

**The Graduate School
at the
University of Missouri-St. Louis**

Five-Year Review 2012-13

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THE GRADUATE SCHOOL AT THE UNIVERSITY OF MISSOURI-ST. LOUIS
Five-Year Review 2012-13

I. OVERVIEW OF THE GRADUATE SCHOOL

History of Graduate Education at UMSL

At the founding of the University of Missouri-St. Louis in 1963, the campus was accredited under the umbrella of the University of Missouri. The first graduate programs were independently accredited in 1972, and full accreditation was awarded in 1978.

Unit Reports

Graduate School staff include one executive staff assistant to handle the fiscal, departmental, and admissions matters and one academic evaluator for student matters. Two additional staff members manage all graduate applications. A dean and .5 FTE associate dean administer the school. The Public Policy Administration Program and Gateway Writing Project also report to the GS, but they are reviewed independently and will not be part of this review.

Facilities

Graduate Admissions is housed in a small but attractive office in 255 Millennium Student Center. After years of being relegated to undesirable space, staff now have an office with more visibility in the heart of the second floor. For optimal student service, Graduate Admissions must remain with other student services in the MSC. Most of the rest of the Graduate School staff are in 421 Woods Hall. Due to lack of space in this suite, the associate dean is housed in a cubicle on the third floor of Woods. The administrative assistant for Online Administration and the Gateway Writing Project resides in the Graduate School suite and also serves as the School's receptionist.

II. MISSION AND GOALS

Mission

The mission of the Graduate School follows:

The Graduate School of the University of Missouri-St. Louis promotes culturally and intellectually diverse learning environments in which scholarship and creativity can flourish. UMSL's graduate programs inspire in students a passion for discoveries. In contrast to those in traditional universities, our programs reflect our mission as a public metropolitan research university: our faculty members' and students' scholarship advances understanding of their disciplines in rapidly changing local, regional, and global contexts.

It was designed (and is regularly edited) to carry out the University mission:

The University of Missouri-St. Louis provides excellent learning experiences and leadership opportunities for a diverse student body. Outstanding faculty and staff, innovative research, and creative partnerships foster synergies that advance the welfare of our stakeholders and benefit the global society.

The Graduate School and the Gateway for Greatness Strategic Plan

The dean is a member of the steering committee managing the G4G renewal and its alignment with the UM System strategic plan. That committee is currently seeking campus input and expects to have a draft ready for UM administrators by April 1. With its focus on student retention, all proposed activities should benefit graduate students' success and align well with the Graduate School's focus on graduate student recruitment and retention described below.

Goals Set in Last Review

Although the last review followed a University of Missouri System pilot process and did not specify goals, the self-study from that review did outline some work in progress that suggested the following goals for continuous improvement:

1. Review the number of papers with signed approvals.
2. Enhance the staffing and office space for Graduate Admissions.
3. Improve interactions with International Student Services (ISS).
4. Meet the challenge to increase enrollments in the face of growing tuition.

The rest of the self-study will address the extent to which we have met those goals and are poised for continuous improvement.

III. PROCESSES AND PERFORMANCE

Enrollment

One of the key responsibilities of the Graduate School is to monitor and support graduate enrollment. This section describes the overall enrollment and processes we have undertaken to support enrollment growth.

Overall Graduate Enrollment

As shown in Table 1, graduate enrollments for the fall semesters steadily increased from 2007 to a peak of 3203 in 2010. However, they have declined by 9% over the past two years so that the enrollment is essentially back at the 2007 level. This decline is consistent with but more pronounced than national trends. Survey data from the Council of Graduate Schools show that graduate enrollments at public doctoral/research universities declined by 2.9% from 2010 to 2011 (*Graduate Enrollment and Degrees by Fine Field: 2001 to 2011*, Nov 2012).

Table 1. Overall Graduate Enrollment at UMSL for the Fall Semesters, 2007 to 2012

	FS07	FS08	FS09	FS10	FS11	FS12	Change 07-12	% Change 07-12
Enrollment	2974	3009	3151	3203	3155	2915	59	-2%

Source: UMSL Institutional Research Five-Year Review "All Student Data," 2012

The decline in enrollments nationwide has been attributed to declining levels of financial support to public institutions and changes in federal financial aid (CGS press release, September 28, 2012.

http://www.cgsnet.org/sites/default/files/E_and_D_2011_press_release_final.pdf).

We have recently collected survey data from UMSL graduate students who have interrupted their graduate studies by not enrolling for classes in 2012. Our data confirm that financial stress is a major factor in the decision to delay graduate coursework, even among those who have already started their studies.

Stipends

The Graduate Council sets a minimum pay scale for GTAs/GRAs as follows:

The minimum stipend for Master's students at a .25 FTE level requires \$1250 per semester; a .5 FTE level requires a minimum of \$2500 per semester. At the doctoral level, a minimum salary of \$1875 is required for .25 FTE appointments and \$3750 for .5 FTE appointments per semester. This pay scale was set several years ago to ensure that graduate assistants were being paid a fair wage for their work.

Although most departments pay well above the minimum amounts, there are still a couple of departments that pay the minimum. The Council has rejected the dean's requests to increase the minimum because budget lines for these appointments are held within the individual colleges and schools.

Tuition Support

We have assessed the overall financial support for the graduate students at UMSL. During our last review, 350 students received tuition scholarships; this year that has increased to 470. Stipends are paid directly from departmental budgets; total stipend support in FS12 was approximately \$2M. Tuition scholarships are provided from the Graduate School for students with a 0.5 FTE graduate assistantship. In FS12, the GS provided \$622,914 in tuition scholarships to GTA/GRA's who received departmental stipends.

In addition, we provided \$117,048 tuition scholarships for GRAs paid from a variety of other campus sources. These sources include endowment funds from the Des Lee Professors, College of Arts and Sciences Research Awards, Research Board Grants, and faculty start-up funds. Overall, these tuition scholarships helped leverage approximately \$150K in stipend support for graduate students.

The GS also provides tuition scholarships for students who obtain 0.5 FTE GA positions in non-academic departments when the position provides experience relevant to the student's degree program. This practice allows those units to access a skilled talent pool that their salary normally would be unable to recruit. Similarly

the GS funds tuition for some students who obtain teaching positions at area community colleges when departments lack stipend funds. In FS12, the GS provided \$88,310 in tuition support for these students. Often this tuition support is a key factor in the student’s decision to work on the campus, rather than work part-time off campus at a higher salary. This investment of tuition support leveraged an additional \$165K in stipend support for FS12.

The campus policy is that external grants that provide salary support for GRAs should also pay the tuition costs. The Office of Research Administration monitors grant proposals to ensure that tuition is included in the grant budget whenever this practice is allowed by the granting agency. Since both NIH and NSF allow tuition, tuition is available for most external grants. In FS12, external grants paid \$103,809 in tuition. Inevitably, grants fail to cover all the tuition costs for a variety of reasons. Some funding agencies will not allow tuition costs. Some projects receive no cost extensions but have insufficient funds for tuition. In FS12, the GS provided \$71,737 in tuition scholarships for students supported by external funds. Thus we recovered 59% of the total tuition costs associated with external grants. Table 2 shows the decrease from FS11, when we were able to recover 72% of the tuition costs from grants. This decrease is presumably due to the overall decline in federal grant dollars that are available due to the recent recession as well as increases in tuition costs.

Table 2. Tuition Recovery from External Grants

Semester	Total \$ from external grants	% Recovery of tuition from grants
FS11	97,965	72
SP12	88,810	53
SS12	13,953	52
FS12	103,809	59

Source: Graduate School

The overall level of stipend support on the campus now commands a level of tuition support that exceeds the GS budget for tuition. We have \$1.6M budgeted for tuition, but we are consistently spending about \$1.9M on tuition. So far we have been able to cover this deficit by moving funds from the fellowship budget described below and from carry-forward funds. Since carry-forward funds are now depleted, the increase in tuition jeopardizes our ability to award fellowships. We assume that we will be able to obtain an increase in the tuition budget from the campus, since much of the shortfall can be attributed to the 8.32% tuition increase this year and a proposed 5% increase next year. If not, then we will likely have to place additional restrictions on the types of assistantships and the number of fellowships that we can support. This will likely result in both a loss in tuition and a loss in stipend support, exacerbating the decline in graduate enrollments.

Graduate Fellowships

The Graduate School has an annual budget of about \$250,000 for graduate fellowships. After deducting overruns in tuition scholarships, the Graduate Council

can award recruitment fellowships for outstanding doctoral students. These fellowships are designed to address the issue of limited departmental budgets by adding up to \$4000 each year for four years to each recruit's departmental stipend. The Council has authorized the dean to use these funds as well to attract outstanding under-represented students. Faculty must make the case that members of a particular group (e.g., ethnicity/race, sexual orientation) are under-represented in the discipline, and the dean makes the award without Council approval.

Dissertation Fellowships are the most competitive. Programs can nominate no more than two applicants each and must provide dossiers for each student nominated. The Council deliberates the merits of each applicant and names two to four awardees twice a year to receive \$7,000 per semester for a maximum of one year each.

Graduate School staff monitor each Graduate School Fellowship awardee's progress. If they fail to make progress, then we withhold the fellowship until there's evidence of successful progress.

Recruitment/Retention

We do not have a budget for a major recruitment effort to counter the decline in enrollment. Thus we have been evaluating our practices to improve the enrollment rates for students who apply and the retention of students who are enrolled. As mentioned above, we have surveyed our students who interrupt their studies to determine the major problems. The reasons cited most frequently are family/health issues (46%) and financial problems (22%). We are attempting to address the financial issue by increasing the tuition budget and leveraging those dollars into as much stipend support as possible. Other problems identified in the survey include courses that are not offered or are offered at inconvenient times (14%), dissatisfaction with the quality of instruction (5%), and dissatisfaction with advising (5%). The dean has notified the academic deans of these results and asked them to review their graduate course schedules.

We have also examined admissions decisions over the period 2006 -2011. During that time, we received 13,467 applications. Approximately 7,700 applicants (57%) were admitted, and 2600 (19%) were denied. However, for 2400 applications (18%), no decision was ever made. This pool appears to represent two cohorts. One consists of students who file an application but do not follow up with transcripts, or required supplemental information so that their application is not complete enough to review for an admission decision. The second category represents students who apply too late, so that the application materials do not arrive in time for a regular admission decision.

We are actively attempting to reduce this 18% no-decision group. Working with Institutional Research, we have designed a new COGNOS search option for Graduate Applications. This search option will identify applicants as soon as they apply so that program directors can see the applicants that are in the system but do not yet

have a complete application package. The objectives are to a) enable program directors to contact applicants and encourage them to complete their applications, and b) give program directors the option of making admission decisions on more limited data. For example, a decision to readmit a student into a degree program could easily be made based on the data contained in the COGNOS search, even if that application has yet to appear in the electronic database, WebNow/ImageNow.

Demographics

The demographic profile of the resident graduate student population is shown in Table 3. This fall’s data show a total population of 2747 with 65% female.

Table 3. Ethnic Diversity in the Graduate School and the State of Missouri

Ethnic Group	N	UMSL %	MO %
African-American	384	14	12
Caucasian	1,803	66	81
Other Minority	152	6	7
Unspecified	408	15	

Sources: Institutional Research FS 2012 “Student Profile” and U.S. Census, 2010

As expected given our mission, the profile for UMSL graduate students is similar to the statistics for the population of Missouri. Specifically, Whites and African Americans are the two largest ethnic groups. The percentage of African Americans on campus is slightly higher than the percentage for the state, and UMSL awards more Master’s degrees to African Americans than any other public university in Missouri (Mo Dept. Higher Ed, 2009).

Graduate Programs

A major role in any graduate office is to promote quality graduate programs and then assure that graduates of those programs meet the quality expectations. This section provides an overview of UMSL’s graduate programs.

Master’s Degrees.

Policies pertaining to Master’s degrees are included in the Graduate School policies (<http://www.umsl.edu/divisions/graduate/about/policies.html#8.0>). Currently there are 29 master’s degrees at UMSL. In fact, all but three disciplines at UML have a master’s degree, Art and Art History; Languages, Anthropology, and Sociology; and Media Studies.

The unduplicated number of students in each major during Fiscal Year 2012 (Summer Semester 2011 through Spring Semester 2012) and the five-year change in fall enrollment are summarized in Table 4. Students in degrees that have been discontinued (e.g., Sociology MA and Vision Science MS) are not included in this count.

Table 4. Unduplicated Headcount in Master's Degrees, Fiscal Year 2012 with Fall-to-Fall Change since 2008

College/Program	All Enrolled Students FY12	Change Fall 2007-Fall 2012
College of Arts & Sciences		
Biochemistry and Biotechnology	56	41%
Biology	54	10%
Chemistry	28	70%
Computer Science	41	-36%
Creative Writing	45	-8%
Criminology/Criminal Justice	54	12%
Economics	19	-26%
English	86	-13%
History	71	-56%
Mathematics	28	-13%
Philosophy	37	32%
Physics	11	14%
Political Science	16	86%
Psychology	7	120%
College of Bus Administration		
Accounting	115	26%
Business Administration	510	-9%
Information Systems	29	-20%
College of Education		
Adult & Higher Education	100	3%
Counseling	251	-10%
Educational Administration	98	-9%
Elementary Education	349	-5%
Secondary Education	525	-11%
Special Education	130	7%
College of Fine Arts & Communication		
Communication	33	-48%
Music Education	22	-48%
College of Nursing		
Nursing	256	-4%
Graduate School		
Public Policy Administration	99	23%
School of Social Work		
Gerontology	19	18%
Social Work	138	46%
Campus Total	3,227	-5%

Source: UMSL Institutional Research Five-Year Review Student Data

The University awarded 864 master's degrees in Fiscal Year 2012, a 19% increase over the last five years. There was a slight dip in 2010, the year that UMSL recorded the largest number of graduate enrollments in its history.

Table 5. Master's Degrees Awarded by Program, FY2008-2012

Program	FY 2008	FY 2009	FY 2010	FY 2011	FY 2012	5-Year Change
Accounting	22	25	36	40	46	109%
Adult & Higher Education	36	32	25	24	29	-19%
Biochemistry and Biotechnology	11	10	17	18	11	0%
Biology	12	16	16	14	23	92%
Business Administration	142	169	121	121	149	5%
Chemistry & Biochemistry	10	9	14	9	18	80%
Communication	16	8	13	6	17	6%
Computer Science	17	25	18	11	13	-24%
Counseling	55	60	58	61	61	11%
Creative Writing	13	6	15	7	15	15%
Criminology/Criminal Justice	11	11	12	12	20	82%
Economics	8	7	2	14	11	38%
Educational Administration	28	30	49	38	28	0%
Elementary Education	34	36	54	62	57	68%
English	21	17	25	28	24	14%
History	20	28	36	17	19	-5%
Information Systems	1	17	5	10	11	1000%
Mathematics	6	4	5	5	6	0%
Music Education	10	6	9	11	11	10%
Nursing	56	44	42	72	63	13%
Philosophy	8	10	16	12	9	13%
Physics	8	3	3	4	7	-13%
Political Science	14	3	6	2	8	-43%
Psychology	15	15	10	17	15	0%
Public Policy Administration	12	26	16	26	33	175%
Secondary Education	52	49	67	119	102	96%
Social Work	37	43	31	57	34	-8%
Special Education	50	55	34	36	24	-52%
TOTAL	725	764	755	853	864	19%

Source: UMSL Institutional Research Five-Year Review Student Data

Educational Specialist Degrees

The College of Education offers two Educational Specialist degrees. The EdS in Education Administration and the EdS in School Psychology have replaced the former state certificates, but the requirements still reflect the previous areas of study. Unduplicated EdS headcount in FY12 was 53 in Educational Administration and 28 in School Psychology. The Educational Administration degree declined 41% while School Psychology has more than doubled (117%). Both trends reflect job openings in area school districts.

Doctoral Degrees

Policies for doctoral programs

(<http://www.umsl.edu/divisions/graduate/about/policies.html#9.0>) reflect the best practices and policies published by the Council of Graduate Schools. The Graduate Council has been very flexible in approving variations in program

requirements that reflect the changing doctoral environment. For example, members agreed that the DNP final project, although not a dissertation, qualified as the final research project required in our policies. Similarly, Biology students have been allowed to convert published articles (normally five each) for the dissertation.

There are 10 doctoral programs, but many have specializations. For example, Psychology and Education have significant differences within the emphasis areas of their programs. In Business, the only remaining emphasis area is Logistics and Supply Chain Management. Nursing and Education’s professional degrees (DNP and EdD) are included with their PhD enrollments.

The unduplicated number of students in each program during Fiscal Year 2012 (Summer Semester 2011 through Spring Semester 2012) and the five-year change in fall enrollment are summarized in Table 6. Students in degrees that have been discontinued (e.g., Vision Science PhD) are not included in this count.

Table 6. Unduplicated Headcount in Doctoral Programs, Fiscal Year 2012 with Fall-to-Fall Change since 2008

Program	Headcount FY12	Change Fall 2008-Fall 2012
College of Arts & Sciences		
Applied Mathematics	13	27%
Biology	42	3%
Chemistry	43	25%
Criminology & Criminal Just	28	17%
Physics	18	36%
Political Science	52	10%
Psychology	84	10%
College of Bus Administration		
Business Administration	22	12%
College of Education		
Education	287	-1%
College of Nursing		
Nursing	53	67%
Campus Total	644	10%

Sources: UMSL Institutional Research Five-Year Review Student Data and Annual Report Student Data

The numbers of doctoral graduates by program are in Table 7.

Table 7. Doctoral Degrees Awarded by Program – FY2008 – FY2012

Program	FY 2008	FY 2009	FY 2010	FY 2011	FY 2012	5-Yr Change
Biology	8	11	9	6	6	-25%
Chemistry	4	7	7	5	5	25%
Criminology	3	3	2	6	3	0%
Applied Mathematics	0	0	1	0	3	N/A
Physics	1	2	4	0	1	0%
Political Science	2	3	5	2	5	150%
Psychology	6	8	7	5	10	67%

Business Administration	1	0	2	1	2	100%
Education	27	27	24	21	33	22%
Nursing	9	2	2	4	6	-33%
Total	61	63	63	50	74	21%

Sources: UMSL Institutional Research Five-Year Review Student Data

The number of doctoral degrees awarded shows a similar pattern to master's degrees. That is, there was considerable (21%) growth in graduates over the last five years but no growth in 2010 and then a drop in 2011. With doctoral students, timing of the awarding of the degree makes it difficult to plan for consistent numbers, and small numbers inflate change scores.

Doctoral Demographics. Probably because of our mission, our doctoral graduates are much more likely to be US citizens (83%) than those in other research universities (65%). Our US citizen graduates are also more diverse than the national population. While we have the same percentage of Asians (6%) and Hispanics (4%) as the national data, UMSL's African American population (15%) is more than double the national population of doctoral recipients (6%). UMSL's doctoral graduates are even more diverse than the state population, according to the US Census, which is 81% White, 11.7% African American, 4% Hispanic, and 2% Asian (<http://quickfacts.census.gov/qfd/states/29/29510.html>).

Table 8. Citizenship and Ethnicity/Race of 2011 Doctoral Graduates

Demographics	UMSL N	UMSL %	Research Universities N	Research Universities %
US Citizen	40	83.3	5644	70
Temp Visa	8	16.6	2424	30
Native American	0	0	36	.6
Asian	3	7.5	349	6.2
African American	7	17.5	502	8.9
Hispanic	2	5.0	398	7.1
White	27	67.5	4187	74.2
Two or more races	1	2.5	110	1.9
Unknown	0	0	62	1.1

Source: Survey of Earned Doctorates, 2012

Financial Issues. In undergraduate and graduate debt load, UMSL doctoral recipients also appear similar to students at other research universities. More UMSL students (50%) have no debt compared to their peers (46.6%), and fewer UMSL students (18.8%) have \$30,000 or less, compared to others (22.4%). It is in the group with the greatest debt, > \$30,000, that our students somewhat exceed their peers (31.3% UMSL; 30.9% others).

Table 9. Undergraduate and Graduate Debt Load of 2011 Doctoral Recipients

Debt Load	UMSL N	UMSL %	Research Universities N	Research Universities %
None	24	50.0	3629	46.6
≤\$30,000	9	18.8	1745	22.4
> \$30,000	15	31.3	2407	30.9

Source: Survey of Earned Doctorates, 2012

One reason for the high student debt is the time to degree, although UMSL students reflect the national trends (Table 10).

Table 10. Median Years to Degree Among 2011 Doctoral Recipients

Degree Program	UMSL Median Years to Degree	National Time to Degree ^a
Physical Sciences		6.7
Applied Math Ph.D	9	
Chemistry Ph.D.	5	
Physics Ph.D.	5	
Life Sciences		6.9
Biology Ph.D.	7	
Social Sciences		7.7
Crimin. & Criminal Just. Ph.D.	7	
Political Science Ph.D	7.5	
Psychology Ph.D.	7	
Education		12.7
EDD	15	
Education Ph.D.	7	
Nursing		N/A
Nursing, DNP	15.5	
Nursing Ph.D.	11.5	
Business		N/A
Business Ph.D.	8	

^aNational data from Survey of Earned Doctorates, 2012

Since so many of our students work fulltime, they aren't as concerned about post-graduation employment as students in traditional universities. As Table 11 documents, over half of UMSL's doctoral graduates had a definite position. They work primarily in academic settings, normally in teaching or administration.

Table 11. Post-Graduation Plans Among 2011 Doctoral Recipients

	UMSL N	UMSL %	Research Universities N	Research Universities %
Immediate Status Post-Graduation				
Postgraduate study	8	19.5	1457	19.5
Definite employment	23	56.1	3176	42.6
Seeking position	9	22.0	2572	34.5
Other	1	2.4	254	3.4
Type of Employment				
Postdoc fellowship	4	12.9	755	16.3
Postdoc researcher	3	9.7	636	13.7
Other study	1	3.2	66	1.4
Employment	23	74.2	3176	68.6
Post-graduation employment				
Academe	15	65.2	1765	55.6
Government	3	13.0	309	9.7
Industry	1	4.3	603	19.0

Nonprofit	2	8.7	187	5.9
Other	2	8.7	312	9.8
Primary Work Activity				
R&D	4	18.2	805	27.5
Teaching	10	45.5	1268	43.4
Management/Administration	6	27.3	460	15.7
Professional Services	2	9.1	334	11.4
Other	0	0.0	57	1.9

Source: Survey of Earned Doctorates, 2012

Graduate Certificates

Although there is significant national interest in graduate certificates, their history at UMSL suggests that their administrative costs deliver less return on investment than graduate degrees. With the additional burden of federal Gainful Employment requirements, some departments have delayed adding more certificates. Enrollment in certificates grew from 59 in FY2008 to 131 in FY2012. We are not confident that these figures convey an accurate picture of students' interest in certificates, however, because we are unable to disaggregate data of students who complete a certificate within, before, or after a degree program from those who seek a certificate alone. Current certificates are found at <http://www.umsl.edu/divisions/graduate/Graduate%20Programs/Certificate%20Programs.html>.

Quality Assurance

All graduate programs meet the benchmarks of the Council of Graduate Schools and also are accredited by professional organizations, when specialized accreditation is available. UMSL's Graduate Council has established policies for each degree, and departments identify a faculty member to oversee each program. Staff procedures in the appendices document how we enforce the policies.

The University of Missouri pays close attention to small programs, defined by the Missouri Coordinating Board of Higher Education as less than five master's and three doctoral graduates over three years. Because of that, we recently dropped master's and doctoral programs in Vision Science and the MA in Sociology. Applied Mathematics and Physics are still vulnerable, although Physics has a collaborative program with Missouri University of Science and Technology that permits double counting of those graduates. Mathematics faculty have plans for growth via online teaching, but the College of Arts and Sciences has not yet approved that venture.

New Programs

Due to an increasingly complicated and lengthy process at the Missouri Department of Higher Education and the University of Missouri System, faculty have shaped the curriculum more by adding areas of specialization rather than new degree programs. The only new program since the last review, an MEd in Educational Psychology, was approved because of strong support from school districts for two endowed faculty members' work in character education. The College of Nursing had proposed a new professional doctorate, the DNP. To avoid a protracted approval

process, UM System administrators requested that MDHE staff consider the DNP proposed on three campuses a change from the existing Nursing Doctorate (ND), so it would not be considered a new program.

Staff Roles and Processes

Staff Roles

In 2011, the provost agreed to add a .5 FTE associate dean. The addition of that position has greatly shortened the turnaround time of the review of dissertation proposals and other petitions. Current staffing of the Graduate School is a .5 FTE graduate dean who also holds a .5 FTE appointment as Vice Provost for Academic Affairs, and a .5 FTE associate dean. There are four staff members reporting to the Graduate Dean. Two Graduate Admissions advisors receive and prepare all application materials for review by the appropriate Graduate Program Director and the Graduate Dean. A Coordinator for student records and an Executive Staff Assistant for fiscal matters support students from the time they're admitted through graduation.

Our office is divided physically because of each team's responsibilities. Graduate Admissions must be housed in the Millennium Student Center to have close access to official records. The Graduate School is in Woods Hall and serves students who have been admitted. The Woods Hall staff are charged with providing support to graduate assistants, documenting students' progress through the program and graduation. Administration of the budget and program policies takes place in Woods Hall. Due to budget cuts, and consequently the loss of staff, the GS has one of the most productive offices on campus.

Admission to Graduate Programs. Graduate Admissions follow Council of Graduate Schools' (*Essential Guide to Graduate Admissions Revised, 2012*) best practices for organizations that are partly decentralized. The central office is housed in recently remodeled space in 225 Millennium Student Center. Two staff members are responsible for responding to prospective students and processing their application materials. Admission decisions rely primarily on program review, so Graduate Admissions staff work closely with faculty graduate program directors (GPDs) and/or their designees to provide a summary of application data and create digital materials for faculty review. The Dean of the Graduate School makes the final admission decision upon recommendation of the program faculty. A complete description of the admission process is in Appendix I.

Progress Through and Graduation From Graduate Programs. Two staff members, the associate dean, and the dean have offices in Woods Hall. The GS's fiscal officer administers graduate assistantships, insurance, and the faculty governance processes. The evaluator works closely with faculty advisors and GPDs to support students' progress through the degree program and assure their timely graduation. Summaries of their processes are found in Appendices II and III.

The associate dean reviews all dissertation proposals, particularly for plagiarism; reviews budgetary issues, including graduate fellowships; and is responsible for program development initiatives. The dean chairs the Graduate Council and makes the final decision on admissions, petitions, and financial matters.

In summary, with an unchanged number of staff and a flat budget, Graduate School staff continue to work diligently to deal with an increase in applications and tuition assistantships as well as 20% more graduation petitions to verify.

Working With Faculty

Faculty Roles

The faculty role in graduate education is based on clear expectations in the Policies of the GS

(<http://www.umsl.edu/divisions/graduate/faculty/rulesingle.html#GradFac>). In addition, faculty roles are defined by the University of Missouri *Collected Rules and Regulations*

(http://www.umsystem.edu/ums/rules/collected_rules/faculty/ch310) and revised accreditation requirements from the Higher Learning Commission of the North Central Association of Colleges and Schools

(<http://www.ncahlc.org/Information-for-Institutions/new-criteria-for-accreditation.html>). The GS is expected to support faculty as they make decisions that will promote not only each specific graduate program but also the quality of graduate education across campus.

Graduate Faculty Governance

At UMSL, as elsewhere, faculty make all curricular and programmatic decisions. On this campus, the graduate faculty also make policies for graduate programs through the Graduate Council. The Council reviews all proposals for course and program changes before recommending them to the Faculty Senate Curriculum and Instruction Committee, which makes the final determination. Minutes of their meetings, policy discussions, and votes in the Council meetings are available on the Council's homepage

(<http://www.umsl.edu/divisions/graduate/faculty/council.html>).

Before the last review, subcommittees composed of Council members and other representatives studied issues and made recommendations to the Council. Subcommittees for Admissions and Scholarship, Curriculum and Instruction, Program Development, and Rules and Regulations took considerable effort, which was duplicated when members took their decisions to the full Council. After the subcommittees reported their findings, the Council voted on new policies or changes, and then the entire graduate faculty voted during their semester meeting.

During the five-year review of the Faculty Senate, the chair of the Senate collaborated with the dean to revise duplicative procedures in the C&I process. As a result, subcommittees of the Council were eliminated, and all members now

consider proposals for fellowship awards as well as curricular and policy changes.

The role of the graduate faculty in policy changes also was modified. Rather than hold a general meeting each semester—with very limited attendance—, now graduate faculty are notified by email of policy changes and meet if at least 20 petition to hold a special meeting of the graduate to discuss and act on the proposed policy (<http://www.umsl.edu/divisions/graduate/about/policies.html#1.2>).

Faculty have petitioned only once since the change was made. In November 2012, some faculty objected to a policy that would require international applicants to submit an official course-by-course report from a professional transcript-evaluation organization, a proposal intended to improve interactions between International and Graduate Admissions. For the meeting, the dean provided information from International Admissions, faculty petitioners, and the CGS listserv to inform faculty of all of the issues considered by the Graduate Council. As a result of the Graduate Faculty discussion, we now have a flexible policy that allows programs to require such a translation or not; the MBA program does require it while Mathematics faculty evaluate original or translated transcripts individually.

Graduate-Program Leadership

Faculty also carry out responsibilities within their programs. Each graduate program has a Graduate Program Director (GPD) that communicates with the GS staff about that particular program. Typically policy changes that the Council considers stem from conversations among the GPDs and the GS staff.

To enhance communication among the GPDs and between each GPD and GS staff, the GS hosts a lunch meeting for GPDs each month prior to the Council meeting. The GS Executive Assistant keeps a record of the discussion items. Action on those items may take place administratively or, if necessary, through Council reviews of policies.

Because of stark differences in expectations of GPDs in the colleges, the Graduate Council attempted to standardize the role in May 2012 (<http://www.umsl.edu/divisions/graduate/about/policies.html#2.3>). The policy was watered down considerably from what some GPDs had requested because of the lack of authority that the Graduate School has in making demands of academic deans. As a result, the policy reflects the appeal of decentralization in graduate study due to disciplinary differences.

Faculty Scholarship

In an effort to support the faculty research role, the dean worked with the chancellor to investigate the services of Academic Analytics in documenting faculty members' scholarly productivity. After UMSL was listed among the most productive small (e.g., <15 doctoral programs) universities, other UM campuses decided to use Academic Analytics' analyses, and we received a system discount. The dean invited chairs to participate in training to use the web tools and urged several to use the data to defend budget cuts, but most have relied on the dean's periodic reports.

In the latest Academic Analytics' report of faculty scholarship, 12 of the 19 program specializations rank above the fiftieth percentile in their discipline, which assures that faculty have the research skills to support their doctoral students. We also benchmark our faculty against those in similar programs at other UM campuses. Normally, the University of Missouri scores higher than UMSL (and has many more faculty and much greater research support in each department); however, in two fields, Political Science (63rd) and Chemistry (97th) (UMSL ranks just below UM (62nd and 96th, respectively). Similarly, we would expect to score lower than Missouri University of Science and Technology in science and technology fields. However, we are much higher in Chemistry (97th v. 151st) and even slightly ahead in Physics (145th v 153rd) and Mathematics (101st v 154th).

Table 12. Ranking of PhD-Program Faculty Scholarly Productivity by Percentile, 2010

Program Name	Rank In Discipline	Percentile In Discipline	N Programs In Discipline
Business - Information Systems	5	90.91	43
Criminology and Criminal Justice	6	87.5	39
Education - Counselor Education	12	81.97	60
Evolutionary Biology	23	53.19	46
Clinical Psychology	34	64.52	92
Business - Logistics and Supply Chain Management	34	60.71	83
Education - Educational Psychology	35	50	67
Education - Teaching-Learning Processes	39	61.62	98
Applied Mathematics	39	33.33	56
Vision Science	50	3.92	50
Behavioral Neuroscience/Industrial/ Organizational Psychology	59	57.66	136
Political Science	63	51.56	127
Cell Biology	73	54.43	157
Nursing	77	30.91	109
Education - Educational Leadership and Policy Studies	90	20.54	111
Chemistry	97	52.24	200
Applied Mathematics/Mathematics	101	39.02	163
Physics	145	20.88	181
Applied Math: Computer Science	165	13.68	189

Source: Academic Analytics. <http://www.academicanalytics.com/>

The campus has relied on Academic Analytics data in viability reviews of small programs. For example, it was difficult for Vision Science faculty to argue that their small program should continue because of the lack of comparator programs that could justify their research ability. The College of Business reluctantly gave up their specialization in Information Systems after a very productive faculty member left. On the other hand, faculty in Counselor Education decided not to change their program to Counseling Psychology because they were concerned that they might not be able to maintain their high ranking in the new program.

Working With Students

The Mission Statement suggests that the Graduate School should provide students a rigorous, dynamic learning environment with programs and services that support diversity. A quality graduate learning environment at a metropolitan public research university means that classes are scheduled to accommodate both fulltime students and working professionals who study part-time. It requires research faculty as well as the availability of GS and other University services (e.g., computing facilities, research library, fellowships, internships). Further, it assumes that advanced educational experiences are enhanced by diversity among the participants' experiences as well as in points of view, including opportunities for interdisciplinary graduate programs.

To meet the student dimension of our mission, the GS requests feedback from faculty, who advocate for their students. Many of the quality issues require considerable collaboration with academic deans and GPDs. Scheduling of courses, amount of GA stipends, availability of research projects and facilities, new graduate programs, and so on depend on priorities and available funding in departments. Good communication with the academic deans and their GPDs has facilitated collaboration around quality issues of mutual concern. The formal structure to communicate with the academic deans is the Provost's Council, which meets twice monthly, but the dean is included in deans' informal meetings as well.

One of the quickest methods for learning best practices is the Council of Graduate Schools' listserv. Most recent was the issue of international transcripts described above. The dean is a regular participant of the listserv and brings issues raised to the GPDs monthly meetings.

The GS also communicates with our counterparts on other campuses. The UM deans meet monthly by Telepresence. Also, staff call other UM GSs to facilitate students participating the UM Traveling Scholars processes or the InterUniversity Graduate Exchange (<http://www.umsl.edu/divisions/graduate/about/policies.html#3.4>).

With the growth of online education, we anticipate that more students will take courses offered by other UM campuses. Staff revised the existing form to facilitate registration in the different bureaucracies, and the graduate deans recommended it for approval to the UM Senior Associate Vice President for Academic Affairs (<http://www.umsl.edu/divisions/graduate/files/pdfs/C4.pdf>).

In its support of Graduate Assistants, the GS collaborates with the Center for Teaching and Learning to enhance students' experience as teaching and research assistants. The CTL's original orientation for GAs has grown to a highly regarded two-day Professional Development Conference.

In addition, the CTL offers a non-credit Certificate in University Teaching (CUT) (http://www.umsl.edu/services/ctl/ta_programs/gcut.html) to provide

professional development outside of the discipline for master's and doctoral students. Its curriculum includes teaching strategies (on campus and online) and guides participants to develop a teaching portfolio to showcase their skills. Approximately ten students annually complete all units and earn the CUT certificate. Many more are able to fit only one or two units into their course and workloads. CUT recipients report that earning the certificate gives them an advantage when applying for a doctoral teaching assistantship, adjunct faculty positions, fulltime lectureships, or tenure-track jobs (CTL Five-year Review Self-Study, 2012). Unfortunately, the CTL has not found a means to continue to finance the CUT program without charging students, so we anticipate that the structure will change in the future.

The Graduate School also promotes student research. Each April we sponsor a Graduate Research Fair where students present posters of their research. Our annual budget for student conference travel of \$19,000 is in high demand. Students must present a paper at a national conference to be eligible, and we normally require matching funds from the department or the advisor.

Interdisciplinary Endeavors

The GS has also traditionally advocated for interdisciplinary graduate programs. One means of doing this is to “incubate” interdisciplinary programs and then move them to an academic college when they are viable. During the period of this review, the Gerontology certificate program moved to the School of Social Work, and the administration of charter schools moved to the College of Education. Two recent initiatives reflect our collaborative activities.

Professional Science Master's Programs

In early 2012, the dean and associate dean participated in a system-wide discussion of the possibility of the University of Missouri system offering inter-campus Professional Science Master's (PSM) degrees. PSM degrees combine traditional graduate coursework in a scientific discipline with a professional component, which usually involves areas such as business management, communication skills, and ethics. Although the effort to offer these programs system-wide has stalled, the GS at UMSL has continued to promote new PSM degrees at the campus level. The associate dean is coordinating discussions on six new PSM programs:

Biology – Ecology, Evolution, and Systematics

Biology – Cellular and Molecular Biology

Chemistry

Biochemistry & Biotechnology

Mathematics

Computer Science.

The GS has identified appropriate and accessible courses already offered in business, non-profit organization and management and organizational psychology

that would be available for the professional component of the PSM degree programs and has served as a liaison between the science programs and the College of Business.

To further assist the program directors in the design of the professional component of these new degrees, we have invited over 30 leaders from various companies and organizations in the St. Louis area to participate in two focus group meetings that will be held on campus in February 2013. Program Directors from all potential PSM programs will participate as a group in the discussions with the off-campus representatives to identify the professional skills that are in greatest demand among the area businesses that are expected to hire the PSM graduates from these new programs.

Life-long Learner Admission

Some faculty were frustrated by the length of time it takes for non-degree students to be admitted to the Graduate School and sought a streamlined approval process. In response, the dean proposed and the Graduate Council approved a Life-long Learner category to allow quick admission. Rather than admit students to a particular program, Life-long Learners are admitted non-degree to the Graduate School. This allows us to skip program review of the documents. The only requirements are that applicants must submit an official transcript with a degree posted to be admitted, and they must maintain a 3.0 grade-point average to continue (<http://www.umsl.edu/divisions/graduate/Graduate%20Programs/lifelong-learner.html>). We anticipate that this category will prove especially useful for high school teachers in our Advanced Credit Program. They need graduate credits for continuing professional development, but they don't need to study for a degree beyond the required master's degree.

IV. ASSESSMENT OF QUALITY

Assessments of improvements to the GS come about not only through the normal five-year review process but also through the close working relationship between the GPDs and GS staff. The routes provide considerable dialog for a just-in-time approach to continuous improvement. Since faculty oversight of graduate programs and GS policies is institutionalized through the policies, the means for making policy changes is transparent. The recent history of changes is evidence that this approach allows deliberation and change when necessary.

As the unit's leader, the dean must also attend to quality as part of her leadership. The dean is reviewed through the Faculty Senate Administrator review process twice, once as a dean and again as a vice provost. In addition, the Provost assesses the dean annually.

In addition to seeking and/or providing benchmarking information, the dean and associate dean attend annual conferences of the Council of Graduate Schools, read

their publications, and subscribe to the deans' listserv. They routinely take issues regarding trends in graduate education to the GPDs and Council. The dean also takes advantage of her position as a member of the Provost's Council and Vice Chancellor/Vice-Provosts' meetings with the chancellor to inform campus leaders of those trends.

V. THE FUTURE

The future of graduate education is in flux because of three main trends, according to the Council of Graduate Schools (*Grad Edge*, Aug-Sept, 2012). Two trends, student debt burden and changes in federal support of graduate students, suggest that the current financial issues will not change much over the next five years. The Graduate School must place a high priority on addressing student finances.

The third issue, the rise of MOOCs, provides an opportunity to suggest innovations in the education of graduate students. We have had conversations, for example, about two-session semesters and more online courses. Of course, the challenge will be to interest faculty in such changes, since they lead all curricular change.

Timing of the University and System's strategic planning is fortuitous. This provides a venue for thinking boldly about the future of graduate education and proposing innovations that might receive special funding.

Graduate Admissions staff have also suggested specific future goals in Appendix I.

Appendix I Graduate Admissions Processes

INFORMATION/RECRUITMENT

Recruitment

- Graduate Admissions Counselors and/or Department representatives attend appropriate Graduate School fairs and events. The Graduate School plans to have both a graduate information fair and a graduate research fair once a year.
 - Students have program-specific questions, so it is always best for the departments to send a representative to attend events.

Information Requests

- Applicants contact our office via phone, email, mail, or walk-in to receive most application materials and program information.
- Applicants find program information and application material directly online at www.umsl.edu. They either access the Graduate School home page <http://www.umsl.edu/divisions/graduate> or a specific College/Department home page.

Information Packets

- Graduate Admissions Information Packets contain a list of programs and instructions on how to apply electronically to the Graduate School and access recommendation-letter forms and specific program information.
 - Specific program information is supplied by each department/college with a graduate program.
 - They produce a wide variety of materials for distribution. The materials range from very professional, nice looking material to printing pages from their home page on the University website.
 - The Graduate Admissions office directs students to contact each department for specific program material.

SUBMISSION OF APPLICATIONS AND OTHER MATERIALS

Application Submission

- The Graduate School application must be submitted electronically.
 - Electronic applications are received through the People Soft application and automatically loaded in the University student data base system.
 - This application is used for all graduate degree programs, graduate certificate programs, non-degree students as well as non-degree lifelong learners.

Submission of Additional Materials

- All applicants are required to provide official transcripts. Recommendation letters, supplemental applications, and writing samples are provided as required by specific programs.
 - All materials come to the Graduate Admissions office unless the department/college has indicated otherwise in the program material.
 - Transcripts, letters, etc. are put in holding files until we receive matching applications.

Transcripts:

- We check the current student database for a match. If there is a match, then the transcripts are sent to Registration to be loaded into the Student Data system and scanned into ImageNow (electronic file system)
 - If there is not a match we keep the transcripts in a holding file, and they are periodically checked against the student system and matched to applications as they are received.

Recommendation Letters:

- Letters are filed by program.
 - Recommendation letters are requested and then submitted via an electronic system.
 - If recommendation letters are received in hardcopy, then they are scanned and placed in the electronic student file with the application.

Supplemental Material/writing samples:

- All of these materials are filed by program
 - As applications are being processed, the specific program file is checked and material is placed with the application.

Deadlines:

- Students submit their application and all required materials by the appropriate deadline.
 - Many programs have firm specific deadlines and others follow the Graduate School application deadlines.
 - We make sure that the student is applying to a program that is currently accepting applications for the semester for which the student is applying. If they are not, we contact the applicant.
 - Many applications come in after the deadlines. Some programs are willing to review late applications, and others are not.
 - Many applications are not complete upon submission.
 - We notify the students by letter that we need certain items to process their applications.

PROCESSING APPLICATIONS

Once the application has been received by the University and entered in the student data base system, that information is sent to Certificate Files, which creates an electronic file in ImageNow , or staff locate an existing file and convert it to an electronic file in ImageNow. Graduate Admissions is then able to view files in their Incoming Document queue in ImageNow.

Graduate Admissions goes through the file and the holding files to match any additional material.

Graduate Admissions then determines if there is enough application material for the file to be processed and sent for review by the department.

- A file can be processed if:

- Official or unofficial transcripts are here showing a degree earned or that a degree will be earned by the intended start date.
- Additional material required for specific program has arrived, such as recommendation letters, test scores, supplemental applications and or writing samples.
- If program is accepting applications.
 - Some programs only accept applications after the program deadline.
 - Other programs review applications on a rolling basis even if the file is incomplete, e.g., missing recommendation letters or test scores.
 - Some programs will accept an incomplete file but will not review it until the department has received all required materials.
- A file cannot be processed if it lacks:
 - Transcripts (official or unofficial) with a degree posted.
 - Additional required material.

To process the file the Graduate Admissions offices types a summary form with bio/data information, colleges attended information, GPAs, and test scores (if available) and prints to the electronic student file in ImageNow.

The electronic file then flows automatically for review by the department. The electronic file consists of:

- A copy of the summary form
- A copy of the application
- Original statement of purpose
- A copy of transcript(s)
- Original supplemental material/writing samples
- Original recommendation letter(s)
- And anything else that the student has submitted

The file is held in the electronic file storage system, ImageNow, until we receive notification of an admissions decision.

The college/department reviews the application material in the electronic file, makes an admissions decision and electronically signs the summary form. The electronic file is then forwarded to the Graduate Dean for approval. Once the Dean has made a final decision and electronically signed the summary form, the student's file flows automatically to Graduate Admissions. Once the decision has been received, Graduate Admissions inputs an admit or deny decision into the student database and sends a letter indicating the decision to the applicant. Copies of the admit/deny letter are added to the electronic student file.

After students have been admitted, we generally do not have any further contact with them unless they apply for another degree or their admission decision has asked them to fulfill certain requirements or submit additional material.

- We have contact if:
 - They apply for another graduate degree program.
 - They need to reenroll after not attending for a year.
 - They are admitted as a provisional student.
 - For missing transcripts, transcripts showing degree earned, recommendation letters, test scores and or coursework.
 - Once test scores, recommendation letters and course work have been turned in and or completed the department must submit a change of status form to be approved by the Dean. Graduate Admissions is then notified to change information in the student data base.
 - Once missing transcripts arrive, Graduate Admissions changes the provisional status in the system as long as there are no other outstanding documents.
 - They are admitted as a restricted student.
 - If admitted but limited to a specific number of credit hours with a 'B' average, after they complete the restriction, the department and Dean sign a change of status form, and then Graduate Admissions is notified to change their status in the system.

OBJECTIVES FOR THE NEXT FIVE YEARS

- Establish a formal process for departments that want to change application deadline dates.
- Upgrade/streamline the electronic letter of recommendation process and provide clearer instructions for students, recommenders, and departments.
- Implement the Graduate School Checklist
 - All graduate departments will participate fully on a daily basis.
 - Students will be directed to use checklist for self-monitoring of submitted material.

Appendix II Program Procedures

The evaluator oversees programs and policies to assure quality. This section describes that oversight.

Master's Degree

All students are required to complete: M1, Program for Master's Degree, and M4, Application for Graduation. Students with an exit requirement that is not a course will file an M2; Thesis students file the M-3 and M-5 in addition to the M-2.

M-1 (Program for Master's Degree)

Criteria that have no exceptions

- 30 or more hours of coursework is listed
- 50% of the coursework is numbered 5000 or higher
- G.P.A. on Program is 3.0 or higher
- There are no F's awarded to courses on the program
- Exit Requirement is marked.

Criteria with exceptions

Criterion	Exception	Procedure for Exception
All coursework was taken after admission to Graduate School	Transfer Credit	G.S. examines transcript to ensure it meets transfer criteria
All coursework was taken after admission to Graduate School	Coursework taken as a non-degree student (9 hour limit)	G-6
Coursework has been completed within six years of anticipated graduation date	Coursework is still relevant and student takes supplemental coursework to update knowledge/skill	Time Extension Petition
The last 2/3 of the coursework will be completed in residence	Student takes course off-campus toward the end of program	G-9

Process

- The student completes form under the direction of the academic advisor.
- The student signs and submits the form to the academic advisor.
- The academic advisor reviews, signs, and submits it to the graduate program director.
- The program director reviews, signs, and submits it to the Graduate School.
- The Graduate School reviews and approves.
- Approved copies are returned to the graduate program director and recorded on the student's record
- Changes are recorded with G-8, Petition for Change in Degree Program.

M4, Application for Master's Degree

Criterion

- Students must have an M-1 on file indicating that the student is in the final semester of study.

Process

- Student completes top portion, signs, and submits to Advisor or Program Director
- The form is signed and forwarded to the Graduate School.
- The student's file is reviewed and the student is placed on the preliminary graduation list.
- The Graduate School notes whether the student has given permission to have his or her name printed in the commencement booklet (enforcing FERPA).
- The file is reviewed again at the end of the semester and the bottom portion is completed by the Graduate School and returned to the Academic Unit.

M2, Appointment of Thesis, Examination, Paper or Project Committee

Criteria

- Exit Project is defined (Thesis, Comprehensive Exam, Scholarly Paper, Project)
- The faculty listed as the committee grading the project must be graduate faculty.

Process

- Student completes top portion and submits to the graduate program director.
- Program Director signs and forwards to the Graduate School.
- Graduate School approves and returns form to the graduate program director.
- When the project is complete the committee signs the form and submits it to the graduate program director.
- The graduate program director signs and returns form to Graduate School.
- The Graduate School approves the form and sends a copy to the graduate program director.

Thesis

Process

- When the thesis is complete and ready for oral examination, one copy of the thesis, plus the M-3 (Preliminary Approval of Master's Thesis) are submitted to the Graduate School.
- The M-3 has the signatures of the committee, giving provisional approval of the thesis.
- The Dean reviews the thesis.
- The thesis is approved and the M-3 is sent to the graduate program director.
- The student completes the Oral Defense and the M-2 is completed.
- The advisor signs the M-5 certifying that all changes requested by the committee have been made.
- The student has two options for submission, paper or electronic.

- The student who chooses paper submission, submits 3 copies of the thesis and the M-5, with other required paperwork.
- The student who chooses electronic submission, submits a pdf through a secure website.

Graduate Certificates

Students earning the graduate certificate follow the same criteria and processes for students earning a master's degree. The minimum number of hours for a certificate is 18 credit hours. Students may use the G-10, Program for Graduate Certificate. Students simultaneously earning a master's degree may indicate which courses will be used for both the certificate and the degree on the M-1.

Doctoral Degrees

Doctoral Candidates are required to file seven forms over the course of study. After completion, all forms are signed by the graduate program director and forwarded to the Graduate School for Approval. After the approval, a copy is returned to the Program Director. Approvals, advisors, and committees are recorded in the Doctoral Candidate Database.

D-1, Appointment of Comprehensive Exam Committee

Criterion

- The committee must contain three members of the Graduate Faculty.

Process

- The student completes and obtains the signature of the Committee Chair before submitting to the graduate program director.

D-2, Appointment of Doctoral Dissertation Advisor

Criterion

- Advisor must be a member of the Graduate Faculty

Process

- The student completes the form and submits to the Program Director

D-3, Application for Candidacy

Criteria that have no exceptions

- All course work is completed
- Comprehensive Exam is passed
- Language Skill demonstrated
- 60 or more hours of graduate level work is listed (includes dissertation research)
- 50% of the coursework is numbered 5000 or higher
- 50% of the coursework is taken in residence
- Students complete 15 hours over a two-semester period.
- G.P.A. on the Application is 3.0 or higher
- There are no F's awarded to courses on the program

Criteria that have exceptions

Criterion	Exception	Procedure for Exception
Coursework has been completed within eight years of anticipated graduation date	Transfer credit from previously awarded master's degree is exempt	N/A
Coursework has been completed within eight years of anticipated graduation date	Coursework is still relevant and student takes supplemental coursework to update knowledge/skill	Time Extension Petition
All coursework was taken after admission to Graduate School	Students may apply coursework from previously awarded master's degree	G.S. examines transcript to ensure it meets transfer criteria

Process

- Student completes form under the direction of his or her academic advisor.
- The student signs the form and submits to the academic advisor.
- The academic advisor reviews, signs, and submits to the graduate program director.
- The program director reviews, signs, and submits to the Graduate School
- The Graduate School reviews and approves.
- Approved copies are returned to the graduate program director.
- Changes are recorded with G-10.
- The student's name is entered into the candidacy report, which is used each semester to ensure that the student meets the enrollment requirement.

D-4, Appointment of Dissertation Committee

Criterion

- The committee chair (normally the dissertation advisor) and one member must be from the student's academic unit.

Process

- The student completes the D-4 form.
- If one of the members is not a member of the UM-St. Louis Graduate Faculty, a CV is attached to the form.
- The advisor signs the form, which is forwarded to the graduate program director.
- The GPD sign and forwards the form to the Graduate School.

D-5, Doctoral Dissertation Proposal

Criteria

- The student submits one copy of the proposal with signature endorsements from the committee on the D-5.
- If the student is engaged in research involving humans or animals, approval from the Institutional Research Board must be attached.
- The student should not engage in the research until this form is approved.

Process

- The student obtains the signatures of the committee on the D-5 and submits the proposal to the graduate program director.
- The graduate program director submits the proposal to the Graduate Dean for approval. The Graduate Dean reviews the proposal and approves it, rejects it, or sends suggestions for changes.

D-6, Preliminary Approval of Dissertation and Oral Defense

Criteria

- The D-6 must list the oral defense date.
- The student must acknowledge that the student account will be charged for the UMI microfilming fee.
- The form must have signature endorsements from the committee.

Process

- The student submits the D-6 and the dissertation to the Graduate School.
- The Graduate School approves and returns the dissertation and a copy of the D-6 to the Graduate Program Director.
- The Graduate School contacts the cashier's office to charge the required microfilming fee and optional copyright fee to the student account.

D-7 Defense of Dissertation Committee Report and Final Approval of the Dissertation

Criteria

- The committee votes to pass the student for the oral defense.
- The dissertation advisor has certified that all changes have been made.
- The student has also submitted the UMI publishing agreement, the Survey of Earned Doctorates, and shows a student account balance of zero.
- The student has the option of submitting three paper copies or submitting a pdf of the dissertation through a secure web site.

Process

- The form is forwarded to the Graduate School or accompanies the final dissertation copies and paper work.
- The Graduate School checks to ensure the student has met the criteria and approves the form.

D-9, Oral Defense Announcement

Criteria

- The D-9 is submitted electronically at the same time the D-6 and copy of the dissertation are submitted.
- It must contain the students name, education, committee, dissertation title and abstract, and the date, time and place of the oral defense.

Process

- The student sends the D-9 as a Microsoft Word attachment to the Graduate School.
- The dean reviews the abstract and approves for publishing.

- Minor editorial changes are made in the Graduate School.
- The Graduate School Staff create an html document using the information on the D-9 and publish the announcement on the Web.
- The student, dissertation advisor, and Graduate Program Director are notified that the announcement has been published via email.
- The campus community is notified through the campus' weekly electronic newsletter.

Other Administrative Processes

Probation

Criteria – Students who have completed 9 or more credit hours as a regular or non-degree student and have earned a G.P.A. lower than 3.0. Restricted Students are reviewed after 12 hours.

Process – The Registrar compiles a list of students with low GPAs. The student records are reviewed and the list of students who do not meet the standard of 3.0 with nine or more hours is disseminated to the Graduate Program Directors with notification that the students will be put on probation. The Graduate Program Directors have a specified period of time to respond if they feel a student should not be put on probation. Students are sent notification of probation. At the end of each semester, the records of the students who are on probation are reviewed to determine if they should be removed from probation, continued on probation or dismissed. A report is sent to the Graduate Program Director requesting a recommendation if the student is to be continued on probation or dismissed.

Dismissal

Criteria – Students who are not making adequate progress towards the degree are subject to dismissal. “Not making adequate progress” includes but is not limited to, earning two F's, staying on probation more than two semesters, not meeting the restriction requirements, failure of a comprehensive examination, or academic dishonesty.

Process – With the exception of academic dishonesty, the department sends a recommendation to the Graduate School outlining the case for dismissal. The Graduate School reviews the record of the student and informs the student of the recommendation. Letters are sent by certified mail. Registration and Graduate Admissions are forwarded copies of the correspondence to prevent the student from enrolling in the future.

Leave of Absence

Criteria- A student is unable to enroll for two or more consecutive semesters.

Process – The student informs the Graduate Program Director who sends a request for a leave to the Graduate School. The Graduate School informs the student of the leave. Copies of the correspondence are forwarded to Registration and Graduate Admissions. The leave is recorded in the student's computer record, giving registration eligibility for the returning semester.

Appendix III Other Graduate School Processes

Funding

Funding for many of the Graduate School scholarships was made available by Mission Enhancement monies in 1998. We continue to use those funds for tuition scholarships, a few Graduate School Fellowships, travel awards, and an insurance subsidy for half-time GTAs/GRAs.

In the time since our last review, there has been no increase in funding for any Graduate School scholarships. Since tuition costs have risen over the years, most of our funding is now used to provide tuition scholarships. Graduate Council and GPDs agreed that, with limited funds available, they would prefer to provide tuition to their graduate assistants rather than award new Graduate School fellowships. Currently only \$250,000 remains in the Graduate Fellowship account. Last year the campus established a new policy that directs 20% of supplemental fees on graduate courses to graduate scholarships, and now we receive about \$78,000 from the fee account.

GTA/GRA Assistantships

Although funding for GTA/GRA appointment lies with the individual units, the Graduate Dean is the campus's authority to approve all GTA/GRA appointments. The Graduate School abides by the rulings of the Graduate Council and the IRS when reviewing GTA/GRA assistantships.

Three items are reviewed for each Personnel Action Form:

1. Stipends

The GS reviews the amount of each stipend to assure that they comply with the minimum set by the Graduate Council.

2. Enrollment

Graduate School regulations state that any student holding an assistantship must be enrolled as follows: .25 FTE appointments require a minimum of 3 hours' enrollment in regular semesters; .50 FTE appointments require a minimum of 6 hours' enrollment in regular semesters. Assistantships do not mandate enrollment in the summer term for employment but students not enrolled at least half-time are required to pay FICA.

3. FICA Review

IRS policy states that a student who holds a student appointment and is enrolled at least half-time can be exempted from FICA taxes. The University can be held liable and fined if this policy is not followed.

Tuition Scholarships

The Graduate School reviews and approves all tuition scholarships for GTAs/GRAs. Each department completes the form G-11 for any student eligible for a tuition scholarship. This includes GTAs/GRAs and those on fellowships, both internal and external. The form is forwarded to the Graduate School for review and approval.

Once approved, the information is electronically forwarded to Financial Aid for input on the student's account. The Financial Aid office must review each student's financial aid package before they can apply the tuition scholarships. If the aid has already been awarded, then their package has to be reviewed again as the tuition scholarship will impact their financial aid award. Our current process with financial aid seems to be working well, as there are very few delays in awarding tuition scholarships.

For students supported by external grants, the Graduate School initially pays the tuition and is reimbursed from the grant. This process proved easier than having Financial Aid directly bill the grant account.

Our procedures for providing tuition scholarships are always being improved and still need improvement. We've gone from requiring a G-11 each semester to once for the fall term, which carries over to the spring term, and once for the summer term. We hope to continue improving our process so that tuition scholarships are paid promptly and less paperwork is required. The UM System's conversion to electronic Personnel Action Forms should also streamline GS processes.

GTA/GRA Parking

The Graduate School monitors the policy of the Senate set forth on faculty parking for GTAs. Currently, only GTAs who teach a regularly scheduled class or lab are eligible for faculty/staff parking.

Equivalency Hours

Equivalency hours provide workload credit for assistantships, internships, candidacy, or comprehensive examination study. Each year, the graduate program director determines eligibility for equivalency hours and submits a G-14 to the Graduate School. The Graduate School reviews each student's form for compliance, and then forwards the approved forms to the Registrar's office. The equivalency hours provide acknowledgement of the students' workload and enable them to achieve fulltime status. With fulltime status, students are not required to be repaying their graduate loans.

Graduate Student Health Insurance Program

With use of some of mission enhancement funding, we are able to provide a 25% subsidy on insurance premiums for half-time GTAs/GRAs. Since our last review, we no longer require that students pay their premium in full before their insurance is processed. We've made an agreement with the Cashiers office to place the charge and subsidy on the student's account. It becomes part of the student's bill and is due whenever semester fees are due.

Collaboration with Faculty

Our office works with faculty in several ways. We hold monthly meetings with the Graduate Program Directors of the units to discuss ways in which the Graduate

School can assist them and their students. The Dean of the Graduate School is the ex officio chairperson of the Graduate Council.

Graduate Council.

The Graduate Faculty elect the Graduate Council. The dean convenes meetings each month during the fall and winter semesters. The Graduate School staff provides assistance in organizing the agenda for the meetings, provides support for minutes, distribution of documents, and prepares the Graduate Council report to the Graduate Faculty each semester.

Graduate Faculty

Since our last review, the Graduate Faculty meetings were cancelled. Instead we instituted a policy whereby any changes to Graduate School policies must be approved by Graduate Council and then emailed to the Graduate Faculty. If we receive 20 requests for a meeting, then a meeting is called. Otherwise, after 7 days the new policies go into effect. There has only been one meeting called since this change went into effect and that dealt with a change in international transcript evaluation.

International Teaching Assistant (ITA) Reporting

The University of Missouri established rules on English proficiency among ITAs that require all international and non-native English-speaking graduate teaching assistants to enroll in an International Teaching Assistant Seminar, according to Missouri State Statute 170.12 (1986). Exceptions may be granted in special cases upon approval of the ESL Coordinator and the student's academic advisor. There is no cost to the graduate student for assessment or for the course.

The campus's ESL program is responsible for testing all GTAs and providing feedback to students and the department chair with reports to the Graduate School. Graduate School staff then contribute to the University of Missouri "Graduate Teaching Assistant Language Proficiency Questionnaire Biennial Report" to the Coordinating Board of Higher Education.