

SELF-STUDY FOR  
NORTH CENTRAL ASSOCIATION  
ACCREDITATION

UNIVERSITY OF MISSOURI - ST. LOUIS

August, 1976

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## INTRODUCTION

In December, 1975, Chancellor Arnold Grobman established a committee to prepare the St. Louis portion of a University of Missouri Self-Study for review by the North Central Association of Schools and Colleges. The following persons were appointed:

Everett Walters	Wendell Smith
Kathy Head	*James Norris
*Robert Bader	Robert Killoren
Chuck Smith	Robert Miller
John Perry	H. E. Mueller
Emery Turner	*Harold Turner
*Randy Klock	Dennis Donham
Curt Watts	*Conney Kimbo
Blair Farrell	Michaele Houston
William Franzen	William Heinbecker
Joy Whitener	*Dik Twedt
*Thomas Jordan	

The committee has prepared and reviewed the substance of this report, working within the outline and propositions of the University-Wide Committee chaired by Vice-President Melvin George. This last committee, reporting to the President, is charged with developing a self-study of the four campuses plus the central administration.

A basic proposition enunciated by the System committee and agreed to by the North Central Association in the earliest phase of work has been the value of the University's Role and Scope Self-Study begun in 1971 and continuing two and one half years. This exercise has been followed by development of Academic Plans adopted by the Board of Curators. The University has developed Academic Plans for Programs, for Extension Services, and for Research. These documents in conjunction with the current Self-Study constitute the materials to be reviewed by the North Central Association.

This UMSL document is the fourth of a series of drafts developed by administrators, faculty, students, and the Committee. The third draft was submitted to administrators and to faculty, and copies were placed in the Library and in departmental offices for consultation in the summer of 1976. Suggestions for change were reviewed and used to develop the present, fourth draft. This document becomes the UMSL section of the first draft of the University-Wide document. It will be reviewed by Vice-President George's committee in September, 1976.

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\*Members of the Steering Committee

Thomas E. Jordan  
August 23, 1976

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**A. MISSION AND GOALS**

## PREFACE

Established at Columbia, Missouri in 1839, the University of Missouri was the first state university to be chartered west of the Mississippi River. In 1843 the university awarded bachelor's degrees to two members of its first graduating class, and in 1846 it awarded its first master's degree. By 1896 a Graduate Department had been created within the university, and the first doctor of philosophy degree was awarded in 1899.

As a land-grant institution and the sole public university in the state of Missouri, the university developed rapidly in its mission of building educational and research programs and related public service functions. Increasingly, emphasis was placed on graduate and professional training and allied research. The university remained a single campus institution until 1870 when a separate School of Mines and Metallurgy was established at Rolla. Initially a division of the main campus at Columbia, the School of Mines in 1964 became an autonomous campus, the University of Missouri - Rolla.

In 1963 the university underwent a major reorganization. The University of Kansas City, formerly a private institution, was absorbed as a new campus; the University of Missouri-Kansas City. Simultaneously, a new campus was created in the state's largest metropolitan area, the University of Missouri-St. Louis. The four campuses which came to comprise the university were established, each with a chancellor and administrative staff operating under the general direction of the president of the university and its Board of Curators. As a result of the reorganization, the university broadened extensively its educational, research, and public service functions. By 1974 university enrollment had grown to more than 48,000 students, with more than 11,000 enrolled in graduate and advanced professional programs. The university thus numbered among the dozen largest and most comprehensive of American institutions of higher education.

The University of Missouri-St. Louis is the newest, yet already the second largest, of the four campuses which form the University of Missouri. Located in a northwest suburb of St. Louis, the 128-acre campus was founded in 1963 to bring public higher education to the state's largest metropolitan area. The new campus received an enthusiastic welcome the first year when more than 600 students were instructed by a faculty of 30 in a single building. In 1976 more than 11,500 students were receiving instruction from a full time faculty of more than 400. The single structure of 1963 had been joined by nine new buildings.

Instructional and research programs of the campus were originally organized within a small number of academic divisions. The first of these divisions was created in 1965 with organization of the College of Arts and Sciences. In the following year two additional divisions were formed, the School of Education and the Evening College. In 1967 the School of Business Administration was established. Within these divisions a variety of undergraduate degree programs are currently offered.

At the graduate level, instruction was first provided in 1965 through a cooperative program in education administered jointly by the Columbia and St. Louis campuses. In 1968 independent graduate programs were established and the Graduate School was organized, assuming responsibility for graduate study offered in the various divisions of the university.

The University of Missouri-St. Louis is at the cutting edge of a movement that began in the 1960's and may mark the most significant change in public higher education in the twentieth century: the creation of new public universities to serve the needs of the nation's urban citizens.

UMSL is a highly promising product of that movement. Since becoming one of the four campuses of the University of Missouri in 1963, the campus has received overwhelming public acceptance. Some 12,000 students are currently enrolled, making the campus the largest university in St. Louis and the second largest in the state. In addition to its major educational role, the campus has also had significant impact on the St. Louis area through diverse direct community service programs.

UMSL has grown to be the chief source of university-educated talent for St. Louis area business, industry, education, and government. More than 98 per cent of UMSL students come from the St. Louis area and, currently, more than 85 per cent of UMSL's 12,000 graduates choose to remain in St. Louis.

UMSL's extension division, urban center and faculty, through research and active participation in community affairs, lead the university's urban thrust. The extension division provides continuing education opportunities for 77,000 area citizens annually. The urban center has conducted significant research into areas such as housing, unemployment, transportation, and economic growth. Faculty are actively engaged in such areas of national concern as air pollution, aging, energy transportation, learning disabilities, and employment projections.

The heart of any university is its students. UMSL students are unique, particularly when compared to their counterparts on residential campuses. UMSL is a commuter campus and there are no dormitories. Most students are the first of their families to attend college. More than 70 per cent work, many full-time, and almost all pay at least a portion of their own educational expenses.

Students come to UMSL for a variety of reasons. Some come for economic reasons - comparatively low fees and the many opportunities for finding employment in the St. Louis area. Others are attracted by the campus's reputation for providing quality education. Many prefer the unique learning opportunities and cultural attractions of an urban environment.

Both the university and its students fully utilize the "urban laboratory" of the St. Louis metropolitan area. Students conduct research in the community and serve as interns in a variety of businesses and governmental and social agencies. While assisting the community, they are also receiving valuable experience to be better prepared for careers following graduation.

Since many UMSL students are unable to attend day classes because of work conflicts, UMSL offers a comprehensive evening program. The Evening College conforms to the same standards and requirements as the day division. All campus services are also offered to evening students, assuring them the same opportunities for a total university experience.

UMSL has attracted a faculty of high quality, who are enthusiastic about the research opportunities of the urban environment and the chance to contribute to solving urban problems. This comparatively young faculty, almost 80 per cent of whom have earned doctorates, are also eager to participate in building a major urban university, the growth area of public higher education.

UMSL's academic philosophy has been to build a strong base in traditional studies before branching out into more specialized fields. This strong foundation has been established in the university's four academic divisions - the College of Arts and Sciences, School of Education, School of Business Administration, and Graduate School. UMSL now offers programs of academic quality through the doctoral level.

The North Central Association accredited the St. Louis campus of the University of Missouri in March, 1968 as a baccalaureate and operationally separate institution. In July, 1968 the Association gave preliminary accreditation for the Master's degree in elementary education, secondary education, elementary school and secondary school administration and counselor education. In April, 1970 preliminary accreditation was awarded for the M.A. in English and mathematics; in July, 1970 for the degree of Doctor of Philosophy, in chemistry and in psychology; in March, 1971 for the M.S. in biology. In July, 1972 full accreditation was granted for the M.A. in economics, history, political science and sociology, the M.B.A. in Business Administration and the M.Ed. in several aspects of Education.

## ACADEMIC GOALS

Within the course of a single decade, the University of Missouri-St. Louis (UMSL) has achieved a sound academic base, has produced significant research, has educated thousands of students, and has become a vital academic force in the community and state. The faculty has been stimulated by the opportunity to develop a new university and to relate their academic competencies and interests to the needs of the urban community. Increasingly, greater St. Louis has come to recognize UMSL as a resource for learning and as a partner in the quest to strengthen the area's economic base.

### Campus Mission: The Urban Obligation

The St. Louis campus has two basic and complementary missions. On the one hand, it is committed to providing the best possible resources for high quality, traditional university study, with all that that implies. At the same time, it recognizes its unique responsibilities to offer specialized programs of various kinds appropriate to its particular urban constituency. The campus pursues the following objectives:

- Continuing to make accessible to the citizens of St. Louis a low-cost, high quality education opportunity.
- Addressing the unmet needs of the area's population by providing new opportunities for undergraduate and graduate study, in light of programs offered by other area institutions and by other campuses of the University.
- Providing a broad range of degree and continuing education programs for adults, using traditional and innovative approaches such as external degree programs.
- Initiating programs designed to provide skilled and professional manpower for local agencies and industries.
- Developing the campus as a community for humanistic learning and as a cultural center with opportunities for creative achievement and expression in the arts.
- Increasing service to lower-income students and minority groups through individualized educational programs, adequate financial aid, and vocational counseling.
- Serving as a catalyst by identifying, analyzing, and developing solutions to socio-economic, educational, and political problems of the region through research and extension services.
- Developing and coordinating relevant and significant interdisciplinary programs.
- Developing new ways of granting academic credit for achievement in college-level work in secondary schools, in work transferred from other institutions, and in off-campus experience.

- Using the varied and rich resources of the urban environment for research, internships, and enrichment of educational activities.
- Avoiding parochialism by looking beyond local and regional problems and offering programs that have stature in the larger world of academic study.
- Cooperating with local educational and cultural institutions and with other campuses of the University to incorporate local resources into educational programs and by allocating specific tasks where specialization of function among institutions is feasible.

**B. GOVERNANCE AND DECISION MAKING**

## ADMINISTRATION AND PLANNING

### The Chancellor

The Chancellor is the chief academic, administrative and budgetary officer of the campus, acting within policies laid down by the President of the University and the Board of Curators.

As chief academic officer, he is responsible to the President and the Board for the planning, recommendation and implementation of academic programs in colleges, schools, and departments, as well as the research program of the campus. In addition, he has the ultimate responsibility for the supervision of the academic staff.

The Chancellor is appointed by the Board of Curators upon recommendation of the President.

As chief administrative officer, the Chancellor is responsible for all non-academic phases of the campus. This includes the responsibility of making recommendations to the President on the needs and problems of the campus, keeping the President informed of campus development and carrying out such additional duties as the President and the Board may delegate or assign to him.

The Chancellor meets regularly with the Cabinet composed of the Vice Chancellors, the Assistant to the Chancellor and the Chairman of the Senate.

He also meets frequently with the Administrative Council comprised of the Vice Chancellors, the Deans, the Librarian, the Director of Admissions and Registrar, the Director of Public Information, the Director of Development, the Director of Athletics, and the Chairman of the Senate.

In the fall of 1975, the central administration of the St. Louis campus was reorganized to include a Vice Chancellor for Academic Affairs, a Vice Chancellor for Community Affairs and a Vice Chancellor for Administrative Services. Each academic division is administered by a dean: Arts and Sciences, Education, Business Administration, the Graduate School, the Evening College, and Student Affairs. The Director of Admissions and Registrar, Librarian, Director of University Relations, Director of the Office of Public Information and Director of Athletics administer important units. Research is specifically administered by the Dean of the Graduate School, who is also Director of Research.

The present Chancellor was appointed April 1, 1975, the Vice Chancellor for Academic Affairs was appointed August 1, 1976; the Vice Chancellor for Community Affairs, November 1, 1975, and the Vice Chancellor for Administrative Services, November 1, 1975. The Interim President of the University was appointed by the Board of Curators on June 1, 1976.

The role of the faculty in policy formulation and resource allocation has been considerably increased and systematized over recent years by the strengthening of the Senate (consisting of faculty, students and administrators) and the extensive use of the Senate Committee on Fiscal Affairs and Long Range

Planning as an advisory body to the Chancellor on fiscal, policy and planning matters. The Faculty Council, organized in May, 1974, constitutes an unofficial group of elected faculty members who meet frequently with the Chancellor and other administrators.

Academic planning and program development at UMSL have been based on the University Academic Plan, 1975-1985, which established priorities by disciplines on this and the other three campuses. This plan resulted from the Role and Scope study, a University "self study" initiated in December, 1971 to provide information for the President and the Board of Curators which would determine the role of each campus within the University and the scope of its educational programs. Completion of the Role and Scope study required two and one-half years and culminated in the Plan approved by the Curators in August, 1974. A major aspect of the Plan was the assignment of graduate degree programs among the four campuses. UMSL was authorized to continue its doctoral programs in chemistry and psychology and to add doctoral degree programs in education, political science, mathematics and business. Several new masters programs and several new undergraduate programs were also authorized. The Academic Plan: Extension was completed in September, 1975, and the Academic Plan: Research in April, 1976. Reports of individual Role and Scope teams will be available to the Visiting Committee.

An important outgrowth of the Role and Scope study was the formation of the University Doctoral Faculty which consists of faculty members from the four campuses who are qualified to direct doctoral dissertations. Doctoral Faculty members elect eight of their number to meet with the four graduate deans to form the University Doctoral Council. The Council monitors standards for membership in the University Doctoral Faculty, recommends procedures for the maintenance of doctoral program quality. It oversees the operation of the Discipline Coordinating Committees which are groups elected to advise the Doctoral Council on matters pertaining to given disciplines. Their advice on doctoral affairs is submitted to University administrators through the Council.

**C. ACHIEVEMENT OF OBJECTIVES**

## ADMINISTRATORS APPRAISING ACHIEVEMENTS

### The Vice Chancellor for Academic Affairs

The Vice Chancellor for Academic Affairs is responsible to the Chancellor for all academic affairs. He coordinates the development and preparation of academic budgets, and the planning and development of all academic programs, with particular concern for inter-divisional programs.

He represents the campus on all major University-wide academic committees and recommends persons for specialized, University-wide, academic committees to the Chancellor.

He serves in place of the Chancellor as chief academic and administrative officer on the campus during absence of the Chancellor.

He has administrative responsibility for institutional research, comprising a continual examination of all phases of campus operations relating to academic affairs.

The Vice Chancellor for Academic Affairs meets frequently with the Deans' Group - the Deans of the Colleges and the Schools, the Director of Admissions and Registrar, and with others. He serves as Chairman of the Senate Committee on Appointments, Tenure and Promotion. This Committee reviews proposals from the College of Arts and Sciences, and the Schools of Business and Education for the appointment, tenure and promotion of faculty members, and makes appropriate recommendations to the Chancellor.

### The Vice Chancellor for Community Affairs

The Vice Chancellor for Community Affairs is responsible to the Chancellor for community affairs - those matters relating to the metropolitan St. Louis area and the campus.

He has the chief administrative responsibility for Continuing Education - Extension, including representing the campus on all major University-wide extension committees and recommending to the Chancellor persons to serve on specialized University-wide extension committees. The administrative and management function is handled by the Office of Continuing Education - Extension.

The Vice Chancellor for Community Affairs is administratively responsible for the Office of University Relations, comprising the Office of Public Information, the Office of Development and the Office of Alumni Affairs; the Center for Metropolitan Studies; the Center for International Studies; the Office of Affirmative Action; Student Affairs, including the Placement Service and the Health Service; and the Counseling Service: Athletics; and Radio Station KWMU-FM. The Vice Chancellor meets frequently with the heads of the above units.

### The Vice Chancellor for Administrative Services

The Vice Chancellor for Administrative Services is responsible to the Chancellor for various business and management activities of the campus. These include accounting and cashiering, the bookstore, budget preparation, and control, coordination of the planning of new buildings, non-academic personnel, physical plant, print shop, purchasing, telephone operators, and traffic and security.

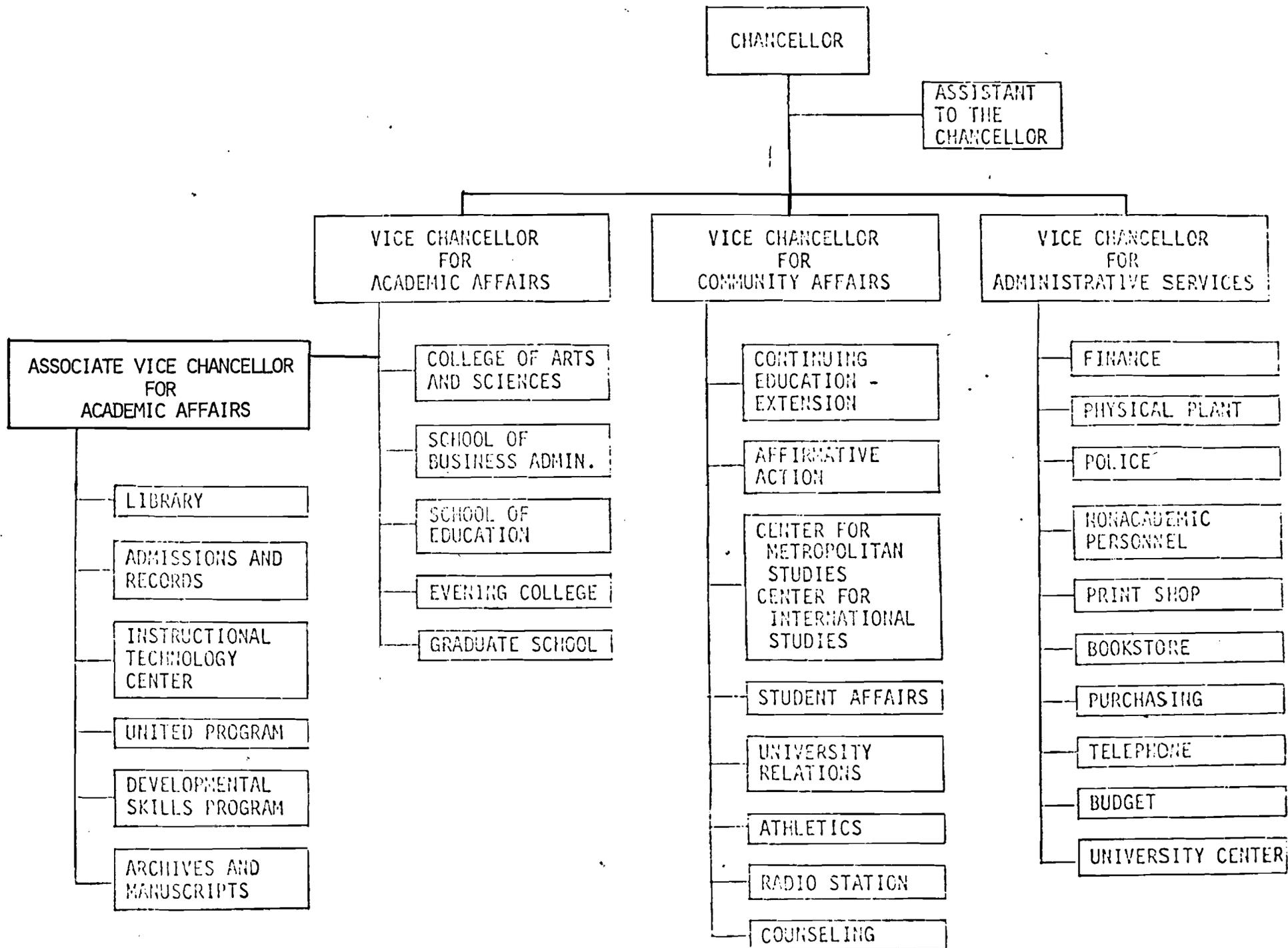
In carrying out these functions the Vice Chancellor for Administrative Services maintains liaison with the appropriate offices of the University of Missouri System.

### Deans of Schools and Colleges

The Deans of schools and colleges are accountable to the Chancellor for the operation of their total programs. They transmit matters relating to academic programs, academic appointments, academic evaluations, promotions and tenure through the Office of the Vice Chancellor for Academic Affairs, matters pertaining to community affairs to the Vice Chancellor for Community Affairs and matters related to fiscal affairs, business, staff, space allocation and resource management through the Office of the Vice Chancellor for Administrative Services. Specifically, the Deans are responsible for the divisional teaching, research and extension programs which include:

1. Organization, development, implementation and evaluation of resident instruction, research and extension programs including appropriate student services.
2. Development and implementation of effective instructional methods.
3. Development and implementation of budgetary planning and fiscal controls in accordance with University policy and procedures.
4. Evaluation and promotion recommendations for faculty.
5. Evaluation and promotion recommendations for support staff.
6. Interdivisional cooperation in developing interdisciplinary programs and services.
7. Development and implementation of a communications procedure to ensure dissemination of University and campus policy, procedures and matters of mutual concern.
8. Responsibility for building management and space assignment where appropriate.

TABLE 1  
ORGANIZATION CHART



## ORGANIZATIONAL CONCEPT

The organizational pattern for the St. Louis campus has been designed to implement the educational mission. The design suits an urban campus which is part of a multi-campus university; its features are intended to accomplish the following:

- To ensure informed participation in the campus decision-making process by representative members of the faculty, students and staff.
- To identify the organizational structure and to define the roles, duties and obligations of administrators.
- To relate the use of resources directly to the accomplishment of the university academic plan.
- To ensure reasonable and informed leadership of the institution.

Under the revised UMSL administrative organization the campus has continued to stress the utilization of advisory councils which ensure wide participation in the decision-making process. The Deans' Group allows participation from key academic administrators; the Senate Committee on Fiscal Affairs and Long Range Planning permits elected faculty representatives to participate in discussion of major policy issues. The Senate brings together administrators, faculty and students for the discussion of current problems and issues.

The line of authority is from the Chancellor to the Vice Chancellors and Deans, but the Chancellor as chief executive officer of a major academic organization cannot be knowledgeable about or personally handle all matters. Thus better communication, faster and more relevant response, and effective results are facilitated as the Vice Chancellor for Academic Affairs, for Community Affairs and for Administrative Services and other specified administrators represent the Chancellor directly on matters which have been designated as their assigned responsibility. Their line of authority is directly to the Deans or Directors except when the Deans or Directors designate other appropriate representatives for certain matters. The Vice Chancellors and other specified administrators have frequent and direct communication with the Deans and Directors to improve understanding and also to develop data to be used in decision-making. While it is clearly understood that matters of policy shall be treated in accordance with the above, it is not intended to restrict the efficient handling of day-to-day operational matters between and among functional units at the campus level and their divisional counterparts.

The Chancellor, as chief academic and administrative officer for this campus, is accountable to the President for all programs and operations of the campus. In turn, the Chancellor has delegated the authority for specific programs and functions to designated campus officers; he holds those officers accountable for the successful administration of these programs and functions throughout the campus.

## THE FACULTY

The overall quality of the faculty has been high since the early days of the campus, and it has improved significantly during the past five years through rigorous selection of new faculty members. Effective procedures and high standards for granting tenure and promotion have sustained the quality of faculty in the senior ranks. The faculty development plan, begun in 1974, has been helpful in acquainting faculty members with their duties, responsibilities, rights, privileges, and benefits, as well as some assistance in solving personal problems. A Faculty Handbook, issued in 1975, summarized most aspects of the development plan. Faculty participation in the governance of the campus has been relatively high since the present Faculty By-Laws were adopted in 1971. Certain Senate committees have been very effective especially the Committee on Appointments, Tenure and Promotion, the Committee on Curriculum and Instruction, the Committee on Welfare and Grievance, and since 1975, the Committee on Fiscal Affairs and Long Range Planning. This committee, supplemented by several members of the administration, reviews all budget matters, proposes degree programs and space changes and other modifications which might significantly alter the course of the campus. Faculty members are regularly appointed to ad hoc committees of campus-wide, school, or departmental concern.

The Faculty Council, organized in 1974, as a result of faculty initiative, is organized on a representative basis and meets monthly. It is concerned with issues primarily affecting faculty members. The Council's Steering Committee meets regularly with the Chancellor to review the issues discussed by the Council. The Council has not been approved officially as the representative body of the faculty because the Senate has been so designated.

### Governance:

#### Faculty By-Laws

The By-Laws adopted in 1971 provide for substantial faculty participation in campus affairs, are currently (1976) being revised.

The By-Laws provide for the faculty of the University of Missouri - St. Louis, its functions and its meetings; for the student body, its meetings and its officers. And it also provides for the Senate of the University of Missouri - St. Louis. A copy of the By-Laws is available to the North Central Committee.

#### The Senate

As provided for in the By-Laws, the Senate is composed of the President, the Chancellor, the Vice Chancellor for Academic Affairs, the deans of the colleges and schools, the Dean of Students, the President of the Student Body, seventy-five elected faculty members, twenty-five student members, and a number of ex-officio members. The Senate is empowered on a continuous basis to conduct the functions of the faculty and of the student body as defined

in the By-Laws. It meets monthly during the academic year, or when especially called by the Executive Committee. The bulk of the Senate's work is carried on by standing committees which meet regularly during the academic year and present reports and recommendations for appropriate action by the Senate. These committees are:

#### 1. Committee on Committees

The Committee on Committees consists of the Vice Chancellor for Academic Affairs and ten voting members of the Senate, and includes one faculty member from each school and college and three student members. The members of the Committee serve for one year. They are elected at a special meeting of the Senate called in the spring each year immediately following the election of the new Senate. The Committee is convened by the Vice Chancellor for Academic Affairs; its first order of business is to elect a chairperson.

It is the responsibility of the Committee to nominate for election by the Senate: (1) members of all standing committees of the Senate; (2) members of ad hoc committees of the Senate, when so instructed by the Senate. Where appropriate, the Committee nominates members of University-wide standing ad hoc committees for election by the Senate or appointment by the Chancellor. In preparing lists of nominees, the Committee consults with the Chancellor, the academic deans, the Dean of Student Affairs, department chairpersons and officers of the student body. Nominations made by the Committee are presented to the Senate for its approval at its first regular meeting of the academic year. Members of the Senate have the right to make additional nominations from the floor.

#### 2. Executive Committee

The Executive Committee consists of the Chairperson of the Executive Committee, the Secretary of the Senate, and the chairperson of each standing committee of the Senate.

It is the responsibility of the Executive Committee:

1. To call regular and special meetings of the Senate and to prepare and distribute the agenda prior to each meeting.
2. To coordinate the work and activities of the Senate and of Senate Committees.
3. To meet regularly and frequently with the Chancellor to discuss matters of policy concerning the University of Missouri - St. Louis.
4. As an agency of the Senate, to maintain avenues of communication with the faculty and student body of the University of Missouri - St. Louis, with campus administrative officers and, through the office of the Chancellor, with the administrative officers and the governing board of the University.
5. To conduct all elections for membership in the Senate.

### 3. Committee on Curriculum and Instruction

The Committee on Curriculum and Instruction consists of the Vice Chancellor for Academic Affairs, the Director of Admissions, eight members of the faculty, which includes at least one member from each school or college, and four student members who are broadly representative of the various divisions of the University. All faculty and student members are elected by the Senate.

The committee has responsibility for developing and recommending to the Senate educational programs of the University of Missouri - St. Louis, policies regarding graduation requirements, special honors programs, curriculum and official publications. It considers and recommends to the Senate general policies of the University of Missouri - St. Louis governing the evaluation of academic instruction and advisement, means of promoting and rewarding effective academic instruction, securing and maintaining an effective system of academic advisement. The calendar of the University of Missouri - St. Louis and general policies relating to the schedule of classes, classroom assignments, and the schedule of final examinations, and means of relating faculty scholarship and research to the teaching function of the University of Missouri - St. Louis fall within its purview. New degrees, degree programs, and curricular changes proposed by the separate schools and colleges of the University of Missouri - St. Louis are transmitted by the appropriate dean to the committee for its recommendation or report to the Senate.

### 4. Committee on Appointments, Tenure and Promotion

The Committee consists of the Vice Chancellor for Academic Affairs as chairperson and eight full professors holding tenured appointments. Initial academic appointments to the University of Missouri - St. Louis recommended as tenured appointments are submitted by the department concerned through the dean of the appropriate school or college. The dean forwards the department's recommendation with his or her own recommendations for approval or disapproval. After consideration, the Committee on Appointments, Tenure and Promotions submits its recommendation to the Chancellor through the Vice Chancellor for Academic Affairs. Tenure recommendations for faculty holding term appointments, and recommendations for promotion above the rank of assistant professor, are made in accordance with the procedure outlined.

It is the responsibility of this committee, together with the appropriate administrative officers, to establish, develop and maintain in all areas of the University the highest standards of faculty quality.

### 5. Committee on Faculty Research and Publications

The Committee consists of the Vice Chancellor for Academic Affairs, the Dean of the Graduate School, the Director of Research Administration and eight faculty members. Its members are selected with due regard for their research and academic interests. It is the responsibility of the Committee to:

1. Review applications for budgeted University support of research and make recommendations to the appropriate administrative officers;
2. Advise administrative officers on matters of policy pertaining to the Office of Research Administration.
3. Consider and recommend to the Senate policies encouraging and supporting University of Missouri - St. Louis research activities.

#### 6. Committee on Admissions and Student Aid

The Committee consists of the Vice Chancellor for Academic Affairs, the Director of Admissions, four faculty members elected by the Senate (one of whom is chairperson of the committee), two student members appointed by the Chancellor.

The committee forms two sub-committees: a Sub-Committee on Admissions and a Sub-Committee on Student Aid. Each sub-committee consists of the Vice Chancellor for Academic Affairs, the Director of Admissions, three faculty members and two students elected from the committee. The sub-committees consider individual cases presented by the Director of Admissions and makes recommendations to the committee. The committee

1. Recommends policies and procedures to the Senate relating to admissions and student aid;
2. Reviews on a periodic basis admission and student aid activities and report to the Senate.

#### 7. Committee on the University of Missouri - St. Louis Library

The Committee consists of the Vice Chancellor for Academic Affairs, the Librarian, four faculty members and two student members elected by the Senate, and four faculty members and two student members appointed by the Chancellor. The committee

1. Recommends and reviews Senate policies and procedures for the library and submits reports to the Senate.
2. Advises the Senate on recommendations to the Chancellor regarding policies for the disbursement of library funds.
3. Submits recommendations to the Chancellor on the disbursement of current library acquisition funds.

#### 8. Committee on Welfare and Grievances

The Committee consists of six full professors holding tenure appointments and six student members, all elected by the Senate. Its membership is broadly representative of the various academic disciplines, schools and colleges. No faculty member involved in a substantial way in administrative work above the level of department chairperson shall be eligible.

The Committee is divided into two sub-committees: one consisting of faculty members, and the other student members of the whole committee.

1. The sub-committee comprised of faculty members conducts hearings in removal cases or in disputed cases involving tenure rights and status as provided for in the Academic Tenure Regulations of the University of Missouri.
2. Each sub-committee hears cases of alleged wrongs, or suggestions, submitted by members of its own constituency. Any person or persons presenting the suggestion or case may request that the matter be heard by the whole committee except in those instances provided for in paragraph 1.
3. The committee and its sub-committee consider cases of alleged wrongs, or suggestions, from all segments of the University community. Matters which pertain to several segments of the University community are heard by the whole committee.
4. The committee explores methods for improving the status and condition of all members of the University community.
5. When it is deemed appropriate, the Committee makes recommendations to the Senate, the Chancellor or other University officers.

#### 9. Committee on Student Affairs

The Committee consists of the Dean of Student Affairs, four faculty members and four student members elected by the Senate, and two faculty members and two student members appointed by the Chancellor. Its members are broadly representative of the various academic disciplines, schools and colleges.

The Committee on Student Affairs is responsible for recommending and reviewing policy in the areas of musical, dramatic and forensic events; campus events involving outside speakers and programs, group recognition; student regulations; and alumni affairs. The responsibilities of the Committee may be exercised by sub-committees established in any of these areas. Faculty and staff members with administrative responsibilities in the various areas of student affairs will be members of the sub-committees dealing with those areas.

#### 10. Committee on Student Publications

The Committee consists of the Editor of the Current, two faculty members and two student members elected by the Senate and two faculty or staff members appointed by the Chancellor. The Committee on Student Publications is responsible for recommending and reviewing policy concerning student publications.

#### 11. Committee on Athletics

The Committee, in accordance with the Rules and Regulations of the Board of Curators consists of five regular full-time faculty members

of professional rank, two regular full-time students, and one member of the alumni, all appointed by the Chancellor, who shall also designate the chairperson. The Director of Athletics and the Vice Chancellor for Administrative Services of the University of Missouri - St. Louis shall be ex officio non-voting members. Responsibilities, terms of membership, and meetings of the Committee shall be as prescribed in the Rules and Regulations of the Board of Curators. When appropriate, the Committee reports or recommends policy concerning athletics to the Senate.

12. Committee on Fiscal Affairs and Long Range Planning

The Committee consists of the Chancellor, who serves as chairperson of the Committee, the Vice Chancellors for Academic Affairs, for Community Affairs and for Administrative Services of the University of Missouri - St. Louis, two faculty members and two student members elected by the Senate and two faculty members appointed by the Chancellor.

The Committee examines general budgetary allocations and priorities, considers questions relating to the development of the University of Missouri - St. Louis and to the University of Missouri as a whole, and makes recommendations on development and fiscal matters to the Chancellor. The Committee reports to the Senate on its work.

13. Committee on Urban Affairs

The Committee consists of the Vice Chancellor for Community Affairs, the Director of the Center of Community and Metropolitan Studies and six faculty members and two student members elected by the Senate.

It is the responsibility of the Committee to develop recommendations for the Chancellor and the Senate regarding urban-related programs in the areas of education programs and degrees, research and urban studies, and programs of service for the metropolitan region. The Committee works to coordinate activities in these areas carried on by various schools and departments of the University, the Center for Metropolitan Studies, and Continuing Education - Extension.

14. Committee on International Studies

The Committee consists of the Vice Chancellor for Community Affairs, the Director of the Center for International Studies, and six faculty members and two student members elected by the Senate.

The Committee works closely with the Center for International Studies in the development of education, research, and service programs relating to foreign areas and international studies.

15. Ad Hoc Committees

As the need arises the Senate establishes or recommends to the Chancellor the establishment of ad hoc committees.

1. Ad hoc Senate committees are established through Senate approval of nominees selected from the faculty and the student body by the Senate Committee on Committees or by nomination from the floor of the Senate.

2. Ad hoc Administrative-Senate committees are recommended to the Chancellor by the Senate to include a specific number of appointive and elective members. The elective members are chosen by the Senate as provided above.
3. Ad hoc Administrative committees are appointed by the Chancellor, to whom they shall report. Other ad hoc committees report to the Senate or the Chancellor.

Provision is made for ad hoc committees and during the academic year there are a number of these.

Copies of Senate committees for 1976-77 and their membership will be available for North Central Committee members.

### College and School Councils

Each college or school has provided for the organization of its faculty and its governance. Descriptions of these appear in the following section of this report.

### Departmental Governance

Faculty members participate in the governance of their departments in varying degrees. By tradition, however, there is deep involvement in decisions relating to curriculum, course offerings, tenure and promotion and certain admission requirements. There is less involvement in budget-making and the determination of salaries and, in some instances, none at all.

### Faculty Participation on Campus and University-Wide Committees

All campus-wide committees include faculty members. They are either elected by the Senate, by the Graduate Council, by the Chancellor or by a Vice Chancellor. Faculty members are asked to serve on important University-wide committees by the Senate, the Graduate Faculty, the Chancellor or the Vice Chancellors. Lists of these committees and their campus members are available to North Central Committee members.

### Recruitment and Affirmative Action

Recruitment of new faculty members usually occurs at the departmental, college or school level. Prior to the initiation of a search for a new faculty member, permission must be secured from the dean and notice given to the Director of Affirmative Action. Normally, the Dean works closely with the department search committee and forwards proposed appointments to the Vice Chancellor for Academic Affairs and the Chancellor for approval. The Affirmative Action Officer assures that appropriate affirmative action procedures are followed in recruitment, compensation, promotion, and allied matters by administrative officers, and maintains liaison with University-Wide, federal and state agencies. The Officer in charge of Affirmative Action aids in identifying candidates and also ensures that adequate records have been kept. An especially designed form is used to record the necessary processes followed and the approvals of appropriate officers.

### Promotion and Tenure

The criteria and procedures used in promotion and tenure decisions have been modified in recent years. At present, promotion and tenure decisions are based on the following general principles:

1. Criteria and procedures used in evaluation are established at the departmental and divisional levels and are known to the faculty.
2. The faculty have a significant role in the establishment of the criteria and procedures.
3. Faculty members are entitled to an annual evaluation and discussion of their professional progress and future goals, normally with the department chairperson.
4. Evaluation at all levels involves persons selected by the appropriate faculty group.
5. A faculty member who believes that there are grounds within the criteria or procedures to challenge a promotion or tenure decision has the right to a hearing for reconsideration or appeal as set forth in the Senate Committee's Guidelines for Tenure and Promotion.

The Guidelines for Tenure and Promotion are available to North Central Committee members.

### Sabbatical Leaves

The University has a sabbatical leave policy that permits faculty members to take such leaves as frequently as every seventh year. The policy permits a half-year leave at full-pay or a full-year leave at half-pay. All leaves must be approved by the divisional deans, the Vice Chancellor for Academic Affairs and the Chancellor prior to being forwarded to the University-wide administration for final approval by the Board of Curators. The full-year/half-pay leaves may be for the purpose of research, other scholarly activities or formal study. The half-year/full-pay leaves are specified for the purpose of research. About 10 faculty members have been granted leave each year.

Leaves without pay are approved by the Chancellor or the Vice Chancellor for Academic Affairs.

### Characteristics of the Faculty

A summary of the faculty by rank, tenure and advanced degrees is available for review by the Committee. At present, over forty per cent of the faculty are tenured.

### Faculty Salaries

A summary of faculty salaries by academic rank and academic division is available for review by the Committee. Salaries are relatively low when compared to AAUP standards or national averages of major state universities. They are low when compared to the average of "Big Ten" schools and are about average when compared to other universities in the "Big Eight."

### Staff Benefits

A summary of the staff benefits available to faculty members is available for review by the Committee. In the recruitment of faculty, the most serious problem in the area of staff benefits is that of the retirement program and the retirement is not vested until after they have been at the University for ten years. The retirement plan is generally quite good for those faculty members who work for the University for long periods of time and also work to retirement. The health benefits program, especially for long-term illness, has become a major faculty concern.

## SPECIALIZED CENTERS

### Center for Metropolitan Studies

The Center for Community and Metropolitan Studies was created by the University Board of Curators in the spring of 1965. In order to promote a more comprehensive approach to the study and solution of urban problems, the Center attempts to achieve as wide a degree of interdisciplinary cooperation as possible. The staff members who currently hold appointments in the Center reflect a variety of disciplines, including sociology, economics, business administration and political science.

Since instruction is viewed as one of the Center's primary functions, an ongoing effort is made to involve students in urban research. As part of this effort, the Center employs a limited number of graduate research assistants. In addition, a program is being developed to place qualified students in staff positions in area agencies, giving them a chance to acquire valuable knowledge and skills, and at the same time, to make significant contributions to the agencies in which they work.

Most of the Center's research focuses on the immediate problems of St. Louis and the metropolitan area. Recent projects have concentrated primarily in the areas of housing, mass transit, employment, public finance, crime and drug addiction. The Center cooperates directly with other University departments and with various government and private agencies in order to facilitate the communication of information and reports to local citizens and policy makers.

In addition to its basic and applied research efforts, the Center is concerned with developing new methods of information collection, storage, retrieval and analysis, and with developing and refining new problem-solving techniques, all as part of its ultimate goal of becoming a more effective tool to study and improve the conditions of the St. Louis area.

### Center for International Studies

Organized in the fall of 1968, the Center for International Studies supports research activities, seminars, and conferences directed at expanding understanding of international interactions, investigating domestic sources of externally directed national policies, improving methods and techniques of research in international affairs, and improving methods and techniques for communicating information and research findings in nonacademic settings.

The Center staff consists of a director, research associates, student assistants and secretarial and clerical personnel. Research Associates hold annually renewable appointments in the Center, typically with joint appointments in academic departments.

The Center sponsors interdisciplinary and multidisciplinary courses and assists in staffing courses within individual departments. Ad hoc seminars are arranged to meet specific needs or interests of faculty or of graduate and undergraduate students. The center sponsors conferences and seminars, including an interdisciplinary Faculty Seminar in International Studies and the Monday Colloquium in the Social Sciences which discuss research methods, projects and findings.

The Center issues two types of publications, a Monograph Series and an Occasional Paper Series. Included in the Monograph Series are the proceedings of Center conferences and special studies reporting the results of completed research projects. Included in the Occasional Paper Series are reports of preliminary findings of uncompleted research projects. The series reduces normal publication delays and allows an investigator to obtain early reactions to his research while it is still in progress.

DEGREE PROGRAMS

College or School

Doctor of Philosophy

Chemistry	Graduate School
Psychology	Graduate School

Doctor of Education

Education	Graduate School
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Master of Arts

Economics	Graduate School
English	Graduate School
History	Graduate School
Mathematics	Graduate School
Political Science	Graduate School
Psychology	Graduate School
Sociology	Graduate School

Master of Business Administration

Business Administration	Graduate School
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Master of Education

Educational Administration	Graduate School
Elementary Education	Graduate School
Guidance and Counseling	Graduate School
Secondary Education	Graduate School

Master of Science

Biology	Graduate School
Chemistry	Graduate School
Physics	Graduate School

Master of Public Policy Administration

Public Policy Administration	Graduate School
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Bachelor of Arts

Anthropology	Arts & Sciences
Art History	Arts & Sciences
Biology	Arts & Sciences
Chemistry	Arts & Sciences
Economics	Arts & Sciences
English	Arts & Sciences
French	Arts & Sciences
German	Arts & Sciences
History	Arts & Sciences
Mathematics	Arts & Sciences
Music	Arts & Sciences
Music History	Arts & Sciences
Philosophy	Arts & Sciences
Physics	Arts & Sciences
Political Science	Arts & Sciences
Psychology	Arts & Sciences
Sociology	Arts & Sciences
Spanish	Arts & Sciences
Speech Communication	Arts & Sciences

Bachelor of Music

Music Education	Arts & Sciences
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Bachelor of Science

Administration of Justice	Arts & Sciences
Chemistry	Arts & Sciences
Economics	Arts & Sciences
Physics	Arts & Sciences

Bachelor of Science in Business Administration

Business Administration	Business Administration
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Bachelor of Science in Education

Early Childhood Education	Education
Elementary Education	Education
Secondary Education	Education
Special Education	Education

Bachelor of General Studies

General Studies	Evening College
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## INSTRUCTIONAL PROGRAMS

The degree programs offered by the St. Louis campus have been subject to a detailed review during the past three years. The Academic Plan indicates the degree programs that will be continued, phased out, or initiated during the next few years. Many of the changes proposed in the Academic Plan involve merger, reorientation, or minor modification of existing degree programs. The campus is attempting to accomplish these changes as quickly as possible. Other changes that involve initiation of a new program or phasing out of entire programs will require more time to complete. Procedures for approval of changes in course offerings and changes in degree programs are described below.

This campus has had reasonably close coordination of graduate programs through the Graduate School and the Graduate Council.

The campus is committed to attracting and retaining more students from minority groups. UNITED - Special Services was initiated for this purpose. At present, the project is supported by campus allocated funds.

The following summarizes the procedures for approval of course changes and degree changes:

### 1. Procedure for Approval of Course Changes

The addition or deletion of a course must first receive approval from the curriculum committee of the appropriate school or college. The action is then reported to the entire faculty of the school or college. If approved by the appropriate faculty, the change is forwarded to the Curriculum Committee of the Senate and then to the Senate. Proposed changes in graduate courses must be approved by the Graduate Council before Senate action may be taken.

### 2. Procedures for Approval of Degree Changes

A program may be added or deleted by request of the department through the school or college currently offering or proposing to offer the program. If the degree program is at the graduate level, the Graduate Council must approve any changes. Subsequent approval must be obtained from the Senate and then from the Chancellor. All degree programs which a campus proposes to add or delete must then be submitted to the President. After the President and the Board of Curators approve, the degree or degrees in question are filed with the Coordinating Board on Higher Education. Degree programs changes are submitted in a form consistent with the "Procedures for Notification and Review of New Academic Programs" adopted by the Coordinating Board for Higher Education.

Included in this section of the self-study is the accreditation status of the colleges and schools at UMSL.

TABLE 2

ACCREDITATION STATUS OF CAMPUS, COLLEGE, SCHOOLS AND PROGRAMS

<u>College or School</u>	<u>Accreditation Agency</u>	<u>*Current Status</u>	<u>Comments</u>
University of Mo. St. Louis	North Central Association	Accredited	Graduate and Undergraduate
School of Education	National Council for Accreditation of Teacher Education	Accredited	Graduate and Undergraduate
School of Business	American Asso- ciation of Collegiate Schools of Business	Accredited	Graduate and Undergraduate

## RESEARCH AND CREATIVITY

One of the goals the campus has established is maintenance of a vigorous scholarly life by the faculty. This aspiration flows from our belief that a mature campus climate requires that inquiry and creativity by the faculty be evident in all divisions. Data gathered in 1976 reporting the productivity of the Faculty in the three major divisions are given in the table below:

TABLE 3

SCHOLARLY PRODUCTS 1975-76

<u>Scholar's Work</u>	<u>Arts &amp; Sciences</u>	<u>Education</u>	<u>Business</u>	<u>Total</u>
Papers in scholarly journals	367	53	68	488
Books and monographs published	31	5	4	40
Papers read to learned societies		77	52	

In addition, there is relevant but less focal evidence on attainment of campus objectives for research and creativity in the process of seeking research support for extramural agencies. In the following table are listed the number and dollar amounts of requests for funds from extramural agencies. For the most part the requests are for research project monies although there are some training projects in the list. The data in the table are for the first six months of the 1975-76 fiscal year.

TABLE 4

## NUMBER OF PROPOSALS SUBMITTED IN FIRST SIX MONTHS OF FY 75-76

<u>Unit</u>	<u>Number</u>	<u>Amount</u>
<u>Arts &amp; Sciences, College of</u>		
Biology	5	\$ 129,839
Chancellor	1	46,444
Chemistry	7	328,460
Economics	1	29,959
English	1	7,752
Extension	11	308,278
Library	1	5,000
Mathematics	5	91,863
Philosophy	1	980
Physics	5	186,340
Psychology	5	150,065
Sociology	2	88,476
<u>Business, School of</u>	3	616,542
<u>Education, School of</u>		
Childhood Education	2	81,949
Secondary Education	1	18,636
Behavioral Studies	3	234,269
<u>Metropolitan Studies, Center for</u>	2	209,704
<u>International Studies, Center for</u>	1	29,993
TOTALS	57	\$2,564,549

Another set of data touching on campus research and creativity treat the intramural processes of research support. In 1975-76 the campus allocated \$17,004.00 for research by the Faculty in the academic year. The dollar volume of requests was \$24,592.00. Representative titles of projects were:

TABLE 5

## REPRESENTATIVE INTRAMURALLY FUNDED STUDIES 1975-76

<u>Topic</u>	<u>Recipient</u>
Self Theory and Observational Capacity	William Erickson
Panel Program for the Southern Political Science Association	Lance LeLoup
Adult Understanding of Elementary School Topics	Bess Nelson
Follow-up Study on the Status of Environmental Education in Missouri	Doris Trojczak

The campus also allocates funds for faculty summer fellowships. For summer 1976 the sum available was \$49,350.00, and there were 49 applications with a dollar sum of \$100,400.00. Representative projects were:

TABLE 6

## REPRESENTATIVE FACULTY SUMMER PROJECTS 1976

<u>Topic</u>	<u>Recipient</u>
Social Control in Prewar Japan	Richard H. Mitchell
Agonistic Behavior and Animal Learning	George T. Taylor
Forgotten Women: Five Early 20th Century Poets	Christine M. Roman
The Theory of Multipliers for Orthogonal Expansion	Alan L. Schwartz
Campaign 76: America's Role in the World as Characterized by Various Presidential Hopefuls	Donald C. Shields
Color Lithography Techniques	Sylvia S. Walters

Finally, the campus views the scope of inquiry widely. Each year funds are set aside for summer fellowships for graduate students. In 1976 the sum allocated for graduate student research in the summer was \$4,900.00. There were 16 applications and 7 awards were made. Funded projects were:

TABLE 7

## GRADUATE STUDENT SUMMER PROJECTS 1976

<u>Topic</u>	<u>Recipient</u>	<u>Department</u>
The International Brigade	Ms. Eleanor McCluskey	History
Foraging Bats	Mr. Robert Jamieson	Biology
Inorganic Photochemistry	Ms. Donna Alway	Chemistry
Attitudes Toward Competent Women	Ms. Sheila Ginsburg	Psychology
Postpartum Adjustment	Ms. Gail Neumann	Psychology
Mechanism of Ozonolysis	Mr. Jang-Szu Su	Chemistry
Low Temperature Physics	Mr. Gregg Bischoff	Physics

## PROTECTION OF HUMAN SUBJECTS

The University of Missouri - St. Louis recognizes the necessity of research activities in which human beings serve as research subjects. The University also is cognizant of its responsibilities to protect the rights and welfare of human subjects. The Committee on Research Involving Human Subjects is responsible for determining the adequacy of the protection of human subjects' rights and welfare through the Office of Research Administration.

The responsibility for providing initial and continued review for projects involving human subjects is delegated to the Committee on Research Involving Human Subjects. The Committee's review determines that the rights and welfare of subjects involved are adequately protected and that the risks to an individual are out-weighed by the potential benefits to him or by the importance of knowledge gained. Informed consent is obtained by methods that are adequate and appropriate and which provide basis for continuing review.

Guidelines have been established to assist the Committee in the implementation of University policy. These guidelines serve as minimum review requirements for all instances where a sponsor desires University certification that a proposed program complies with institutional review procedure for projects involving human subjects. The guidelines conform to the specifications of the Federal Department of Health, Education, and Welfare.

**D. CARRYING OUT INSTITUTIONAL GOALS THROUGH ACADEMIC PLANS**

## SCHOOL OF BUSINESS ADMINISTRATION

### Background

The School of Business Administration began as a one person department in 1963 with the inauguration of the UMSL campus. By 1965 the first junior class had evolved and with it a five man Department of Business Administration. A semiautonomous Division of Business was established within the College of Arts and Sciences in 1966, and the establishment of a School of Business Administration was authorized by Board of Curators action in 1967.

The person who began the Department in Business in 1963 subsequently served the School as Director of the Division of Business when it was established in 1966, Acting Dean of the School of Business Administration when it was authorized in 1967, and Dean of the School one year later. The present acting Dean was appointed in 1976.

The School's first class was graduated in 1967; and the School received undergraduate accreditation from the American Assembly of Collegiate Schools of Business (AACSB) in the 1969-70 academic year. In the same year after careful planning, and with the advice of outside consultants, the School began a limited MBA program to serve a significant evening student population. The MBA program was accredited by the AACSB in 1973. Currently, the School of Business is the only one of the four major Universities in metropolitan St. Louis with a full accredited Undergraduate and Graduate program in both the day and evening. The need for collegiate work in business and administration was one of the principal factors causing the University to begin classes in St. Louis.

### Mission and Objectives

The following was adopted by the faculty of the School of Business Administration as a Statement of Mission on March 7, 1975:

The mission of the University of Missouri - St. Louis School of Business Administration is to serve, primarily, the residents of the State of Missouri (particularly those in the metropolitan St. Louis area), by providing the opportunity to obtain knowledge, develop marketable skills, and to grow in wisdom. In addition to maintaining excellence in education through high standards of teaching and reasonable faculty-student ratios, an important commitment by the faculty and staff will be to contribute to the academic community through scholarly research and other professional activities.

Programs will be designed and implemented to respond to community needs in the areas of undergraduate and graduate degree programs and continuing credit and non-credit courses at the following levels: Non-Baccalaureate, Baccalaureate, Masters, and Post Masters.

Professional excellence for faculty and staff may be achieved and sustained by refining teaching skills or methods; undertaking in-depth surveys of the literature in one's area of specialization; writing professional journal articles or textbooks; participating in professional associations, community and university services; and consulting.

Consistent with this statement are the following objectives against which the School of Business can periodically measure its performance:

1. To use the disciplines of Administration in a controlled undergraduate degree to continue to expand the liberal development of student capacities for communication, analysis judgment, and the ability to relate to a total environment. To expose students to an area of knowledge which by nature has relevance and which in turn will more directly allow them to make both an initial and long-run contribution to society and thereby to themselves.
2. To encourage individual and joint research for the purpose of contributing to the body of administrative and business knowledge and to serve the community of which we are a part.
3. To provide for the continuing education of administrators and managers to enable individuals to meet the growing needs of both their specific and future administrative obligations, and to offer management-related education to minority and other groups with special needs.
4. To engage in innovative programs on an experimental basis to facilitate better learning effectiveness in increasingly efficient ways.
5. To establish a broad base of community support and recognition which will ultimately lead to scholarships, endowed programs, unrestricted grants, and research support.
6. To expand the Schools' range of credit and non-credit programs on a selective basis, as sufficient resources become available, in order to better serve the community and to grow with, rather than follow, the University (UMSL) as it develops.

The School feels evidence of progress toward most of its objectives is represented in acceptance for undergraduate and graduate accreditation by the American Assembly of Collegiate Schools of Business (AACSB) in 1970 and in 1973. More specific evidence of the School's progress in meeting objectives is reflected in the performance of students in its academic programs and by various efforts at community service.

#### Organization

The School of Business Administration is headed by the Dean who is assisted by an Associate Dean. The Dean is either directly responsible or shares responsibility for the recruitment and development of Faculty,

decisions or recommendation dealing with retention and promotion, University and community relations, and the operational productivity and efficiency of the unit.

The Associate Dean has primary responsibility for the academic schedule, the secretarial staff and undergraduate advisement. The processing of records of undergraduate students and the advisement of undergraduate students is the primary responsibility of the Academic Advisors who report through a Senior Advisor to the Associate Dean. The Associate Dean works directly with the Faculty Coordinators and the Directors of the Organizational Development Program, Research, and the Graduate Program. The Associate Dean also is responsible for the School's evening program in cooperation with the Dean of the Evening College.

Each of the functional areas in the School of Business Administration; Accounting, Behavioral Administrative Management, Finance, Marketing and Management Science, has an Area Coordinator to serve as a communicative link with the Faculty, to share with the Dean the responsibility for personnel decisions, and to consult with the Associate Dean on matters of course offerings and Faculty course assignments.

The Director of Research serves as a liaison between the campus Research Office, local and national outside funding opportunities, and the School's Faculty. The School's Director of Research also holds a joint appointment in the University's Center for Metropolitan Studies which opens an additional avenue for Faculty research.

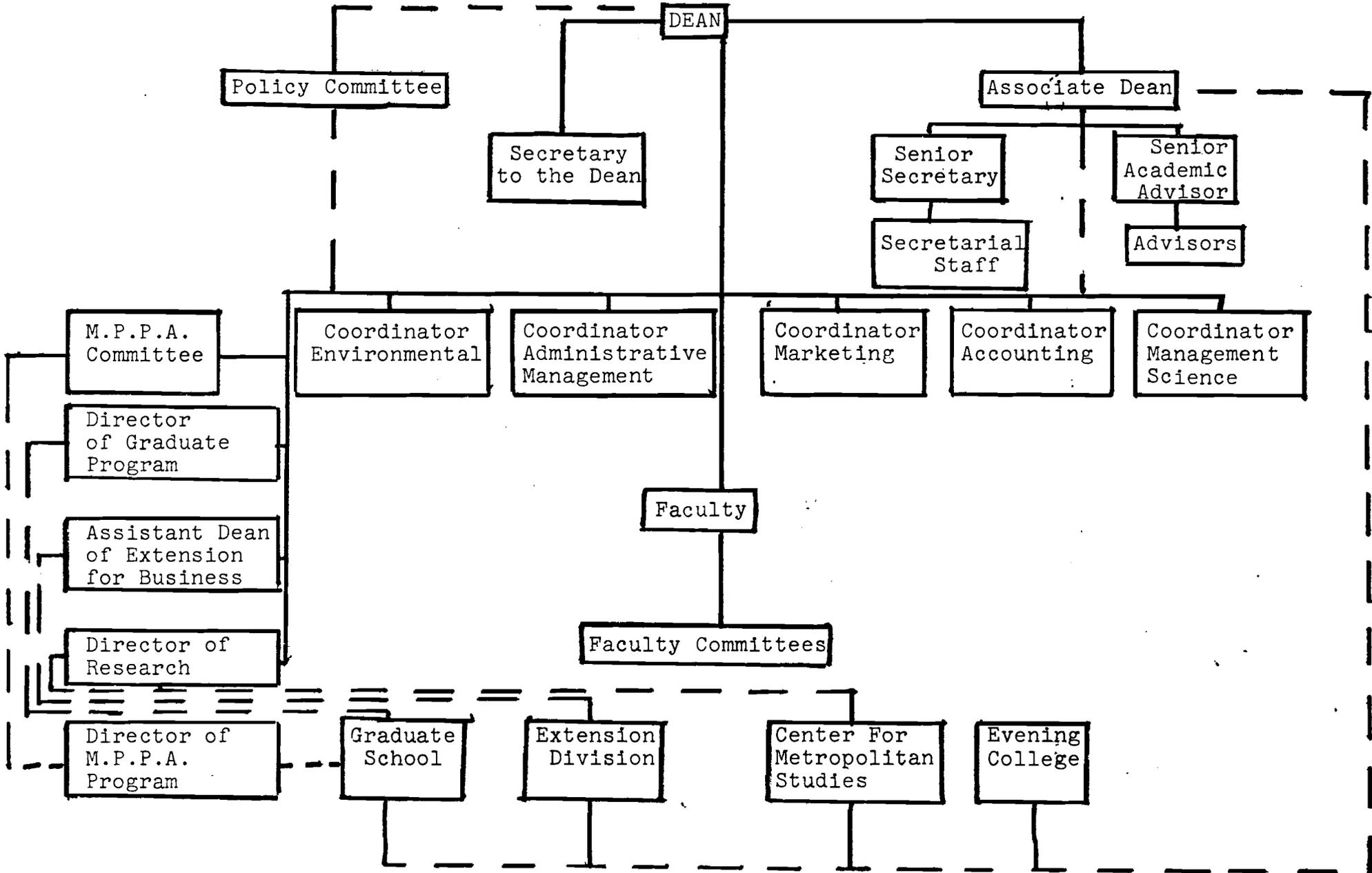
The Director of the MBA Program together with the School's Graduate Studies Committee is responsible for admissions, advising, scheduling, academic discipline and other matters relating to the graduate program. Although the Director reports to the Dean in a formal sense, he works closely with the Associate Dean who formally also had administrative responsibility for the MBA program, and with the Graduate Dean.

The Associate Dean of Extension for Business is responsible for non-credit courses in continuing education which are offered by the School of Business Administration in cooperation with the University's Extension Division. All continuing education programs in business emanating from the St. Louis campus must have program and Faculty approval from the School of Business Administration. Last year the School developed and offered over 100 such programs ranging from one day conferences to several day middle-management programs in the Ozarks.

Recently the School of Business Administration helped inaugurate a program leading to the degree Masters in Public Policy Administration in cooperation with the Department of Economics and Political Science of the Art College. The program is managed by an interdisciplinary committee which reports, through its Chairman, to the Dean of the School of Business.

Table 8 is a chart showing the organization of the School of Business Administration.

SCHOOL OF BUSINESS ADMINISTRATION  
UNIVERSITY OF MISSOURI-ST. LOUIS



### Undergraduate Program

The undergraduate program in Business Administration has accounted for approximately 25% of the degrees offered on the St. Louis campus since its conception, and the size of the program is increasing.

TABLE 9

#### BACCALAUREATE DEGREES IN BUSINESS ADMINISTRATION 1967-75

Year	June	August	December	Total
1967	35	8	21	64
1968	58	29	48	135
1969	135	42	54	231
1970	155	39	53	247
1971	172	59	87	318
1972	169	43	134	346
1973	216	57	130	403
1974	240	85	154	479
1975	259	70	156	485

The UMSL School of Business Administration is the second largest in the state in terms of baccalaureate degrees granted, after excepting degrees in economics and business education from other schools for purposes of comparison.

In a quality sense both undergraduate and graduate programs were accredited at the earliest feasible dates and the results of student placements indicate both programs have status comparable to the major universities of the region. In 1967, with the first class of graduating seniors, the Graduate Record Exam or its replacement for undergraduate group testing, the Undergraduate Record Exam (URE), was administered as a requirement for each graduating student through the 1971-72 academic year. Our students have performed creditably on the exam, even though the testing program assumes more business administration hours and more course specialities than are available to our graduates. As the following figures indicate, the median performance of our students was always above the 50th percentile and often above the 60th percentile.

TABLE 10

#### UMSL SENIORS MEDIAN PERCENTILE SCORE URE - GRE BUSINESS FIELD EXAM BY GRADUATION 1967-72

Academic Year	August	Dec/Jan	May/June
1966-67			50%
1967-68	*	50%	53
1968-69	68%	58%	57
1969-70	55	69	70
1970-71	74	62	62
1971-72	51	58	63

Although the URE was discontinued as a measure of output in 1972, current statistics from the University Placement Office indicate Business Administration majors were sought for employment in a wide variety of fields and their marketability has held up very well in the current economy. Business Administration majors registered the highest average salary figure as a group on campus and their upward salary ranges were the highest. Also a significant number of Business School Undergraduates have gone on to Graduate School on the St. Louis campus and elsewhere.

The School has always maintained a tightly managed curriculum which facilitates individual course offerings that are relatively deep in intellectual content, and which permits efficient faculty deployment. Currently, the total courses in the undergraduate program number only forty, which is probably smaller than most schools of comparable size and smaller than many departments.

### Graduate Programs

The School of Business Administration offers a Master of Business Administration (MBA) degree and also participates in a joint program, the Masters in Public Policy Administration (MPPA) degree, with the Departments of Economics and Political Science of the Arts College.

### MBA Program

The MBA has been developed on a sound foundation and is exceptionally strong by every academic measure. There are only 118 Business Administration graduate programs accredited by the American Assembly of Collegiate Schools of Business (AACSB), the national accrediting association. The MBA Program was accredited by the AACSB in 1973, the first year it became eligible for accreditation. The MBA program content is the same as described in the 1971 N.C.A. report.

The MBA program has continued to attract qualified students in increasing numbers to the program and has graduated increasing numbers of students. The first four recipients of the MBA degree graduated in 1971. In the period since 1971 the following number of degrees have been awarded: 1972 - 13; 1973 - 19; 1974 - 20; 1975 - 46; and 1976 - 44. Application and admissions have also grown over this period as shown in Table 11. The admissions process continues to be controlled by the Graduate Studies Committee of the School of Business Administration, the Director of Graduate Studies in Business and the Dean of the Graduate School. From 1972 to 1975, applications have increased by 63% while admissions have increased by 135%. Despite the increase in the percentage of students admitted from 43% of the applicants in 1972 to 62% in 1975, the quality of those admitted has remained high as can be seen in Table 12. Overall GPA's of those admitted in 1975 were higher than those admitted in 1972, while GMAT scores were only slightly lower in 1975. The quality of admissions in 1975 can also be demonstrated by the data in Table 11 which shows that 48 individuals with master's degrees and 3 individuals with Ph.D.'s were admitted to the MBA program in 1975.

Master of Business Administration  
Application and Admission Summary\*

	W	S	F	W	F	W	S	F	W	S	F	W
	72	72	72	73	73	74	74	74	75	75	75	76
<b>New Applications</b>												
a. Full-time	20	20	49	21	47	21	8	53	25	13	72	42
b. Part-time	58	27	88	79	91	97	52	127	124	66	158	143
c. Non-Degree	4	8	14	19	1	3	2	5	6	11	8	8
d. Non-Matriculating	2	5	2	1	0	0	**					
TOTAL	84	60	153	120	139	121	62	185	155	90	238	193
<b>Dispositions/Admissions</b>												
a. Full-time												
1. Regular	6	7	10	3	6	4	4	12	9	6	22	13
2. Restricted	6	3	5	2	12	3	1	12	5	3	14	6
3. Provisional					6***	1	2	6	2	1	6	8
b. Part-time												
1. Regular	12	9	17	12	17	19	11	19	26	15	41	25
2. Restricted	10	4	11	18	18	18	6	16	33	9	36	26
3. Provisional					10	12	7	6	13	10	24	26
c. Non-Degree	3	4	11	13	1	3	1	5	6	10	7	5
d. Non-Matriculating	2	5	2	1	0	0	*					
TOTAL	39	32	56	49	70	60	32	76	94	54	150	109
<b>Denials</b>												
a. Full-time	8	9	34	16	25	12	2	23	9	3	30	14
b. Part-time	36	13	59	48	44	46	27	86	52	32	57	67
c. Non-Degree	1	4	3	6	0	0	1	0	0	1	1	3
TOTAL	45	26	96	70	69	58	30	109	61	36	88	84
<b>Withdrew Application</b>												
		2	1	1		3						
<b>Students Admitted Possessing</b>												
Master's Degrees	3	1	4	7	NA	11	7	7	8	17	23	16
Ph.D. Degrees	0	0	0	0	NA	1	0	0	2	0	1	4

\*Summer 1973 Data Not Available

\*\*Category Was Dropped in Summer 1974

\*\*\*Category Added in Fall 1973

## Undergraduate Grades of Students Admitted\*

Grade Point Average	W	S	F	W	F	W	S	F	W	S	F	W
	72	72	72	73	73	74	74	74	75	75	75	76
Under 2.24					1		3	2	6	3	2	1
2.25-2.49	4	2	5	3	5	6	1	4	12	5	15	4
2.50-2.74	7	6	9	13	18	14	5	16	21	11	31	16
2.75-2.99	11	6	13	7	23	20	8	13	17	8	22	18
3.00-3.24	7	2	8	3	13	7	6	14	15	12	28	24
3.25-3.49	4	3	3	4	6	5	3	9	14	9	20	23
3.50-3.74		3	5	3	2	4	1	7	5	5	16	6
3.75-3.99	1	1	1	2	1		3	4	1	1	6	6
Not Computable						1	2	2	3		3	6
TOTAL	34	23	44	35	69	57	32	71	94	54	143	104
MEDIAN	2.89	2.90	2.90	2.77	2.83	2.85	2.955	2.99	2.86	3.00	2.99	3.05

\*Summer 1973 Data Not Available

## G.M.A.T. Scores of Students Admitted\*

Percentile	W	S	F	W	F	W	S	F	W	S	F	W
	72	72	72	73	73	74	74	74	75	75	75	76
Below 19%			1	1					1	1	1	2
20 - 29%			2		2	1			2	1	7	1
30 - 39%	1	3	1					4	4	1	2	3
40 - 49%	3		3	5	10	4	1	4	7	4	9	7
50 - 59%	3	4	8	5	3	2	2	11	11	12	11	7
60 - 69%	4	3	8	6	9	9	5	7	10	6	16	18
70 - 79%	6	4	9	9	12	9	7	11	12	5	22	10
80 - 89%	6	1	4	4	12	13	5	13	12	6	24	11
90 - 99%	4	5	8	5	5	7	3	7	15	2	21	11
No Score	7	3			16	12	9	14	20	16	30	34
TOTAL	34	23	44	35	69	57	32	71	94	54	143	104
MEDIAN	74	69.5	69	71	74	77	76	73	71	60	74	69

\*Summer 1973 Data Not Available

Student course enrollments have been affected by the growth of the program and in recent semesters the School has enrolled an average of approximately 25 students per section. This is up from the average 18-20 which had been the highest average until the 1975-76 academic year.

The strength of the MBA program lies in the stature of its faculty, the quality of student input and the diversity of student backgrounds and in recent years the composition as to sex. The growth in the program over the last four years has resulted from placing more of the School's resources into the program. For example, in the Winter of 1976, 3-1/3 more full-time faculty positions have been allocated to the program than were allocated in Winter 1972. This has allowed the program to grow and meet the needs of full-time students as well as part-time students. We are now offering four to five day time sections per semester to accommodate the full-time students and are offering a wider range of electives than in 1972.

Unfortunately, the resources of the School have been stretched to the breaking point and continued growth in the future will be impossible without increased funding. This will make it difficult for the School to meet the increased demand within the St. Louis Metropolitan Area for the MBA degree.

#### MPPA Program

The University of Missouri - St. Louis began offering a new terminal professional degree, the Master's Degree in Public Policy Administration (MPPA) in the Winter Semester, 1976. Combining courses in political science, public administration, management and economics, the MPPA is an innovative program preparing students for managerial positions in the public sector or with agencies that have substantial interaction with the public sector. The MPPA program differs from existing programs available in the St. Louis region because of its interdisciplinary nature and the emphasis on the development of analytic and administrative skills. The program has been established to meet the needs of prospective full-time students as well as those who wish to earn an MPPA degree in the evening while they are continuing to work.

Employment in government, particularly at the state and local level, has shown substantial growth and there currently exists a need for well trained administrators and policy analysts. The MPPA program at UMSL is designed to prepare professionals to fill these positions.

As noted in the organization section the program is administered by the Director of the MPPA program who reports to the MPPA Policy Committee. This Policy Committee, through its chairman who must be within the School of Business Administration, reports to the Deans of the School of Business Administration and Graduate School. This committee, with the concurrence of the Dean of the School of Business Administration, recently appointed Dr. E. Terrence Jones from the Political Science Department as Director of this program, effective May 15, 1976. Dr. Lance LeLoup had been acting Director during the 1975-76 academic year.

The Committee is responsible for reviewing all applicants for the program and recommends to the Graduate Dean those who should be admitted.

Since students were first admitted to the program in the Winter Semester, 1976, a profile of those admitted is shown in Table 13. It is too early in the program's history to determine its strengths and weaknesses. It is hoped that this program will be able to draw upon the strengths of the Departments of Political Science and Economics and the School of Business Administration to meet the needs of potential and existing administrators, and policy analysts who are employed or seek employment in the public sector

TABLE 13

## MPPA STUDENTS PROFILE - WINTER 1976

1. Students Enrolled	16
a. Part-time	13
b. Full-time	3
2. Prior Graduate Background	
a. No previous graduate work	8
b. Some prior graduate work	3
c. M.A. Degree	5
3. Students Average	
a. Average Age	27
b. Average undergraduate GPA	3.9
c. Average graduate GPA	3.4
4. Educational Background	
a. Social Sciences	10
b. Business	3
c. Other	3
5. GRE Scores	
a. Average Quantitative	554.6
b. Average Verbal	580.0

Research

The 1975-76 academic year presented continued growth in the School's research emphasis and scholarly productivity. The faculty of the School consisted of thirty-five people in rank, seven professors, twelve associates, sixteen assistants, fourteen full-time instructors and three instructors in joint appointments with other segments of the University. Research and scholarly productivity in the School stem largely from the full-time faculty in rank. Accomplishments during the past two years include:

1. Sixty published journal articles, many in top professional and academic journals including: Journal of Psychology, Organizational Behavior and Human Performance, Journal of Business, Decision Sciences, Management Science, Operational Research Quarterly, Journal of Marketing Research, and Harvard Business Review. Currently, an additional forty-five journal articles are under review.

2. Presentation of twenty-five papers at international, national, and regional professional meetings, which were subsequently published as proceedings papers of these meetings. An additional fifteen papers are scheduled for presentation and publication with respect to such meetings.
3. Presentation of twenty-four papers at various national and professional meetings. Another twenty-five such papers are scheduled for presentation.
4. Writing of twenty-five working papers. An additional twenty working papers are in preparation.
5. Five books under contract.
6. Numerous book reviews, speeches, comments, technical notes, etc.

Funding of the School of Business Administration research activity through governmental, foundation and corporate grants continued to be a major source of support. A review of those grants completed, continued or requested during the 1975-76 academic year follows:

#### Completed

Junior College Teaching in Business and Economics for Women and Minorities--\$39,000 for 1974-75 in continuation of program started in 1972 under "Education Professions Development Act." Purpose of grant is to train women and minority students for teaching careers in community colleges--1972-75.

A Benefit-Cost Analysis of Alternative Land Disposal Waste Methods in an Urban Environment--\$33,000 grant from Office of Water Resources Research--U.S. Department of the Interior--1973-75.

Extension and Support of University Year for Action Program (UYA)--\$20,000 grant from Danforth Foundation--1973-75.

Extension and Support of the University Year for Action Program (UYA)--\$3,000 grant from University of Missouri Extension Division--1974-75.

Statewide Infant Immunization Supervisory Procedures--\$39,232 grant from Missouri Division of Health--1973-75.

#### New or Continued

University Year for Action (UYA)--\$120,000 grant (including \$100,000 in student stipends) from ACTION for continuation of "learning through community service" program. Grant represents continuation of the program started in 1972. Approximately thirty-five students spend one year, full-time, working in community development agencies, while pursuing specially designed academic programs attempting to integrate learning and work experiences. Current grant--January 15, 1975 - January 14, 1976.

Implementation of New Statewide Infant Immunization Supervisory Procedures--\$91,000 grant from Missouri Division of Health directed toward implementation of findings which resulted from previous grant--1975-76.

Case Study Research in Small Business Successes and Failures--\$10,000 grant from Small Business Administration--1975-76.

Management Case Studies in Architecture--\$2,400 grant for the development of two case studies for the Education Committee of the American Institute of Architecture--1975.

Several campus and University grants for additional faculty projects.

#### Proposed

"Blind College Students, Graduates and Dropouts: A Study of Success in Chosen Professions" - submitted to the National Institute of Education by Dr. Larry Baker - (\$125,577) (pending).

"Blind College Students, Graduates and Dropouts: A Study of Career Planning, Educational Preparation and Occupation Success" - submitted as a preliminary project statement of the Bureau of Education for the Handicapped Department of Health, Education and Welfare by Dr. Larry Baker (pending).

"International Study and Internship in Business Administration" a proposal for an overseas internship as a part of its MBA degree - submitted to the University Year for Action by Professor Lindell Chew and Dr. Donald Driemeier (\$60,942) (pending).

#### Community Service

The School attempts to serve the community both through the traditional Extension structure of the University with credit and non-credit teaching as well as through special programs of direct community involvement.

#### Extension

The Extension Division of the School of Business Administration serves the needs of individuals and organizations by providing a wide variety of continuing education programs. The fiscal year 1974-75 was a period of fairly depressed economic conditions but the school conducted 120 non-credit programs during that period.

The scope of the programs ranged from traditional evening short courses on business subjects such as personnel management, insurance, workman's compensation, etc. to highly specialized seminars dealing with such topics as cash flow management, selection interviewing, purchasing, and leadership skills. Broadly-based management development programs are conducted for people at all levels within organizations.

Another aspect of the total program is the design and conduct of tailor-made seminars and courses for specific organizations. These programs

often play a major role in the organization's development efforts. Major problems involving hundreds of employee participants have been conducted for Famous-Barr Department Stores, Monsanto Company, Granite City Steel, and Jewish Hospital. Many other organizations with smaller numbers of participants have taken advantage of this service also.

The School is known for being innovative and up to date with its continuing education programs. It was one of the first to offer a management development seminar for women managers, "Management FWO (for women only)," which was introduced in 1971 and has been conducted twice yearly since with continuing improvements and modification. Its work in offering programs designed to provide potential entrepreneurs with necessary business knowledge has drawn much publicity, and has helped spawn at least twenty new business enterprises in the St. Louis area.

Faculty participation in the extension function of the School is high with most faculty members having some involvement in designing and teaching programs. A faculty committee provides input to policy and administrative decisions and serves as a communications link with the discipline groups within the school.

#### Special Community Programs

In 1975-76 the School of Business Administration through a conglomerate of community supportive programs has been able to draw faculty, both graduate and undergraduate students, and other resources on a large scale into the local communities assisting small businesses, community development agencies, municipal governments, and business development agencies among others. This is often a long-term, full commitment. This combination of education, experience and community service is to our knowledge the first full commitment, experience-based, educational project undertaken on a large scale by a business school.

In all during the past year more than two hundred and fifty students and thirty faculty members have participated in four community directed service learning programs administered by the School of Business Administration. These include: The University Year for Action Program (UYA) (initiated 1972), The Small Business Institute Program (SBI) (initiated 1973), the Community Personal Income Tax Service (initiated 1973), and the Economic Development Administration, Department of Commerce funded the University Center for Technical Assistance (initiated 1976).

Through these vehicles the School of Business has accomplished the following:

1. The School has rendered technical assistance to more than three hundred small and minority owned small businesses.
2. Through a free personal income tax service more than a quarter of a million dollars was returned in state and federal income tax refunds to 3,300 low income residents, and/or senior citizens from the economically deprived St. Louis area communities.

3. More than one million dollars in faculty and student resources has been provided in community service.
4. Two million dollars in federal and state grants and contracts, commercial contracts, and foundation grants have been realized by area municipalities and small businesses partially due to our efforts.
5. Thirty semester hours of experiential academic credit have been developed for students in service learning. 1,360 experiential academic credit hours were realized by student participants during this past year.

Community service of the School of Business Administration has enabled the University of Missouri - St. Louis to attain a greater community visibility as the "Urban University."

### Faculty Profile

During the 1975-76 academic year there were fifty-five individuals holding full-time positions at the University with an academic rank within the School of Business Administration. The distributions of these individuals by rank, degree and discipline is given in Table 14.

TABLE 14

PROJECTED ACADEMIC APPOINTMENTS IN THE SCHOOL OF BUSINESS  
ADMINISTRATION FOR FULL-TIME UNIVERSITY EMPLOYEES  
BY RANK, DEGREE AND DISCIPLINE

Rank	Degree		Discipline		
<u>Full-Time School of Business:</u>					
Professors	7	D.B.A.-Ph.D.	31	Accounting	13
Assoc. Professors	10	D.B.A.-Ph.D.	4	Fin. & Environ.	11
Asst. Professors	17	Juris Doctor	2	Mgmt. Behavioral	9
Instructors	17	M.A.-C.P.A.	7	Marketing	10
		Doctorate Cand.	7	Mgmt. Sciences	8
		M.A.	7		
Sub-Total	51		51		51
<u>School of Business Faculty Holding Joint Appointments with Other Segments of the University:</u>					
Assoc. Professors	1	D.B.A.-Ph.D.	1	Marketing	1
Instructors	3	M.A.	3	Mgmt. Sciences	3
Sub-Total	4		4		4
TOTAL FACULTY	<u>55</u>		<u>55</u>		<u>55</u>

### Counseling, Career-Planning & Placement

With regard to student counseling, career-planning and placement, the University provides the services of a Counseling Service Department and a Career-Planning & Placement Office. In addition to such campus-wide facilities the School of Business Administration offers some limited career guidance and placement services for the benefit of its own graduate and undergraduate students.

The Counseling Service on the St. Louis campus offers free professional assistance to students who have personal, social, educational or vocational concerns. Special assistance to mature women who are entering or returning to college, in terms of individual consultation regarding education and vocational plans, is provided by the Extension Division through its Program for Women.

The campus Career-Planning & Placement Office provides the primary source of such services for undergraduate, graduating students and alumni, and acts as a registry for full-time and part-time job opportunities. The Placement Office also utilizes a computerized system of job matching and a weekly listing of full-time positions which is of use to both students and alumni.

In addition to the campus-provided services and placement activities reported above, other services are provided within the School of Business Administration for the benefit of both the undergraduate and graduate students who are enrolled in the School.

One of these services, which is provided through the office of the Director of the M.B.A. Program, is a portfolio of resumé, which is mailed to approximately 100 employers representing National and Regional firms. A similar resumé service is provided for both graduate and undergraduate students under a program sponsored by the Beta Sigma Chapter of Pi Sigma Epsilon. This is available to all interested students on campus, not just business majors. In such cases resumé and portfolios are mailed to approximately 1,000 employers.

The Accounting Faculty, with the assistance of the members of Beta Alpha Psi, the national, honorary, accounting fraternity, employ a voluntary student questionnaire which plays a role in the placement process. This report is used for many purposes including scholarships and accounting awards. Copies are also provided to those companies and firms registered at the Placement Office which have expressed an interest in employing accounting majors. The firms which receive this report have made extensive use of it in terms of recruitment for both full-time, part-time and summer positions.

### Educational Innovation

As a School which is both new and located in a metropolitan center, it has been an objective to investigate non-traditional forms of education, particularly as they relate to the community. Example of current efforts include:

1. UYA-UMSL was one of 18 universities selected from over 170 applicants to participate in an experimental learning-community service program called University Year for Action (UYA) under the auspices of ACTION, the federal agency established to operate volunteer programs such as the Peace Corps and Vista. The UMSL program is the only one of over fifty funded programs which has been Business School based. Forty-five student volunteers are currently enrolled in the program and are primarily from the UMSL School of Business Administration. The students are receiving academic credit for working for a year off-campus with and for St. Louis area poverty agencies. The general thrust of the UMSL program is economic development focusing on minority business development and education.
2. Fellowships for Minorities and Women for Training in Junior College Teaching -- The School was awarded eight fellowships in the amount of \$2,400, plus dependency allowances to sustain each woman and minority student as a junior college teacher trainee in business and economics. The duration of the program was 1970 through 1974.
3. Paraprofessional Training in Mental Health--The School of Business Administration has participated with the Departments of Psychology, Sociology, Economics and Political Science in a grant from the National Institute of Mental Health in a program designed to interest and prepare undergraduate students for careers as paraprofessional in mental health agencies.
4. Small Business Institute--The School has participated in the Small Business Institute Program sponsored by the Small Business Administration. Under this program students work as consultants with local small businesses under the direction of a faculty member. These students receive course credit in required classes and generally undertake these projects in lieu of other class assignments.

#### Development

The School significantly increased its community contact during the past few years as it began to turn some of its energies outward. Several unrestricted grants have been received totaling approximately \$20,000. A business school alumni association has been organized, and an annual awards banquet is now in its seventh year. Several new scholarships have been added and an advisory committee composed of business and community leaders is close to fruition. This progress aside, outside development is one of the School's most formidable tasks and perhaps holds the key to its ultimate progress. Industry and community support has increased in importance as the School gains stature and visibility.

#### New Programs and Directions

Tight control and restricted offerings are important for quality considerations. However, a balance must be struck between efficiency and

and control vis à vis the need of an urban, public institution to serve its constituency. More course and program options are necessary to permit the Business School to serve community needs which are evident, and which the University from the outset has intended to serve. Nonetheless, the School intends to maintain control in all of its programs and to grow and diversify only as resources permit. The School's history shows this policy has been singularly pursued. Among the goals ahead are:

1. The formalization of a Small Business Institute. The Business School has had an active student internship program working with small businesses for almost five years. Stemming from this the School may have had more experience and success in this area than any School in Missouri, or, perhaps, the midwest. The faculty have been active participants with perhaps as many as 20% now having good teaching and consulting experience in small and minority business.
2. The development of a Center for Management Studies. The School of Business has been successful over the years in developing a variety of outside grants and hopes to expand its efforts. Perhaps half of the better Schools of Management across the nation have organized Bureaus or Centers which help enlarge their research efforts. Increasingly it appears useful to present an organized approach, and to have a Director who could more formally speak for the School in approaching outside agencies and in working with faculty.
3. A doctorate program in management is contained in the recently approved "academic plan" of the state wide University. The Business program is one of a few at the St. Louis campus authorized to plan for an advanced degree. This, ostensibly, is based on the strategic importance of such a program and the strong evaluation the school received from its outside review committee.
4. In addition to the doctorate, the School has a general purpose M.S. degree in the academic plan, and would like to have this program approved in calendar 1976-77 if possible. It would permit the school to offer a range of professional and experimental programs within one degree designation. Unfortunately our approach to the MBA does not permit such flexibility. Among other things, the M.S. would permit us to participate in some amount of experiential and individually tailored education at the graduate level.

#### Strengths and Weaknesses

The major strength of the School seems to be its fortunate origin of building on a small but sound base. In early years the School was able to resist the pressures to grow by recruiting faculty with marginal promise of rendering long-run contributions. Now the School adds only faculty holding terminal qualifications from well-regarded graduate schools or those who are working toward degrees at recognized schools. Consequently, the faculty in the School, almost without exception, are people of substance who have a variety of professional alternatives in the academic world.

Location in St. Louis has been a favorable element. The stature and morale of the Faculty have increased to the point of becoming an attraction. Physical aspects of the campus have also become a positive factor.

Finally, both the organization structure and the balance of the School are somewhat unique. There are no departments, and faculty offices are dispersed among the disciplines. The School has a good community service record, is active in research, (and is particularly successful in funded projects) and has developed several innovative programs which have been cited locally and nationally.

As a campus, UMSL probably profited from being a part of the State University in its early years. Its level of funding is now on a "University" basis. However, the campus also has found itself in competition with the older and more complex campuses in the University system. As it approaches maturity, the St. Louis campus finds obtaining significant reallocation of programs and budgets to be difficult. The campus has not yet achieved budgetary parity with the older campuses in the State-Wide University. To the extent that this is true, the School of Business Administration suffers with other campus units. While growth in the Business enrollment has been substantial in recent years, the School's budget has not grown proportionately.

Finally the outstate public schools and in town private school make development efforts difficult. This is true both in terms of needed new programs and funding for the campus, and in terms of private support. Although much effort has been devoted to this task, the Business School needs to find ways to gain added support from the community.

## COLLEGE OF ARTS AND SCIENCES

### Mission and Goals of the College

Within the mission of the St. Louis Campus as stated in the Campus Academic Plan, the College of Arts and Sciences provides undergraduate training in liberal arts and sciences, graduate training in as many of these fields as authorization and resources permit, and basic education for pre-professional students who later transfer to Education, Business, or other schools in the Missouri System. The College is aware of its urban location and attempts to meet the needs of its commuter working students with traditional programs as well as with programs directed to the urban environment.

Closely linked and indeed inseparable from the instructional function are research and other scholarly activities. Research is fundamental to the educational process in a university; it enables faculty to be current in their discipline, and it enhances instruction and enriches the educational programs of the College. Particular effort is made, where appropriate, to specialize in research activities using the urban context and in activities that may lead to a better understanding of our urban environment.

Many of the students are employed, therefore the urban role of the College includes provision of continuing education opportunities via extension and evening college courses and workshops.

### Programs

In 1963 the entire University of Missouri - St. Louis was a College of Arts and Sciences, most of whose students were at the freshman level. In 1966-67 the College was separated from the Division of Education. At first there were four divisions (Humanities, Sciences, Modern Foreign Languages, and Social Sciences) and three departments (Mathematics, History, and Psychology). Within a year all of the current departments were organized. The basic accreditation for undergraduate degrees was granted in 1967. All of the A.B. and B.S. programs were established then, with the exception of a few developed later: Administration of Justice, A.B. (1970), B.S. (1969); Economics, B.S. (1971); Music Education, B.M. (1970); Art History, A.B. (1972); Physics, B.S. (1969); and Anthropology, A.B. (1972).

The graduate programs developed more slowly. M.A. programs in Economics, History, Political Science, and Sociology were established and accredited in 1970. In 1972 the doctoral programs in Chemistry and Psychology were established. By 1974 M.A. programs were established in Biology, English, Mathematics, and Public Policy Administration.

The College now offers the formal degrees shown in Table 15.

TABLE 15

Department	Degrees Offered	AB and BS Degrees Conferred as of Dec. 1975
Administration of Justice	BS	161
Biology	AB, MS	298
Chemistry	AB, BS, MS, PhD	195
Economics	AB, BS, MA	140
English	AB, MA	601
Fine Arts	AB (Art History, Music, Music History and Literature), BM in Music Education)	89
History	AB, MA	393
Mathematics	AB, MA	186
Modern Languages	AB (French, German, Spanish)	211
Philosophy	AB	61
Physics	AB, BS, MS	71
Political Science	AB, MA (includes joint MA with Administration of Justice)	383
Psychology	AB, PhD	528
Sociology/Anthropology	AB (Anthropology, Sociology), MA in Sociology	417
Joint Committee with Business, Economics and Political Science	MPPA (Public Policy Administration)	---
<b>TOTAL</b>		<b>3,734</b>

The College has just approved four certificate programs in international relations. These certificate programs are to be supervised by the International Studies Center and include a general certificate in International Studies, as well as one each in Western European, East Asian, and Latin American Studies. They will begin the Fall of 1976.

In addition, proposals for the following degree programs have cleared the campus and have been sent forward for approval:

BS Applied Math  
 BS Computer Science  
 BSW Social Work  
 BS Statistics  
 MA Psychology  
 PhD Political Science  
 PhD Mathematics

Besides the formal degree programs, innovative interdisciplinary courses have been developed. These courses bring together the resources of two or more disciplines:

45 Race	89 Global Issues
50 Women	99 The City
65 The University	101 Confusion to Chaos in the American Experience
70 Issues in Contemporary Religious Thought	102 Ethnic Cultures in America: Their History and Literature
75 Crime and Punishment	269 Marxist Heritage
77 Third World Development	

A description of curricula does not convey the rich interplay that occurs between the metropolitan area and the University. The course on the City draws on city and county officials to discuss current issues with the class. Symphony Orchestra members instruct students in the music program. The library, herbarium, and staff of the Missouri Botanical Gardens add to the resources of the Biology Department. In addition, Biology offers a course in techniques of electron microscopy and microbiology widely used by business and industry. In cooperation with industry the Chemistry Department developed a BA in Chemistry with business option. A cooperative program with local industry allows some students to spend half of each year in industry and half in the classroom. In the social sciences a variety of community agencies offers intern experiences including, among many others, over 14 municipalities, East-West Gateway Coordinating Council, County Planning Commission, Legal Aid Society, aids to many legislators, Jewish Community Center Association (Older Adult Department), Malcolm Bliss State Hospital, St. Louis Association for Retarded Children, Yeatman Medical Center, and Consolidated Neighborhood Houses. The list conveys the range rather than the number of opportunities.

Degree programs are offered in both day and evening classes.

Statistical evidence attests the excellence of our best students. Nevertheless, there is a substantial minority of poorly prepared students reflecting the poor quality of some urban schools. Non-credit remedial classes in

writing (English 09) and mathematics (Math 02) are a necessary measure but they fail to get at the root of the problem. Additional programs have been initiated to improve the quality of education in the high schools. The pervasiveness of the interplay between our urban setting and our programs can be extended, but perhaps these examples will be sufficient to achieve some understanding of the breadth of the College response.

The direction of research has been guided somewhat by selection of appropriate staff, especially in Economics, Political Science, and Sociology, resulting in extensive research in urban questions. In all divisions there is cooperation and collaboration with other colleges and universities and industry sharing expensive resources and expertise and allowing small departments to have an effective critical mass that would be impossible in a small college town.

Research publications of the faculty range across topics from astronomy and administration of justice through zoology covering the spectrum of humanities, natural sciences, mathematics and social sciences.

An unusual feature of the College program is the close cooperation between the College and the School of Education. Methods courses are usually taught by faculty holding joint appointments in the appropriate subject area. An attempt has been made to keep education and the discipline on a parity. Close cooperation strengthens the program for those preparing to teach in secondary schools.

#### Governance and Decision-Making

Each of the 14 departments in the College is administered by a chairperson. The normal term of office is three years. Appointments are made by the Chancellor upon the recommendation of the Dean after consultation with department faculty. The chairpersons are responsible for providing leadership and for effective and efficient administration of the department. It is understood that these responsibilities will involve appropriate faculty consultation and participation. The resulting committee structure varies from department to department. For those departments with graduate programs a graduate coordinator is assigned to oversee graduate advising and to act as liaison with the Graduate School.

The Dean is responsible for academic leadership and for effective and efficient administration within the College. Faculty participation and consultation occurs formally through the committee structure of the College, but informal participation is also encouraged. The Dean is assisted by a staff of 12 persons including the following positions:

#### Curriculum, Fiscal, and Personnel

1 Associate Dean (.5 FTE)  
 1 Assistant Dean  
 1 Assistant to the Dean  
     (fiscal affairs)  
 1 Administrative Secretary  
 1 Secretary

#### Advising and Student Affairs

1 Assistant Dean (.67 FTE)  
 1 Senior Academic Advisor  
 3 Academic Advisors  
 1 Clerk-Typist II  
 1 Receptionist

The Associate Dean substitutes for the Dean in his absence, and is primarily responsible for administration of space allocation, travel funds, for staff action on research (including approval of research grants) and for graduate programs. One Assistant Dean is responsible primarily for curriculum and scheduling matters. The Assistant to the Dean is the fiscal officer. He is responsible for budgeting, accounting systems, preparation of fiscal reports, indirect supervision of all non-academic staff throughout the College, as well as for assisting department chairpersons in administrative problems. Indirect supervision of non-academic staff includes approval of hiring, classification, promotion, salaries, and raises.

One Assistant Dean, the academic advisors, the clerk-typist and receptionist are involved in advising and record keeping. They are responsible for monitoring and maintaining student records, graduation checks and transcript evaluation, monitoring eligibility of students for pass-fail option, giving Dean's approval for dropping and adding courses as well as withdrawing from school, organizing registration for new students in the summer (about 1,300 freshman and 500 transfers) including hiring and training extra advisors, deciding on student probation and suspensions, and advising students who have not yet decided on a major (1,500 to 1,800 students during the academic year).

Changes in curriculum, admission requirements and other policy are usually determined through the work of College Faculty Committees. The standing committees of the Faculty are the Committee on Committees, Policy Committee, Curriculum Committee, Academic Advising Committee, Honors Committee, Planning Committee, and the Committee on Interdisciplinary Courses. The Faculty meets as a whole in October, December, March and May. At the March meeting the Faculty elect five members for the Committee on Committees to act as a nominating committee.

The Policy Committee consists of the Deans and the chairpersons of all the departments. The committee acts as the executive committee of the College.

The Curriculum Committee consists of six faculty members and three students. The students are selected by the governing student body, and the faculty are elected by the faculty with two from each of the divisions: Social Sciences, Natural Sciences-Mathematics, and Humanities. The committee is responsible for making recommendations to the faculty on new courses, programs, or policies affecting curricula in the departments of the College. The Assistant Dean works closely with this committee.

The Academic Advising Committee includes six voting faculty members elected by the faculty with two from each of the divisions; the Assistant Dean supervising advising as a voting member; and two students selected by the governing student body. The committee is responsible for studying academic advisement and to advise the Dean and Faculty on these matters.

The Honors Committee includes six faculty members elected by the faculty with two from each of the divisions, and three students selected by the governing student body. The committee is responsible for recommending to the Dean and Faculty special programs for superior students, making recommendations for advanced placement, recommending those students who

are to graduate with special honors, conducting a continuing study of any honors program which is established.

The Planning Committee includes six faculty members elected by the faculty with two from each of the divisions. Chairpersons are not eligible for this committee. The committee advises the Dean and the Policy Committee regarding general budgetary allocations and priorities and considers questions relating to the general development of the College.

The Interdisciplinary Committee includes six faculty members elected by the faculty with two from each of the divisions and three students selected by the governing student body. The committee assumes responsibility in three distinct but related areas: 1) as a screening committee, it assists the College Curriculum Committee in evaluating interdisciplinary course proposals; 2) as a monitoring committee, it acts as the institutional sponsor for interdisciplinary courses, and assures their continuing interdisciplinary character; 3) as a developing committee, it assists and encourages the faculty and the administration in the establishment of new interdisciplinary courses and programs.

In addition, an ad hoc Sabbatical Advisory Committee has been established which includes six faculty members elected by the faculty with two from each of the divisions. The committee is responsible for evaluating sabbatical proposals and advising the Dean on appropriate recommendations.

Some committees have been appointed for special ad hoc purposes. Such a committee is the Women's Studies Committee; another is the committee formed to advise the Dean on evaluations of proposals for faculty teaching development awards. The teaching development awards are comparable to summer research fellowships awarded by the graduate college, but are for the purpose of course improvement and development. Seven one-half time awards were made for Summer 1976.

The most important aspect of governance relates to faculty recruitment and retention. When openings occur, the positions automatically revert to the Dean's office. With the advice of the Planning Committee the position is either returned to the department or reallocated to another department where it is more needed. Three positions were reallocated during 1975-76. The department forms a search committee and advertises in appropriate national publications and at discipline gatherings. The positions are advertised as widely as possible to meet not only the law but the spirit of affirmative action. Two or three candidates are brought for a visit. Each candidate is invited to present a seminar, visit with faculty and students, as well as the Dean. The department then makes a recommendation to the Dean and the Affirmative Action Officer. Upon approval, an offer is made to the candidate.

Deliberations on promotion and tenure are thorough and lengthy. They are initiated in the tenure committee of the department: this committee consists of all tenured members of the department. Where tenure is coupled with promotion or where the consideration is for promotion only, only those holding the appropriate higher rank vote on the question of promotion.

An ad personam committee is appointed by the chairperson after consultation with each candidate. This committee normally consists of three persons and may include individuals outside the department or outside the University when appropriate. The findings of the committee are then presented to the full departmental tenure committee without a specific recommendation. This committee, under the leadership of the chairperson, discusses and evaluates the findings of the ad personam committee. After due deliberation of all relevant information, the tenure committee votes on the matter. The recommendation and the supporting documents are then prepared by the chairperson and forwarded to the Dean.

Each year the Dean appoints an ad hoc Advisory Committee of full professors and the Associate Dean. The Advisory Committee receives all of the materials prepared by the department and consults with the Dean.

The Dean's recommendation, along with that of the department, is forwarded to the Vice Chancellor for Academic Affairs, who serves as Chairperson of the Senate Committee Appointments on Tenure and Promotion.

### Resources

The resources for carrying out the programs to meet College goals include faculty and non-academic staff, space (offices, class rooms, labs), equipment (computers, lab equipment for sciences, languages, etc.), and the library.

The permanent faculty, teaching assistants, and non-academic secretaries, machinist, electricians and other lab personnel in the Fall of 1975 were as follows when expressed as full-time equivalents:

TABLE 16

### NON-ACADEMIC PERSONNEL EXPRESSED AS FTE's

Department	Professor	Assoc. Prof.	Asst. Prof.	Instructor	Grad. TA's	TA's	Non-Academic
Mathematics	1	8	7.5	14.3	3	4	3
Physics	2.5	6	4	1	-	2	5
Chemistry	3	10	3.5	--	5.5	-	7
Biology	2	6	6.5	2	4.0	-	6
Psychology	4	6.3	7	-	7	1.3	4
Economics	3	4.5	4.8	-	2	-	2
A0J	1	1	1.2	2	-	-	2
Soc/Anthro	4.7	3.5	12	-	2.5	-	3
Pol.Science	3	3	10	-	2.5	-	3
History	2	11	10	1	5.5	--	2
English	3	8	12.3	16	3	-	4
Mod.Lang.	1	4	5	12.5	-	1	2
Philosophy	1	6	4	-	-	-	1
Fine Arts	1	6	5	2	-	-	2

## Faculty Publications (Published and In-Press)

Department <sup>1</sup>	April 1974 - April 1975		Faculty with Zero Publica.	a/b	1-c/b
	(a) Publications <sup>2</sup>	(b) In-Rank <sup>3</sup> Faculty			
Mathematics	27	12	3	2.25	0.75
Physics	20	12	3	1.67	0.75
Chemistry <sup>4</sup>	43	16	3	2.69	0.81
Biology	29	11	5	2.64	0.55
Psychology	26	16	4	1.63	0.75
Economics	35	14	3	2.50	0.79
Soc./Anthro.	18	15	5	1.20	0.67
A.O.J.	7	5	3	1.40	0.40
Political Science	27	10	3	2.70	0.70
History	16	22	14	0.73	0.36
English	24	22	7	1.09	0.68
Foreign Languages	16	9	2	1.78	0.78
Philosophy	<u>16</u>	<u>9</u>	<u>2</u>	<u>1.78</u>	<u>0.78</u>
TOTALS	304	173	57	1.76	0.67
Administration <sup>5</sup>	26	13	3	2.00	0.77

<sup>1</sup>Since Fine Arts includes several whose "research" is in performance rather than in publishing, the Department has been excluded.

<sup>2</sup>All publications published or accepted for publication (i.e., in-press) by refereed sources during the designated period except book reviews and abstracts (so-called scholarly reviews have been included). Source of data: Chairperson's annual report, May, 1975.

<sup>3</sup>Includes regular, full-time, professorial appointments exclusive of those on terminal contracts for 1975-76 and those not returning in Fall 1975. All joint appointees are included and counted as other faculty.

<sup>4</sup>The Chemistry Department data was collected for the period January 1, 1974 to April 1975 and, therefore, may be inflated by a factor of approximately 1/4.

<sup>5</sup>Includes the Chairpersons (exclusive of Rodgers and Perris) and the Dean. The Chairpersons have also been included with their respective departments. Thus, the differential between the faculty and the administration is actually somewhat greater than the data indicates.

In addition, part-time and visiting appointments are made when soft money is available in order to increase the instructional resources and accommodate enrollments.

The quality of the faculty is partly indicated by the 80.5 percent of professorial faculty who hold doctorates from top ranking graduate schools or the 82 percent who hold doctorates or other terminal degrees. The quality is also indicated by the publication record of the faculty as shown in Table 17. During the period when each department in the University system was reviewed by an outside team, the faculty was lauded for its strength in research. When search committees recruit, they invariably have to get good prospects to campus, for once they have visited and talked with our faculty, they are greatly impressed and easier to recruit.

### Achievement of Goals and Mission

We believe that we have made progress in bringing a liberal arts education to the commuter students who cannot afford to leave the St. Louis area to go to college or graduate school. We know, however, that we have only made inroads into the available potential.

We are providing a range of degree programs through the undergraduate day school, the evening college, and the graduate school. Over 75 percent of the total student credit hours taught during the Fall of 1975 were covered by instruction in the College. This includes about 17 percent of the graduate student credit hours and 78 percent of the undergraduate student credit hours. These included day and evening offerings. Most of the graduate courses are offered in the evening so that part-time students can continue their education. In this way the College believes it reaches the city commuter student.

We are reaching students who would not otherwise have the opportunity of a college experience. Surveys have shown that our students are first generation college students of families whose income range from low to middle levels. We have a higher percentage of Blacks than any other Missouri State University with the exception of Lincoln University, historically the predominately Black university in Missouri; 10.6 percent of our students are Black.

Typical students work 20 hours a week outside the Campus, and are involved in a three-cornered commuting pattern between classes, work and home. One of our challenges is to bring cultural activities in literature, art, and music to our students. Drama, concerts, lectures, and symposia have all been tried at various times of the day and the College hopes to reach still more students with these programs.

Since the expense of attending UMSL for local students is fairly low, many students try college to see if they will like it, and subsequently find that they do not. Although some of these students may leave after the first and second year because we have not convinced them of the importance of a college education, many students do not really enjoy nor want a college education. As a result, in the College of Arts and Sciences the Freshman class is around 3,000 students; the Sophomore class declines to 1,600 students; the Junior class declines to about 1,200; while the Senior class declines to 750. Part of the attrition after the Sophomore year is due to students

transferring to the School of Education or the School of Business. The teaching investment required for the first two years makes it challenging to offer the number of courses necessary for upper division work.

Many of our students go on to top graduate schools and have achieved success. Our students have competed favorably for Woodrow Wilson fellowships, Fulbright scholarships, and other graduate fellowships both here and abroad. Every department has records of students who entered UMSL, and who would not have gone to college were it not for our presence, and who subsequently graduated with graduate degrees to become professionals in the St. Louis Metropolitan Area. Nearly 85 percent of our graduates remain in St. Louis upon graduation.

In a little more than ten years the College has attracted an energetic, young, enthusiastic, imaginative, and scholarly faculty. They believe that they need to mount doctoral work in all fields to maintain the quality of instruction and research that has been attained. Many have thought the campus would eventually be able to establish more graduate programs and were encouraged to think so. The President through his "Role and Scope" efforts indicated that all campuses would have doctoral work and no campus would have all graduate education. After an initial indication that many new programs at UMSL would be allowed, the Central Administration has not reallocated resources between campuses so that substantial expansion at the St. Louis Campus would be possible.

The state has not been willing to support higher education in Missouri in such a way that costly graduate programs can be established. Nonetheless, the Campus administration, realizing that UMSL has fewer programs than any other State institution of higher education has tried to encourage the initiation of as many programs as possible. The faculty has been more than willing to find ways to initiate them. The commendable ambition, however, is beginning to stretch many programs until the resource support is fragile at best. Increased funding has not been forthcoming even with more students and more programs. During the past year there was even a reduction in the number of positions caused by cuts in the budget.

The quality of the programs may soon begin to suffer as a result of the high student/faculty ratios becoming even worse. The student/faculty ratio of the College in the Fall of 1975 was 20.38 and ranged as high as 30.5 in some departments. In spite of attempts at reallocation of faculty within the College, shifting student interests have resulted in extremely high pressures on faculty in some departments. The College faces a genuine dilemma since new programs are clearly needed, yet their initiation without adequate funding would stretch resources still further. If any more positions are taken from the College, consideration will simply have to be given to reducing programs from a College with already too few programs.

Purchase of Marillac College has relieved much of the need for space for current programs, but not for proposed ones. The library is the most needed resource for the humanities, yet the library holdings are weak even for undergraduate programs. More money is needed to improve the library.

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Clearly, the greatest strength of the College is the quality of its faculty; its greatest weakness is lack of financial support. The College is proud of the progress it has made and looks forward to the future with cautious optimism.

## SCHOOL OF EDUCATION

### Mission and Goals

#### Problems and Thrusts Unique to the Metropolitan Campus

UMSL has developed as a commuter campus serving a variety of economically and socially disparate communities. In urban settings particularly, Schools of Education face an apparent choice between limiting enrollment to highly-talented students, on the one hand, and providing the broadest approach guarantees the highest level of academic excellence; the latter offer the possibility of a broader impact on the education of elementary and secondary students in the area.

In keeping with the philosophy of the campus, the starting point has been the maintenance of a high-quality academic program. Faculty members have been recruited and retained by means of traditional university standards of excellence. Undergraduate students have met rigorous academic demands. In secondary teacher preparation, for example, all students have met full Arts and Sciences disciplinary requirements for bachelor's degrees in addition to the requirements for professional preparation. Elementary preparation has required comparable standards of performance to qualify students for certification. We believe our baccalaureate graduates bring strong academic preparation to their teaching careers.

At the graduate level, our admissions committees have looked first to academic records and proficiency examination scores in their deliberations. We have broadened the scope of our service to field professionals at the graduate level by considering as admission factors maturity, teaching performance, recommendations of competent observers, personal interviews, and (in some cases) qualifying courses of study at advanced undergraduate levels, as permitted by the regulations of the Graduate Faculty.

To further our efforts to provide service to metropolitan schools, our faculty have engaged in visitations, consulting activities, workshops, and off-campus instruction. Research efforts have been devoted to inner-city as well as suburban problems. Rather than use the time for personal advancement, some faculty members have devoted sabbatical leaves to service in schools and to State Department work.

#### Philosophy

The School of Education believes that the process of developing and maintaining a quality educational system in an urban setting necessitates both advancing the field of education and meeting changing societal needs. The faculty of the School of Education demonstrates through its professional functions the knowledge which it seeks to transmit to both prospective and current educational practitioners. The School of Education, a professional school within the University of Missouri - St. Louis, is committed to the university concept of quality in research, excellence in teaching, and the extension of these research and teaching capabilities through a service commitment to the community.

Research, whether basic or applied, and its implications for the development of new knowledge, is the keystone of the university concept. The School of Education is therefore dedicated to scholarly research in relating educational theory to practice.

Teaching within the School of Education continually reflects a commitment to prepare and maintain the highest quality professional personnel to meet the nation's educational needs. To ensure continued quality the School of Education stresses programs of preparation which are selective in a modern context, thorough in a traditional sense, and enlightened by a spirit of innovation.

Service to the university extends into the immediate urban community and beyond its geographic problems and constraints. The School of Education, through community and university service, strives to enrich society's educational atmosphere in an era of accelerating change.

### General Objectives

In general, the School of Education seeks to contribute to the advancement of professional education and to the development of educational leaders, giving particular emphasis to the St. Louis metropolitan area. To carry out these broad goals, the School supports the following objectives

1. To remain abreast of current knowledge in the disciplines that combine to form the field of professional education; to extend the frontiers of that knowledge.
2. To utilize the benefits of field experience in the interpretation and application of basic knowledge and theory.
3. To bring to our students, at levels appropriate to their development, the information, techniques, materials, and experience necessary to enable them to perform well and to advance in their professional careers.
4. To encourage creativity and independence of thought in the undergraduate students and experienced practitioners with whom we work.
5. To encourage our students to take advantage of the teaching and research programs of other university divisions; and also to become broadly educated rather than narrowly trained.
6. To reach beyond the boundaries of the campus to assist professionals and laymen alike in attacking the many internal and external problems facing educational endeavors today, particularly in metropolitan areas.
7. To bring to enterprises other than educational institutions the benefits of specialized knowledge and techniques that will contribute to improvements in performance, interpersonal relationships and individual well-being.
8. To assist individuals to know their personal capabilities and to cope with the vicissitudes of life.

## Governance and Decision-making

### Organizational Development

The first professional education course was taught on the St. Louis campus in the fall of 1963. By 1966, the Division of Teacher Education was offering Bachelor of Education degrees in both elementary and secondary education. The Division soon evolved into the School of Education, offering undergraduate degrees and providing graduate courses under the aegis of the Columbia campus. In 1968, the M.Ed. was authorized for UMSL. The Ed.D. was authorized in the spring of 1975, and the first students were accepted in 1976.

During the early years of the School of Education, several key policy decisions were made:

1. Multi-disciplinary departments were developed, allowing maximum use of faculty time for teaching and service, as well as ease of communication among related disciplines.
2. All faculty members were involved in advisement.
3. The use of graduate assistants for instruction and supervision was rejected; students thus had contact, as juniors and seniors, with ranked faculty members.
4. Class sizes were balanced at levels to permit maximum response to demand within campus standards of quality; hence, large lecture classes have been the exception, rather than the rule.

In keeping with the first of these decisions, a three-department structure has been retained in the School. To accommodate imbalances caused by growth and to facilitate interdisciplinary communication, the three departments were reorganized in 1969 and again in 1974.

An inter-departmental governance structure for the School was formally organized in 1969. It included the Executive Committee (department heads, dean, associate dean, assistant dean) and five faculty committees. Limited student participation was provided in faculty meetings, department meetings, and three of the faculty committees.

In order to provide more positive control over student progress toward certification, the faculty adopted in 1971 a Teacher Education Program with clear criteria for student entrance and progress. An Office of Teacher Education, Advisement, and Certification was established to administer the program. At the same time, an Office of Clinical Experiences was opened to coordinate arrangements for student teaching and to satisfy an increasing number of requests for field participation.

Recognizing financial constraints on the Library and other campus-wide resources, faculty members individually and the School as a whole had been collecting materials and equipment piecemeal over the years. These contributions permitted opening an Instructional Materials Center, an

Instructional Media Center, and an Instructional TV Laboratory. The centers and the laboratory are manned by part-time staff and student help, and they provided an added dimension to the program of the school.

Receipt of grant funds by the Extension Division and the School of Education permitted establishment of the Midwest Community Education Development Center. The Center provides counsel and token financial support in the development of Community Education projects in three states. Campus instruction in community education is part of the educational administration offerings. Fellowships for graduate students are available.

The Individually Guided Education Project was begun by the School of Education without outside assistance. It offers counsel to schools entering IGE operation and provides instruction for school personnel and graduate students.

With the growth of interest in off-campus classes, institutes, and workshops, coordination of this program was placed in the hands of an Assistant Dean of Education for Extension in 1972.

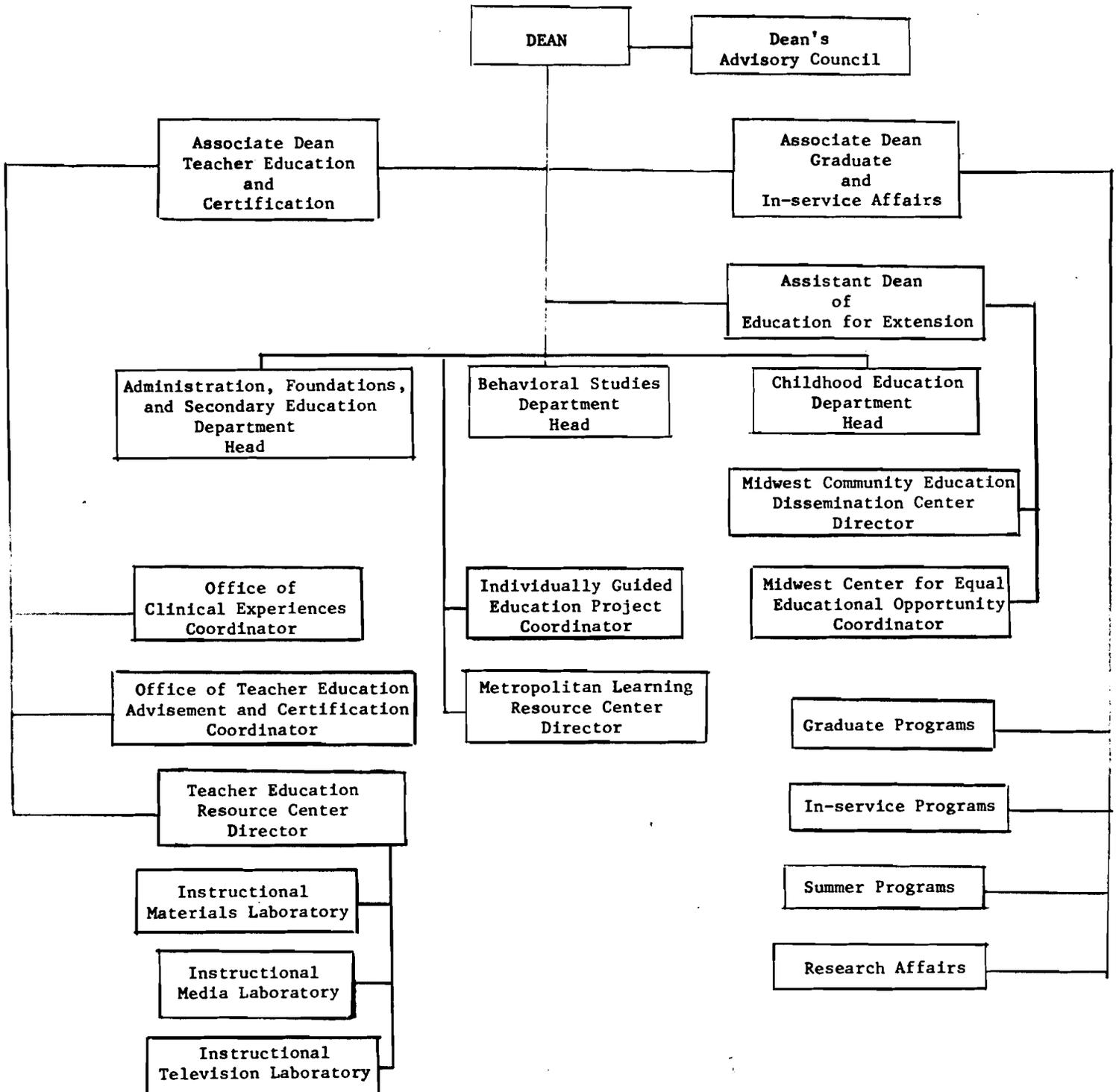
#### Present Organization

The current structure of the School reorganized the three departments to provide more smoothly-working alignments of faculty specialities. The accompanying reorganization of governance structure provided separate channels for consideration of graduate and undergraduate matters. Further, it increased faculty and student participation at all levels to approximately twice the number involved earlier.

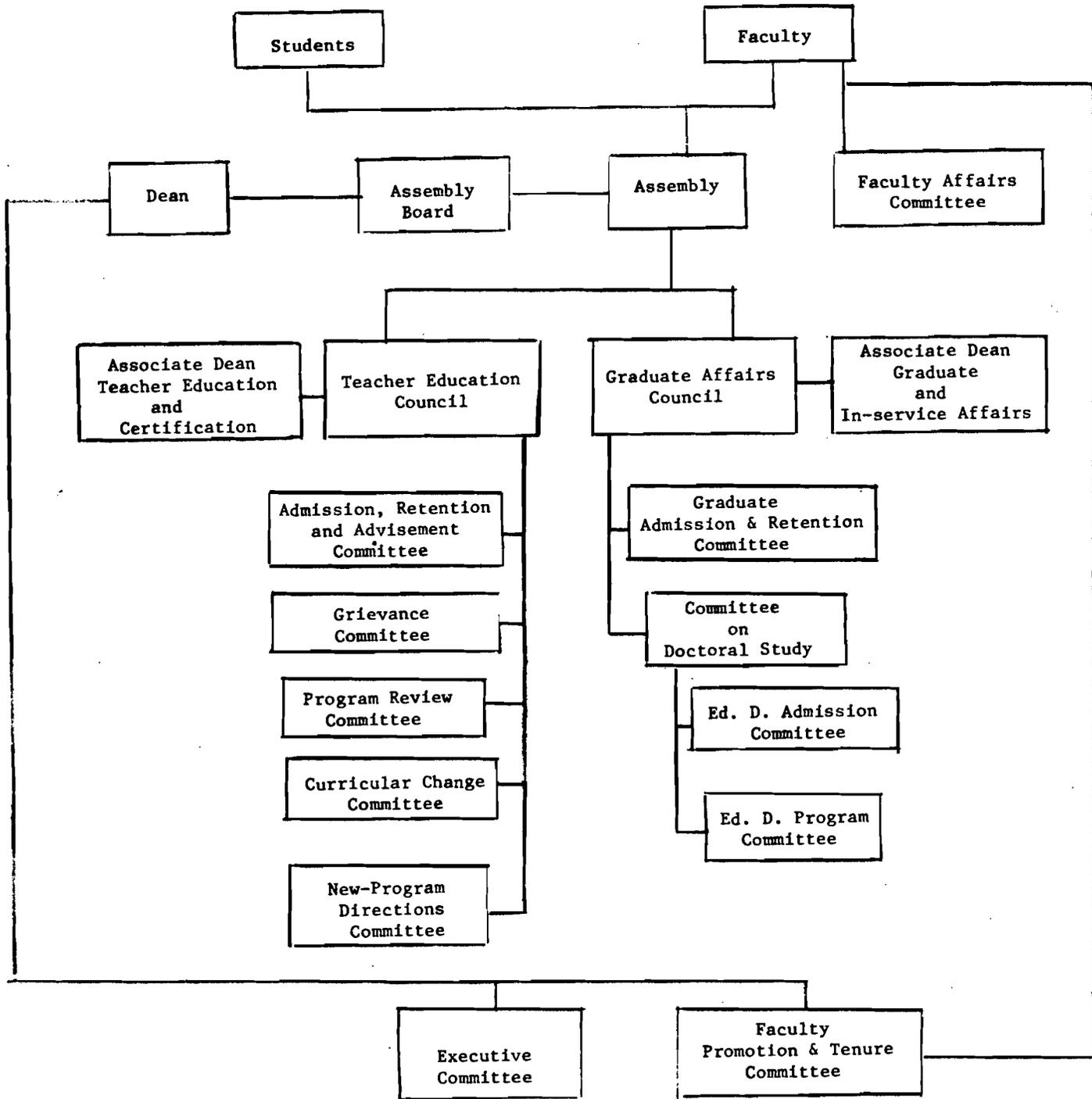
The Instructional TV Laboratory and the Instructional Media Laboratory have become part of a campus-wide service, the Instructional Technology Center. These, together with the Instructional Materials Laboratory, are under the supervision of the Teacher Education Resource Center director. In addition, the School of Education manages the University's Child Care Center and participates in the Center for Equal Educational Opportunity, the International Studies Center, the Metropolitan Learning Resource Center, and the Project for Behaviorally Disordered Children.

On the following pages are diagrams showing the present administrative structure and the present student-faculty governance structure of the School of Education. Details are given in the By-laws of the School.

ADMINISTRATIVE STRUCTURE OF THE  
SCHOOL OF EDUCATION



FACULTY-STUDENT GOVERNANCE STRUCTURE  
OF THE  
SCHOOL OF EDUCATION



### Faculty Selection Procedures

During the development of the School great care in the selection of faculty members has been mandated by campus and School policies requiring excellence in research, publication, service, and teaching. The need for successful field experience typical of the professional school, community requests, the need for a balanced program, and funding limitations have all influenced faculty recruitment.

Each year, department heads have brought staffing needs (supported by a program development and demand rationale) to the Executive Committee. Needs have been ranked into a priority list, and recruitment has been directed accordingly.

Applications have been screened by members of the particular discipline involved within each department. In most cases, all department members have participated in this screening. Selection criteria have involved specificity of preparation, quality of scholarship, appropriateness of experience, and potential for contribution.

Although race, sex, and age never have been discriminating factors among employment criteria, the advent of Affirmative Action causes faculty to give special attention to the elimination of any unsuspected personal biases. Care has been taken to follow the University's recommendations for advertising, identification of women and minorities, and record-keeping.

### Course and Program Approval Procedures

Courses in a specific discipline normally are first considered within the department in which the program is housed. After department approval, undergraduate proposals go to the Teacher Education Council, and graduate proposals to the Graduate Affairs Council. Courses for both undergraduates and graduates are considered by both councils, and interdisciplinary proposals are reviewed by the appropriate council and by all three departments. After full discussion at the council level, proposals are considered by the Assembly.

After they receive Assembly approval, proposals proceed through the appropriate machinery of the Graduate Council and the Senate. Only with Senate approval may regular courses be placed in the Bulletin as offerings by the School.

Proposed degree programs follow a similar approval procedure on campus. After Senate approval, however, they are studied by the University Board of Curators and by the Missouri Coordinating Board for Higher Education before final approval.

Course offerings within existing programs are studied and approved within the campus; proposals for programs are examined by both University-wide and state agencies. Although the process is admittedly time-consuming, powerful controls regulate the quality of offerings, and review for proliferation and duplication.

### Scheduling Procedures

For fall and winter semesters, department heads plan schedules to provide a balanced offering and, as much as possible, to meet demand. The two associate deans coordinate graduate and undergraduate offerings among departments. Those evening classes funded by the Evening College are planned by department heads and coordinated with the Evening College dean by the associate dean for teacher education. Summer offerings are coordinated with all divisions affected by the other associate dean. Off-campus offerings are coordinated by the assistant dean for extension.

### Meeting Goals through Program

#### Degree Programs, Emphasis Areas

The School of Education offers curricula leading to the degree, bachelor of science in education, which includes teacher certification. The School also provides certification programs for students earning baccalaureate degrees in the College of Arts and Sciences and for post-baccalaureate students.

At the graduate level, there are curricula leading to the Master of Education degree, and there is a sixty-hour program for advanced certification in secondary administration. A Doctor of Education curriculum offers two broad emphasis areas.

The Department of Administration, Foundations, and Secondary Education (AFSE) coordinates programs preparing students for teaching in secondary schools (grades 7-12). An unusual feature of these programs is the close interdisciplinary cooperation between the professional school and the departments in other university divisions. Joint appointees provide liaison, teach special methods, and supervise student teachers. Teaching fields include business education, English, foreign languages (French, German, Spanish), mathematics, music, physical education, science (biology, chemistry, physics), and social studies.

At the graduate level, this department offers three programs leading to the master of education degree in elementary school administration, secondary school administration, and secondary education. Administration students may elect an option in community education. Secondary education students are required to earn at least eight credit hours in a teaching discipline and may elect an emphasis which confers certification in reading. A combined M.Ed. and teaching certification program is also offered.

The Department of Behavioral Studies (BS) coordinates course work in educational psychology, counseling, physical education, special education, and related areas. Certification programs for physical education and special education of the educable mentally retarded may be elected for secondary or elementary teaching.

Graduate programs include certification for elementary school counseling, secondary school counseling, and special education. Emphasis areas within the M.Ed. in counseling include elementary school counseling, secondary school counseling, and general counseling. The emphasis area of special education has options in behavioral disorders, learning disabilities, and mental retardation.

The Department of Childhood Education (CE) coordinates programs for students who wish to teach children below the junior high school level. Emphasis areas include early childhood education, general elementary education, and physical education.

Three programs are offered leading to the M.Ed. in elementary education: elementary education (generalist or specialist), elementary education with certification in reading, and elementary education with teaching certification. Students who wish to specialize in one curricular area may elect childhood literature, early childhood, language arts, mathematics, reading (with possible certification), science, or social studies.

The Doctor of Education (Ed.D.) is designed primarily for the field practitioner. It is, therefore, a comparatively broad-based interdisciplinary degree. Its two emphasis areas, drawn on the two general categories of professional activities in the schools are:

Learning-instructional processes, which place primary emphasis on the teaching-learning relationship. General planning and the development of organizational programs to carry it on successfully.

Behavioral-developmental processes, which place primary emphasis on the nature of individuals. Leadership capabilities will be shown by mastery of concepts of change and related strategies using a social science perspective.

#### Advisement and Program Control

Advisement for Education students and for other students seeking certification is provided by the Office of Teacher Education Advisement and Certification and by members of the faculty. The OTEAC advises about 1800 students currently and faculty members report a load of approximately 50 advisees each.

Students apply for the teacher education program after completing 30 hours of undergraduate work. At this stage, Level I, they are screened for admission as candidates for teacher education and receive counsel concerning teacher education, graduation, and certification requirements.

Level II, which requires application at the end of 60 hours of work, reviews student qualifications and permits specific planning of degree and certification programs. Elementary education and special education students are advised by personnel of the Office of Teacher Education Advisement and Certification. Some secondary education students are advised by this office, also, but most are advised by faculty specialists in the teaching disciplines who also teach special methods courses and supervise student teaching.

The third stage, Level III, involves application for student teaching. This stage, reached one semester in advance of student teaching permits final screening of candidates, advisement on criteria not yet met, and assignment to a school for student teaching.

At the master's level, advisement is provided by faculty members whose specialties coincide with those of the students' proposed degree programs. Graduate faculty membership is required of these advisers. When interdisciplinary work is included, as in secondary education programs, students are counseled to seek advice in the other departments involved. Advice about certification is provided by the Office of Teacher Education, Advisement, and Certification.

Master's degree programs may be approved as soon as the student has met full graduate admission requirements. Programs must have the approval of adviser, department head, and graduate dean. After program approval changes are authorized only by petition and are subject to the same scrutiny.

At the level of the doctorate, advisement up to the point of dissertation work is provided by a graduate faculty member appointed by the graduate dean. Dissertation committees must be chaired by a member of the University doctoral faculty. Program controls are specified by Graduate School policies and procedures.

#### Scope of Departmental Offerings

During the 1975-76 school year, a total of 445 students were placed for student teaching in schools in 20 school districts. In the fall of 1975, 598 undergraduates were enrolled in the teacher education program and 1,184 graduate students were active in the M.Ed. and advanced certification programs. The first twelve students were admitted to begin work in the Ed.D. program in the winter of 1976.

A representative example of departmental offerings and student enrollments in winter 1976 is as follows:

TABLE 20

#### COURSE OFFERINGS WINTER 1976

	<u>Graduate</u>	<u>Undergraduate</u>	
		<u>Day</u>	<u>Evening</u>
Winter 76			
<u>AFSE Department</u>			
Sections	11	14	11
Avg. Class size	23.36	24.28	21.8
<u>BS Department</u>			
Sections	35	34	6
Avg. Class size	19.88	29.29	28
<u>CE Department</u>			
Sections	11	22	11
Avg. Class size	18.54	24.13	25.90

### Off-Campus Class Offerings

The Education-Extension program relates the educational needs of the community to the School of Education. During the past year, fifty four credit and eighty non-credit workshops, seminars and institutes were designed and formulated on the basis of requests.

The scope of the Education-Extension program can be illustrated by examples of the range of requests:

1. Training for National Council of Jewish Women-St. Louis volunteer programs.
2. Training for teachers and people at 13 museums in the St. Louis area.
3. Training inner-city school administrators, teachers and students.
4. Training boards of education and superintendents in twenty-one districts.
5. Training teachers in sex education for the developmentally disabled.
6. Training for teaching sign language for non-verbal severely handicapped.
7. Preparation and presentation techniques for school nurses.

### Other Service Activities

In addition to credit and non-credit extension course and workshop offerings, Education faculty members reported the consulting and community-service activities shown in Table 21.

TABLE 21

#### CONSULTING AND COMMUNITY ACTIVITIES

Department	Consulting	Talks	Evaluations
AFSE	47	111	8
BS	51	80	11
CE	30	47	1

#### Achievement of Objectives

#### Faculty Qualifications

Of the seventy-eight faculty members who hold academic affiliation with the School of Education, ten are employed full-time in administrative and service roles outside the School. Of sixty-eight people in administrative, teaching, and service roles in the School, sixty-one (roughly 90 percent) hold terminal degrees. The remaining seven, who hold master's degrees are instructors.

### Faculty Productivity

During the school year 1975-76, faculty members in the School compiled the following record of publication and research reporting:

TABLE 22

#### RESEARCH REPORTING AND PUBLICATION

<u>Activity</u>	<u>AFSE</u>	<u>BS</u>	<u>CE</u>
Books and monographs			
Published		3	2*
Accepted			
Submitted		3	
Articles			
Published	26	12	15
Accepted	24	14	14
Submitted	20	13	4
Reviews	4		
Papers read at professional meetings	21	27	29

### Grants and Other Supported Activities

During the 1975-76 school year departments reported involvement in grants and supported activities as follows:

TABLE 23

#### GRANTS AND OTHER SUPPORTED ACTIVITIES

	<u>Grants Funded</u>	<u>Amounts</u>
AFSE	8	\$223,724
BS	13	\$128,381
CE	7	\$112,294

\*Shown as one, six modules of a nine-part fifth- and sixth-grade science series.

### Results of Follow-up Studies

In the spring of 1973, questionnaires were mailed to all graduates of master's programs and of baccalaureate programs involving certification in order to evaluate students' perceptions. At the master's level 261 responded; at the baccalaureate, 216. Summaries of their responses to question categories follow:

TABLE 24

	<u>Percent Favorable</u>
<u>Graduate</u>	
Various phases of graduate experiences	81
Qualities of teachers	78
Characteristics of courses	76
Library resources and services	62
General assessment of graduate programs	93
Would again choose UMSL	89
Would recommend UMSL to others	99
<u>Undergraduate</u>	
Various phases of undergraduate experiences	82
Course work in education	73
Qualities of teachers	74
Courses in professional program	71
Library resources and services	69
General assessment of undergraduate programs	90
Would again choose UMSL	86
Would recommend UMSL to others	95

In the spring of 1976, the Dean of Student Affairs arranged a meeting for undergraduate transfer students. Students were asked if they had received prompt and correct advice and whether they had been satisfied with their advisement. All ratings of the School of Education, and in particular, ratings of the Office of Advisement and Certification were positive.

## Resources and Support Services

Staff Support

Staff support, including budgeted student assistants, is allocated within the School of Education as follows:

TABLE 25

## SCHOOL OF EDUCATION STAFF SUPPORT

<u>Departments</u>	<u>FTE Personnel</u>
Administration, Foundations, and Secondary Education	2-3/4
Behavioral Studies	2-1/2
Childhood Education	3
Dean's Office	
Administrative Assistant *Secretary	2
Assoc. Dean	
Secretary Graduate records	1-1/2
Assoc. Dean	
including Secretary, Advisement & Certification, Clinical Experience, Teacher Education Research Center	<u>10-3/4</u>
	22-1/2

Not included in the above staff allocations is the time of thirteen Work-Study students who provide 15 hours of assistance.

Library Holdings

The Thomas Jefferson Library houses a collection of 281,571 volumes, including 52,927 bound periodical volumes. The periodical collection includes about 2,400 current titles.

The Education collection includes 9,000 monographs (more than three percent), 2,900 bound volumes (four and one half percent), and 300 periodicals (twelve and one half percent).

In addition to campus holdings, materials are available on a one-day drop service from libraries of the other three campuses of the University of Missouri.

## Strengths and Weaknesses

The strength of the School of Education lies primarily in the performance of its faculty. Although the St. Louis campus has the highest student-faculty ratio in the University and teaching loads are heavy, faculty members have earned an excellent record in teaching, advisement, scholarly productivity, and service.

Our location may be cited as a strength, also, since we are able to serve students who would be unable, otherwise, to prepare for teaching careers or to pursue advanced degrees.

A third strength is the high level of cooperation among UMSL divisions for the preparation of teachers and for improvement of qualifications of those who are active in the teaching profession.

Weaknesses in the School may be traced to two sources: a relatively short period of existence and a comparative low level of funding. Because of the short life of the campus, our programs still reflect the conservatism of our inherited models. For example, our basic course outlines and degree programs were drawn from those at Columbia campus, a full-range campus organized along traditional lines. St. Louis did not, therefore, develop independent programs that might have presented innovative approaches to the unique problems of metropolitan areas. Because of the low level of campus funding faculty members have labored under heavy teaching and advisement loads. Funds have not been available to provide the necessary time for extensive research and program planning merited by our metropolitan setting. This factor, also, has slowed in development of extensive off-campus offerings, a critical need in this community.

In common with our colleagues in other divisions, the School of Education has "made do" with acutely limited instructional space and a shortage of supportive resources. Our modestly supported Teacher Education Resource Center exemplifies this problem. Transfer of the School of Education to Marillac facility in Summer, 1976 has greatly increased the amount of space available to the school.

In general, one moves slowly into the unknown - in our situation the special needs of metropolitan education - and, with sharply limited support, the movement becomes slower still. Even so, the School of Education's contribution appears to be fully competitive with those in long-established universities.

## EVENING COLLEGE

Mission

The founders of the University of Missouri - St. Louis recognized at the outset that an important part of the mission of an urban university is to provide higher educational opportunities for non-traditional students. Accordingly, the Evening College was organized in 1964 with the mandate to develop appropriate curricula for students who were unable to attend day classes. A survey completed in 1965 indicated a strong interest among evening students in traditional degree programs. Approximately 75 percent of the students enrolled expressed the desire to complete a degree while only 25 percent indicated a narrower or more limited education goal. Since 1965, the Evening College has developed new programs as rapidly as possible to meet the needs of the Evening students. Results obtained from the initial student survey have been confirmed. Approximately 75 percent of the students enrolled in the Evening College become candidates for degrees. The Evening College remains committed to the education of mature persons who wish to live effectively in today's complex society.

Curricula

The curricula of the Evening College consists primarily of traditional degree programs offered in the College of Arts and Sciences, the School of Business Administration, and the School of Education. Seven traditional degree programs and one non-traditional degree program, the Bachelor of General Studies, are currently available to evening students. Degree programs with the majors or options presently offered are as follows:

<u>Degree</u>	<u>Major</u>
Bachelor of Arts	Biology Chemistry Economics English History Mathematics Physics Political Science Psychology Sociology
Bachelor of Science in Administration of Justice	
Bachelor of Science in Chemistry	
Bachelor of Science in Economics	
Bachelor of Science in Physics	
Bachelor of Science in Business Administration	
Bachelor of Science in Education	Business Education Early Childhood Elementary Education Secondary Education Special Education
Bachelor of General Studies	

Requirements for all traditional degree programs offered in the Evening College are the same as those established by the various divisions and departments of the University. Courses are carefully scheduled to permit evening students to complete all degree requirements at night, with the exception of student teaching and the methods courses required in secondary education.

The Bachelor of General Studies degree was initiated in 1973 to provide a meaningful alternative for mature students. This program enables mature students, with careful advisement and approval of the General Studies Committee, to develop individualized and interdisciplinary programs of studies designed to meet their education objectives.

It is apparent that curricular offerings should be diversified and expanded to include such areas as social work, nursing, communications, and computer services. These programs were included in the campus academic plan developed in 1973. However, since resources needed to develop new curricula have been virtually non-existent, the evening curriculum has remained relatively static in recent years.

The Evening College offers a substantial summer program consisting of 120 to 130 courses with enrollment in excess of 1800 students.

#### Accreditation

Evening degree programs in Business and Education were evaluated simultaneously with the day programs by appropriate accrediting associations. The Bachelor of Science in Business Administration was accredited by the American Assembly of Collegiate Schools of Business in 1968. The Teacher Education programs were accredited by the National Council for the Accreditation of Teacher Education effective in Fall 1971. In 1968, the Evening College was admitted to membership in the Association for Continuing Higher Education (formerly the Association of University Evening Colleges) and continues to maintain an institutional membership in that association.

#### Faculty

The Faculty of the Evening College consists of 40 full-time equivalent line positions in 17 different departments and approximately 85 part-time faculty recruited from the metropolitan area to teach evening classes. During the 1975 Fall Semester, 56 percent of all evening courses and 64 percent of all courses above the introductory level were taught by full-time faculty. Fifty-two percent of the total faculty had completed the doctor's degree.

Staffing procedures and budgetary arrangements developed to provide faculty for evening classes have proven effective and satisfactory. Over the years, the Evening College Dean has allocated funds to departments offering evening courses to support full-time faculty positions. Full-time appointees are not recruited explicitly to teach evening classes but rather to meet the disciplinary needs of the department in the Evening College. Each department receiving allocations for faculty positions has

assumed the responsibility for providing the Evening College with an amount of instruction equivalent to the number of faculty positions allocated. The shared utilization of faculty permits a broader range of offerings with department members assigned to teach in the area of their specialization. The number of faculty positions in Fall 1975 in each division or department supported by the Evening College is given in Table 26.

TABLE 26

## FULL AND PART-TIME FACULTY OF THE EVENING COLLEGE

Department	FTE Regular Faculty Positions Budgeted	FTE Part-Time Faculty Actual
Administration of Justice	2.00	1.00
Biology	2.18	.93
Chemistry	1.50	1.69
Economics-Geography	1.33	1.50
English-Speech	4.68	1.25
Fine Arts	.55	1.00
History	3.91	.50
Mathematics	2.83	6.63
Modern Languages	-	2.40
Philosophy	1.50	.50
Physics	1.33	1.51
Political Science	1.66	1.00
Psychology	1.33	1.96
Sociology-Anthropology	2.66	1.25
Total Arts & Sciences	27.46	23.12
Business Administration	8.85	4.50
Behavioral Studies	.33	1.00
AFSE	1.33	.17
Childhood Education	2.00	.50
Total Education	3.66	1.67
GRAND TOTAL	39.97	29.29*

\*Full-time equivalents for part-time faculty were computed on the basis of a twelve semester hour teaching load.

#### Faculty Governance

The formal organization of the Evening College Faculty occurred in 1968 with the adoption of faculty by-laws. All full-time faculty who regularly teach evening courses and all part-time faculty with the rank of assistant professor and above are members of the Evening College Faculty. Nearly two-thirds of the regular faculty of the University are members of the Evening College Faculty.

Provision is made in the by-laws for five standing committees: the Committee on Policy and By-Laws, the Committee on Curriculum and Instruction, the Committee on Academic Advising, the Committee on the Bachelor of General Studies Degree Program, and the Committee on Grievances Concerning Grades. Each committee, except the Committee on Grievances Concerning Grades, is composed of five faculty members, one of whom is a part-time faculty member. Each full-time faculty member of a committee is elected by the faculty for a term of two years; one part-time faculty member is appointed by the Dean for a one year term. The Committee on Grievances Concerning Grades is composed of two full-time faculty members, one part-time faculty members, and two students. The powers and responsibilities of each standing committee are defined in the Faculty By-Laws.

#### Administration and Organization

The administrative staff consists of the Dean, two assistant deans, a counselor, one part-time counselor, an administrative secretary, two secretaries, a receptionist, and several part-time clerk-typists who assist in providing support services for students and faculty. A chart depicting the organizational structure is shown on the next page.

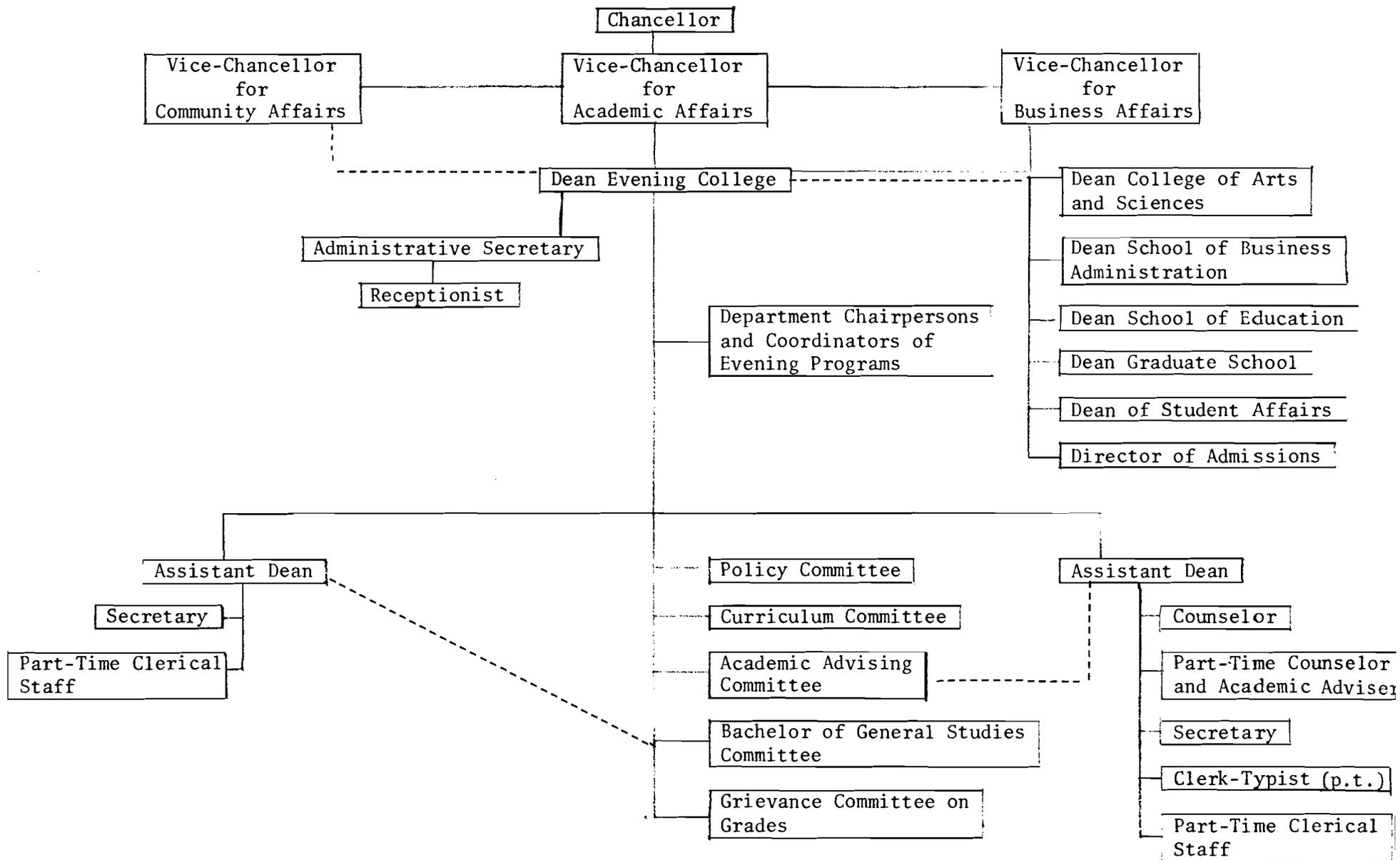
The Dean of the Evening College reports to the Vice Chancellor for Academic Affairs and through him to the Chancellor. The Dean is responsible for administering and coordinating all undergraduate programs offered during the evening. He prepares and administers the budget of the Evening College. He is responsible for the acquisition of staff and provides leadership in the development of curricula consistent with the mission of the campus.

One assistant dean is responsible for arranging and coordinating student advisement services, maintaining student records, completing transcript evaluation and graduation checks, and assisting in developing class schedules. The second assistant dean coordinates the Bachelor of General Studies Program, develops printed brochures and catalogues, and conducts research relating to evening students. Both assistant deans also advise students, assist in supervising and evaluating the instructional program, and assist in maintaining liaison with the community.

Department chairpersons have a major role in the evening program. Their leadership and cooperation has been essential and effective in facilitating the development and implementation of the various curricula offered during the evening. Generally, chairpersons exercise the same responsibilities for both the day and evening programs. They prepare budget recommendations and course schedules, recruit faculty, assign advisers in the major areas, and supervise instruction in their departments.

Liaison with other divisions of the University is maintained through consultation and meetings of the academic deans. Discussion with other divisions relating to such matters as programming, budgets, degree requirements, recruitment of faculty, and the coordination of advisement services serve to facilitate cooperation and articulation between the Evening College and other academic units. The Dean of the Evening College is also a member of all divisional faculties and the University Senate.

Organizational Structure of the Evening College



### Students

About 92 percent of the 2,540 students enrolled in the Evening College are employed either full or part-time in more than 700 different businesses, industries, and institutions in the St. Louis metropolitan area. Most pursue degree programs on a part-time basis. Sixty-four percent are male and more than half are married. The mean age of evening students is about 27 years. In addition to those students who expect to complete a degree, the Evening College serves a substantial number of students to fill gaps in their educational backgrounds and to prepare for new careers.

It is apparent that the student population of the Evening College is more heterogeneous than the day student population. While evening students usually carry heavy responsibilities relating to job and family, their motivation is generally high.

### Academic Advisement and Student Services

An assistant dean devotes a major share of his time to advising students and coordinating advisement services. He is assisted by a full-time counselor and a part-time counselor who works four evenings each week. Another assistant dean advises all students in the General Studies Program and handles other advisement responsibilities.

Evening students are usually advised by the staff of the Evening College until they have completed forty or more semester hours and have formally declared their candidacy for one of the degree programs offered at night. Students who file such a declaration are assigned to an adviser in the appropriate department who is a full-time faculty member. A complete advising folder is forwarded to the adviser at the time the assignment is made. The major program of all students completing degrees is approved by the department.

All essential services, including the Admissions Office, Cashiers Office, Bookstore, Health Service, Library, Cafeteria, and the Placement Office, are available to the Evening College student during the evening.

An active Evening College Council provides liaison between students and the administration, conducts programs offering pertinent information to students, directs appropriate social activities for evening students, and represents the interest of the evening student to the faculty and administration. The student council is a member of the United States Association of Evening College students.

A local chapter of the National Honor Society for evening students, Alpha Sigma Lambda, is in the process of being organized.

### Measures of Performance

During the past eleven years, the Evening College has succeeded in developing quality degree programs which satisfy the interests and needs of many mature students. Over 1,500 persons have completed degrees through the Evening College since the first class was graduated in 1967. A follow-up study of graduates completed in 1972 revealed that seventy-four percent rated the quality of instruction they received in the Evening College as

above average or excellent. An overwhelming majority of the graduates, 96.8 percent, indicated that they would advise a friend to attend the Evening College. Nearly forty percent had taken additional course work since completing their degrees, including twenty-nine percent who had completed graduate or professional courses. Approximately eight-four percent of the graduates were employed in the St. Louis metropolitan area and forty-two percent stated that they had been promoted or changed occupations since graduation.

Since 1964, the Evening College has made significant progress in developing and expanding the scope of educational opportunities available to non-traditional students. It is anticipated that the emphasis on traditional degree programs will continue with some variations as required to meet the interests and needs of evening students

#### Strengths

1. The Evening College has contributed significantly toward fulfilling the mission of the University of Missouri - St. Louis by making quality degree programs available to students who might otherwise be deprived of the opportunity to complete a degree.
2. Department chairpersons continue to provide effective leadership in developing, coordinating, and supervising departmental offerings.
3. Involvement of full-time faculty in teaching, serving on committees, and advising students has been relatively high and comprises a major strength.
4. The campus accommodates the non-traditional student by making required services and facilities available during evening hours. Adequate services for the support of part-time faculty are also provided during the evening.
5. By utilizing existing courses in various combinations, the Bachelor of General Studies Degree Program has expanded the options available for mature students who possess unique educational goals not satisfied through traditional degree programs.
6. The overall faculty/student ratio, including part-time faculty, is approximately 1/21.

#### Areas Needing Improvement

1. The range of curricular offerings currently available on the campus is quite narrow in view of the size of the student body and the area to be served. Additional degree programs such as social work, communications, computer service, allied health, and nursing are needed to provide a broader range of educational opportunities for students and to contribute toward meeting the manpower needs of the community.
  2. The proportion of full-time faculty teaching evening classes should be increased in a few areas such as Business Administration in order to maintain a level of quality commensurate with the mission of the College.
-

3. A more formalized and systematic method for reviewing and evaluating the effectiveness of all evening programs is perhaps indicated.
4. Consideration should be given to a realignment of the fee structure designed to reduce or remove the disparity in the per credit hour cost for part-time students. This matter is being reviewed by a University Committee.

## THE GRADUATE SCHOOL

The Graduate School of the University of Missouri - St. Louis was organized in 1960. Since that time it has developed master's programs in 12 fields, and doctoral degrees in three. In 1976 the first Ph.D. in Psychology was awarded. In the years since the Graduate School was established almost two thousand master's degrees have been awarded. These degrees have been attained through the services of a graduate faculty of 295 (1976). Within that group there are 136 who are also members of the System-wide Doctoral Faculty.

The efforts of the Graduate Faculty are directed towards a series of goals which are a sub-set of those pursued by the campus. In general, the objective is to provide high quality graduate training in applied and basic fields to residents of the metropolitan area, primarily, at a low cost. There are also specific objectives of the Graduate School which is the executive agency of the Graduate Faculty and the Chancellor's Office in graduate affairs.

1. The Graduate School represents scholarship and academic excellence in the general councils of the campus.
2. It strives to project those qualities into faculty and administrative deliberations on academic matters.
3. The Graduate School pursues the goal of developing graduate programs of quality and scope by means of careful faculty review of new programs.
4. The Graduate School wishes to graduate effectively prepared people so that our urban mission as a campus can be advanced.
5. The Graduate School monitors the quality of students admitted to departmental programs and evaluates their progress regularly.
6. The objective opens up a different domain of objectives. The Graduate School strives to support research and creative activity by faculty and students in the tradition of land-grant colleges and in the tradition of service to the St. Louis region, the State of Missouri, and to the nation as a whole. It also strives towards a vigorous program of intellectual activities which are justified by more than short-range, pragmatic considerations. The graduate community contains artists and scholars whose work is in non-applied fields, the arts, humanities, and sciences. In this domain the Graduate School offers tangible support and encouragement by virtue of internal operations, such as provision of special funds.

### Organization

Within the Graduate School the Office of Research Administration distributes state funds for support of faculty research. In 1975-76 these funds amounted to \$70,339. The Research Office also manages extramural funds and monitors all campus applications for non-campus funds. In 1975-76 the Office submitted over five million dollars of applications to external

agencies. Our faculty attracted about two and a half million dollars in the same period. In addition, the Research Office manages the committee on the rights of human subjects in experimentation.

Not all the functions of the Research Office are conducted within the framework of the Graduate School. Advice of Graduate Faculty on award of campus funds for research is received from the Research Committee of the Senate, which is known as the Committee on Faculty Publication and Research.

The Graduate School also maintains liaison with the students enrolled in graduate curricula. The Assistant Dean and Dean maintain regular contact with the Graduate Student Association.

The officers of the Graduate School are a full-time Dean and a half-time Assistant Dean. Both administrators maintain departmental affiliations and are actively engaged in personal programs of research. There is a Contracts Officer who handles the preparation of grants and there are four secretaries. The staff are all relatively flexible and can be moved between research and graduate affairs as workloads require. The entire set of seven people functions as one office, although there is a fundamental affiliation to graduate or research affairs on the part of each person.

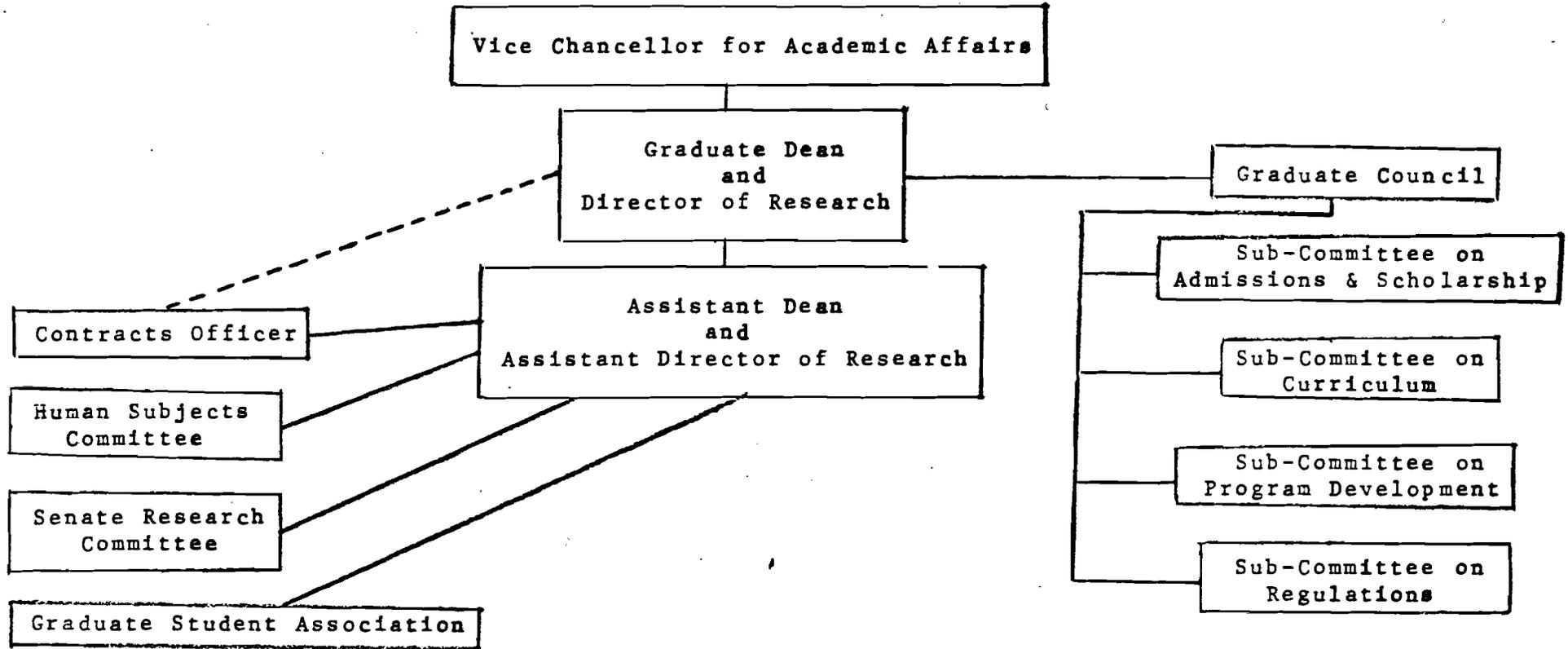
In the case of the Research Office the primary point of contact with faculty is management of individual grants and grant applications. Beyond that, the views of faculty are expressed through the Human Subjects Committee and the Senate's Committee on Research. In graduate affairs the Graduate Council establishes policy. The Council, which meets monthly, is elected by faculty on a five-sector basis, to staggered terms. The Council has four sub-committees which report once a month. In addition, the Dean and Council report to the Graduate Faculty once each semester in a public meeting. Table 28 summarizes the organization of the Graduate School. Absent from this table is any reference to management of teaching assistantships and participation in fiscal aspects of graduate programming. On the other hand, the Graduate Dean makes a contribution to the evaluation of faculty for promotion and tenure, and supervises the campus computer center. Both deans participate in System-wide research and graduate affairs through inter-campus committees.

The Graduate School is a member of the Council of Graduate Schools, the Midwest Association of Graduate Schools, and the National Council of University Research Administrators.

### Degree Programs

Since 1968 the Graduate School has increased its degree programs to thirteen. The largest and oldest is the Master of Education program. By the end of 1976 nearly eighteen hundred people had been graduated from this program, as Table 29 shows. The newest master's program has the additional distinction of being an interdepartmental offering. The Master of Public Policy Administration degree is supported by three graduate units: Economics, Business, and Political Science. Having been established in 1975 it has as yet no graduates but currently enrolls fifteen students.

GRADUATE SCHOOL TABLE OF ORGANIZATION



MASTER'S DEGREES AWARDED

FIELD	1969	1970	1971	1972	1973	1974	1975	TOTAL
Biology	-	-	-	-	-	-	1	1
Business	-	-	4	13	19	26	46	108
Education	160	212	284	276	259	294	262	1747
Chemistry	-	-	-	-	-	-	-	-
Economics	-	-	4	6	4	8	7	29
English	-	-	-	-	-	-	1	1
History	-	-	9	8	10	3	12	42
Mathematics	-	-	-	-	-	-	1	1
Physics	-	-	-	-	-	-	-	-
Political Science	-	-	8	3	6	9	12	38
Psychology	-	-	-	-	-	-	-	-
Public Policy Administration	-	-	-	-	-	-	-	-
Sociology	-	-	-	4	4	5	5	18
Total	160	212	309	310	302	345	347	1985

ENROLLMENT OF GRADUATE STUDENTS\*

<u>FIELD</u>	<u>1969-70</u>	<u>1970-71</u>	<u>1971-72</u>	<u>1972-73</u>	<u>1973-74</u>	<u>1974-75</u>
Biology	-	-	-	-	9	25
Business	57	92	120	156	183	210
Education	940	937	840	824	800	832
Chemistry	-	-	2	6	11	18
Economics	10	19	21	23	27	27
English	-	-	-	-	23	28
History	21	33	44	46	38	34
Mathematics	-	-	-	-	8	15
Physics	-	-	-	-	-	4
Political Science	17	27	30	36	49	37
Psychology	-	-	4	10	16	18
Public Policy Administration	-	-	-	-	-	-
Sociology	16	20	24	25	23	24
Total	1061	1128	1085	1126	1187	1272

\*Fall Semester

Inspection of Table 29 indicates that the Business School's MBA program is sharply increasing its output of graduates. In 1976 the number of graduates was forty four.

Other programs which have produced significant numbers of graduates at the master's level are Political Science, Economics, and History. Physics, a new program, has yet to graduate a master's degree student. Psychology does not award the master's degree and accepts only candidates for the Ph.D. The first graduates from the Ph.D. programs in Psychology and Chemistry were in 1976. There is a third doctoral program on the campus leading to the degree Doctor of Education. The first class of applicants was admitted in January, 1976.

Enrollment in graduate programs in Education has been stable since 1969-70, as Table 30 shows. In Business, enrollment in the MBA program has tripled in the last six years. Chemistry offers the master's degree; the department emphasizes the Ph.D. and is slowly enlarging a small cadre of excellent students. Economics has not grown very much, but doubled its 1969-70 enrollment by 1974-75. The M.A. in History stabilized at approximately thirty students in 1970-71. Mathematics accepted M.A. students beginning in 1973-74, and now has a small group of excellent students. The recently established Physics program has accepted students for only a year, at the time of writing. Political Science has approximately forty students on the average. The new Public Policy Administration is beginning to attract student inquiries and admitted in (e.g.) Winter, 1976 fifteen students.

Most of the students enrolled in UMSL graduate programs study part-time, and most live in the metropolitan area. There are about fourteen hundred students enrolled per semester and the number increases by about fifty to sixty each year. A number of inquiries are made with a view to enrolling in graduate programs not available on this campus, such as Social Work, Business, and English at the Ph.D. level.

### The Graduate Faculty

There are 295 members of the Graduate Faculty in 1976. Admission is automatic for professors and associate professors. Assistant professors are appointed after review by the Graduate Council. Other people may be appointed for a term in order to teach courses or serve on thesis committees.

The Graduate Faculty conducts its affairs through the Graduate Council. The sub-committees of the Council listed in Table 28 include members of the Graduate Faculty not elected to the Council. Such people do not serve as Chairpersons. The Graduate Faculty recommends candidates for degrees, elects the Graduate Council, and appoints representatives to the Doctoral Council of the University of Missouri System.

### The Doctoral Faculty

Members of the campus Graduate Faculty may apply for membership in the University's Doctoral Faculty. Applicants are reviewed by a campus-wide selection committee and, subsequently, are reviewed by the Doctoral Council. Doctoral Faculty do not constitute a functioning body of the University or the campus, and exercise no corporate functions. They are qualified to direct dissertations.

### Graduate Students

Students are admitted to programs by the Graduate Dean on the advice of the departments' graduate advisors. Graduates of accredited colleges with grade point averages of 2.75 and above and suitable scores on the Graduate Record Examination or Graduate Management Admissions Test are admitted unconditionally. Departments are free to establish admission criteria above those set by the Graduate Faculty. Students' welfare is promoted by graduate advisors, and students belong to departmental associations of graduate students and to the campus-wide Graduate Student Association. A substantial number of graduate students pursue degrees on a part-time basis.

### Evaluation

The Graduate School has strengths and weaknesses and they may be summarized as follows:

#### Strengths:

1. The Graduate School organization functions well and members of the Graduate Faculty participate in the formulation of policy.
2. The quality of scholarship among Graduate Faculty is high. We currently attract about \$2.5 million to the campus each year in all fields.
3. Approximately forty seven percent of the Graduate Faculty belong to the System-wide Doctoral Faculty.
4. Programs in the several disciplines have consistently received positive evaluation from visiting teams and accrediting agencies.
5. Graduate Students may enroll in courses at Washington and St. Louis Universities through a formal inter-university agreement during the academic year.
6. The campus has a small but useful program of summer fellowships for faculty and students.
7. There is a small but useful research fund disbursed by the Research Office on advice of the Senate Committee. In 1975-76 the amount was \$17,000.

#### Weaknesses:

1. As with the undergraduate program the campus lacks programs for which there is established demand.
2. Enrollments are low in selected fields with fewer students than is desirable in selected programs, e.g., the Ph.D. in Chemistry. Enrollments in Chemistry are related to the availability of assistantships. In turn, assistantships are dependent on the campus budget.

3. The Graduate School has no role in fiscal planning of graduate instruction.
4. The Graduate School does not control or participate in the funding or award of teaching assistantships.
5. The shortage of graduate fellowships for research is acute.
6. The Graduate School and Office of Research have no role in administration of the campus's two major research centers, the Urban Center, and the Center for International Studies.
7. The organization role of the Graduate Dean in campus planning is peripheral and inconsistent.

## CONTINUING EDUCATION-EXTENSION

### Aims and Objectives

An important mission of the University of Missouri is to provide educational opportunities for persons, regardless of educational experience or area of interest, to enhance their lives and to make a contribution to the development of the community and the state. At the University of Missouri - St. Louis, Continuing Education-Extension has been organized to carry out this mission.

Through their Continuing Education-Extension divisions, the College of Arts and Sciences, the School of Education, and the School of Business Administration administer a wide variety of credit courses, non-credit programs, and problem-oriented research for the benefit of the people of greater St. Louis and beyond. Credit courses at both the undergraduate and graduate level and non-credit short courses, conferences and workshops are offered on campus and at off-campus locations convenient to students. Research generally is of an applied, urban-related nature and is designed to solve specific problems of client groups.

### History

Prior to the formation of the St. Louis campus, the major influence of the University of Missouri in the greater St. Louis area was directed through Extension. Extension centers in St. Louis County and St. Charles County were established in 1915. Offices were established in Jefferson County in 1921, and in Franklin County in 1934. The first office in the city of St. Louis opened in 1949, with the establishment of an educational program in food marketing.

In 1960, the University established an Extension Residence Center in Normandy, which later, in 1963, became the University of Missouri - St. Louis.

Extension served as the forerunner in the establishment of the University of Missouri - St. Louis, and subsequently has continued as the mechanism through which resources of the University are extended to the ever increasing divergent needs of clients in the St. Louis metropolitan community and throughout the State.

### Administrative Relationships

The Deans of the Schools and College have the responsibility for the Continuing Education-Extension efforts of their respective divisions. Each of the two Schools and the College have an Assistant Dean for Continuing Education-Extension. The assistant deans assist the department chairpersons in determining program priorities and general continuing education-extension focus. Funds are allocated to the divisions based on understandings developed in joint planning sessions with the Office of Continuing Education-Extension Management.

The Vice Chancellor for Community Affairs serves as the chief campus administrative office in overseeing the continuing education-extension mission.

### Measures of Performance

Of the \$1,193,612 expended in support of the Extension mission in 1974-75, \$345,596 represented grant funds, \$450,000 fee income, and \$398,016 University and State funds. Total contact hours equalled 1,662 full-time student equivalents (SFTE's). Twenty-three thousand, one hundred, twenty-six (23,126) students participated in 502 non-credit programs, and 2,454 students were enrolled in Extension-administered credit courses. The remainder of the 77,261 students served in 1974-75 were involved in informal small group consultations.

In 1974-75, 25.43 full-time equivalent professional staff and 18.50 full-time equivalent supporting staff served on Extension appointments to give leadership to the Extension mission. In addition to faculty on Extension appointment, other UMSL faculty instructed some 493 credit and non-credit courses totalling more than 4,000 hours of instruction. Adjunct instructors were used on 463 courses for an additional 4,000 instructional hours.

### Program Strengths

1. There is academic and administrative support for the Continuing Education-Extension mission.
2. There is flexibility to design non-credit programs and to develop problem-solving research to meet specific needs.

### Program Weaknesses

1. The program lacks financial resources to meet adequately the needs of the large population in the greater St. Louis area. Financial restrictions limit attempts to serve low income clientele who are unable to pay fees.
2. There is a lack of sufficient recognition for Extension work in promotion and tenure of faculty.
3. Competition arises when extension attempts coordination and articulation of inter-campus and cooperative activities nature requiring broad support of University-wide off-campus Extension specialists.

### Plans for the Future

Continuing Education-Extension is projected to expand as the campus continues to meet the ever-increasing lifetime learning needs which are being expressed by citizens of the greater St. Louis area and throughout the State.

In an effort to meet these needs with limited resources, additional efforts will be made to utilize multi-media delivery techniques such as educational radio, video cassettes, educational television and printed publications.

In addition to continuing the Lindbergh Community Educational Program, which was recently established to more effectively serve South St. Louis students, exploration is underway to establish a comparable program in downtown St. Louis. Study is also underway concerning the possibilities of establishing a weekend college. This would represent another means by which existing academic programs would be more conveniently extended to non-traditional clients in the metropolitan community.

Greater emphasis is also planned in formulating multi-disciplinary activities which will utilize a broad perspective of academic expertise not only from the St. Louis campus, but also from the other University of Missouri campuses.

E. RESOURCES AND SUPPORT SERVICES

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## THOMAS JEFFERSON LIBRARY

### Mission

Within the overall mission of the University of Missouri - St. Louis, it is the mission of the Library to ensure that students, faculty, and staff at the University and other qualified users have available, either locally or from other sources elsewhere, all forms of recorded knowledge necessary for their study, teaching, and research activities. It fulfills this mission through a number of specific programs:

1. The library staff, with appropriate advice from its users and the Senate Library Committee, acquires, organizes and prepares for use, materials necessary and/or useful to the direct current instructional programs of the University, and in selected and carefully defined areas of long term research interest.
2. In support of graduate and faculty research the library provides both bibliographic tools to identify and locate needed materials as well as appropriate mechanisms for obtaining timely access to materials elsewhere.
3. Staff provide guidance, assistance and instruction in the use of the Library and information resources.
4. The library provides for the use of materials in a manner that is convenient for clientele without jeopardizing access of others.
5. It provides suitable space, contiguous to needed materials, in which consultation, study, and research can be effectively carried out.

To perform these functions effectively, the Library must develop and constantly refine an organization which can obtain the support and understanding of all its clientele - student, academic and administrative. The library needs to obtain and efficiently management necessary financial resources, attract, retain, and develop a talented, well-trained staff and, operate efficiently appropriate physical facilities.

### State of the Library

The last five years have seen substantial growth in the collections of the Library. Despite growth in the collections, earlier cataloging backlogs were eliminated. However, in the last three years acquisitions and overall library budget have not increased in absolute terms to permit increased levels of purchasing of bibliographic resources, (Please see Item 1, Section 2 and Item 2, Section 1 of the Statistical Summary for documentation.) or to keep pace with inflation.

Simultaneously, the Library has experienced increased user demands for all Library services. (See Statistical Summary Item 2, Section 3, and Items 4 and 5). In order to make the most adequate possible response to the increased user demands, some changes had to be made in our use of

available funds. Collection development activities have declined in level of activity during this period. The interpretation of existing collections to Library users has increased in importance. The recent Library reorganization is intended to demonstrate an awareness of and constructive response to these priorities and is shown in Table 31.

### Collections

The UMSL Library collections have been carefully tailored to meet the instructional programs of the University. In its 12 year history, little attention has been devoted to developing research collections as such; however, considerable effort has been made to coordinate collection development activity with the significant research collections available elsewhere in the St. Louis area and at the other University Libraries.

Collection development concentrates on acquisition of current imprints in English at the time of publication. The Library has instituted approval plans and standing orders to implement this collection development policy. For details of budget expenditures, please see Statistical Summary, Item 2, Section 1.

At the present time, there are adequate basic collections on campus to support most of the baccalaureate programs currently offered. As in the case of any Library there are, of course, gaps in the collection. The public service staff has brought to its attention on an almost daily basis, areas where our collections need strengthening, in terms of either more material or, as is often the case, additional copies of titles already in the collections. The weakest areas relate to support of the curriculum in Administration of Justice Program and Art History, and certain specialized fields within more general programs, such as Marine Biology.

Library support for the graduate programs is less adequate. The collections in English Literature and History generally lack both breadth and depth which are essential if research-oriented programs are to be offered. While the current materials are reasonably adequate for proposed new programs, retrospective materials are lacking: in the science areas we are lacking depth in journal holdings which are critical to adequate support of these programs. In fact overall, in comparing the Library's collections against the ARL/ACRL standards, the one area where the collections come out generally poorly is in the field of journals. Those standards proposed a minimum total of current journals of 10,000 for institutions in Group 4, institutions with limited emphasis on doctoral programs, that group toward which the St. Louis campus would seem to be aspiring. Present periodicals amount to 2,500. Efforts to develop collections in this area will be closely coordinated with the holdings of other libraries of the University, St. Louis area libraries and the Center for Research Libraries.

On an administrative level, major attention will be devoted to developing a fairly detailed Collection Department Policy Statement to provide guidance to our efforts. It is expected that in all but a few carefully defined areas, emphasis will continue on supporting the immediate curriculum, and that general research collections will not be developed for the Library.

The Thomas Jefferson Library has been a full depository of U.S. Government documents since 1963. The collection has been filled in back to 1956.

### Bibliographic Control

The primary objective of bibliographic control is to provide library users with accurate knowledge and access to resources in the collection, regardless of resource format. Considerable progress has been made toward the goal of providing title level access to the extensive Microtext collections. All journals are fully cataloged and classified. Only the materials in the Documents collection are not cataloged and the general handling of this collection is slated for early review.

The Library staff seeks to make this access available expeditiously after the receipt of materials. By providing bibliographic records soon after materials enter the Library, maintaining immediately accessible in-house circulation records, supervising the stack area, and employing guards as exit control, the security of the collection is maintained.

### User Services

The Library staff provides a number of interpretative services to its users, among them information, research, individual and group instruction, and orientation services. While quite traditional in nature, these services seem quite effective, especially the class-related instruction which is receiving increased emphasis. Unfortunately these efforts have been severely hampered by limited staff resources, which preclude service on machine-readable data bases and by the lack of certain types of reference materials such as the Science Citation Index.

Recently a current periodicals reading room with immediate access to copying facilities has been made available to the public.

The Library participates in cooperative arrangements through the local Higher Education Coordinating Council, in state arrangements through the University of Missouri Library System, and in national cooperation through the Center for Research Libraries. These cooperative arrangements are intended to share resources with other libraries and to open access to these collections to UMSL Library users.

### Physical Facilities

Ingenuity in planning productive use for all space within the existing building has become a necessity; the building, which was designed to hold 240,000 volumes, now houses over 400,000 volumes. (See Statistical Summary Item 2, Section 2). Space needs are becoming increasingly critical. There are several possible means of resolving this space dilemma, but there is little significant relief on the horizon.

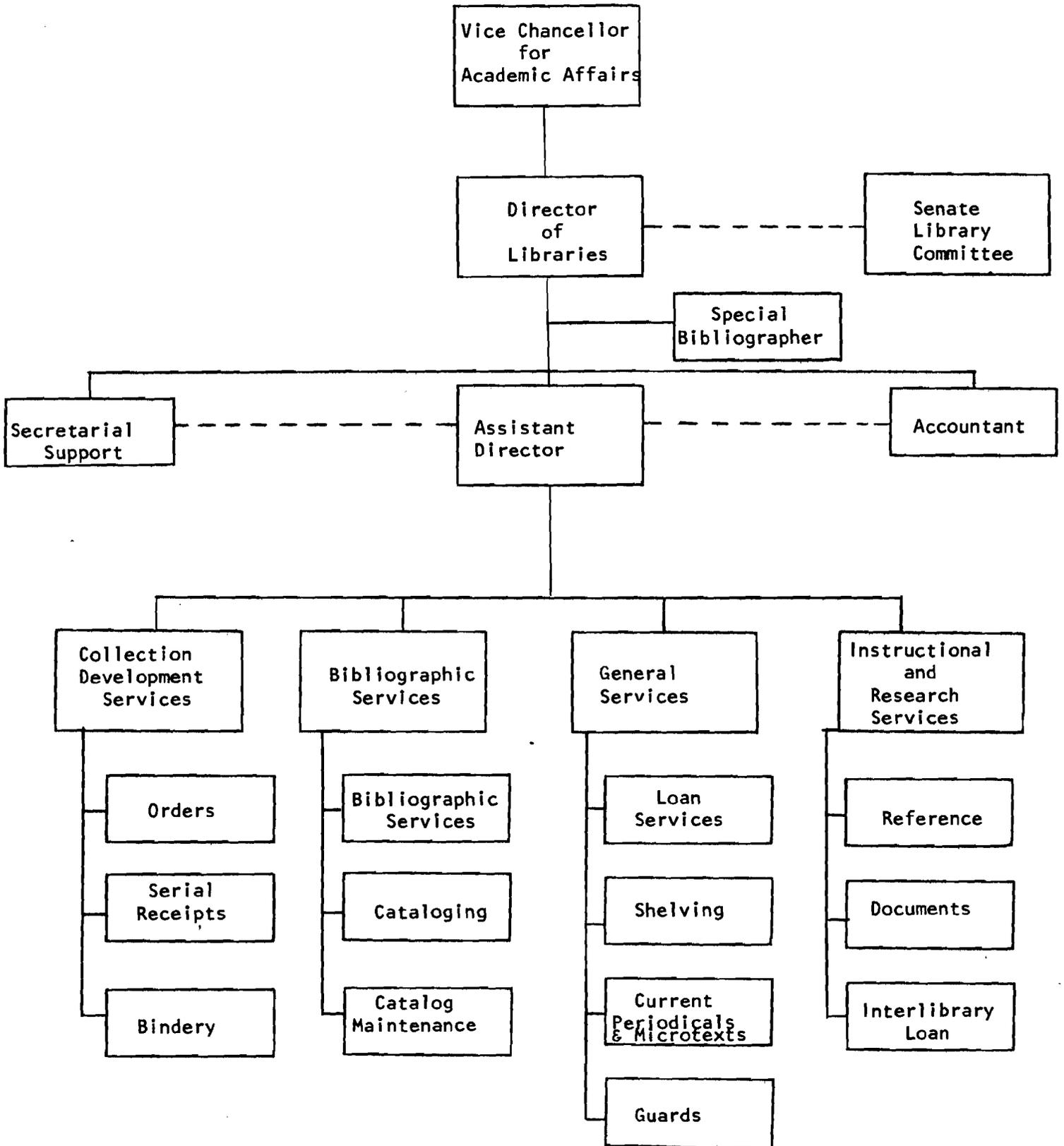
### Summary

Library collections are no longer growing at a rate which would be considered satisfactory for an institution with expanding programs. Unless the budget is increased at a rate greater than the rate of inflation, it can only be predicted that the rate of collection growth will decline further.

Faced with the situation of increased user demand, a variety of interpretative services have been instituted at user service points and a greater portion of existing library building is devoted directly to public service.

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TABLE OF ORGANIZATION



Collection Development Division

Role: To coordinate the selection and effect the acquisition of all material for the Library's collections, regardless of format or method of procurement.

## Principal Functions:

- Coordinate selection of materials
- Develop and monitor budget for Library materials
- Ordering
- Receipt of Materials
- Physical preparation of Materials
- Handle approval orders
- Relations with vendors
- Accept and process gifts

Bibliographic Services Division

Role: To develop and maintain the tools of general bibliographic access to the Library's collections.

## Principal Functions:

- Bibliographic searching
- Processing of materials with L.C. copy
- Original cataloging
- Card typing and production
- Card catalogue maintenance

General Services Division

Role: To provide physical control and access to the Library's collections

## Principal Functions:

- Charge and discharge of regular circulation and reserve materials
- Maintenance of loan file
- Processing of circulation related notices
- Solicitation and processing of materials for the Reserve collection
- Shelving, shelf-reading and related shifting of collections
- Servicing of microtexts and current periodicals
- Check materials leaving building to ensure proper charging of library property
- Internal Library security
- Administer all copy machines in Library, i.e., arrange for contracts, supplies, service, etc.

Research and Instructional Division

Role: To provide both generalized and specialized assistance in the use of the Library's collections and other information resources.

## Principal Functions:

General information and reference assistance in the use of all  
Library resources

Group tour

Maintenance of the general reference collection

Preparation of special aids to assist in use of collection class-  
related instruction

Interlibrary Loan

Receipt and maintenance of materials in Government Documents  
collection

Statistical Summary of the  
University of Missouri - St. Louis Library

I. Budget

1. From 1965-66 to 1969-70 the Library received approximately 7.9% of the UMSL campus operating budget. This demonstrates strong administrative support of the Library and its programs.
2. From 1970-71 to the present the following figures demonstrate a declining percentage of the campus budget was allocated to the Library. During this period the following new degree programs were added: 1 Bachelor of Arts. 5 Master's and all three of the campus' doctoral programs.

1970-71	7.1%
1971-72	6.5%
1972-73	5.4%
1973-74	6.7%
1974-75	5.6%
1975-76	5.3%

II. Collections

1. Acquisitions Expenditures

1970-71	\$695,146
1971-72	437,725
1972-73	474,562
1973-74	406,024
1974-75	347,945

2. Number of bibliographic items in the collection

	<u>Volumes</u>	<u>Bibliographic Items</u>
1970-71	287,692	853,880
1971-72	339,706	965,957
1972-73	389,443	1,132,187
1973-74	420,416	1,214,993
1974-75	452,213	1,247,510
1975-76 (1)	405,076	-

3. Use of Collections

- a. Circulation - 106,000 per year - up 11% from previous year.  
Peak business in April and November - Undergraduate circulation
- b. Reserves - 32,000 transactions per year - peak business in winter semester - heaviest use = 2-hour reserves.

(1) Revised figures based on count of the collection, includes 281,571 classed bound volumes and 123,432 documents. Excluded are 862,430 Microtext units and 94,860 Federal Bills.

CLASSIFI- CATIONS	MONOGRAPHS & NON- PERIOD. SERIALS		NEWSPAPER	PERIODICALS		MONOGS. & ALL SERIALS	
	titles	total vols.	titles	titles	total vols.	titles	total vols.
A	593	1955	32	186	3280	811	5235
B-BJ, NOT BF	5073	6008		85	1134	5158	7142
BF	3265	3770		66	1245	3331	5015
BL-BX	4982	5846		40	286	5022	6132
C	1320	1715		13	134	1333	1849
D-DR	11700	14487		86	1293	11786	15780
DS-DX	5987	6913		81	718	6068	7631
E-F999	9206	11576		68	934	9274	12510
F1000-3799	2166	2458		15	136	2181	2594
G-GC	820	970		14	306	834	1276
GF-GT	1432	1643		49	710	1481	2353
GV	597	662	1	12	50	610	712
H-JH	21249	25306	4	550	5936	21803	31242
HM-HX	10119	11340	1	200	1934	10320	13274
J	7168	10092		106	1553	7274	11645
K	2837	4807		39	486	2876	5293
L	8489	10196		255	2349	8744	12545
M	4343	5654		52	597	4395	6251
N	5524	6592		55	954	5579	7546
P-PN & PZ not PG	10757	12526	1	177	2321	10935	14847
PG	1595	1952		4	43	1599	1995
PR	14143	17009		36	355	14179	17364
PS	8763	9814		25	193	8788	10007
PQ1-3999	4526	5459	1	10	73	4537	5532
PQ4000-5999	364	490		2	11	366	501
PQ6000-9999	3287	3886		11	83	3298	3969
PT	3242	4107		4	35	3246	4142
Q	1114	1828		46	1509	1160	3337
QA	4723	5575		116	2297	4839	7872
QB	446	515		7	198	453	713
QC	2693	3292		130	3803	2823	7095
QD	2728	4428		136	5934	2864	10362
QE	400	435		8	107	408	542
QH-QR	5278	6436		177	4561	5455	10997
R	3924	4451		108	2129	4032	6580
S	755	897		16	234	771	1131
T	3949	4855		183	3418	4132	8273
U & V	980	1053		4	11	984	1064
Z	3872	7646		99	1577	3971	9223
TOTALS:	184,409	228,644	40	3271	52,927	187,720	281,571

III. Personnel

	<u>Academic</u>	<u>Full-Time Support</u>	<u>Student Assistants</u>
1970-71	14	18	61
1971-72	13.5	21	70
1972-73	13.5	25	34 F.T.E.
1973-74	13.5	25	28.6 F.T.E.
1974-75	12.5	25	24.3 F.T.E.
1975-76	12.5	25	21.9 F.T.E.

IV. Library Use (entrance counts)

	<u>Month</u>	<u>Monthly Usage</u>	<u>Daily Average</u>
1974	July	32,377	1,079
	August	15,338	697
	September	76,245	2,629
	October	92,419	2,981
	November	75,041	2,587
	December	46,717	1,869
1975	January	34,056	1,261
	February	70,080	2,501
	March	59,202	1,877
	April	82,209	2,074
	May	28,859	1,110
	June	24,031	928
	July	33,059	1,102
	August	13,894	603
	September	81,437	2,603
	October	87,110	2,810
	November	79,350	2,426
	December	43,680	1,618

V. Hours of Service (as of Fall, 1975)1. Classes in session - 92 hours per week

Mon - Thurs.	7 A.M. - 11 P.M.
Fri	7 A.M. - 5 P.M.
Sat	9 A.M. - 5 P.M.
Sun	12 Noon - 10 P.M.

2. Classes not in session - 51 hours per week

Mon - Fri	9 A.M. - 5 P.M.
Sun	12 Noon - 6 P.M.

3. User Service Points (as of Fall, 1975)

- a. Circulation - Opens 15 minutes after building opens
- b. Reserve - Closes 15 minutes before building closes
- c. Reference - 64 hours per week
  - Mon - Thurs 8 A.M. - 9 P.M.
  - Fri 8 A.M. - 4:30 P.M.
  - Sun 1 P.M. - 4 P.M.
- d. Interlibrary Loan - 45 hours per week
  - Mon - Fri 8 A.M. - 5 P.M.
  - (Handled by Reference during other hours)
- e. Serials - Open one hour after Library opens Mon - Fri;  
otherwise, same hours as building hours.  
87 hours per week.
- f. Microtexts - Open one hour after Library opens Mon - Fri;  
otherwise, same hours as building hours.  
87 hours per week.
- g. Documents - 53 hours per week
  - Mon - Tues 8 A.M. - 9 P.M.
  - Wed - Fri 8 A.M. - 5 P.M.
  - (Handled by Reference during other hours)

## SPECIAL COLLECTIONS

Other Media Services

In addition to traditional library services available in the Thomas Jefferson Library, similar non-book media services are offered through units attached to several different academic units. The largest of these is the Teacher Education Resource Center in the School of Education. Its holdings include an extensive collection of children's literature, elementary and secondary school textbooks, curriculum guides in both hard copy and microform and a small selection of professional literature, including monographs and periodicals. (See Table 33). It also has available a modest, but varied selection of audio-visual equipment. (See Table 34). In addition non-media materials used in methods courses in the School of Education are frequently made available through the Laboratory's Reserve System, which in the Fall 1975 semester had some 5,130 items on reserve, ranging from reprints to personal notes to ukuleles. The facility is heavily used by students in the school; in that same period some 635 individual users are registered, 9,219 regular collection documents circulated for outside use, along with some 3,924 reserve items. A total of 8,933 individual uses of the facility were recorded during service hours extending into the evening hours four nights a week.

Also under the direction of the Teacher Education Resource Center is the Instructional Technology Center which provides service to the entire campus. In the Fall 1975 semester the Instructional Television Laboratory provided approximately 713 hours of service which included:

- 221 hours of recording
- 334 hours of playback
- 93 hours of special services

The facility served forty-eight faculty members and generated 6,025 hours of student instruction.

In addition to the above, the laboratory was used to provide production instruction for twenty-two students in the production of Instructional Television Materials for educational settings.

The Television laboratory has production facilities to produce full color in a fully-equipped color studio and a smaller black/white television studio for production and recording of mini-teachings and counselor interviews. In addition, recording facilities are maintained in the Educational Service Center and for the Physical Education program in the Multi-Purpose Building.

Within the College of Arts & Sciences, the Fine Arts Department operates two "media" centers of at least potential campus-wide interest. The Recording Collection contains over 1,300 cataloged 33 rpm recordings, governing primarily classical music, but also including jazz, rock, folk, popular and non-western music. Designed primarily to support the undergraduate instructional program in Music the materials are loaned for outside use only to Music Department faculty. Student access is on a course reserve basis using four listening stations, which are open five days a week 8 - 5. In addition, tape facilities are available for use by Music faculty.

TABLE 33

Holdings

Language Arts and Reading	2,835	Titles
Math	1,155	"
Music	378	"
Science	546	"
Social Studies	630	"
Professional	420	"
Periodicals	840	"
Curriculum Guides (print)	5,400	"
Curriculum Guides (micro-file)	260	"
Children's Literature	3,470	"
Reserve Materials	5,130	"

TABLE 34

A-V Equipment

6 auto-vance filmstrip viewer/players  
 2 record players  
 2 slide projectors, 2 x 2  
 1 projector, 8mm loop  
 2 calculators  
 1 microform reader  
 1 copier for material reproduction

Somewhat broader in scope and services is the Slide Collection, consisting of some 43,000 slides, largely 35 mm, but with some 2 x 2. They are available for in-house use by students from 8 - 5 Monday thru Friday, utilizing departmental viewing equipment. In addition, faculty from any department may charge out slides for class use. To facilitate instructional use, two adjacent conference rooms equipped with special light tables are available. The Curator of the collection also offers slide-making service to both students and faculty. Finally, this same unit also maintains a small picture file.

## COMPUTER CENTER

The UMSL Campus Computer Center began operation in 1968. It was organized with the general goal of providing support for the computing needs of students, faculty and staff. Support includes making available an acceptable level of hardware and software with the necessary related services to make the computer accessible.

In 1971 the Campus Computer Center became part of the University of Missouri Computer Network. The Network provides and maintains the hardware and basic software needed by all four campuses of the University. Both the instruction and research and administrative groups utilize the same facility. It is the role of the Campus Center to be the interface between the user and the Computer Network.

Current Network hardware consists of two large System 370 systems. One is a model 160, the other a model 158. Both systems operate under the IBM Virtual Storage Operating System with HASP. Powerful time-sharing facilities are supported by the Time-Sharing Option (TSO).

Service to the UMSL campus is provided through a General Automation SPC-16/65 computer, which is connected to the 370's by a 50KB line. Peripherals on the SPC-16 include two high-speed card readers, two 600 LPM printers, a CalComp plotter, a card punch, two slow speed tape drives, one disk and a paper tape reader.

In addition to the above hardware, users have access to a variety of computer terminals for time-sharing, keypunches, a card sorter, a digitizer and an optical scanner. A large inventory tape and disk storage is available for use on the Network systems.

Software consists of all standard IBM compilers and 370 assemblers. Student in-core compilers have also been implemented and are widely used in instruction, as are special purpose languages such as SNOROL and APL. The applications library is extensive and includes many large statistical packages, scientific subroutines, data retrieval systems and several different simulators.

Users may request that applications software specific to their own needs be placed on the system. The local Computer Center assists in obtaining these programs to the extent of paying reasonable costs.

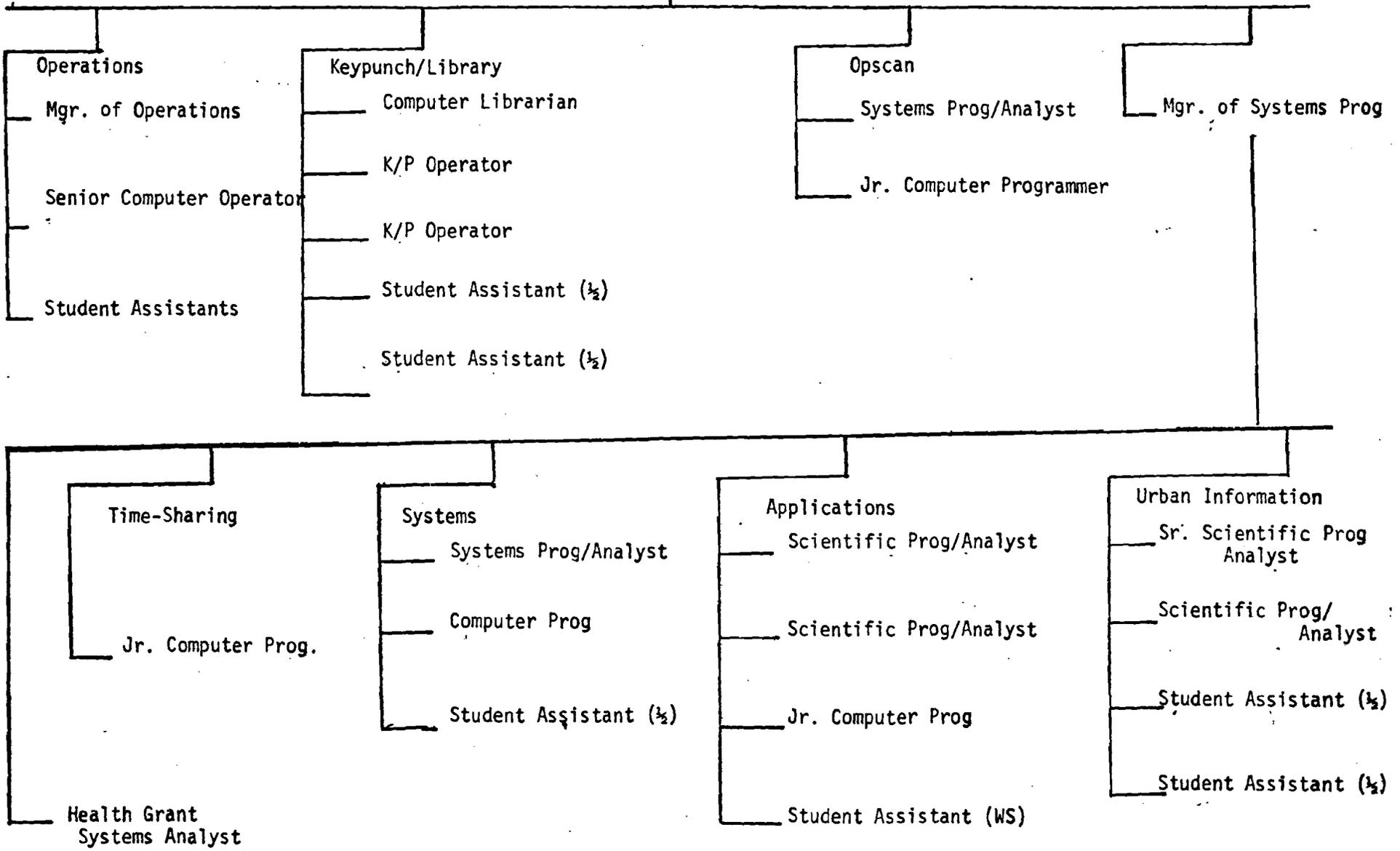
The UMSL Computer Center staff is made up of approximately twenty full-time staff members. An equal number of student assistants is employed to provide additional user support. There are four major functional areas-- programming, operations, optical scanning, and keypunch/library. An organization chart is shown in Table 35.

The Computer Center is part of the Office of Research, and the Director reports to the Director of Research, who is also the Dean of the Graduate School. Formal communication with the Office of Computing Activities, which governs the Network, is through two committees. The Director of the Computer Center is a member of an advisory committee consisting of all

Director

Secretarial and Accounting

Accounting Clerk



computer center directors. The Director of Research is a member of the Policy Council, which is also advisory to the Director of the Office of Computing Activities.

Three Coordinators (academic, medical and administrative) function as part of the Office of Computing Activities. It is their role to see that the needs of all the campuses in their respective areas are being met by the Network.

The UMSL Computer Center has many strengths. The hardware available to it through the Network is modern and powerful. Very few universities have more in terms of raw computer power. The software libraries are extensive and meet almost every conceivable need.

Services are subsidized by the University. Academic and administrative departments are given allocations for computer time from the Network and local users can obtain consulting, programming and keypunching services.

The quality of the St. Louis Computer Center staff is excellent. There is an emphasis on service because the majority of the users are from areas that historically have not utilized the computer. This emphasis has fostered a level of cooperation on the campus that is not often found between users and computer centers. The result has been a widespread use of the computer instructional curriculums, research and administrative applications.

Probably at least half of the student body has some contact with the computing facilities during an academic year. During the current fiscal year 253 faculty members out of a total of 425 have account numbers on the computer. 32 campus departments are represented in this total. Job volume averages approximately two thousand per week. The dollars spent on processing time alone will be close to three quarters of a million dollars for the period from July 1, 1975 to June 30, 1976. Two years ago it was \$250,000.

The Computer Center has established an urban research processing group within the programming area. This group has extensive data holdings, which include census information for the St. Louis region and a computerized address file of St. Louis and the surrounding counties. The latter file has been a joint effort among the Computer Center, the U.S. Census Bureau and the East-West Gateway Coordinating Council.

In addition to the data files, many retrieval packages are maintained. Admatching, the matching of addresses and census tracts, and computer mapping are two of the more frequent applications. Both campus faculty and local agencies have made extensive use of the urban research facilities. The Computer Center is the leader in the metropolitan area for computer use in urban research.

Optical scanning is another service that is not found on all university campuses. The campus has an OpScan 100 optical scanner, which can store tests or collect survey data. The information can be stored only on a computer tape, which can then be processed on the 370's. Statistical analyses and item analyses are performed on test and survey data by many users.

The computer setup in the University has some weaknesses. The use of the same facility for instruction and research and administration causes a conflict for the available resources. There is no strong computer science program, except at Rolla; and the result is a lack of development work. A lack of graphics capability exists on most campuses, and there is a need for expanded data bases of research information.

Overall, the computing environment is good. The majority of needs can be met with the existing facilities, and the attitude of the administration toward computing seems favorable. There seems to be a strong upward trend toward the use of the computer in instruction and research.

## UNIVERSITY RELATIONS

University Relations at the University of Missouri - St. Louis is a newly-organized operation which includes the offices of Development, Alumni, Public Information, Publications, and Constituent Relations. The operation has as its objectives: the attraction of additional public funds, private funds, involvement of community leaders in University affairs, increased awareness of the community in general of the University and its programs, and the provision of support services for programs of communication with prospective students.

The University Relations operation is headed by a Director who reports to the Vice Chancellor for Community Affairs.

The Development Office conducts programs to attract both public funds and private funds. The legislative relations function has recently been decentralized within the University system with each campus responsible for communication with legislators from its geographic area. The Development Office serves as a coordinator for faculty, staff, alumni, and other volunteer contacts with area legislators aiming toward equitable funding of the University from state appropriations.

A variety of fund-raising programs to attract private gifts is also conducted by this Office. These include alumni campaigns, faculty and staff campaigns, assistance with special interest programs in support of areas such as the campus radio station and library.

The Office of Alumni Activities coordinates activities for the University's 12,000 alumni. Two thousand are dues paying members. With funds raised through an annual dues, the Alumni Association provides scholarships, special funding for specific campus needs, and program support for various student-related efforts, such as student recruitment, registration and commencement receptions. The Association also conducts a number of continuing education and social events each year. The Association is currently being reorganized along school lines to facilitate communication and to increase involvement of individual members.

The Office of Constituent Relations is a new addition to the University Relations operation. This office will coordinate activities and fund-raising programs among special constituencies including parents, residents of the immediate neighborhood, participants in University cultural activities and others as the interest develops.

The Office of Public Information is chiefly concerned with communications through mass media including print and electronic channels. The office also publishes a bi-weekly house organ and assists with a number of special events and other public relations programs including a speakers bureau.

The Office of Publications is responsible for monitoring all publications generating from the campus designed for external distribution. A number of services is offered in the Publications area including writing, design, and production.

University Relations currently has 12 professional staff members and five clerical support people. Two professionals are in Development, six are in Office of Public Information, three are in Publications, and one is in Alumni. Salary and wage budgets total approximately \$165,000; equipment and expense budgets total approximately \$80,500. Although "success" of these operations is difficult to evaluate, some factors may indicate degrees of progress. In private fund-raising, the institution has moved from approximately \$30,000 in fiscal 1973 to approximately \$60,000 in 1974. \$86,000 has been raised in the current fiscal year.

In Publications, over 300 publications per year are produced with a high degree of standardization. The institution has an outstanding record of awards received for its publications.

The Office of Public Information is probably the most productive of any institution in the area in terms of news and feature material generated in addition to a comprehensive program of internal communications.

The Alumni Office is engaged in a significant change of operational style as the Association itself grows and matures.

Strengths of the operation include quality, experience, and dedication of staff members; contacts among media, business leaders; association and agency executives at all levels throughout the area; creativity; and the willingness to work within severe limitations of budget and staff size. In addition to the latter factors which would be listed as weaknesses, the operation suffers from the inavailability of an existing volunteer structure. Volunteers in any area must be put together each time "from scratch."

Reorganization into the University Relations operation is an attempt to coordinate better the external thrust of the University into the St. Louis metropolitan community. The University faces a major challenge in communicating the full extent and worth of its programs and offerings to the general public in this area. The University is a newcomer among higher educational institutions in St. Louis and thus far, has been overshadowed by the accomplishments and powerful, successful communication programs of the private institutions.

As the age and influence of the alumni inevitably increase, however, and as the institution continues its organized efforts in communication and involvement of community leaders and representatives of the broad spectrum of the St. Louis area public, the University will increasingly receive its share of attention and subsequent support.

## ATHLETICS

The athletic department at the University of Missouri - St. Louis has been organized and is administered to meet the interests and needs of the student body in providing them with the opportunities of physical development and aid the individual toward the development of knowledge, skills and attitudes. Along with students participating in physical activities we make available organized activities and use of facilities for faculty, staff, alumni and friends of the University. The major thrust is to provide opportunities for a large number of students to take part in physical activity and to offer quality programs so as to enhance their chance of enjoying the activity and thus adding to each one's educational experiences on campus. Within the athletic department there are three areas of concentration, which are intercollegiate athletics (men and women), intramural sports and recreational activities.

### Intercollegiate Athletics

In the governance structure of intercollegiate athletics at UMSL both the men's program and the women's program operate and function under the umbrella of one administrator, the athletic director. A committee on intercollegiate athletics, which is appointed by the Chancellor per Board of Curators regulations, is responsible to advise the Chancellor and to represent the campus in all matters relating to intercollegiate athletics. The committee shall recommend to the Chancellor policies for the athletic department and the director of athletics is responsible for carrying out recommended policies.

Membership in the athletic committee consists of five regular campus faculty members of professional rank, two regular full-time students, and one alumni member. Two students serve as ex officio members along with the business officer and director of athletics.

The athletic department administrative staff consists of the athletic director (male), assistant to athletic director (female) in charge of women's athletics, and administrative assistant. There is a close inter-departmental working relationship between the Vice Chancellor of Community Affairs who the athletic director reports to administratively, the Office of Finance, the Office of Business Affairs, Office of Public Information, Purchasing, Admissions and Office of Development.

Each coach allows open tryouts but most athletes are recruited as highly developed athletic skills are needed because of the good level of competition UMSL engages in.

Attendance at games is promoted, and along with the entertainment aspect at contests the teams provide visibility and a common rallying point for students, faculty and staff, alumni and citizens of the community.

The intercollegiate programs are financed through student fees. A full-time student pays a \$7.00 athletic fee per semester, and gate receipts, gifts, advertising sales and game guarantees also contribute.

### Men's Intercollegiate Athletics

UMSL is a Division II member of the National Collegiate Athletic Association. Staff members and athletes follow NCAA championship rules. Most intercollegiate teams, which consist of soccer, cross country, basketball, swimming, wrestling, baseball, tennis and golf, compete as Independents. The St. Louis campus belongs to the St. Louis Area College Athletic Association and competes in all sports but wrestling. Women athletes compete on the same team as men in cross country, golf and swimming.

### Women's Intercollegiate Athletics

As a part of the women's intercollegiate program some of the major thrusts are:

1. To provide an opportunity for the highly skilled individual to compete in intercollegiate sports.
2. To encourage and strive for excellence in performance.
3. To provide opportunities for the individual to demonstrate respect for authority, maintain self-control and good sportsmanship during stress conditions.

In the governance structure the assistant athletic director (female) is delegated the responsibility to organize and to administer women's intercollegiate activities. UMSL Women's Athletics belongs to the National Association for Intercollegiate Athletics for Women and also a St. Louis area local affiliation, the Gateway Association of Intercollegiate Athletics for Women. Women's Athletics consists of intercollegiate teams in field hockey, basketball, tennis, volleyball and softball. Women compete on the same teams with the men in cross country, swimming and golf.

### Athletic Grants-In-Aid

Athletic grants-in-aid are available to both men and women athletes. Students who qualify may be awarded a grant-in-aid through the campus financial aid office. The student-athlete must be recommended by a coach and approved through the athletic director's office. Normally, the student-athlete is recruited and recommended for a grant or may receive a grant by performing on an UMSL team.

### Men's Athletic Grants-In-Aid

#### Full Grant (basketball only)

- \*Instate - \$2,009
- \*\*Outstate - \$3,089

#### Partial Grant

- One-half to full Instate Fee - \$294.50 - \$589.00
- Book Allowance - \$30 - \$60

\*Grant consists of:

Fees	\$589
Book Allowance	\$130
Room Allowance	\$540
Meal Allowance	\$650

\*\*Same as above plus Outstate Tuition of \$1,080

In 1974-75 athletic grants to men was \$40,309.41. In 1975-76 thirty-six student-athletes received grants at a total value of \$30,372. Grants are available in men's sports of soccer, basketball, wrestling, and baseball.

#### Women's Grants-In-Aid

In 1974-75 the women did not receive any grants-in-aid but in 1975-76 eight grants-in-aid at a value of \$2,356 have been awarded. Women can receive grants in the sports of field hockey, volleyball, and basketball. Only partial grants are offered: 1/2 Instate Fees or \$294.50.

#### Intramural and Recreational Activities

An organized intramural program is available for both men and women. It is conducted in such a manner that a sense of sportsmanship, enjoyment and satisfaction will accompany the physical benefits derived. It is a voluntary program and is designed to provide competition for those who have lesser skills but want competitive experiences. The program is organized, administered and supervised by a qualified full-time intramural director. The intramural director is capably assisted by a female who is delegated the responsibilities of administering the women's intramural program as well as assisting with co-recreational activities. The intramural staff is interested in involving a large number of participants who receive enjoyment and develop basic physical skills for participating. Desired outcomes of the program are to:

1. Provide a variety of individual and team sports, at various levels of vigor, leisure time and recreational activities, and competition on a one sex level or of a coed type competition.
  2. Promote skill development and a better knowledge of sports activities.
  3. Provide a social atmosphere conducive to making new acquaintances and friends.
-

## 1974-75 INTRAMURAL ACTIVITIES &amp; PARTICIPATION SUMMARY

## Fall Semester:

Activity	Men	Women	Coed	Total
Football	178			178
Basketball	303			303
Racketball	28	16	10	54
Volleyball			168	168
Golf Tournament	25			25
Cycle Race	6			6
Hoc Soc			101	101
Bowling			44	44
Tennis (Singles)	24	8		32
Tennis (Doubles)	16			16
Float Trip			22	22
TOTALS	580	24	345	949

Winter Semester

Activity	Men	Women	Coed	Total
Fuzz Ball	14			14
Super Stars	22			22
Hoc Soc			178	178
Softball	187			187
Bowling			44	44
Floor Hockey	174			174
Volleyball			204	204
Racketball	32	28		60
Basketball	383			383
Tennis	42			42
TOTALS	854	28	426	1,308

UMSL attempts to have facilities available for adequate number of available hours daily for open recreation. For those who do not wish a structured program of physical activities, the facilities and equipment are available while school is in session seven days a week and two evenings a week. Anyone can check out a locker and towel service is offered.

For an urban university whose space is at a premium UMSL is fortunate to have good indoor and outdoor athletic and recreational facilities.

Indoor Facilities include:

Gymnasium with 5 Basketball Courts  
6 Badminton Courts  
5 Volleyball Courts

Swimming Pool  
2 Handball-Racketball Courts  
Wrestling Room  
Weight Room

Outdoor Facilities include:

Swimming Pool  
Baseball-Softball Field  
8 Tennis Courts  
4 Handball-Racketball Courts  
Soccer Field  
Intramural Field

The athletic director has the responsibility of receiving requests to use the facilities and then makes assignments with the advice of the Athletic Committee. For on campus or off campus organizations who wish to rent a facility, a campus facilities committee makes decisions. This committee also decides on rental cost.

Along with the use of on campus athletic facilities teams have used Normandy School District softball fields and have used baseball and soccer fields in the Ferguson Park District. The fields are located near the campus. Bowling alleys and ice rinks near the campus are used and UMSL pays a fee.

Annual Athletic Budgets

Intercollegiate Budget

The intercollegiate budget process takes the following route:

Athletic staff submits requests for their budget allocation in March. A sub-committee of athletes meets with the athletic director in April to go over budget requests. The athletic director submits recommendation on operational budget with specific sports allocation, usually in early May. If the Athletic Committee approves the budget, then it is forwarded to the Vice Chancellor and subsequently to

the Chancellor for approval. If the Athletic Committee did not approve budgets, then a second meeting will be held for approval. The budget should be sent forward to the Vice Chancellor's office by May 31. Chancellor acts on budgets and approves or disapproves budget. New fiscal year budget starts on July 1.

The greatest source of income is through the \$7.00 per semester each full-time student is assessed. Any income the athletic department receives is credited to the department. Sources of income are gate receipts, game guarantees, advertisement sales in game programs, gifts and fund-raising functions.

#### Intercollege Athletic Budget 1974-75

##### Income

Soccer	\$2,413
Basketball	7,253
Gifts	3,188
Advertisements	2,357
Basketball \$1,952.50	
Sports Information \$405.00	
Building Rental	455
Alumni Pass Sales	<u>1,017</u>
	\$ 16,690
Student Fee Income	<u>\$145,762</u>
GRAND TOTAL	<u><u>\$162,452</u></u>

##### Expenses

Men's Intercollegiate Sports	\$116,531
Women's Intercollegiate Sports	19,411
Training Room	4,652
Sports Information	6,002
Promotional and Operational Expenses	<u>27,327</u>
TOTAL	<u><u>\$173,926</u></u>

From the above expenses areas covered:

Salaries and wages	\$ 47,457
Travel	37,351
Recruiting	3,448
Communications	2,610
Printing Costs	6,246
Rental	297
Repairs and Replacements	1,813
Equipment and Supplies	30,537
Grants-In-Aid	40,309
Other	<u>3,854</u>
TOTAL	<u><u>\$173,926</u></u>

Intramural Sports Budget

The intramural sports and recreational programs are supported through State allocations as well as by student fees. At present there isn't any effort for producing income for the budget. The same budget process is followed for building the intramural sports budget as is used to build the intercollegiate budget.

Budget Allocation - State Monies 1974-75      \$ 40,778

General Operational Expenses

Salaries and Wages	\$ 23,344
Equipment and Supplies	7,351
Publications	---
Travel	3,805
Rental	---
Communications	<u>5,299</u>
TOTAL	<u>\$ 39,800</u>

## CAMPUS BUDGET PROCESSES

The Chancellor and his advisory committee, the Senate Committee on Fiscal Resources and Long Range Planning, review guidelines, instructions and forms received from U-Wide.

The Budget Office develops campus instructions, including guidelines and forms, and transmits them to campus administrators. When appropriate, the dollar limitations are also included.

The Vice Chancellor for Administrative Services receives copies of administrator's requests and furnishes copies to the Chancellor and his advisory committee. The advisory committee is a standing committee of the Senate and consists of two faculty members and two students elected by the Senate, two faculty members appointed by the Chancellor, the Vice Chancellors and the Chancellor who is Chairman of the committee.

The Vice Chancellor for Administrative Services schedules budget hearings so that each administrator can present his Appropriations Request to the Chancellor's advisory committee.

The Chancellor schedules meetings of the advisory committee to consider what items will be included in the campus "asking" Appropriations Request.

The Chancellor prepares a list of proposed items to be included in the Appropriations Request and furnishes his list to the members of the advisory committee for additional comments.

The Chancellor considers comments from the advisory committee members and may revise his list of items. He forwards the final list, in priority sequence, to the Vice Chancellor for Administrative Services and the Budget Officer. The Vice Chancellor for Administrative Services and the Budget Officer prepare the final forms and schedules for submission of the campus formal Appropriations Request. These materials are forwarded to the Chancellor.

The Chancellor prepares Letter of Transmittal for the Appropriations Request and submits the campus request in accordance with the instructions furnished by U-Wide.

The President holds hearings with the Chancellors and a revised Appropriations Request results. Appropriate changes are made to the campus Appropriations Request by the Vice Chancellor for Administrative Services.

The Vice Chancellor for Administrative Services prepares State Forms for Appropriations Request and submits them to U-Wide for consolidation. U-Wide presents the total university request to the Coordinating Board, the Governor and the Legislature.

Among the Coordinating Board for Higher Education, the Governor and the State Legislature, the appropriation is determined and communicated to U-Wide. U-Wide, in turn, decides the appropriate amount to release to the campuses. U-Wide makes a release of funds to UMSL which includes the State appropriation plus anticipated other income determined by UMSL.

The sum of these monies becomes the total operating budget for UMSL to use in preparing the operating budget in accordance with the guidelines furnished by U-Wide for S&W and E&E.

The Vice Chancellor for Administrative Services prepares guidelines for campus administrators to follow in preparing the operating budget. These guidelines, along with the Budget Forms used in preparing the operating budget, are furnished to the administrators by the Vice Chancellor for Administrative Services.

The campus release of funds is made to each administrator which constitutes the dollar limits for his budget. The method for applying increases over the previous year is included in the S&W and E&E guidelines.

Administrators complete the budget forms in accordance with the guidelines and return them to the Budget Office.

The budget forms are reviewed by the Budget Office, the Vice Chancellor of Academic Affairs, the Personnel Office and (on a selective basis), by the Chancellor. These reviews are intended to determine if the administrators are within their dollar limitations and if the budget forms are prepared in accordance with the S&W and E&E guidelines.

Budget form data are introduced through the terminal into the Salary and Wage Budget Information System.

Analytical runs are produced from the base established by the input of all the budget form data. These runs are reviewed by the Chancellor, the Vice Chancellors, Personnel Officer, and Budget Officer.

Any changes that result from the reviews of the budget forms are communicated to the Budget Office for input into the SWBIS system.

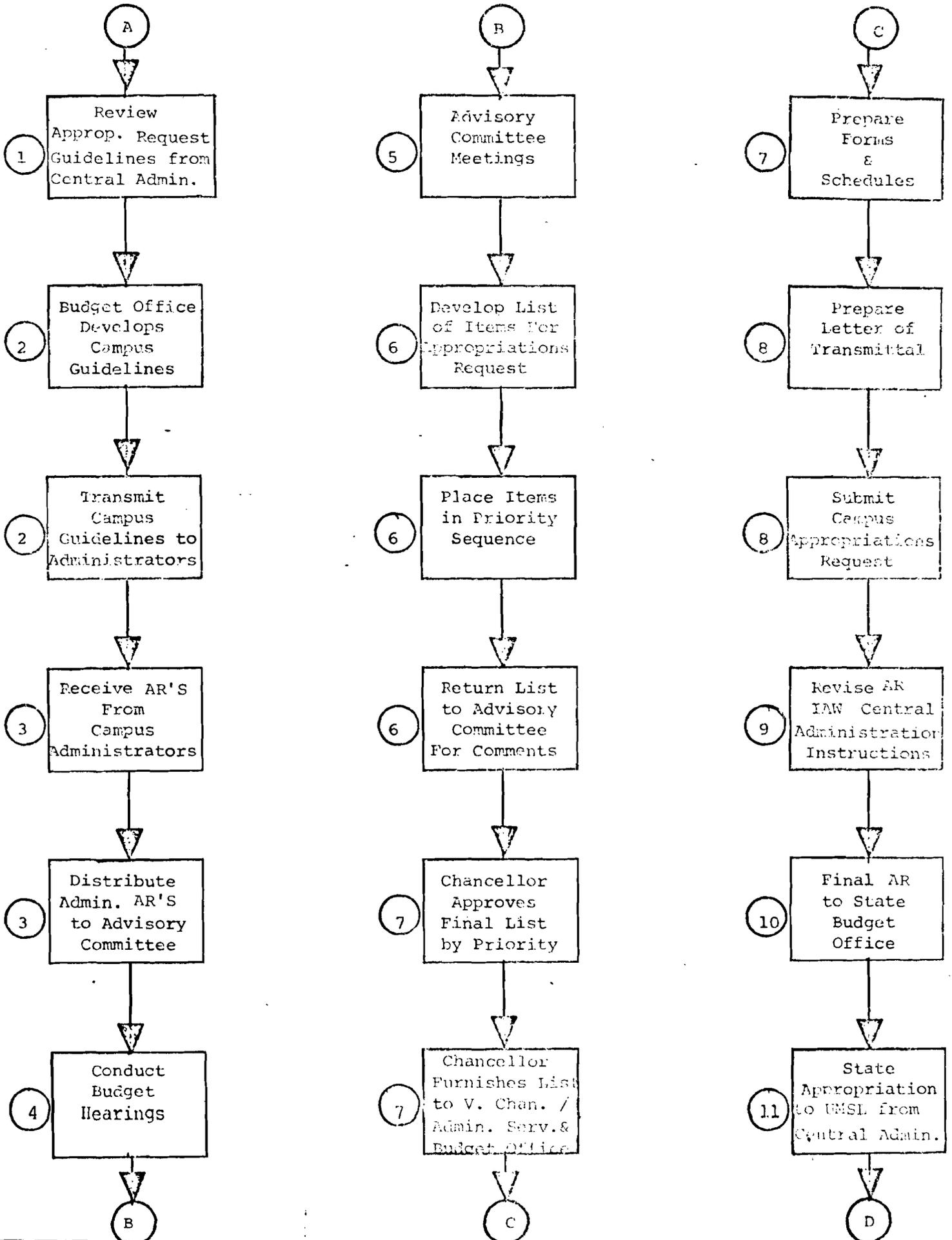
After all changes have been made the Budget Office secures the approval of each administrator for his budget.

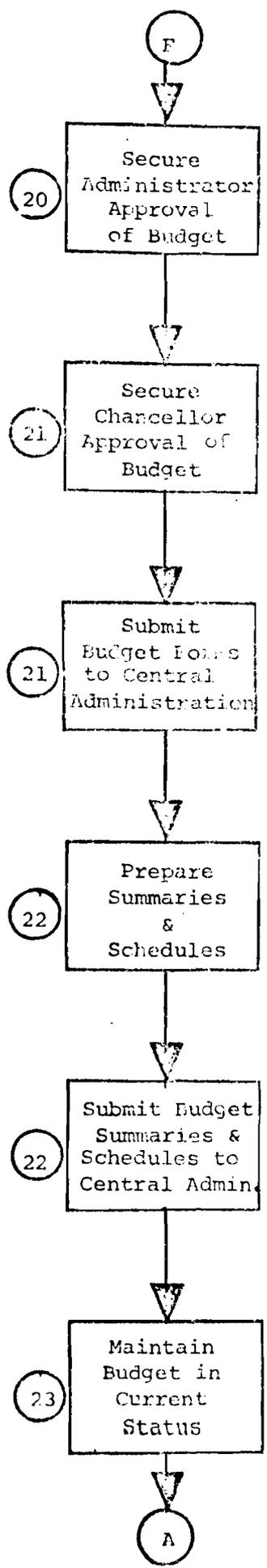
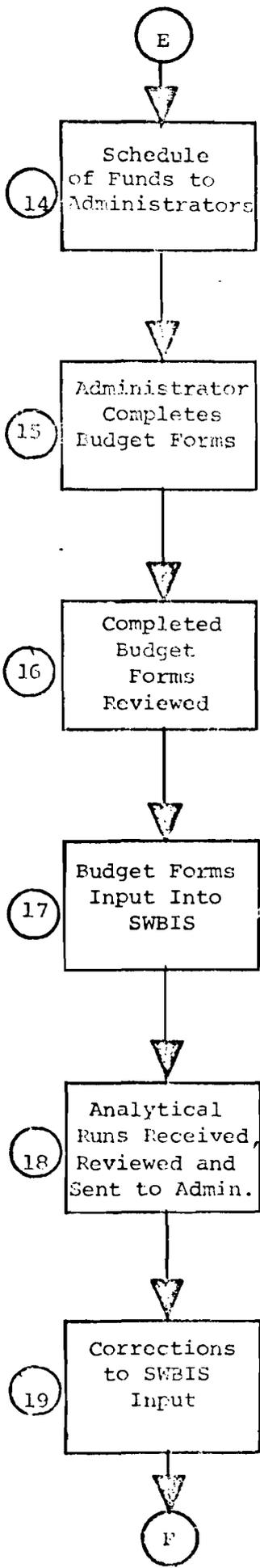
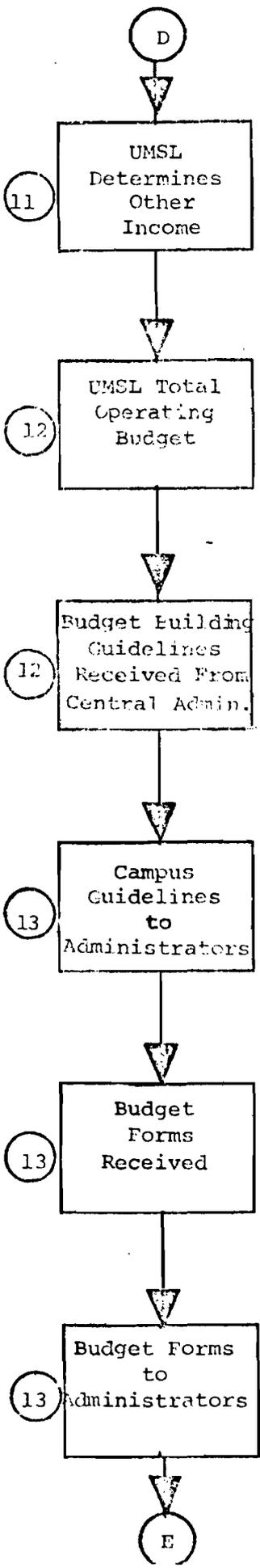
The Budget Office secures the Chancellor's approval of the campus budget and submits this approval along with the budget forms to U-Wide.

The Budget Office prepares the required summaries and schedules for the budget and transmits them to U-Wide.

The Budget Office maintains the budget in a current status by processing all changes (Staff Forms, Staff Change Forms, Journal Vouchers, etc.) to the Budget during the entire budget year. These changes are processed into the SWBIS also, and at the end of the budget year, the SWBIS data serves as the basis for preparing the budget forms.

Budget Process Flow Chart





## ADMINISTRATIVE SERVICES

The Vice Chancellor for Administrative Services is responsible to the Chancellor for business affairs, and supervises the business operations, physical plant operations and many of the support services of the University. His office accomplishes these responsibilities through the activities of the Office of Finance, Budget Office, Personnel Office, Physical Plant, Print Shop, Purchasing Office, Telephone Services, Police, Bookstore, University Center, and Mail Services.

### Office of Finance

This office supervises the Accounting Department, Cashier's Office, Payroll Department, and the Student Loan Department. In addition, the office issues monthly financial statements for department budgets, funds, and research grants.

The Accounting Department reviews and approves or disapproves, all disbursement made for the campus. This department also maintains records on accounts receivable, requisitions, vouchers, interdepartmental orders, stores requisitions, and grants for contracts for all accounts.

The Cashier's Office collects all fees and other monies for the University.

The Payroll Department has responsibility for all payroll checks and records concerning payroll such as, F.I.C.A., withholding tax, and other deductions. The payroll department is responsible for the review and processing of all monthly and bi-weekly payroll vouchers.

The Student Loan Department establishes and maintains records on student loans.

### Personnel Office

This office hires all administrative, service, and support staff, and handles all benefit, and insurance programs for University personnel. In addition, this office is responsible for personnel records, wage and salary administration, campus training and safety programs, and represents the University in labor matters.

### Physical Plant

The Physical Plant maintains the building, grounds, and all physical facilities. This department provides services such as custodial, repair and maintenance, and does minor construction projects.

### Purchasing Office

The Purchasing Office makes all purchases for the campus and receives, dispenses, and inventories all supplies and equipment.

### University Bookstore

The University Bookstore is a service operation which provides textbooks, supplementary reading materials, and educational supplies for students, faculty, and staff.

### University Center

The University Center includes facilities designed specifically for the social, cultural, and community activities of the campus. The revenues generated by food service and counter and bookstore operations are combined with the student union fee and applied toward operation of the facilities and retirement of the bonds which financed the construction of the building.

### Telephone Services

This office directs general information calls, transfers calls, and connects WATS line calls. Reports of out-of-service telephones and arrangements for their repair are handled by this office.

### Print Shop

Printing, copy services, collating and binding are provided by the Print Shop. All printing paid for with University funds must be processed through this office.

### Police

Trained, commissioned officers are responsible for protective patrol, investigation of law violations, and other services ordinarily performed by a police organization.

### Mail and Courier Services

This department provides on campus mail delivery for both U.S. and campus mail. It also operates an overnight courier service to Columbia which connects with service from the other campuses.

### Budget Office

The Budget Office assists the Chancellor in the preparation of the campus-wide budget request which is submitted to the President. After the budget has been approved the Budget Office reviews salary and wage expenditures to ensure that divisions stay within their allocated budget amounts.

In developing this self-study, there are two major items that come to mind and should be pointed out. They are as follows:

1. The level of funding for this campus is not what it should be and efforts must be made to reach equity with the other campuses of the University either by reallocation of funds or by allocation of additional funds to this campus.

2. At the present time, this campus is operating with crowded conditions, which have been alleviated by three developments. First, the General Services Building has been completed and was accepted by the University on March 1. A new Administration Building was completed in the summer of 1976. The campus of Marillac College was purchased and placed into service in 1976-77. The Marillac facility adds 247,000 square feet of space to the campus, an expansion of twenty-three percent in the space available in Spring, 1976.

## STUDENT AFFAIRS

Philosophy

The Division of Student Affairs accepts and attempts to promote what are today called "student development" concepts. This is a point of view of administration that is supportive of the student as a "whole" person, with a unique make-up both in and out of the class room. Objectives, simplified, are to design an environment where students are: a) free to construct personalized goals of learning; b) accountable for these learning strategies and other actions; and c) challenged and stimulated by the student personnel staff, in an understanding and accepting manner, appreciative of individual differences. Implicit in this philosophy is the fact that the student is involved actively, to the extent that he or she wants to be.

One of the principal efforts of the Office of the Dean of Student Affairs is to maximize the input of student participation in the governance process. Hence, student government leaders are viewed as junior co-colleagues, and considerable staff time is expended in lending material and moral support to their activities and interests. Units in the Student Affairs division are best seen as "catalysts" in this model, removing obstacles when possible, but chiefly providing conditions essential to effective action.

The Division of Student Affairs is uniquely situated on campus to provide a variety of services to students. Not being a direct faculty unit nor a strictly administrative agent, the Division is capable of having campus-wide contacts. This facilitates liaison activities, both in resolving conflicts and in serving as a positive change agent. Consequently, the campus community often feels free to use the Division as an initial sounding board or information clearinghouse.

Policies are undertaken in what is hoped to be a pragmatic or functional manner. These actions are colored by the make-up of the student body, an urban all-commuter student body in the metropolitan St. Louis area. The following generalizations can be made about this student body as depicted in questionnaires annually completed by entering freshmen: students are first generation college students; about 75-85% work at least part time they have lower degree objectives than their peers nationally; costs more so than academic reputation of the institution are principal concerns; they have a high interest in business curricula; they pay their own education expenses; and only about one-third expect to be "satisfied with college."

Mini-services in the various units are often designed for a "brief encounter" to meet the restricted time schedules of many students, and consumer costs are deliberately kept low. It should be noted, however, that a premium is placed on courtsey and promptness. Too, most staff are readily available on a walk-in basis for the student who requires more than a brief transaction.

### Organization

The Office of Student Affairs is responsible for coordinating and maintaining fiscal responsibilities for activities originating in the offices:

Career Planning and Placement

Student Activities

Student Health

University Programming

Veteran's Affairs

### Office of the Dean of Student Affairs

The Office of the Dean of Student Affairs serves students and staff primarily in matters pertaining to the out-of-classroom activities of students. The Office is in close contact with most units on Campus. Thus, one important function is a steady re-routing and referral service to appropriate channels. A few of the most specialized services of the Office include:

- a) administration of Student Affairs Tutoring Service.
- b) advisement of student government, student organizations.
- c) coordination of the Student Activities Budget from the Activity Fee.
- d) coordination of student awards and honors, such as Who's Who, Student Affairs Awards, etc.
- e) coordination of Student Court and student parking appeals.

- f) disciplines, including investigation of plagiarism and other forms of academic dishonesty.
- g) liaison communications in disputes between students and staff.
- h) maintenance of student records.
- i) new student orientation and educational programming.
- j) ombuds activity on behalf of international studies.
- k) recommendations for students for jobs and graduate study.
- l) research in student development.

#### Units Reporting to the Office of the Dean of Student Affairs

##### Career Planning and Placement

The Career Planning and Placement Office serves students and alumni in career decisions and job searches. The Office operates a central registry for full-time and part-time job opportunities off campus. Regular semester visits are made to the Office by representatives of business, government agencies, and school districts. Wide geographic scope is given to the registrant's job search through a computerized system.

##### Programming

The Programming Office coordinates a variety of concerts, lectures, theatre, film and other cultural activities on campus. An advisory board of volunteer students assist in the selection and promotion of these cocurricular activities.

##### Student Activities

The Student Activities Office provides a number of consulting and promotional services for student organizations. The Office also sponsors numerous activities on and off campus, including hikes, canoe trips, ski trips, travel abroad, Homecoming activities, and several dances. Constitutions of fraternities and sororities, and statements of purpose for student organizationa are also on file.

### Student Health Center

The Student Health Center provides out-patient medical care for students, and emergency medical care for the University community. A physician is available on a part-time basis for general health consultations. A personal health history is maintained on students.

### Veteran's Affairs

The Office of Veteran's Affairs assists veterans in their transition to student life. Counseling assistance is provided to help establish personal and educational goals. A staff of peer counselors is available to assist fellow veterans in making adjustments to school, clarifying benefits-, seeking tutorial aid, and in responding to a variety of other situations.

## STUDENT GOVERNMENT

Central Council, as the recognized student government body on the St. Louis campus, consists of the Student Body President, Student Body Vice-president, approximately 25 elected representatives (based on 1 for every 500 students enrolled) and a variable number of campus organizational representatives. All campus organizations, including the Evening College Council and Graduate Students Association, are allowed one representative. In the past only about 15-20 of the approximately 75 recognized groups have sent representatives to meetings.

Five standing committees make up the internal structure of Central Council. The Administrative Committee is in charge of conducting Central Council elections and reviewing the constitution and by-laws. The Course Evaluation administers the yearly course evaluation project. The Curriculum Committee deals with all matters concerning possible curriculum changes. The Grievance Committee acts upon student complaints, and the Publicity and Communications Committee publicizes Council and campus events, and promotes social activities on campus. Central Council also runs a low-cost Typing Service and Community program of free special-interest courses for the campus community.

Central Council is responsible for filling student positions on the Student Court, Programming Board, University Center Advisory Board and various committees within the university.

As the policy-making body on campus, the campus Senate (composed of 75 faculty and 25 students) is related to Central Council in two ways: First, there tends to be a substantial degree of over-lap in student membership and second, Central Council in pursuing changes, may take issues to the Senate for appropriate action.

In the last few years, Central Council has developed into a responsible body advocating the student viewpoint in matters with which the university deals. Its strengths lies in "lobbying" for student interests, be that at the individual college, campus, or system level. Progress has been made in coordinating the Central Council with student government bodies at the other UM campuses and throughout the state of Missouri as well.

Members of the Council have been continually frustrated by the apparent apathy towards student government. Regular elections usually draw only 10% voter turn-out; however, this seems to be representative of college campuses across the nation. Since most students also work in part-time jobs, the little amount of extra time available to a commuter student in the campus environment makes it even more difficult for that student to become involved in student government activities.

## COUNSELING SERVICE

The basic functions of the UMSL Counseling Service are in the areas of providing direct psychological, vocational, and educational assistance to faculty, students, and staff; providing consultation to the University community in matters pertaining to student adjustments, career choice, and psychological guidance; providing teaching and training at both the graduate and undergraduate levels; and conducting research. The majority of direct services are offered through individual and group counseling sessions ranging between one and fifteen contacts. These focus on lifting any personal, social, or emotional barriers that may be decreasing the counselee's level of functioning at UMSL. A direct relationship is posited between satisfaction in one's personal life and satisfaction in one's academic life. As witnessed by the past two annual reports, the Counseling Service staff averages approximately 150 hours per academic month in individual counseling, approximately 25 hours per academic month in group counseling, and approximately 6 hours per academic month in programmatic career counseling. In any one year, direct counseling contacts are made with between 5%-10% of the total campus community. Direct service programs are both remedial; i.e., aimed at alleviating adjustment difficulties to maximize intellectual potential, as well as growth oriented; i.e., aimed at increasing awareness, confidence, and self esteem in already well-adjusted students. Group programs include faculty seminars, Career Exploration and Information Laboratories as well as personal-social-emotional counseling.

With the increasing number and size of graduate programs at UMSL, graduate teaching and training has become an increasing function of the Counseling Service staff. A 22% increase in graduate training time was witnessed between 1974-75 and 1975-76. Between September and April, 1975-76, 308 hours were spent in direct graduate training and supervision. Training was provided one full-time intern (40 hours per week), seven part-time practicum students (20 hours per week), and two faculty members seeking continuing educational experiences. Trainees came from graduate departments of Psychology, Education, and Social Work at UMSL and Washington University. Additionally, the Counseling staff was responsible for three courses taught on invitational, Extension, and overload bases. Also, 116 hours were invested in the supervision and training of undergraduate Psychology students interested in the Peer Counseling program.

The Counseling Service staff, a well-trained staff of 3.5 FTE Ph.D. level professionals was active in state, local, and national professional organizations and held a number of titled positions. Staff members lectured to local high schools and professional groups. In the past academic year, six articles were published in quality professional journals.

The nuclear Counseling Service staff is small. The Director holds a half-time appointment. His background is that of a Ph.D. Clinical psychologist. The other three staff members, all full-time, are two female Ph.D. counseling psychologists and one male Ph.D. clinical psychologist. The strengths of the staff are in their uniformly high level of training, their diversity in content areas and backgrounds, and their commitment, versatility, and high energy level. The outstanding area of weakness is size. Nationally recognized standards recommend a staff:campus ratio of 1:1,000. At UMSL, it approximates 1:3,500.

## INSTRUCTIONAL TECHNOLOGY CENTER

The Instructional Technology Center, created in 1975 in response to a faculty recommendation, reports to the Vice Chancellor for Academic Affairs through the Director of Academic Affairs.

The Instructional Technology Center, which incorporates the television laboratory facilities and the media production facilities from the School of Education and the A-V services from the Business Office, provides faculty and staff with four basic services: Instructional Design which includes assisting the instructional staff in designing courses or course segments, specifying delivery and display equipment, field testing, evaluation, revision, and suggesting alternate strategies for instruction. Mediated Materials Production which includes developing charts, graphs, photo prints, slides, films, and television tapes in black and white and color as well as audio tapes and multi-media materials. Display Distribution Services which includes direct support of classroom instruction, specialized display facilities in services for special projects, and public relations. Engineering Services which includes maintenance of equipment used in production, specification of equipment to be procured, installation of new equipment, and consulting in design of new facilities for production and display purposes as they relate to the instructional mission of the campus.

The services provided by the Center are coordinated by the Director, who acts in concert with the Director of Academic Affairs. The staff includes a secretary, television laboratory supervisor, two audio-visual technicians, an electronics technician, and twenty-four student staff members. Currently, there is no media production supervisor. This function is shared by the Center Director and the Director of Academic Affairs.

The major strengths of the Center are that it was created in response to needs identified by the faculty and instructional staff and it is tied very closely to the program of direct instruction. The recommendation to create the Center came about as a result of a year long study by a faculty group and by experts from outside the University system. This recommendation was incorporated in a reorganization study by the Faculty Senate and was acted on by the Chancellor.

The staff of the Center has the major responsibility for preparing students in the use of instructional technology at the undergraduate and graduate levels. The academic program is coordinated by the Director who also coordinates the activities of the Teacher Education Resource Center. The Technology Center and Teacher Education Resource Center share production facilities which are also used by the Speech Communication faculty of the Arts College. Joint use of the facilities reduces the cost to each unit and aids dissemination of the services available to the instructional staff.

### Strengths and Weaknesses

The major weaknesses of the Instructional Technology Center are the lack of adequate production staff and budget and the lack of a clear-cut policy defining the role and scope of activities of the Center. The lack

of a production and service staff is related to the budgetary constraints placed on the University as a whole. There have been no funds available for the improvement of instruction on a systematic basis. Individual faculty members should have direct access to the services of the Center on a regular basis. Currently, money for improvement of instruction must be taken from the operating budget of the division to which a professor belongs.

The lack of a policy statement relating the activities of the Center to the instructional program of the campus leads to confusion as to the duties and responsibilities of the Center and what roles are to be performed through the Center. This confusion and, in many cases, a lack of information reduces the ability of the Center to improve instruction on the campus.

The Instructional Technology Center, being relatively new, has problems of budgeting and staffing as well as those of role and scope. It is responsive to faculty needs, insofar as resources are available. It provides instructional design, media production, display and engineering, and is part of the formal administrative structure of the campus.

## STUDENT AID

Financial assistance at the University of Missouri - St. Louis is available in the form of scholarships, waiver of fees, grants, loans, and part-time employment or a combination of these. Some scholarships have specific eligibility requirements or qualifications which the student must meet.

Students seeking assistance through the Office of Financial Aid are required to file a Family Financial Statement with the American College Testing Service (ACT). The freshman form of ACT is available through high school counselors. Students who are without parental contribution are required to file the Student Financial Statement (SFS) of the College Scholarship Service (CSS). This form is available upon written or personal request through the Office of Financial Aid.

### Curators' Freshman Scholar Program

Curators' Freshman Scholars are selected on recognition of their outstanding academic achievement in high school and on their potential for outstanding academic achievement in college, without regard to whether they expect to attend college. These scholars are chosen on the basis of high school rank, test scores, and high school principal's and counselor's recommendations. Curators' Scholarships are not transferable.

The full amount of the incidental fee is for Curator's Freshman Scholars during their freshman year at the university and to the extent of available funds at UMSL is continued during the undergraduate years, provided they maintain a cumulative grade point average in the top five per cent of the class.

### University Waiver of Fees Program

To the degree possible within budgetary limits and for the purpose of assisting deserving Missouri students to attend the university, the incidental fee is waived in whole or in part, in accordance with the degree of need as determined by standard need analysis procedure, for those undergraduate students who meet specified academic standards. The financial need assessment is made through the Financial Aid Office.

### Science Fair Scholarships

Each year the university names as scholars a number of high school seniors who are high ranking participants in science fairs. Selection is made by a committee on the basis of the student's academic records, college aptitude test scores, interest in science, and a personal interview. The scholar may enroll at the university campus of his or her choice with a full waiver of the incidental fees for one year. Scholars may renew their fee waiver benefits for the three additional years if they maintain a cumulative grade point average in the top five per cent of their university class.

### National Direct Student Loans

Because the University of Missouri - St. Louis recognizes that the security and advancement of our nation requires the fullest development of the mental resources and technical skills of young men and women, it participates in the National Direct Student Loan Program.

### Supplemental Educational Opportunity Grants

The Supplemental Educational Opportunity Grant Program was established to provide grants through institutions of higher education to assist in making available the benefits of postsecondary education to qualified high school graduates of extreme financial need who would be unable to obtain the benefits of higher education without such aid.

### Basic Grant Program

This program of federal grants was authorized by the Education Amendments Act of 1972. It provides for the awarding of grants to students who show need in order to continue their education.

Students may receive a grant of \$1,400 or one-half the cost of attending the institution of their choice (whichever is smaller) less the family contribution toward their educational expenses.

### Missouri State Grant Program

A grant program funded by the state of Missouri provides for the awarding of grants to residents of the state who are attending a post-secondary institution on a full-time basis and who show need for assistance in order to continue their education. Grants may not exceed \$900 or one-half the cost of tuition at the institution in which the student is enrolled.

### College Work-Study Program

The purpose of the College Work-Study Program is to furnish part-time employment to academically qualified students needing help to defray costs of higher education. The College Work-Study Program was established by the Economic Opportunity Act of 1964 (Title I, Part C) and was extended and amended by the Higher Education Act of 1972. Funds for the payment of wages earned by participants are provided by the federal government and the University of Missouri - St. Louis.

## ADMISSIONS

Admission to study at the University of Missouri - St. Louis is administered by the Office of Admissions whose Director reports to the Registrar.

### Freshmen

Selection of students for regular admission is based on both high school class rank and performance on a standardized college aptitude test. Students submit their high school transcripts and, where appropriate, recommendations by persons knowledgeable of their potential for success in university-level education.

A class rank at the end of six semesters is noted on transcripts for students applying for admission during their senior high school year. If grades are not given, the principal or counselor assigns an estimated class rank.

One college aptitude test score is required to apply for admission as a new freshman. One of the following tests meets this requirement: American College Testing Program (ACT); Scholastic Aptitude Test (SAT); or Cooperative School and College Ability Test (SCAT) Series II, form IC (College Level) or form IIB. These test results are beneficial to both students and advisers in planning students' academic programs and in considering their educational and professional objectives. In general, the lower the class rank, the higher the test score must be to meet the admission requirements, and vice versa. It is recommended that the high school curriculum include four English units, two mathematics units excluding general mathematics, one laboratory science unit, and one social science unit. Two units in one foreign language are recommended for students planning to pursue a liberal arts degree. Any remaining units should be taken in such areas as art, music, economics, a second foreign language, two more units of the same foreign language, mathematics, and science.

Qualified applicants are admitted and notified by letter of their admission in the order completed applications are received. Applications are accepted after October 1 for the next fall semester on the basis of six or more high school semesters. Completed applications, including high school transcripts and test scores, should be on file by May 1 in order to guarantee that they receive full consideration. Upon acceptance to the fall or winter semester, students submit satisfactory medical history reports and a final high school transcript indicating their class rank and graduation date. First-time freshmen take placement examinations in English and mathematics. Arrangements are made with students through the admissions office after notification of admission.

### Advanced Standing

UMSL grants credit hours to entering freshmen who, through performance on College Entrance Examination Board Advanced Placement Tests and faculty-administered tests, demonstrate proficiency in certain college-level courses, such as accounting, biology, chemistry, English, foreign languages, history, mathematics, political science, and physics.

### Dual High School-University Enrollment

Superior high school students may be admitted in a special student category for the purpose of taking one or more university courses concurrently with their final year or two of high school enrollment or during the summer session prior thereto. Students must submit a regular application for admission as well as a special request which includes a high school recommendation. Students are admitted on a regular application for admission as well as a special request which includes a high school recommendation. Students are admitted on an individual basis at each campus on the basis of academic standards that exceed those required for regular admission from high school. Admission is limited and governed by space available in prerequisites for the desired course or courses.

Individuals over age 18 who have no previous college work may earn advanced credit through the College Level Examination Program (CLEP) general examination, provided they score at or above the 50th percentile. A maximum of 28 semester hours of credit may be earned. In addition, CLEP offers subject examinations for specific credit in one area. These examinations can be taken any time provided the student has not taken a course in the test area. A score at or above the 50th percentile must be earned to receive credit.

### Credit for Military Service

Credit may be allowed for service training programs conducted by the various Armed Forces branches. The American Council on Education recommendations in A Guide to the Evaluation of Educational Experiences in the Armed Services generally serve as a basis for granting such credit. To count toward a degree, the credit granted must be appropriate to the student's curriculum.

### Trial Admission

High school graduates who do not meet the regular admission standards may be admitted on a conditional basis in the summer session. Usually enrollment is for 6 hours and if grades of C or better are earned, the student may submit an application at the end of the summer session. If space is available, the application is reviewed and the student permitted to enroll in the fall semester.

### High School Nongraduate Applicants

Individuals may seek admission on the basis of high school equivalency earned from performance on the United States Armed Forces Institute General Educational Development (GED) tests. Admission is based on an evaluation of the educational merits of military and other experiences since leaving school, GED test scores, and performance on other aptitude tests.

### Veterans and Mature Adults

Applicants may be admitted as special or irregular students, not degree candidates, if they are veterans of the military service or over age 21 and have not previously earned college credit, have not been in school for

several years, have not earned a high school diploma, or passed the GED; or have a diploma, but do not meet regular admission requirements from high school. Admission is based on special preparation, attainment, or exceptional aptitude as judged by an evaluation of military and other experiences, test scores, and other indicators of potential success at the university. Students can become degree candidates on the basis of their performance in university course work.

#### Out-of-State Residents

Out-of-state students must be graduates of accredited high schools. Their high school class rank and aptitude test performance should indicate an appreciably higher probability of success than that applied to Missouri high school graduates.

#### Transfer Students

Students from other colleges and universities submit official transcripts of high school and college work, and application for admission, and a satisfactory medical history. Transfer applicants with grade point averages of 3.0 or higher, based on the university's 4-point system, may be admitted at any time. Students with grade point averages of 2.5 or higher may be accepted any time during the semester before desired admission, while students with grade point averages of 2.0 or higher may be accepted any time during the last half of the semester before desired admission. UMSL may not admit any student who is under suspension or dismissal, or whose previous record shows work of an inferior or unsatisfactory quality.

#### Associate Degree Transfers from Junior Colleges

Students admitted to the university with associate degrees oriented toward the baccalaureate degree from an accredited associate-degree granting institution and a grade point average of C or above are accepted in junior standing. However, the student must still meet the specialized lower division degree requirements and the specialized requirements of university departments or divisions. Courses completed in the associate degree program are evaluated for application to specific degree requirements by the same criteria used for transfer students from other colleges and universities, other University of Missouri campuses, and other divisions on the same university campus.

Transcripts for students transferring to the university without an associate degree oriented toward a baccalaureate degree are evaluated on a course-by-course basis.

#### Advanced Standing

Advanced standing in the form of credit hours may be allowed for work satisfactorily completed in another college or university of recognized standing as long as the work satisfies the requirements of the university division in which the student registers. Courses with grades of D are not accepted. Advanced standing for work of the senior year is not granted. To receive recognition, claims for advanced standing must be made by students within one semester after entrance.

Junior college students shall not receive credit for more than 16 hours in one semester exclusive of the required practical work in physical education. The maximum credit students may earn in a junior college is 64 semester hours. After a student's credits, wherever earned and counted in the order earned, amount to 64 hours, including advanced standing granted on the basis of examination, no additional credits are allowed for work completed in a junior college. Exceptions to these limitations may be permitted under the following conditions:

1. A student with a superior junior college scholastic record may be allowed more than 16 hours a semester if the dean has permitted excessive registration according to the following conditions: 17 hours if grade point average is 2.75 or better; 18 hours if 3.0 or better; 19 hours if 3.5 or better. Grade point average is based on a scale of Grade A, 4 points; B, 3 points; C, 2 points; D, 1 point; and F (failure), no points. Students are not allowed more than 19 hours for a semester's work.
2. Junior college students may, before graduation from junior college, complete in any approved senior college the work of one summer session without reducing the amount of credit allowed from junior college.

#### Students from Other Countries

Prospective students living outside the United States and its possessions write the admissions director at least one year before the date of desired admission for information and forms about admission and approximate expenses. Upon approval of application papers and official records, students are notified by official letter. Students are advised not to leave their countries without first obtaining permission to enter the university. All students take the Test of English as a Foreign Language (TOEFL).

#### Foreign Students

Foreign students now studying in the United States may be admitted only after completion of at least 24 semester hours of C or better quality work in an accredited school offering a college-level program, provided that school's letter of admission was the basis for the student receiving a visa. To complete their credential files, students must furnish original and official transcripts from each school attended, both in this country and abroad.

#### Former Students

Former students not currently enrolled may file a request for permit to reenroll with the admissions director at least thirty days before the registration period.

#### Visiting Students

Students who do not wish to earn a degree from the university may be admitted to the summer session as visiting college students. Admission requires certification by the student's college or university that the

student is in good standing and has permission to enroll in approved course work for transfer credit back to that institution. Visiting student admission is usually limited to the summer session; classroom space may not permit visiting student admission in the fall and winter semesters.

Hearer

A hearer is registered and required to attend at least two-thirds of the session, but is not required to participate in the course work. Hearers receive no academic credit and may be dropped from the course when, in the teacher's and dean's judgement, their attendance record justifies such action. Hearers may not change to credit status during the term enrolled.

## GRADUATE ADMISSIONS

Students with bachelor's degrees or the equivalent from accredited colleges and universities may apply for admission to the Graduate School. Applications are reviewed by committees of the departments or schools in which students propose to do graduate study and by the Graduate School. Within limitations, students may be admitted to the Graduate School if their previous academic records and backgrounds suggest reasonable likelihood for success in their proposed programs.

To be admitted, applicants take the Graduate Record Examination (GRE) aptitude and advanced tests. In the MBA program, the Graduate Management Admission Test is required in place of the GRE.

### Matriculating Students

Matriculating students are defined as students applying for admission to pursue approved graduate programs. Classifications within this category include regular, restricted, and provisional students.

### Regular Students

Students may be admitted to pursue degree or certification programs as regular graduate students if their undergraduate and major field grade point averages are 2.75 or above and their test scores place them generally above the 50th percentile. Standards may be higher for particular programs.

Students with 2.5 to 2.75 undergraduate grade point averages may be admitted as regular students if there is strong supporting evidence in other areas: test scores, working in a major field, strong supporting letters, sharp improvement in undergraduate work, previous graduate work, evidence of academic maturity after completion of the bachelors' degree, or successful completion of a prescribed program such as unclassified undergraduate study at UMSL.

### Restricted Students

Students with 2.5 to 2.75 undergraduate grade point averages who do not present supporting evidence sufficiently strong to justify admission as regular students may be admitted as restricted students. When students have completed no more than 12 hours of graduate course work, their records are reviewed, and either their status is changed to regular students or they are dropped from the program.

Students with undergraduate grade point averages below 2.5 are not normally admitted, unless there is strong supporting evidence in other areas, as described above. If students are admitted, they are admitted as restricted students, unless there is unusually strong support of other kinds, and they are subject to the same review.

Students with acceptable records but some deficiencies may be admitted as restricted students under admission conditions set by the department or school. When deficiencies are removed, students are granted regular status. Recommendations to change students to regular status are made by petition of the Graduate School.

### Provisional Students

Students who seem qualified for admission but who havenot submitted all required admission materials may be admitted provisionally, for one semester or the summer term only.

### Nonmatriculating Students

Nonmatriculating students are defined as students who wish to take graduate courses, but are not pursuing approved graduate programs at UMSL. Classifications within this category include special, nondegree students; intercampus exchange students; and Continuing Education-Extension, institute, and workshop students.

### Special, Nondegree Students

Space permitting, students may be admitted as special, nondegree students if they are visiting students, are not intending to pursue degree or certificate programs, or are planning to enter programs not yet established.

Students must be accepted by the appropriate department or school and must generally meet requirements for admission as restricted students, except they are not required to submit test scores.

### Intercampus Exchange Students

Graduate students regularly enrolled at another University of Missouri campus who are in good standing may enroll in graduate courses at UMSL as intercampus exchange students. Intercampus exchange students are not included in the quota of graduate students set by departments or schools. Registration regulations are the same as for special, nondegree students.

Intercampus exchange students must have prior approval of their campus advisers to enroll in graduate courses at another University of Missouri campus.

### Continuing Education-Extension, Institute, and Workshop Students

Students holding bachelor's degrees (or such qualifications as may be determined by workshop or institute directors) may participate in extension courses, institutes, and workshops. Credit granted for this participation is subject to the limitations set forth under graduate institutes and graduate workshops in Regulations, Policies, and Procedures of the Graduate School.

Participation in such programs may not be construed as admission to the Graduate School.

### Unclassified Students

Students denied admission to the Graduate School may request admission to the university as unclassified students (not a Graduate School classification). These students do not meet the standards of regular, restricted, or special, nondegree students.

Unclassified students may not enroll in graduate courses and any 300-level undergraduate work completed cannot be accepted as part of a graduate degree program.

Unclassified Students Continued

The department or school may define remedial undergraduate programs to give students the opportunity to demonstrate their ability to enter graduate programs, despite unsatisfactory records. Such remedial programs require some discriminating measures of performance and ability.

Foreign Students

Students from abroad who wish to study at UMSL may encounter many obstacles since the university is a nonresident campus designed to serve a population of local students.

Students are required to be competent in both written and spoken English; facility of the language cannot be gained at the same time that serious study is undertaken. Submission of TOEFL scores is strongly advised for students whose first language is not English.

**F. CONCLUDING STATEMENT**

## POSTSCRIPT

In this report faculty and administrators of the University of Missouri - St. Louis have presented their perceptions of objectives and the means to attain them.

Fourteen years after its inception the campus is in some ways well along the way to maturity as an intellectual community. Students have access to a good library - one that is growing in both holdings and the quality of operations. Faculty have arrived at a sense of place in the scheme of things, seeing curriculum matters as the core of the campus experience. Equally, faculty have institutionalized the scholarly component of their personal roles. They reflect the proposition that a university is a place where professors develop as well as students. The academic community accepts the responsibility to develop knowledge as well as to transmit it through the teaching function. Campus administrators have a sense of purpose, realizing they have the privilege of guiding the growth of a new institution in its critical period of formation. The second decade of growth differs, of course, from the first. It is occurring in a climate less heady, more cost-conscious, than that which saw the campus established.

It is that change in social context which explains many of the challenges still to be met. The campus is under-programmed, under-funded, and only partially responsive to the needs of the metropolitan community. A wider range of undergraduate programs is needed, programs which will give the region's young people a greater range of choices for the first degree. At the graduate level the same narrowness of opportunity prevails despite documentation of community needs.

On balance, the campus community feels that much has been done and much remains to do. We enter our second decade with optimism and vigor, heartened by the achievements of preceding years and resolved to meet the challenges of the years to come.