

## CHAPTER THREE

### Criterion One:

### Mission and Integrity



#### A. Introduction

*Criterion Statement: The organization operates with integrity to ensure the fulfillment of its mission through structures and processes that involve the board, administration, faculty, staff, and students.*

As Michigan State University marked its 150<sup>th</sup> anniversary in 2005, campus was filled with activities commemorating the past, celebrating the present, and contemplating the future. As one example of sesquicentennial projects that embody all aspects of MSU’s mission, the site of the first dormitory was excavated. Over the summer, the Department of Anthropology excavated part of the site of Saint’s Rest, MSU’s first dormitory, built in 1856 and destroyed by fire in 1876. The archeological dig provided for student learning because it was conducted primarily by undergraduates in “Field Methods in Archeology.” The dig also provided research opportunities for anthropology graduate students who are analyzing the finds and conducting additional research on the University in its earliest days. Finally, the project had a significant outreach component, involving local high school students in the excavation, opening the dig to the public, and providing artifacts for an exhibit at the nearby MSU Museum. This project was unique in that it was the first such archeological dig ever performed on campus. Yet, its combination of teaching, research, and outreach is replicated every day in the work of Michigan State University. Just as the University’s mission permeated the excavation of Saint’s Rest, this self-study document will demonstrate how the mission permeates everything at MSU.

**Core Component 1A** starts with an examination of MSU’s Mission Statement, as well as its vision, values, and goals in. **Core Component 1B** and **1C** continues the exploration of MSU’s mission documents, illustrating how they address issues of diversity, define MSU’s constituencies, and guide institutional decision-making. **Core Component 1D** delineates the structures in place that enable the smooth functioning of the University, outlining the University’s shared governance structures and processes. Finally, **Core Component 1E**

discusses the policies and procedures in place to uphold and protect the integrity of the University as it pursues its mission.

## **B. Core Component 1A – The organization’s mission documents are clear and articulate publicly the organization’s commitments.**

Since its founding in 1855, Michigan State University has emphasized teaching, research, and outreach and engagement as its essential activities, making it the prototype for the Morrill Act, which established land grant colleges in 1862. This history and the land grant philosophy are prominent in the University’s current Mission Statement, which is easily available to the public from MSU’s main [webpage](#) and is also published in *Academic Programs* and the Faculty Handbook. The Board of Trustees adopted MSU’s current Mission Statement on June 24-25, 1982.

### ***Mission Statement***

Michigan State University holds a unique position in the state's educational system. As a respected research and teaching university, it is committed to intellectual leadership and to excellence in both developing new knowledge and conveying that knowledge to its students and to the public. And as a pioneer land-grant institution, Michigan State University strives to discover practical uses for theoretical knowledge, and to speed the diffusion of information to residents of the state, the nation, and the world. In fostering both research and its application, this university will continue to be a catalyst for positive intellectual, social, and technological change.

Founded in 1855 as an autonomous public institution of higher learning by and for the citizens of Michigan, this institution was in 1863 designated the beneficiary of the Morrill Act endowment. It became one of the earliest land-grant institutions in the United States. Since 1863, Michigan State has evolved into an internationally esteemed university, offering a comprehensive spectrum of programs and attracting gifted professors, staff members, and students. The university seeks excellence in all programs and activities and this challenge for high achievement creates a dynamic atmosphere. At Michigan State University, instruction, research, and public service are integrated to make the institution an innovative, responsive public resource.

As the only land-grant institution in the state, Michigan State University is committed to providing equal educational opportunity to all qualified applicants; to extending knowledge to all people in the state; to melding professional and technical instruction with quality liberal education; to expanding knowledge as an end in itself as well as on behalf of society; to emphasizing the applications of information; and to contributing to the understanding and the solution of significant societal problems. Michigan State

University's adherence to academic freedom and open scholarly inquiry supports these essential academic functions.

The university's land-grant and service mission first originated in the areas of agriculture and the mechanic arts. While these emphases remain essential to the purpose of Michigan State, the land-grant commitment now encompasses fields such as health, human relations, business, communication, education, and government, and extends to urban and international settings. The evolution of this mission reflects the increasing complexity and cultural diversity of society, the world's greater interdependence, changes in both state and national economy, and the explosive growth of knowledge, technology, and communications. Just as the focus on agriculture and the mechanic arts was appropriate when Michigan State University was founded, the wide range of instructional, research, and public service commitments that now characterize this university is essential today.

By 1964, the instruction, research, and public service activities at Michigan State University had achieved the high level of excellence necessary for membership in the Association of American Universities (AAU). Innovation and leadership in these three crucial areas and in the extension of knowledge to the state, the nation, and the world, are the hallmarks of this university. An excellent and diverse faculty insures the superior quality of academic programs, and contributes to the expansion of knowledge and its application in the public interest. Research and scholarship help preserve and enrich cultural and creative traditions, as well as contribute to the formulation of new knowledge. Graduate programs draw upon and support faculty research, extend the benefits of research, and educate students for professional careers. The established national and international reputation of the university is based upon the quality and distinctiveness of the research and scholarly activity of its faculty and students.

Research and public service are mutually enriching activities for both faculty and students, and contribute significantly to the high quality of both undergraduate and graduate instructional programs. Through research, faculty members enhance the scope and effectiveness of their teaching. Through public service, faculty validate past research findings and identify the need for new research and for modifications of curricula. Participating with faculty in research and service projects provides students with unique learning opportunities, and consequently improves the quality of both graduate and undergraduate education.

At the undergraduate level, the university offers strong, comprehensive programs in the liberal arts and sciences and in major professional areas which include a significant general education component. Michigan State University provides opportunities for students of varying interests, abilities, backgrounds, and expectations. Underlying all educational programs is the belief that an educated person is one who becomes an effective and productive citizen. Such a person contributes to society intellectually, through analytical abilities and in the insightful use of knowledge; economically, through productive application of skills; socially, through an understanding and appreciation of the world and for individual and group beliefs and traditions; ethically, through sensitivity and faithfulness to examined values; and politically, through the use of reason in affairs of state. Mindful of such purposes, Michigan State University is committed to graduating educated men and women with diverse backgrounds who are active learners, ready to assume the responsibilities of leadership wherever opportunities arise.

Michigan State University fulfills the fundamental purposes of all major institutions of higher education: to seek, to teach, and to preserve knowledge. As a land-grant institution, this university meets these objectives in all its formal and informal educational programs, in basic and applied research, and in public service. As an AAU institution, this university meets these commitments through its instructional and research programs. Through the excellence of its academic programs, the strength of its support services, and the range of its student activities, the university provides opportunities for the fullest possible development of the potential of each student and each citizen served, and enhances the quality of life and the economic viability of Michigan. Education of its citizens is the state's best investment in its future. Michigan State University has honored, and will continue to honor, this public trust.

The Mission Statement defines MSU's constituencies broadly in stating its goals to convey "knowledge to its students and to the public" and "to speed the diffusion of information to residents of the state, the nation, and the world." This reflects the University's land grant heritage and provides the basis for the current vision of President Simon's [Boldness by Design](#). (See [Chapter Four](#) for more information on Boldness by Design, the University's strategic positioning platform). The Mission Statement recognizes that the University's land grant heritage also gives it a special relationship to the citizens of Michigan since it was founded "as an autonomous public institution of higher learning by and for the citizens of Michigan." As such, MSU's Mission Statement notes that its constituents include "all people in the state," whom the University serves through outreach and engagement (see [Chapter Seven](#)) in its efforts to enhance "the quality of life and the economic viability of Michigan."

### ***Vision, Values, and Goals***

While the Mission Statement has remained unchanged since 1982, it is revisited periodically as MSU develops vision, values, and goal statements to guide the institution. These statements have been a part of the strategic planning processes of the last decades, which are described in detail in [Chapter Four](#). The current strategic planning process, Boldness by Design, was launched in September 2005. It affirms the current mission statement and establishes an institutional goal, commitments, imperatives, and values to guide the implementation of the mission:

### Our Institutional Goal

Michigan State University expands the horizons of possibility for humanity through the pursuit of knowledge, discovery, engagement, and opportunities to apply knowledge to improve the world.

### Our Strategic Commitment

By 2012, the 150<sup>th</sup> anniversary of the Morrill Act, Michigan State University will be recognized worldwide as the United States' leading land grant research university.

### Our Strategic Imperatives

- Enhance the student experience – by continually improving the quality of academic programs and the value of an MSU degree for undergraduate and graduate students.
- Enrich community, economic, and family life – through research, outreach, engagement, entrepreneurship, innovation, and diversity.
- Expand international reach – through academic, research, and economic development initiatives and global, national, and local strategic alliances.
- Increase research opportunities – significantly expanding research funding and involvement of graduate and undergraduate students in research and scholarship.
- Strengthen stewardship – by appreciating and nurturing the university's financial assets, campus infrastructure, and people for optimal effectiveness today and tomorrow.

### Our Values

- Quality: dedicating ourselves to achieving excellence in all of our endeavors – good enough for the proudest and recognized among the best.
- Inclusiveness: providing opportunity for learners from all backgrounds – bringing their passion and talent to join a vibrant, intellectual community built on mutual respect – to experience and to multiply the benefits of the power of knowledge throughout their lives.
- Connectivity: among one another, among academic enterprises, to society and to those we serve – locally, nationally, and globally.

**C. Core Component 1B – In its mission documents, the organization recognizes the diversity of its learners, other constituencies, and the greater society it serves.**

One of the important roles of a mission statement is to outline what an organization does and for whom. At several places in its mission statement, MSU recognizes the diversity of the constituencies it serves. For example, when discussing undergraduate education, the Mission Statement notes, “Michigan State University provides opportunities for students of varying interests, abilities, backgrounds, and expectations.” It goes on to conclude, “Michigan State University is committed to graduating educated men and women with diverse backgrounds who are active learners, ready to assume the responsibilities of leadership wherever opportunities arise.” Similarly, while discussing the land grant mission of engagement and outreach, the Mission Statement notes how work in this area has evolved to reflect “the increasing complexity and cultural diversity of society, the world’s greater interdependence, changes in both state and national economy, and the explosive growth of knowledge, technology, and communications.” Finally, in discussing the role of research at the University, the Mission Statement notes how the “diverse faculty ... contributes to the expansion of knowledge and its application in the public interest” and how “research and scholarship help preserve and enrich cultural and creative traditions.”

The emphasis on the diversity of learners, constituents, and society, and the role this diversity plays in helping MSU to achieve its mission is carried over into other mission documents at the University. For example, two of the three values (inclusiveness and connectivity) stated in *Boldness by Design* in 2005 emphasize diversity and the organization’s role in a multicultural society.

The continued emphasis on diversity in the University’s mission documents led to the development of strategies to address diversity within community. First and foremost is the University’s commitment to equal opportunity, non-discrimination, and affirmative action. This commitment is stated in the University’s catalog, *Academic Programs*, and reads, in part:

Michigan State University is committed to the principles of equal opportunity, non-discrimination, and affirmative action. University programs, activities, and facilities are available to all without regard to race, color, gender, religion, national origin, political persuasion, sexual orientation, marital status, disability, height, weight, veteran status,

age or familial status. The University is an affirmative action, equal opportunity employer. In carrying out this commitment, the University is guided by the applicable Federal and State laws and regulations, and policies adopted by the Board of Trustees.

The All-University Anti-Discrimination Policy and the Anti-Discrimination Judicial Board are described in the student handbook, [Spartan Life](#). More information on efforts to promote diversity within community is available in Chapters [Four](#) and [Five](#).

While the University's statement on equal opportunity, non-discrimination, and affirmative action as written in *Academic Programs* demonstrates MSU's commitment to diversity, it is also important to note that diversity can be defined in many ways. MSU's Mission Statement defines the diversity of its constituencies broadly, stating that the University "provides opportunities for students of varying interests, abilities, backgrounds, and expectations" and that it "is committed to providing equal educational opportunity to all qualified applicants." As a public, land grant university, MSU has always understood its constituency to include students who are the first in their family to attend a post-secondary institution as well as students from a wide variety of economic backgrounds, with particular attention paid to assisting those who would otherwise be unable to afford higher education. Last year, 72% of MSU students received just over \$355 million in financial aid. A full one-third of MSU dependent aid applicants come from families with average parent incomes below \$38,000, and one-half of those have average incomes below \$13,000.

The Trustees interpret this mission as being one requiring the University to offer undergraduate and graduate education of the highest possible quality in all appropriate fields; to cherish the knowledge that is our legacy from the past; to preserve the best of our cultural, social, and political heritage; to encourage meaningful research and experimentation, both to develop new knowledge and to subject our society to a full and objective study so that it may be made more nearly perfect; to be ever responsive to the increasing needs of a dynamic and complex society, by developing and carrying on programs of public service; and to diffuse through all available media the knowledge and information that will contribute to the well-being and development of the people of our state, our nation, and the world.

- Preamble, Bylaws of the Board of Trustees

## **D. Core Component 1C – Understanding of and support for the mission pervade the organization.**

That an understanding of and support for the University's mission pervades the institution can be seen in everything from the Preamble to the Bylaws of the Board of Trustees, to the actions of students serving on University committees, to the preparation of the strategic planning initiative Boldness by Design (see [Chapter Four](#)). New initiatives and budgeting and planning decisions are based on the mission documents. Distribution of funds from the \$9.7 million Quality Fund (see [Chapter Four](#)) for 2005-06 is based on proposals that align their outcomes with the priorities outlined in Boldness by Design. **More than 60 new tenure system faculty positions were approved in Fall 2005 using the Quality Fund, with express focus on enhancing the student experience, increasing research opportunities, and expanding international reach.** The annual planning and budgeting process is guided by a set of planning principles and values that clearly reflect the mission of the University.

The primary indicator of the organization's understanding and support of the mission is what the organization does on a day-to-day basis. This self-study presents a number of examples of the daily activities of the University. Included here are a few examples of explicit unit activities reflecting support for the University's mission. More examples may be found in the [comprehensive database](#).

### ***Unit Examples***

#### **Department of Advertising, Public Relations, and Retailing (College of Communication Arts and Sciences)**

When the Department of Advertising merged with the Merchandising Management program, they sought to develop a mission statement for the Department that was consistent with the mission of the University. During merger meetings, time was spent refining a mission document that reflected the focus of the newly merged entity. The mission statement emphasizes “the importance of research, outreach, and teaching excellence” and includes Department goals that support this mission. To ensure its alignment with the University's mission, the mission statement was reviewed by the College Advisory Council, the Executive Committee of Academic Council, and the Provost as part of the merger approval process.

### Housing and Food Services (Vice President for Finance, Operations and Treasurer)

“The Mission for the Division is to provide high quality housing, food and specific auxiliary hospitality services to the students, faculty, staff and public in support of the University’s mission of instruction, research and public service while positioning ourselves to meet future expectations.” H&FS seeks to ensure that everyone in the Division understands and supports these objectives through the following activities:

- H&FS implemented a divisional orientation program to advance both the University Guiding Principles and the MSU Promise.
- Annual posters are developed to reinforce the divisional mission, establish key focus areas or provide visual images of its role in support of the University.
- The Annual Plan is shared with all full-time staff.

Play the WKAR [radio](#) story on President Simon’s understanding of the University Mission, including the role of internationalization, from August 22, 2005.

## **E. Core Component 1D – The organization’s governance and administrative structures promote effective leadership and support collaborative processes that enable the organization to fulfill its mission.**

The public university system in Michigan is highly decentralized, and as a result, Michigan State University has a high degree of autonomy in its governance and administration. With autonomy comes responsibility, especially as the State’s only land grant University. MSU established a system of shared governance to ensure that the University fulfills its mission and meets the expectations of the citizens of the State of Michigan.

### ***Board of Trustees***

The people of Michigan, through the State Constitution, established the Michigan State University [Board of Trustees](#) to develop a free and distinguished University -- to promote the welfare of humanity through teaching, research, and service. To meet the directives, the Constitution grants the Board general supervision of the institution, including control and direction of all its expenditures and final authority in its governance. The Board, by federal law,

also is charged to uphold the obligations of a land grant University. Those obligations are to provide a liberal and practical education to prepare students for various pursuits and professions. The Board consists of eight members elected for eight-year terms. Two members are selected every two years by the people of Michigan in a statewide general election. The Board delegates responsibility to the University's president and through the president to officers and the faculty, and delegates appropriate authority and jurisdiction over matters for which they are held accountable by the Board. Such matters include educational policy and the development of a strong and efficient organization with which to accomplish the University's objectives.

The Board usually meets monthly, most often at MSU. Formal sessions of the Board are open to the public. The Board has two standing committees: the Finance and Audit Committee and the Policy Committee. The role of the Finance and Audit Committee is to review proposed policies and Board actions that have significant financial impact, to recommend appropriate action to the Board, and to monitor results. The role of the Policy Committee is to review policies and proposed policies that have significant impact on institutional programs and activities, to recommend appropriate action to the Board, and to monitor results. Both faculty and student representatives serve as liaisons to the Board of Trustees.

### ***President***

The President is appointed by the Board of Trustees and serves as the chief executive officer of the University. As such, the Board delegates to the President the authority to manage the University. The Bylaws of the Board of Trustees state:

The President, as the principal executive officer of the University, shall exercise such powers as are inherent in the position in promoting, supporting, or protecting the interests of the University and in managing and directing all of its affairs; may issue directives and executive orders not in contravention of existing Board policies; shall be responsible for all business policies as heretofore enacted or modified or hereafter established subject to the general policies established by the Board; shall instruct the proper administrative officers to prepare an annual budget which upon approval, shall be recommended to the Board; shall be responsible for the preparation of the annual reports of the Board; shall exercise such other powers, duties, and responsibilities as are delegated or required by the Board of Trustees.

### **President Seeks to Increase Communication**

President Simon has made it a goal to increase communication between the Office of the President and the MSU community, particularly students. The President's efforts include a blog on her website, more frequent e-mail communications from her office to the University, and eating dinner with students in the dining halls. The student body has taken notice, as evidenced by a recent article in the *State News* characterizing the efforts of "a president who has increased communication with students during her short tenure [since her installation in January 2005]" (Darrow, Bob. "Simon aims to improve MSU dialogue with e-mails, chats." The State News. 10/6/05. p. 1A-2A.)

### ***Provost***

Upon the recommendation of the President, the Board of Trustees appoints a Provost and Vice President for Academic Affairs for the University. As the chief academic officer for the University, the Provost provides leadership for matters that affect academic programs, research, and outreach involving faculty, students, and staff. College Deans, the Deans of Undergraduate Education, Graduate Education, the Honors College, and International Studies and Programs, as well as the Director of the National Superconducting Cyclotron Laboratory, and major, cross-cutting academic support unit administrators, such as the Vice Provost for Libraries, Computing and Technology, report to the Provost.

### ***Vice President for Finance and Operations and Treasurer***

The Vice President for Finance and Operations and Treasurer (VPFO) is appointed by the Board of Trustees upon the recommendation of the President. Among the VPFO's responsibilities are the following:

- Oversight of revenues and expenditures for the University
- Preparation of financial reports
- Monitor University investments
- Administration of the Physical Plant, Housing and Food Services, and other service units
- Ensure the campus infrastructure is adequate for the performance of duties necessary to fulfill the University's mission

## *Academic Governance*

The Bylaws of the Board of Trustees describes faculty participation in governance at MSU.

Innovation, planning, and the rendering of many recommendations and decisions required for the effective functioning of departments, colleges, and the University as a whole represent further necessary faculty contributions. The institution looks to the faculty for recommendations on faculty recruitment, promotions, and tenure; on the development of new academic programs and modification or discontinuance of old programs; on academic standards for admission to the several teaching and research programs; and on the articulation of needs and requirements for space, equipment, and personnel.

Faculty in departments, units, and colleges are responsible for the governance of the academic affairs at those levels according to the bylaws of each unit or college. In addition to the administrative authority delegated to faculty at the unit and college level, faculty and students participate in the governance of the University through the system of Academic Governance. Academic Governance at MSU consists of the [Academic Senate](#) and [Academic Council](#). The Academic Senate consists of the regular faculty of MSU. It approves changes to the [Bylaws for Academic Governance](#) and other issues requiring the input of the entire faculty, which is convened either by the President or the Executive Committee of Academic Council.

The Academic Council is the primary mechanism for shared governance at MSU. Its membership includes: “The Faculty Council, the Appointed Council, designated members of the [Associated Students of Michigan State University](#) (ASMSU), designated members of the [Council of Graduate Students](#) (COGS), designated members of the Academic Council standing committees, the Executive Committee, the president, the provost, and designated ex-officio members” (Faculty Handbook).

*The standing committees of Academic Council exercise the shared governance responsibilities of providing the Provost, President, and Board of Trustees input in the forms of: consultation, advice, shared responsibility, or delegated authority. For information on the specific roles of the standing committees, see the [Bylaws for Academic Governance](#).*

### *Support Staff*

MSU support staff employees have a voice at MSU and are represented in University governance in many different ways. More than 6,000 support staff employees are represented by ten labor unions/associations, including:

- Administrative Professional Association (1,514 full-time)
- Administrative Professional Supervisors Association (928 full-time)
- American Federation of State, County and Municipal Employees (AFSCME) (AFL-CIO) Local 1585 (798 full-time)
- AFSCME Local 999 (211 full-time)
- Clerical-Technical Union (1,537 full-time)
- Fraternal Order of Police - Non-Supervisory (40 full-time)
- Fraternal Order of Police - Sergeants (9 full-time)
- International Alliance of Theatre and Stage Employees (IATSE) Local 274 (6 full-time)
- International Union of Operating Engineers (IUOE) Local 547 (47 full-time)
- Graduate Employees Union (1,450 part-time)

Each collective bargaining agreement has informal and formal mechanisms for dispute resolution. MSU also has a separate dispute resolution process available to the small number of support staff employees who are not represented by a union/association.

The MSU administration works with the collective bargaining unions/associations on many issues that are of mutual concern. For example, MSU Human Resources works collaboratively with a coalition of nine MSU labor unions/associations, in addition to the University Committee on Faculty Affairs, to identify strategies for addressing ever-rising health care costs while maintaining a competitive compensation and benefits program for MSU faculty and staff (for more information, see Chapter Four).

Finally, many organizations and working committees exist at MSU in which employees participate, expanding their impact on the quality and direction of the university. These opportunities range from frequent department-level work groups to standing committees throughout the university. Some examples of these groups include the Women's Advisory Committee for Finance, Personnel and Operations; Black Faculty, Staff and Administrators Association; and the Human Resources Unit Representatives.

## ***Collaboration***

The structure of shared governance at MSU requires collaboration among faculty, administrators, students, and the Board of Trustees. Changes in policies or procedures affecting academics at MSU proceed through Academic Council. The President and Board of Trustees regularly seek community input on substantive initiatives either through Academic Council or through ad-hoc committees. For example, faculty, staff, and students participated in focus groups and committees related to Boldness by Design and Realizing the Vision (for more information see [Chapter Four](#)).

Collaboration in governance at a university the size of MSU is a challenge. The right balance needs to exist between inclusiveness and efficiency. With these goals in mind, a committee of faculty recently undertook a study of Academic Governance at MSU and drafted a report suggesting improvements “designed to provide more effective and timely faculty input to university decision-making.” The Report of the Ad Hoc Committee on [Faculty Voice](#) made several recommendations, which include streamlining governance committees and increasing web-based communications. Faculty Council created five committees to further explore the recommendations. The Ad Hoc Faculty committees include:

- The Structure of Academic Governance
- Regular Faculty Reviews of Administrators
- Regular Program Reviews
- Communication and Transparency of Governance
- Fixed Term Faculty

## **F. Core Component 1E – The organization upholds and protects its integrity.**

Whether or not an organization acts with integrity can be evaluated in a number of ways: whether it’s daily actions match its stated intentions, the policies and procedures it has in place guiding daily actions, how it deals with complaints and/or grievances, and whether or not it holds itself accountable for acting with integrity. That Michigan State University’s activities align with its stated mission is documented throughout this report in response to the criteria for

accreditation. This section will address the other three areas, demonstrating that MSU upholds and protects its integrity.

### ***Policies and Procedures***

#### Open Meetings/Open Records

All formal sessions of the Board of Trustees are open to the public and include time for public comment on issues before the Board. Information pertinent to the administration of the University and not exempt from open records laws is made available. For example, the University's budget is made available to the public on the University's website and in the Library. Other information readily available on the website of the [\*Office of Planning and Budgets\*](#) includes: graduation rates, campus crime statistics, the equity in athletics report, information on research grants, physical infrastructure, and faculty and student demographics. A Freedom of Information Officer responds to all requests filed under the Freedom of Information Act.

#### Regulations/Codes of Conduct

In order to act with integrity, an organization must make its expectations, policies, and regulations clear so that all constituents may abide by them and the University can enforce them fairly and openly. Rules and regulations governing the University and its constituents are set forth in a series of documents that are made widely available on the website and in print. These documents include:

- [\*Spartan Life\*](#) (student handbook)
- Graduate Student Rights and Responsibilities
- Medical Student Rights and Responsibilities
- [\*Faculty Handbook\*](#)
- Employee Handbook
- Human Resources Policy Procedure Manual
- Student Employment Manual
- Manual of Planning and Hiring Procedures for Academic Personnel
- Manual of Business Procedures
- [\*Academic Programs\*](#) (catalog)

- Academic Freedom for Students at MSU
- Code of Teaching Responsibility
- By-Laws of the Board of Trustees
- Ordinances of Michigan State University

### NCAA Athletics

The Department of Intercollegiate Athletics is a major administrative unit of MSU managed by the Athletic Director in close collaboration with the Vice President for Finance and Operations and Treasurer. The Athletic Director and the Vice President for Finance and Operations bring major decisions regarding intercollegiate athletics to the President. With the exception of certain matters on which MSU's Board of Trustees acts after receiving a recommendation from MSU's administration, the President has ultimate responsibility for, and authority over, the operation and personnel of the intercollegiate athletics program. The Board of Trustees supervises MSU and those who administer it, and reviews and approves important MSU policies and significant financial decisions, including those affecting the Director of Intercollegiate Athletics.

MSU recently completed a year-long, campus-wide effort to [study](#) its athletics program as part of the NCAA Division I Athletics Certification Program. The certification program's purposes are to help ensure integrity in the institution's athletics operations and to assist athletics departments in improving programs. **Action taken by the NCAA Division I Committee on Athletics Certification during its July 12-14, 2005 meeting determined that Michigan State University has been certified.**

*For more information on organizational integrity, see [Chapter Nine](#) on Federal Compliance.*

### ***Complaints and Grievances***

#### Office of the Ombudsman

The [Office of the Ombudsman](#) handles complaints in a timely, independent, confidential and neutral manner. During the 2003-2004 academic year, the Office received about 1,400 contacts from students, faculty, staff and others, including parents. Of these about three fourths were related to academic concerns, especially those connected to classroom actions. About 20 percent

of the contacts were initiated by instructors or staff, looking for advice on how to handle specific classroom situations.

In accordance with one of its charges, the Office of the Ombudsman has in recent years recommended changes in several MSU policies and procedures, including the *Code of Teaching Responsibility*, the *Graduate Rights and Responsibilities* document, and the *Integrity of Scholarships and Grades* policy (for more on Academic Integrity, see [Core Component 4D](#)). In addition, the Ombudsman's website has served as a resource to clarify various academic and non-academic matters that frequently surface in the Office. This website includes suggestions for handling allegations of academic dishonesty, disruptive students, and academic grievance hearings, constructing course syllabi, and setting course attendance policies.

The Office of the Ombudsman tracks student complaints by the college in which the complaints originate, which, while keeping the individual's identity confidential, allows administrators to assess the nature of complaints common in their colleges. Further, the Office of the Ombudsman now tracks the type of instructor the students complain about by appointment type: tenure system, fixed term rank, teaching assistant and academic staff. Units then can put in place workshops or discussions to remedy problems. Further, the Office of the Ombudsman improved the level of details it collects about allegations of academic dishonesty. It now records the nature of the cheating (e.g., plagiarism), the type of assignment connected to the academic misconduct (e.g., exams), and the method used to cheat (e.g., Internet). As a result of all these modifications of the Ombudsman's contact report form, administrators now have access to detailed information about the problems students and faculty encounter. The next change, which will be introduced during the 2005-2006 academic year, will track the type of academic queries brought to the Office by instructors. These calls are often motivated by instructors' desire to prevent potential problems in their classroom by "doing the right thing." Creating a profile of instructors' academic queries will identify their concerns and allow administrators to address these issues through in-house workshops or new faculty orientation sessions.

#### University Intellectual Integrity Officer (UIIO)

"Any case of research misconduct or serious or continuing noncompliance with government regulations pertaining to research and/or university policy can be reported to the MSU University Intellectual Integrity Officer (UIIO) as an allegation of misconduct. These allegations can be

presented to the UIIO by the chair of the IRB [Institutional Review Board], any member of the IRB, IRB staff, human subject of the research, or any other individual” (Faculty Handbook). The UIIO is responsible for coordinating implementation of the procedures for handling allegations of research misconduct included in the Faculty Handbook. The University is reviewing its procedures concerning Allegations of Misconduct in Research and Creative Activities in light of revised federal regulations on research misconduct. For more information on University policies and programs to promote the responsible conduct of research, see [Core Component 4D](#).

### Faculty Grievance Procedure

Should any faculty member believe that “existing policies or established practices” have been violated by an administrator, he/she may file a grievance (Faculty Handbook). The grievance process is overseen by the Faculty Grievance Official (FGO), who is evaluated by the University Committee on Faculty Affairs. The FGO investigates claims and seeks to resolve grievances informally. If an informal resolution cannot be reached, the established hearing procedure is followed. More information on the Faculty Grievance Procedure is available in the [Faculty Handbook](#).

### The Judicial System

“In addition to hearing alleged violations of regulations governing student conduct, the MSU judicial system also protects student rights against infringement by other students, by faculty or administrators, by groups, or by the University itself” ([Spartan Life](#)).

Judiciaries exist for most campus legislative bodies and include:

- Student Judiciaries (for residence halls, ASMSU/COGS)
- Traffic Appeals Board
- Department/College judiciaries
- Student-Faculty Judiciary (other violations of policy/misconduct)
- University Student Appeals Board

These judiciaries hear cases of a disciplinary (student violation of regulations) and a non-disciplinary (violations of a student’s academic freedom) nature. Grievances and violations of an academic nature proceed through the Academic Judicial Structure, as follows:

- Department/School Hearing Boards
- College Hearing Boards
- University Academic Integrity Review Board
- Provost

For more information on the review process for academic grievances, see the [Academic Freedom Report](#).

Other judicial systems in place to adjudicate complaints and grievances include the systems for graduate students and medical students, as well as the Anti-Discrimination Judicial Board, and the Employment Hearing or Grievance Procedures.

## ***Audits***

### **Internal Audit Department**

Michigan State University Internal Audit is an independent assurance function. The Internal Audit Department provides University administrators, directors and their staff with an independent and objective evaluation of the effectiveness, efficiency, and application of accounting, financial and other internal controls necessary to accomplish University objectives in compliance with established policies, procedures, regulatory requirements and sound business practices. Internal Audit conducts ongoing reviews based on a comprehensive audit plan using a risk-based assessment process. Internal Audit has responsibility to review the reliability and integrity of financial and operating information as well as the means used to identify, measure, classify, and report such information. Also, Internal Audit reviews the systems established to ensure compliance with those policies, plans, procedures, laws, and regulations that could have a significant impact on operations and reports. Systems of internal control are reviewed to determine if they are functioning as designed and that assets are properly safeguarded. Recommendations are proposed to strengthen the internal control structures and operating procedures to the audited units. In addition, Internal Audit conducts investigative audits in situations where allegations of fiscal misconduct arise.

### **External Audits**

The University engages an accounting firm to perform an external audit of the University's financial statements every year. The independent auditor performs tests of the University's

compliance with certain provisions of laws, regulations, contracts, and grants. The most recent results of these tests disclosed no instances of noncompliance that are required to be reported under *Government Auditing Standards*. In addition the auditors noted no matters involving the internal control over financial reporting and its operation that they consider to be material weaknesses. MSU is required by the State of Michigan and bonding agencies to have an annual external audit.

In addition, a Performance Audit is conducted each decade by the Office of the Auditor General of the State of Michigan. The most recent Performance Audit was conducted during the period of June 2002 through May 2003. The audit staff reviewed the University's efficiency and effectiveness in administering instructional resources and capital construction and renovation projects and noted that there were no major findings or issues of concern.

### ***Unit Examples***

#### **Office of Financial Aid**

The Office of Financial Aid (OFA) recently established a committee to ensure its compliance with the Gramm-Leach-Bliley Act (GLBA). The committee found that OFA was in compliance with the privacy provisions of the act, but needed to make improvements in data security. To ensure compliance, OFA made the appropriate changes in document disposal to meet requirements. In addition, FERPA, MSU's Guidelines Governing Privacy and Release of Student Records, and GLBA requirements are the topic of an all-staff training session to remind staff of these requirements when dealing with inquiries from third parties.

#### **Office of the Controller**

To ensure fiscal integrity and appropriate policies and controls are in place, the Office of the Controller updated the MSU Board of Trustees about provisions of the Sarbanes-Oxley Act that have relevance to higher education and prepared a list of suggested action items for the Trustee's discussion and approval. The action items were based on the National Association of College and University Business Officers' summary of "best practices" recommendations as well as peer group discussions. Planning for more substantive fiscal control and oversight includes: auditor rotation and a 24-hour confidential hotline to be made available for the campus community to

report fiscal misconduct concerns. The hotline initiative will be evaluated after six months and one year of operation.

## **G. Summary: Strengths and Priorities for Improvement**

The MSU mission statement recognizes the diversity of the students it educates and the broad public—locally, nationally, and internationally—that it serves. The MSU community and leadership across the institution’s units are committed to the mission and to the integration of teaching/learning, research/scholarship, and outreach/engagement. MSU upholds and protects its institutional integrity.

### ***Recommendations***

MSU should undertake a review of its mission statement to ensure that it appropriately characterizes the University as a 21<sup>st</sup> century land grant, AAU institution.

MSU should continue to facilitate the ongoing discussions regarding the reform and reorganization of academic governance.

MSU should continue its current efforts to update institutional policy documents to encourage entrepreneurial activities in the land grant spirit, particularly in the areas of outside work for pay and conflict of interest.

