://www1.law.umkc.edu/Academic/LWP/BarPrep/index.htm

Trainees in the Counseling Center’s American Psychological Association accredited Doctoral Internship program receive a bi-weekly seminar in multicultural counseling. All trainees, including those in UMKC masters and doctoral academic programs in Counseling and Health Psychology, Social Work, and Pharmacy, are assessed on multicultural competencies. The client base from our Counseling Services and the Student Health Service provides our trainees with opportunities to practice in settings with a wide range of diverse populations. In addition, UMKC’s counseling staff participates in professional in-service training activities and programs related to diversity awareness. Residential Life staff and students also are encouraged to participate in diversity training seminars; staff positions have been created specifically to serve students of color and students who are lesbian, gay, bisexual and transgendered [LGBT].

The competency of our SOM graduates is assessed by performance on USMLE 3 standardized examinations. (This exam is necessary for medical school graduates to obtain medical licensure in all states of the U.S.) Based on 2001 to 2006 data of 498 SOM graduates, our students achieved median or better performance on this examination when compared to graduates of all U.S. medical schools. In the National Resident Matching Program, more than 92 percent of our graduating students match in their first or second choice, which is comparable to any other medical school record. As with all of our academic units, SOM takes seriously UMKC’s goals of establishing a diverse workforce and has committed to graduating physicians who resemble the populations they will be serving. Through the recruitment efforts of SOM’s Office of Cultural Enhancement and Diversity, our medical students increasingly reflect the ethnic makeup of the population of Missouri. In 2007, 58 (nine percent) of our 634 students were in under-represented minority [URM] groups.
Mission Statement of the Diversity Council: The Hospital Hill Diversity Council fosters and models an academic health center community grounded in respect for and appreciation of individual differences.

http://www.umkc.edu/accreditation/docs/administration/Diversity_Council_SOM.pdf

All of our health sciences schools – Dentistry, Medicine, Nursing, and Pharmacy – are members of the Hospital Hill Diversity Council, which includes representatives from Children’s Mercy Hospitals and Clinics, Kansas City Health Department, Missouri Western Mental Health, Truman Medical Center, and UMKC alumni. The Council’s goal is to have an academic health center community that celebrates diversity and develops competencies needed to work with diverse populations. To decrease disparities in health care, the council works to provide guidance and support for meeting the diversity goals of our health sciences schools and to develop and strengthen partnerships with diversity-related programs and groups on our Hospital Hill campus. The Council, which encourages networking and mentoring among the schools, also recommends initiatives to recruit and retain a diverse student, faculty, and staff population, and keeps the schools informed about issues relevant to under-represented populations. The final mandate of the council is to provide guidance for student learning opportunities related to issues of health disparities, cultural differences and development of cultural competencies. Some of the Council’s strategies include formal and informal training and the development, monitoring and assessing of interpersonal and institutional practices that invite and/or suppress inclusiveness. In addition, the Diversity Council provides opportunities for people from diverse backgrounds to be included in key and visible roles on campus.

Another example of our efforts to ensure competency is a task force created in April 2006 to update the assessment plan for the UMKC faculty, which was again updated in April 2007 and which outlines the reasons and methods for curricular assessment at UMKC. The assessment process takes place at the classroom and department levels and emphasizes a variety of assessment tools. Faculty members are encouraged to use traditional examinations and portfolios, but they are also encouraged to use student focus groups and surveys, faculty surveys, and information available through our Institutional Research Office. (See Criterions 2 and 3 for fuller discussions of assessment.)

SOM has an active, highly functional Curriculum Committee that reviews all required courses and clerkships every two years. The Associate Dean for Curriculum and Chair of the Curriculum Committee at SOM has experience in curriculum development and program evaluation, pediatrics, cultural competency and clinical epidemiology with graduate degrees in Medicine, Education and Public Health. The Vice Chair is an Endowed Chair in Emergency Medicine who spends 50 percent of his time in Clinical Practice.
The remainder of the committee includes an emergency room physician, a neurologist, pediatric hematologist/oncologist, a clinical microbiologist, a biochemist, an internist, three student representatives, a librarian, Director of the Medical Humanities program, Associate Dean for Medical Education, Associate Dean for Cultural Enhancement and Diversity, and a staff member of the Curriculum Council. The majority of these individuals have faculty appointments at the SOM. This diverse committee also includes practitioners at three of the SOM’s affiliated teaching hospitals, providing a variety of views of the needs of our prospective graduates.

Responsibility for reviewing each course or clerkship is assigned to a member of the committee who works with the course or clerkship director and the Associate Dean for Curriculum. Materials provided to the reviewer include a printout of the previous review, the syllabus, and student evaluations for the course or clerkship. Results of standardized examinations are also made available, when applicable. The reviewer receives a standardized form/questionnaire that is completed with significant input from the course/clerkship director. After the questionnaire is completed, a meeting to discuss the review is scheduled to include the reviewer, course/clerkship director, Associate Dean for Curriculum, and any other people appropriate to the review. A review summary is drafted and presented to the entire Curriculum Committee for discussion. This review includes an assessment of learning objectives and content for each required course or clerkship. The relevance of these objectives are measured against a set of core competencies and school objectives to ensure that courses/clerkships are covering appropriate material and that required competencies are addressed in one or more courses or clerkships.

This mechanism for continuously evaluating the curriculum is invaluable, and has contributed to significant improvements during the past several years. For example, the Medical Microbiology Course, originally perceived as relatively intense for students, was spread out over an additional three weeks, without adding course content. The Structure/Function series was changed from three courses to four courses to give students an opportunity to adapt to this series without a heavy allocation of credits in the series’ first course. The year one/two docent experience was modified substantially, as was the schedule to improve the learning experience. Overall, the SOM Curriculum Committee is an outstanding vehicle for regular academic program reviews that pay attention to the relevance of our courses and programs. The program reviews specifically examine strengths and weaknesses of the course/clerkship, and solicit information on correction of past deficiencies and plans for future improvement or enhancement of the course/clerkship.

Graduates have gained the skills and knowledge they need to function in diverse local, national, and global societies.

Similar to other academic units across our two campuses, our School of Law [SOL] has initiated exemplar programs that prepare our students to live and work in an increasingly diverse community and world. Two successful and long-standing SOL programs are the Summer Study Abroad programs to China and Ireland. The former program, started in 1999 and conducted in partnership with Peking University School of Law, includes several important components. These are: four and a half to six credit hours of instruction about
Chinese Law taught in English by law faculty at Peking University; field trips to criminal court and the Supreme Court; opportunities for interaction with Chinese law students and lawyers; cultural outings; and an optional externship opportunity. A basic and significant outcome of the program is the professional, cultural and social interaction between UMKC students and the students from other schools. As a consequence of the relationships developed through the China program, a number of Chinese students have attended UMKC for both L.L.M. and J.D. degrees. This provides an opportunity for our students who do not go abroad to have some exposure to another culture and perspective. The Chinese students who come here have been very active in UMKC student events and organizations, particularly in the Asian Pacific Islander Law Student Association.

The SOL’s Ireland program, also begun in 1999, is conducted in partnership with the Diseart Institute of Education and Celtic Culture, the National University of Ireland, and University College–Dublin. The program includes five-and-a-half to six credit hours of instruction by Irish and American law faculty on European Union law, International Trade (Human Rights in some years), and Doing Business in Ireland. It also features stopovers in Dingle, Dublin and Galway, visits to local courts in Galway and Dublin, and a break during which students may travel in Europe. Enrollment in the past years has been 26 (2006), 22 (2005), and 32 (2004) for a total of 80, of which 65 were from UMKC. These programs give UMKC students the opportunity to develop an international perspective and a greater appreciation for diversity and globalization. Faculty members also have the opportunity to participate in these programs on a rotating basis, which has encouraged greater international perspectives in their courses and research.

Curricular evaluation involves alumni, employers and other external constituents.

In the latest survey of our SOM alumni, which included 1998-2002 graduates, 47 percent of those graduates responded. Of that responding group, we learned that 94 percent are specialty board certified, 2 percent are board eligible, and 3 percent are not yet board certified. (That 3 percent could include graduates who are still in training programs.) Achievement of Medical Board certification and sub-certification are at rates comparable to graduates of any other medical school in the nation. This is an important indicator that our graduates are equipped to continue in a career mandating lifelong learning.

The SON has a community committee that meets regularly to address whether our curriculum meets the changing needs in nursing, as well as the changing needs of the community. Another organization, the Hospital Hill Nurse Consortium, addresses learning needs and provides continuing education for those working in healthcare settings located on Hospital Hill.

The organization supports creation and use of scholarship by students in keeping with its mission.

As this chapter and other Criterion chapters reveal, UMKC’s academic and support units have established numerous opportunities for our students to develop and practice their scholarship, particularly as those scholarly interests reinforce the University’s mission and
vision. In terms of our mission “to lead in life and health sciences” and “to become a model urban research university,” UMKC’s School of Medicine [SOM] has created ongoing research programs which involve SOM students’ active participation with faculty sponsorship at many points during the students’ six-year integrated curriculum. In addition, this foundation of research and scholarship, which is developed during undergraduate life, carries over to a career in academic medicine. For example, during the last 10 years, 20 percent of our SOM graduates held teaching or academic appointments in U.S. medical schools. Perhaps more important, more than 30 percent of our students participate in research projects during their six-year coursework. Their projects are honored each year at Student Research Days, at which 10 to 20 students present posters and make presentations to faculty. This special recognition has often stimulated students to continue in scholarly pursuits during their post-graduate residency and fellowship training.

An important objective of our School of Law [SOL] is increasing the availability of fee waivers and scholarships to improve access, diversity and the quality of our students. Recognizing that rising tuition and reliance on student loans has substantially increased debt loads of graduating students, the SOL is concerned about future tuition increases and the availability of grants and loan-forgiveness programs. The SOL makes scholarships available based on merit and financial need as well as for historically under-represented minority groups and encourages students to apply for external scholarships. 

http://www1.law.umkc.edu/academic/scholarship.htm

**Students master the knowledge and skills necessary for independent learning**

The development of the SOL students’ practical skills is promoted through clinics and externships. The SOL offers extensive externship opportunities at the state level and in federal courts, Legal Aid, public defender's office, prosecutor's office, U.S. Attorney’s office, technology transfer offices, and various other government agencies. 

http://www1.law.umkc.edu/academic/clinics.htm

Likewise, our School of Graduate Studies encourages independent learning through its requirement that students in the interdisciplinary doctoral program complete an annual report that involves self assessment. The report — and the process of putting it together — is designed to help students develop personal responsibility for their professional development. Faculty advisers work with students on this development process. For example, active mentoring by faculty of a student's creative work and research is offered in UMKC's College of Arts and Sciences and the Conservatory of Music and Dance. 

Also at the Conservatory, senior and graduate recitals, concerts and productions are regularly scheduled and advertised to the University community. In addition, UMKC offers internships in performance, design and music therapy. Internships and independent learning are also achieved through our involvement with Operation Breakthrough, a local not-for-profit organization whose mission is helping children living in poverty develop to their fullest potential by providing them a safe, loving and educational environment. (In-depth information about UMKC's participation in Operation Breakthrough is found in Criterion 5.) Other examples of internships include student teaching in various areas of dance and music.
Through its Clinical Medical Librarian Program, the University Libraries provides our medical students with the skills to find, evaluate and use information in a clinical setting. Our Dental and Health Sciences libraries offer our professional students information-gathering skills through specialized classes such as Advanced Medline and PDA Resources workshops, for our SOP students who are rotating in the Drug Information Center; Nursing Theory, a required SON class; and the School of Dentistry’s Dissertation Writing class and Project SPIT, for dental students learning about library research. To ensure independent learning in an applied practice, all of our University libraries make available many evidence-based resources to support the health sciences, such as ACP PIER and the Cochrane family of databases.

Since 2006, information literacy and lifelong learning skills have been taught to more than 11,000 students in more than 700 sessions by the University Libraries’ faculty. These highly individualized learning sessions require extensive preparation to ensure relevancy to the students and the class. Currently, the University Libraries’ faculty is teaching these classes at near capacity.

University Libraries’ Dental Library actively supports lifelong learning of our School of Dentistry [SOD] alumni through dental reference services. For example, alumni and practicing dentists in Missouri and Kansas can request journal articles and Medline searches to support practice decisions. Two additional resources in SOD include the Career Opportunity Center, a database of career opportunities in the Midwest available to dentists who are continuing to grow their careers, and the Instructional Resource Center, which develops educational materials for dentists to provide to their patients and community.

Curricular and co-curricular opportunities promote social responsibility.

SOM's Office of Diversity offers curricular and co-curricular training/educational opportunities in collaboration with our partner hospitals. Part of our diversity training includes special lectureships. For example, each year the Department of Pediatrics sponsors a diversity Grand Round. Each of these well-attended sessions focuses on a particular area of concern within the world of medicine and allied health services. In 2008-09, the Diversity Grand Rounds presented “Housing and Health: Making the Connection,” which was attended by 56 faculty and 75 students and trainees in the SOM and allied health schools.

The SOL provides our students with opportunities for public service in the form of Volunteer Income Tax Assistance (VITA), The Innocence Project, the Entrepreneurial Legal Services Clinic, Child & Family Services Clinic, the Kansas City Tax Clinic, and the Guardian Ad Litem Workshop.

Several departments within UMKC's Division of Student Affairs and Enrollment Management [SAEM] organize and oversee programs that promote social responsibility. Our Counseling Center, for example, offers on-site liaison activities, which include journal editor roles in association with the Multicultural Student Affairs and LGBT offices and the students whom these offices serve. The Greek Life Coordinator, in conjunction with Interfraternity Council and Panhellenic Council, sponsors the monthly Greek Speaker Series on a variety
of topics, including Hazing, Alcohol and Drug Abuse, Eating Disorders, and Respecting the Organization’s Ritual.

SAEM’s Student Life Office has generated social event policies for all clubs and organizations and also has developed an additional document about social responsibility specifically for Greek organizations. Each semester, Student Life also organizes a Community Service Day, an opportunity for all students to participate in a community service project. A recent example of this (April 18, 2009) was a day-long activity to restore an inner-city baseball stadium. [http://web2.umkc.edu/StuLife/greeklife/](http://web2.umkc.edu/StuLife/greeklife/)  
[http://web2.umkc.edu/stulife/stulife_communityservice.html](http://web2.umkc.edu/stulife/stulife_communityservice.html)

Social responsibility is also a key element of SAEM’s Activity and Program Council. The Council sponsors a variety of community-connection activities and events, including a Negro Leagues Museum trip; tour of the Arabia Steamboat Museum; and Political Awareness Week, which took place the week of Sept. 16, 2008 and featured appearances by MTV’s “Rock the Vote” cast, voter registration tables, and viewings and discussions of movies with a political focus.

Various community service programs are offered throughout the semester to students living in our residence halls. Leaders, corps members and staff from Jumpstart, a national nonprofit organization working to prepare preschool children for success in the classroom, and the peer coaches and staff of our Coaching Program, engage in volunteer work for various community groups. One example of the two groups’ joint efforts is participation in Reading Rocks, a day-long event in celebration of National Youth Service Day that focuses on literacy for children from pre-kindergarten through third grade. [http://web2.umkc.edu/cad/](http://web2.umkc.edu/cad/)

In summary, UMKC’s multiple graduate and undergraduate programs, and its professional schools engage actively in efforts to review, revise and expand, and in some cases eliminate and improve, all course offerings in each of our academic units. Engagement with people and organizations within our community who need and use the skills of our graduates is sought and used by many methods, both formally and informally. UMKC is proud of its record in this area, as it represents engagement with the community beyond our two campuses and the inclusion of the values of a multi-ethnic society, which is a central part of our mission as an urban university.

**Core Component 4d:**
UMKC provides support to ensure that faculty, students and staff acquire, discover, and apply knowledge responsibly.

**Academic and student support programs help to develop responsible use of knowledge.**
UMKC and its partner institutions ensure that knowledge is applied responsibly through
oversight of virtually all human- and animal-based investigational activities that occur under the aegis of the University or its partner institutions. Numerous examples are described below, beginning with traditional oversight of human research activities, followed by examples of primary university programs, and concluding with staff support at UMKC and its partner institutions.

One important group overseeing all research is the Institutional Review Boards [IRB], which ensure that research on human beings is conducted in an ethical manner, and is affiliated with UMKC departments and programs that use human subjects in research. In addition, UMKC is a member of Collaborative Institutional Training Initiative [CITI], which offers human research curriculum, a required program for all UMKC researchers studying human subjects. The use of human subjects by faculty researchers or students/trainees must be approved by IRB, an entity mandated by the federal government. The level of approval varies in proportion to the anticipated level of potential harm to the subjects. This process is overseen by UMKC’s Vice Provost for Research, or it is integrated into the system through the partner hospitals. For example, members of the Department of Pediatrics who propose to engage in human research must submit protocols to the Children’s Mercy Hospitals and Clinics Review Board, a board that is also responsible for projects involving children and infants in our partner hospital, Truman Medical Center. Both of these hospitals are clinical teaching centers for our schools of Medicine, Dentistry, Nursing, and Pharmacy. To give a sense of the scope of IRB oversight actions, in 2007 (the last set of data available) the Children’s Mercy Hospitals and Clinics’ IRB approved 199 new studies and conducted 1,011 actions pertaining to ongoing studies, for a total of 1,210 actions. The Adult Health Biomedical IRB, which meets twice monthly, approved 171 protocols; the Social Science IRB, which meets monthly, approved 198 protocols; the Institutional Biosafety Committee, which meets quarterly, approved 66 protocols; and the Radiation Safety Committee, which meets quarterly, approved 42 protocols. In order to participate in human research, SOM faculty must demonstrate expertise by earning Institutional Review Board Educational Credits (IRBECs). A faculty member must receive three such credit hours and must renew this accreditation annually, with a minimum of three hours structured education. No protocol can be submitted to the IRB that includes key personnel who are not IRBEC certified. In addition, one year employment at UMKC is required before a faculty member can participate in human subject research.

Two other Institutional Review Boards at UMKC are in Adult Health Sciences IRB, which oversees biomedical research projects, and the Social Sciences IRB, which evaluates research for psychological and educational studies. Each IRB answers directly to UMKC’s Vice Provost for Research. As is true of many institutions, these IRBs require that each person involved in the research study with human subjects uses CITI, a specially designed computer-based training course. The course informs researchers about the ethical implications of working with human research subjects.

http://web2.umkc.edu/research/ORS/Support/IRB/FAQs.html
http://web2.umkc.edu/research/ORS/Support/IRB/trainings.html
The UMKC program, Responsible Conduct of Research [RCR], was designed to promote awareness, discussion and analysis of the ethical dimensions of research. Although most functions of RCR are centered in the School of Graduate Studies, the intended audience for the courses is University-wide. Six graduate level courses are offered throughout the academic year, each for one credit. In addition, researchers also have shared responsibility in passing on the values for conducting research responsibly by serving as faculty mentors, internship sponsors, and/or by supervising independent studies. An estimated 250 or more students have taken the RCR course, with a majority being graduate level students.

Another method by which professional schools help to strengthen and support the teaching and practice of ethical procedures in their profession is through formal education programs. In 2008-2009, the Department of Pediatrics’ Ethics Grand Rounds presented at CMHC: “Should Parents Control Their Child’s Body?” The program was attended by 28 faculty and 116 students from our schools of Medicine and Nursing. Another program, “Helping Healers Heal,” was attended by 75 faculty and 81 students; and the department’s “Public Health: The Human Cost of War” was attended by 48 Faculty and 95 students.

In addition, UMKC’s SOM Council of Faculty Activities has created a lengthy and detailed document on professionalism for physicians, which has been distributed to all faculty and discussed in department meetings. The document represents an effort to provide both context and meaning to the active “six competencies of medicine,” which constitute the teaching framework of both graduate and undergraduate medical students.

SOM has also developed academic and student support programs that contribute to the development of the skills and attitudes that are fundamental to a student’s responsible use of knowledge. For example, ethics is addressed in the school’s required Behavioral Science course and is offered to students in their fourth year. As the course’s syllabus states, “The goal of the ethics section of behavioral science is to provide an opportunity to critically examine central ethical features of the patient/physician relationship.” The course allows students to develop their ability to identify and work toward a reasonable resolution to ethical dilemmas in clinical care.

The use of animals in investigative activities by our life and health sciences researchers is governed by the Institutional Animal Care and Use Committee [IACUC]. This entity, which exists for the whole institution and also for all of the partner hospitals, mandates education in areas of responsibility for humane treatment of laboratory animals. These mandates apply to all individuals, students, faculty and staff involved in animal-based research. The IACUC also must review all protocols requiring animal-based medicine. These protocols are judged on standards issued by the Association for Assessment and Accreditation of Laboratory Animal Care [AAALAC] through the Department of Agriculture, the federal agency which is responsible for the humane use of animals in research. During the past year, the IACUC, which meets monthly, has reviewed 88 protocols. Although a new facility for laboratory animals on the Hospital Hill campus is opening in Fall 2009, animal use in teaching has declined nationally in recent years for many reasons. The decrease locally is attributable in large part to the creation of a Center for Simulation.
housed in our SON, and supported by the SOM. Interactive manikins are used for practice intubations, resuscitation and invasive procedures. In addition, using animals in research is a serious concern for many Americans, which has forced an increase in government regulations and a reduction in the number of animals used in research experiments. While such a response by researchers and research institutions might argue a measure of social responsibility, these recent barriers to animal research are in part the reason that the pipeline for effective new therapies is running dry. Although this remains a controversial issue, UMKC has shown leadership as a research institution by investing in and supporting updated Laboratory Animal Facilities.

UMKC has also adopted particular safety programs for faculty, staff and students, in which other mechanisms are used to teach responsible acquisition of knowledge. For example, all people who handle radioactive and biologic materials must complete a radiation safety course. In addition, the university conducts its own investigations in conjunction with the Occupational Safety Health Administration of the U.S. Department of Labor to ensure that our staff is properly educated and responsive to the many rules and regulations that are issued by the university. We also comply with the standards of the Environmental Protection Agency for the safe and environmentally appropriate disposal of all waste materials generated by all of our health science schools’ research laboratories.

The organization follows explicit policies and procedures to ensure ethical conduct
Through the creation of widely distributed policies and procedures, UMKC has established clear and explicit mechanisms to ensure ethical conduct. Many examples supporting this assertion appear above, but it is important to note also that UMKC’s health science schools depend on the vitality of the ethics programs in their partner hospitals, which are teaching sites for our schools of Dentistry, Medicine, Nursing, and Pharmacy. Much of the assurance that this happens arises from various federal agencies, including the Department of Health and Human Services (DHHS), which provides federal assurance for IRBs, and the Department of Agriculture, which establishes guidelines for the care and use of laboratory animals. Our partner hospitals have Offices of Research Integrity that exist to provide compliance with the explicit mandates imposed upon the University and its external partners.

Curricular and co-curricular activities encourage the practice of social responsibility.
The Criterion 5 chapter offers many examples of our social responsibility efforts. A few that should be mentioned here are the programs available through UMKC’s health science departments, which sponsor summer programs that reach out to our community’s young people. The aim of these programs is to move Kansas City’s youth one step closer to careers in health sciences. These programs have the advantage of being socially responsible on two levels. First, they actively engage young people with our University and higher education, and second, they promote the pursuit of a lifelong career, which by definition is socially responsible: health care.
Each of the health science schools offers a program during the summer. Our week-long Dental Assisting program accepts 10-12 rural students who complete an internship with dentists in their communities. The program’s purpose is to train dentists to serve in rural areas. Another program that fosters social responsibility is the SON’s Pathways to Nursing, a year-long program which also features a week-long University residential event during the summer. Students participate in learning activities, tour hospitals, and interact with UMKC staff and students. Our Summer Scholars program in the SOM has been in existence since 1980. In addition, the SOP also sponsors a Summer Pharmacy Program to combine academic training and field experience for students interested in a career in pharmacy.

The organization creates, disseminates, and enforces clear policies on practices involving intellectual property rights.

Academic honesty issues such as plagiarism are taken very seriously by the faculty, staff and students at UMKC. We have clear policies concerning standards of conduct that are widely disseminated in catalogues and posted online. In addition, these policies are widely distributed, included in syllabi and discussed by many faculty members in the courses they teach. Information on this and related topics is presented in the Arts and Sciences 100 course as part of the program for orienting new students to the University. UMKC’s School of Graduate Studies, which provides information on its Web site regarding professional and ethical behavior, also offers six courses, designed for graduate students and featuring various topics on the responsible conduct of research. The SOL requires and regularly offers courses in Professional Responsibility, and the School of Education [SOE] publishes the policies in every SOE syllabus.

http://web2.umkc.edu/provost/policies/Academic%20Integrity.asp
http://sgs.umkc.edu/practice/index.asp

UMKC has an established and well-functioning Office of Research Services [ORS]. In addition to providing administrative support for pre- and post-award administration of research grants and contract applications, this office, which is overseen by the Vice Provost for Research, is a core element of the UM System research infrastructure. The ORS mission is to support the scientific, scholarly and creative endeavors of our faculty and staff. Several research support programs are particularly relevant to our current reaccreditation process. For example, under the general category of research support, the ORS ensures and documents that our research and services are conducted in accordance with the highest regard for ethical standards and that they conform to federal, state, local and institutional regulatory practices. The Office of Research Services oversees adherence to rules and regulations that call for the adequate protection for animal and human subjects; proper disposal and handling of hazardous materials; observance of biosafety measures; and assurance of compliance with Health Insurance and Portability Accountability Act (HIPAA) regulations.

http://www.umkc.edu/research/

Within the ORS, the Office of Intellectual Property Management [IPM] serves as the focal point for UMKC’S entrepreneurship, economic development and technology transferring commercialization. IPM provides the means for applying these practices by offering business
development and technology commercialization assistance. IPM also brings together the organization's resources and processes to help develop discoveries for the betterment of the University and society. In addition, IPM maintains its own active Web site with links to organizations such as the U.S. Patent and Trademark Office, the Association of University Technology Managers, and publications by the Inspector General of the U.S. Patent and Trademark Office.

In summary, UMKC and its partner hospitals, which span a range of governance from church-owned to private community based not-for-profit to state-owned institutions, all respect the letter and spirit of the concept of informed consent for engaging in human investigation. From undergraduate medical students through senior faculty members, all affected people are rigidly held accountable to human investigation policies through Institutional Review Boards, each of which has its own federal assurance status, and to the humane use of laboratory animals in research through strictly enforced Institutional Animal Care and Use Committee [IACUC] reports. No mere lip service is paid to this, as periodic reviews and reports of misconduct are treated with the greatest seriousness, leading to sanctions up to and including termination of employees. We do not take our responsibilities in these matters lightly. All of the academic units within UMKC create, provide and maintain strong standards on issues such as plagiarism and academic honesty. UMKC and its partner institutions are proud of the record that they have established in living up to Criterion 4 standards that support research and discovery and ensure that faculty, students and staff acquire and apply knowledge responsibly.

Opportunities for Improvement

As this chapter and others make clear, UMKC has made substantial progress in the decade since its most recent accreditation in 1999. UMKC is and will remain an urban, research-intensive university with well-founded expectations of moving to the front of our identified peer aspirational institutions. Nevertheless, there is room for improvement.

One of the areas that we have developed substantially since 1999 is our interdisciplinary program. We remain committed to interdisciplinarity for several reasons. Primarily, we believe that the complexity of the modern world requires broad skills and understandings for University graduates to participate fully as well-educated citizens. Additionally, however, we believe that interdisciplinary approaches can help to overcome our University's chronic shortage of resources. Approaching a topic using faculty with expertise in two or more disciplines, for example, can provide the “critical mass” that the best teaching and research require. UMKC needs, therefore, to develop ways to expand interdisciplinarity throughout the curriculum, to provide the flexibility that can encourage even more interdisciplinary programs, and to devise ways to overcome the administrative difficulties inherent in interdisciplinary work, and particularly in the hiring of interdisciplinary faculty.

A substantial portion of the total student enrollment at UMKC is in, or expects to enroll in, one of the health and life sciences schools. (Of the 14,499 students enrolled at UMKC for AY2008-09, a total of 3,103 were enrolled in one of our four health care schools on Hospital
Hill or in the School of Biological Sciences on the Volker campus.) While gathering information for Criterion 4, the self study process identified the need for explicit changes in and development of programs promoting more focused faculty growth and development for life and health sciences faculty. This need is particularly acute for two important reasons. First, the necessary and rapidly changing content of the core education in these schools is dramatic, and second, the first statement in UMKC’s mission is “to lead in life and health sciences.”

Programs should be developed and supported by our central administration to allow lifelong learning opportunities for our faculty and to build into all teaching positions the time and resources needed to make this happen. These opportunities could take the form of either off-campus sabbaticals or on-campus sabbaticals. It is also particularly important to develop and implement scholarly focused research/clinical areas which cut across departmental and even academic unit boundaries. The concept of Centers and Institutes might be expanded to accomplish this. These types of cross-disciplinary lifelong learning initiatives could be one way to draw in the large but largely unconnected (to UMKC) affiliated faculty. Successful models of this can be found at UMKC (e.g., the Center of Excellence in Mineralized Tissues located administratively in the School of Dentistry but engaging faculty from other schools). This very successful concept could be expanded.

This October 2009 HLC review is UMKC’s first HLC re-accreditation of the 21st century. The ongoing self study process that will follow the visit should aim at making us a 21st century leader in doing even more for our faculty with the same or fewer resources. The constraints identified here are likely to be in the future of other large academic enterprises for some time to come. Thus, UMKC has an opportunity to lead in this new area of creative use of faculty resources.