1-1-1984

Faculty Senate Minutes 1983 - 1984

Missouri University of Science and Technology Faculty Senate

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CONSTITUTION
OF THE
UNIVERSITY OF MISSOURI-ROLLA COLLEGE REPUBLICANS

ARTICLE I

Name

The name of this organization shall be the University of Missouri-Rolla College Republicans (hereinafter referred to as the "UMRCR's").

ARTICLE II

Membership

Membership shall be of two types: Regular and Associate Members. Regular members can be any student enrolled at the University of Missouri-Rolla who has paid dues for the current year. The student will have the right to hold office and to control one vote at any UMRCR meeting. Associate members can be any faculty or staff at the University of Missouri-Rolla who has paid dues for the current year. An associate member cannot hold office or vote.

ARTICLE III

Faculty Advisor

The UMRCR's shall have not less than one faculty advisor. The faculty advisor will be elected at the same time as the officers, by the same procedure, and for the same length of time.

ARTICLE IV

Purposes

The UMRCR's shall foster and encourage the activities of the Republican Party; assist in the election of Republican Candidates to local, state, and national office; and formulate and administer programs aimed at involving college students in the Republican Party.

ARTICLE V

Officers

SECTION 1 The officers of the UMRCR's shall be a Chairman, First Vice-Chairman, Second Vice-Chairman, Secretary, and Treasurer.
ACADEMIC COUNCIL MEETINGS
(1:30 p.m. in G-5, Humanities-Social Sciences)

August 25, 1983
September 22, 1983
October 20, 1983
December 1, 1983
January 19, 1984
February 16, 1984
March 22, 1984
April 12, 1984
May 3, 1984
June 21, 1984

AGENDA DEADLINES (1:30 p.m.)

August 9, 1983
September 6, 1983
October 4, 1983
November 15, 1983
January 3, 1984
January 31, 1984
March 6, 1984
March 27, 1984
April 17, 1984
June 5, 1984

GENERAL FACULTY MEETINGS
(4:00 p.m. in the Aaron Jefferson Miles Auditorium)

August 23, 1983
November 29, 1983
May 1, 1984

AGENDA DEADLINES (1:30 p.m.)

August 9, 1983
November 15, 1983
April 17, 1984

RULES, PROCEDURES AND AGENDA COMMITTEE MEETINGS
(1:30 p.m. in Room 210 of the Mechanical Engineering Building)

August 9 & 11, 1983
September 6 & 8, 1983
October 4 & 6, 1983
November 15 & 17, 1983
January 3, 5 & 31, 1984
February 2, 1984
March 6, 8, 27 & 29, 1984
April 17 & 19, 1984
June 5 & 7, 1984
### COLLEGE OF ARTS & SCIENCES

<table>
<thead>
<tr>
<th>Department</th>
<th>Faculty Name</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aerospace Studies</td>
<td>Buck, Robert S.</td>
<td>4925</td>
</tr>
<tr>
<td>Chemistry</td>
<td>Hanna, Samir B.</td>
<td>4433</td>
</tr>
<tr>
<td>Computer Science</td>
<td>Hamblen, John W.</td>
<td>4491</td>
</tr>
<tr>
<td>Life Sciences</td>
<td>Hufham, James B.</td>
<td>4861</td>
</tr>
<tr>
<td>English</td>
<td>Wade, Clyde W.</td>
<td>4685</td>
</tr>
<tr>
<td>Philosophy</td>
<td>Smith, Carol Ann</td>
<td>4624</td>
</tr>
<tr>
<td>Applied Arts &amp; Cultural Studies</td>
<td>Thomas, J. Stephen</td>
<td>4803</td>
</tr>
<tr>
<td>Mathematics &amp; Statistics</td>
<td>Patel, Jagdish</td>
<td>4651</td>
</tr>
<tr>
<td>Military Science</td>
<td>Bryson, Thomas E.</td>
<td>4744</td>
</tr>
<tr>
<td>Physics</td>
<td>Parks, William F.</td>
<td>4883</td>
</tr>
<tr>
<td>Economics</td>
<td>Wilhite, Al W.</td>
<td>4809</td>
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<tr>
<td>History</td>
<td>Oster, Donald B.</td>
<td>4581</td>
</tr>
<tr>
<td>Psychology</td>
<td>Marlin, Nancy A.</td>
<td>4811</td>
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<tr>
<td>Physical Education</td>
<td>Schulte, Catherine L.</td>
<td>4102</td>
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<thead>
<tr>
<th>Discipline</th>
<th>Faculty Name</th>
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<tbody>
<tr>
<td>Mechanical &amp; Aerospace Engineering</td>
<td>Alofs, Darryl J.</td>
<td>4635</td>
</tr>
<tr>
<td></td>
<td>Culp, Archie W.</td>
<td>4670</td>
</tr>
<tr>
<td></td>
<td>Medrow, Robert A.</td>
<td>4626</td>
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<tr>
<td></td>
<td>Sauer, Harry J.</td>
<td>4603</td>
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<tr>
<td>Ceramic Engineering</td>
<td>Anderson, Harlan U.</td>
<td>4405</td>
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<tr>
<td>Geological Engineering</td>
<td>Elifrits, C. Dale</td>
<td>4847</td>
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<tr>
<td>Geology &amp; Geophysics</td>
<td>Laudon, Robert C.</td>
<td>4466</td>
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<tr>
<td>Metallurgical Engineering</td>
<td>Leighly, H. P.</td>
<td>4735</td>
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<tr>
<td>Nuclear Engineering</td>
<td>Edwards, D. Ray</td>
<td>4721</td>
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<tr>
<td>Mining Engineering</td>
<td>Carmichael, Ronald L.</td>
<td>4763</td>
</tr>
<tr>
<td>Petroleum Engineering</td>
<td>Harvey, A. Herbert</td>
<td>4778</td>
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### EX-OFFICIO MEMBERS (VOTING)

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
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</thead>
<tbody>
<tr>
<td>Archello, Joseph M.</td>
<td>Chancellor</td>
</tr>
<tr>
<td>Park, John T.</td>
<td>Vice Chancellor for Ac. Affairs</td>
</tr>
<tr>
<td>Barker, Marvin W.</td>
<td>Dean, Arts &amp; Sciences</td>
</tr>
<tr>
<td>Daane, Adrian</td>
<td>Dean, Graduate Studies</td>
</tr>
<tr>
<td>Davis, Robert L.</td>
<td>Dean of Engineering</td>
</tr>
<tr>
<td>Lorey, G. Edwin</td>
<td>Dean, Cont. Ed. &amp; Public Serv</td>
</tr>
<tr>
<td>Robertson, B. Ken</td>
<td>Dean of Students</td>
</tr>
<tr>
<td>Warner, Don</td>
<td>Dean, Mines &amp; Metallurgy</td>
</tr>
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</table>

### EX-OFFICIO MEMBERS (NON-VOTING)

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bohley, Ronald</td>
<td>Director, Library</td>
</tr>
<tr>
<td>Heddinghaus, C. M.</td>
<td>Mgr. Inst. Studies</td>
</tr>
<tr>
<td>Jenks, Catherine</td>
<td>Dir., Univ. Public Relations/Affirmative Action</td>
</tr>
<tr>
<td>Lewis, Robert</td>
<td>Director of Admissions</td>
</tr>
<tr>
<td>Mackaman, Frank</td>
<td>Dir. Amumni/Development</td>
</tr>
<tr>
<td>Parry, Myron G.</td>
<td>Registrar</td>
</tr>
<tr>
<td>Plummer, O.R.</td>
<td>Dir. Computing &amp; Info. Systems</td>
</tr>
<tr>
<td>Riden, Dorothy</td>
<td>Asst. for Academic Appts.</td>
</tr>
<tr>
<td>Smith, Neil K.</td>
<td>Vice Chancellor for Admin. Serv</td>
</tr>
<tr>
<td>Waggoner, Lynn</td>
<td>Director of OPI</td>
</tr>
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### UNDERGRADUATE STUDENT REPRESENTATIVES (NON-VOTING)

<table>
<thead>
<tr>
<th>Name</th>
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<tbody>
<tr>
<td>Paulter, Terrence R.</td>
<td>Student Council</td>
</tr>
<tr>
<td>Werner, Tom S.</td>
<td>Student Council</td>
</tr>
<tr>
<td>Schlitt, John A.</td>
<td>Student Council</td>
</tr>
</tbody>
</table>

### GRADUATE STUDENT REPRESENTATIVES (NON-VOTING)

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
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</thead>
<tbody>
<tr>
<td>Brand, Jennifer</td>
<td>Student Council</td>
</tr>
<tr>
<td>Fey, Ron</td>
<td>Student Council</td>
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</table>
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MINUTES OF MEETING OF
INTERCAMPUS FACULTY COUNCIL
16 JUNE 1983

The meeting was called to order at 10 a.m. by Chairman Roy Utz. President Olson and Vice President George were present. Professors Leuthold, Peterson and Spokes were absent. Professor Richard Dowdy was a guest.

The minutes of the May 12, 1983 meeting were approved as distributed.

President Olson reported as follows:

Legislative Appropriations. The Joint Legislative Appropriation for 1983-84 is $167,346,590. The Higher Education Research Fund also is recommended (new appropriation of $890,000 plus the unspent balance). President Olson discussed the consequences of the budget on the University. The operating budget will not be presented to the Curators at the June Board meeting. However, University Administration will request authorization to maintaining spending for the beginning of the new fiscal year at the same level as last year. The President had not made a final decision regarding an additional student fee surcharge. It is anticipated that Governor Bond will sign the Higher Education Budget.

Principles for S and W Adjustments. There will be no general S and W increases for 1983-1984. Units would be given flexibility to provide S and W increases for extraordinary quality and to meet market conditions.

Appropriations Request for 1984-85. A summary of the appropriations request for 1984-85 was distributed. The 1984-85 Budget Request will be presented to the Curators at the July Board meeting.

Capital Appropriations. The University capital appropriations request is dependent on the $225 million appropriation of bonds.

Agenda for June meeting of the Board of Curators. The President gave a summary of the agenda for the June Board meeting. Vice President George reported that the revision of Admission Requirements would be presented. He noted the editorial comment regarding Fine Arts.

Long Range Planning Process. The Committee will meet Wednesday and Thursday, June 22 and 23, 1983 to hear reports from the Chancellors regarding the long range goals of each campus. Vice President George will report on the status of Statewide Extension.

Presidential Selection Process. The President of the Board of Curators has distributed a proposal regarding the Presidential selection process which is similar to that adopted in 1976.

Vice President George reported as follows:

Program Review. CBHE has approved a program review process. There are two aspects to the review.

1) CBHE will ask (require) internal program review on a five year cycle. CBHE will ask for a schedule of programs to be reviewed and also the results of the review.
2) CBHE will schedule some programs for State-wide review— for example— all mathematics programs in all State institutions of higher education.

Vice President George noted that the Presidents and Academic officers of the institutions of higher education in the State would be involved in the CBHE review process.

Vice President George also reported the appointment of a State-wide Committee to review science and mathematics education. This group would make recommendations regarding science and mathematics education in the State.

Other Business

There was lengthy discussion by IFC members regarding ways in which the financial problems facing the University could be communicated to legislators and to the citizens of the State.

The meeting was adjourned at 12:45 p.m.

Future meetings of the Intercampus Faculty Council will be on July 14, and September 15.

Respectfully submitted.

Marie L. Vorbeck
Acting Secretary
The meeting was called to order at 10 a.m. by Chairman Roy Utz. President Olson and Vice President George were present. Professors Leuthold, Leventhal and Spokes were absent. Professor Richard Dowdy was a guest.

The minutes of the June 16, 1983 meeting were approved as distributed.

President Olson, because of a meeting in Jefferson City, joined the group at lunch.

Task Force on Enhanced Research Development. Vice President George reviewed the recommendations of the Task Force on Enhanced Research Development. There was considerable discussion by IFC members about some of the recommendations. A general concern was expressed regarding effective communication of the importance and benefits of University research programs to the citizens of Missouri.

Revision of Admissions Requirements. Vice President George distributed copies of the revised Admissions Requirements which he will present to the Board of Curators at the July meeting. He indicated that the UMR proposal regarding the foreign language requirement would be presented as an amendment. There was lengthy discussion among the IFC members concerning the lack of a unified faculty position on the admission requirements.

Weldon Spring Guidelines. Vice President George shared with IFC members his thoughts on modification of the Guidelines for distribution of Weldon Spring funds. He felt that a) there should be peer review within disciplines; b) the Presidential Award should be continued; c) there should be more publicity about the Weldon Spring fund including the outcome of projects which were supported. A discussion of how the funds should be divided was an agenda item for the next meeting of the Provosts. Multicampus proposals would continue to be encouraged although currently there is no good mechanism for peer review of these proposals. Vice President George suggested peer review on the Campus of the principal investigator prior to submission for System review.

President Olson reported as follows:

Program Review. There was brief discussion regarding program review by CBHE and the consequences of such reviews. The President indicated state-wide review of some programs. Review groups would probably be external to the Institutions and perhaps external to the State.

Capital Appropriations. The $250 million appropriation of bonds recommended by the Governor will be considered by the special session of the Legislature. There appears to be some hope that the corporate tax increase would pass if these funds were designated for higher education.

Budget. Copies of the 1983-84 budget to be considered by the Board of Curators at the July meeting were distributed to IFC members.

Agenda for July meeting of the Board of Curators. The President gave a summary of the agenda for the July Board meeting. The Finance Committee will consider a 13%
increase in the medical benefits program. In addition, a number of cost containment features will be presented. The Finance Committee also will consider proposed increases in student fees for 1984-85.

Other Business

Chairman Utz raised the question of IFC liaison with the General Officers. President Olson stated that these meetings were to provide him the opportunity to meet with his senior staff.

Chairman Utz announced that Dr Shaila Aery, the Commissioner for Higher Education had accepted the invitation to meet with the IFC at the September 15, 1983 meeting.

Several members, whose terms on the IFC were expiring, were recognized for their service on the IFC. Professor James Tushaus of UMSL has been a member since the IFC was initially organized. He was recognized for his long service on IFC and appreciation expressed for his efforts on behalf of the University of Missouri faculty. Also recognized for their service on IFC were Professor Ernest Spokes, UMR; Professor Roy Utz, UMC; and Professor George Young, UMKC.

The next meeting of IFC will be on September 15, 1983.

The meeting was adjourned at 1:40 p.m.

Respectfully submitted.

Marie L. Vorbeck
Acting Secretary
August 9, 1983

MEMORANDUM TO: Members of the Academic Council

FROM: Prof. Ralph E. Schowalter, Chairman Rules, Procedures and Agenda Committee

RE: UMR Three-Year Plan

The creation of the Steering Committee and the Liaison Committee for Long-Range Planning by the Board of Curators has superseded Item 1 - UMR Three-Year Plan. Therefore, the Rules, Procedures and Agenda Committee will make a motion at the August meeting of the Academic Council to remove this item from the agenda.
ADMISSION REQUIREMENTS

The following minimal requirements are established for general admission of freshman students. They do not include more stringent requirements that may be established by the faculties of the individual schools or colleges or the requirements of special programs within some schools.

1. Admission to the Freshman Class

(A) Any high school graduate is admissible without further data upon submission of a transcript or other evidence indicating he or she meets both of the following requirements:

i. At least 14 units of credit (1 unit = 1 year in class) as follows:
   4 units of English. Two units emphasizing composition or writing skills are required. One of the remaining 2 units may be in speech or debate.
   3 units of mathematics (Algebra 1 and higher)
   2 units of science (not including General Science), one of which must be a laboratory course
   2 units of social studies
   3 additional units selected from foreign language, English, mathematics (Algebra 1 and higher), science, or social studies. Among these options, two units of foreign language are strongly recommended.

   In addition, 1 unit of fine arts is an important part of the Missouri high school graduation requirements.

   ii. The sum of the student's high school class rank percentile and aptitude examination percentile must be 75 or greater. (This measure of performance is already in effect, but by January 1, 1985, each campus faculty governing group shall review and may recommend other measures of performance which will indicate a reasonable chance of making a 2.0 grade point average.)

(B) Applicants who do not meet the above requirements may be considered for admission providing they submit additional data for evaluation. These data should include:

   High school transcript;
   Percentile rank in high school class;
   Score on one or more of the college aptitude tests (optional);
List of activities and leadership positions in high school or community, and statement of work experience;
Two or three letters of recommendation, preferably from teachers or counselors;
One-page statement written by the applicant about his or her preparation for college and explanation of why he or she wishes to enroll at the University;
Any other information which may help the Faculty Admissions Committee decide upon the student's application.

(C) A Faculty Admissions Committee will establish necessary policies for and oversee the administration of these regulations. The Committee, or the Director of Admissions acting under its direction, will determine which applicants will be admitted. The Committee has the authority to establish standard application forms, to request interviews from any applicant, and to establish procedures for admission during the senior year while required courses are being completed. The Committee has the authority to establish procedures for early admission from high school, dual high school-University enrollment, trial admission, and GED high school equivalency.

(D) This Section will become effective Fall Semester 1987.

2. Admission of Transfer Students

The following minimal requirements are established for general admission of transfer students. They do not include more stringent requirements that may be established by the faculties of the individual schools, colleges or campuses or the requirements of special programs within some schools. It is the responsibility of the transfer student to check with the school, college, department, or program concerning more specific requirements.

(A) A student who has completed fewer than 24 semester hours of college-level work must apply under the procedures for admission to the freshman class and must have at least a 2.0 overall grade point average (4.0 system) in all college-level courses attempted at previous institutions.

(B) An applicant who has completed 24 or more semester hours of college-level work is eligible for admission if he or she is in good standing and has attained an overall grade point average of at least 2.0 (4.0 system) in all college-level courses attempted at previous institutions. (By January 1, 1985, each campus faculty governing group shall review the performance of transfer
students and may recommend at that time a measure of performance which would indicate a reasonable chance of making a 2.0 grade point average at the University.)

(C) An applicant who does not meet these standards may apply by submitting to the Faculty Admissions Committee such data as the Committee considers appropriate. The Committee, or the Director of Admissions acting under its direction, may determine who shall be admitted.

(D) This Section will become effective Fall Semester 1987.
<table>
<thead>
<tr>
<th>UM General</th>
<th>UM Request</th>
<th>CBHE Recommendation</th>
<th>Governor's Recommendation</th>
<th>House Recommendation</th>
<th>Senate Recommendation</th>
<th>Joint Legislative Appropriation</th>
<th>Approved By Governor</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Increase (Decrease)*</td>
<td>$27,352,153</td>
<td>17,289,897</td>
<td>(3,314,166)</td>
<td>(913,372)</td>
<td>(6,262,014)</td>
<td>(3,028,145)</td>
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<td>10.1%</td>
<td>(2.0)%</td>
<td>(0.5)%</td>
<td>(3.7)%</td>
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<tr>
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<th>CBHE Recommendation</th>
<th>Governor's Recommendation</th>
<th>House Recommendation</th>
<th>Senate Recommendation</th>
<th>Joint Legislative Appropriation</th>
<th>Approved By Governor</th>
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<tbody>
<tr>
<td>1983-84</td>
<td>$1,500,000</td>
<td>$1,000,000</td>
<td>$950,000</td>
<td>$903,000</td>
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<tr>
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<table>
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<tr>
<th>Hospital &amp; Clinics</th>
<th>UM Request</th>
<th>CBHE Recommendation</th>
<th>Governor's Recommendation</th>
<th>House Recommendation</th>
<th>Senate Recommendation</th>
<th>Joint Legislative Appropriation</th>
<th>Approved By Governor</th>
</tr>
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<tbody>
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<td>1983-84</td>
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<td>$14,449,084</td>
<td>$12,826,688</td>
<td>$13,047,523</td>
<td>$12,632,724</td>
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<td>(676,086)</td>
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<td>(3.6)%</td>
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<th>Mo. Inst. of Psychiatry</th>
<th>UM Request</th>
<th>CBHE Recommendation</th>
<th>Governor's Recommendation</th>
<th>House Recommendation</th>
<th>Senate Recommendation</th>
<th>Joint Legislative Appropriation</th>
<th>Approved By Governor</th>
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<tbody>
<tr>
<td>1983-84</td>
<td>$2,152,995</td>
<td>$2,091,876</td>
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<td>137,805</td>
<td>(67,307)</td>
<td>(65,107)</td>
<td>(124,725)</td>
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<tr>
<td>Percent</td>
<td>10.2%</td>
<td>7.1%</td>
<td>(3.4)%</td>
<td>(3.3)%</td>
<td>(6.4)%</td>
<td>(3.4)%</td>
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<table>
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<tr>
<th>Mo. Kidney Program</th>
<th>UM Request</th>
<th>CBHE Recommendation</th>
<th>Governor's Recommendation</th>
<th>House Recommendation</th>
<th>Senate Recommendation</th>
<th>Joint Legislative Appropriation</th>
<th>Approved By Governor</th>
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<tr>
<td>1983-84</td>
<td>$2,434,187</td>
<td>$2,273,049</td>
<td>$2,063,211</td>
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<td>Increase (Decrease)</td>
<td>274,133</td>
<td>112,995</td>
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<td>(4.5)%</td>
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<td>(8.0)%</td>
<td>(8.0)%</td>
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<table>
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<tr>
<th>State Historical Society</th>
<th>UM Request</th>
<th>CBHE Recommendation</th>
<th>Governor's Recommendation</th>
<th>House Recommendation</th>
<th>Senate Recommendation</th>
<th>Joint Legislative Appropriation</th>
<th>Approved By Governor</th>
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<tr>
<td>1983-84</td>
<td>$485,320</td>
<td>$472,383</td>
<td>$426,714</td>
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<td>30,746</td>
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<td>(28,614)</td>
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<tr>
<td>Percent</td>
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<td>7.0%</td>
<td>(3.5)%</td>
<td>(3.4)%</td>
<td>(6.5)%</td>
<td>(3.4)%</td>
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</table>

<table>
<thead>
<tr>
<th>Missouri Fire and Rescue Training Inst.</th>
<th>UM Request</th>
<th>CBHE Recommendation</th>
<th>Governor's Recommendation</th>
<th>House Recommendation</th>
<th>Senate Recommendation</th>
<th>Joint Legislative Appropriation</th>
<th>Approved By Governor</th>
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<tbody>
<tr>
<td>1983-84</td>
<td>$135,366</td>
<td>$76,554</td>
<td>$68,213</td>
<td>$71,213</td>
<td>$66,946</td>
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<tr>
<td>Increase (Decrease)</td>
<td>64,153</td>
<td>5,341</td>
<td>(3,000)</td>
<td>-</td>
<td>(4,267)</td>
<td>(4,267)</td>
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<tr>
<td>Percent</td>
<td>90.1%</td>
<td>7.5%</td>
<td>(4.2)%</td>
<td>-</td>
<td>(6.0)%</td>
<td>(6.0)%</td>
<td></td>
</tr>
</tbody>
</table>

* Increase or decrease calculated from appropriation for 1982-83.
** According to Senate Staff, language in the bill will specify that none of these funds are to be used to provide for administrative costs.
SUBJECT: AGENDA for the Academic Council meeting, Thursday, August 25, 1983, at 1:30 p.m. in G-5 of the Humanities-Social Sciences Building

I. Approval of the minutes of the June 16, 1983, meeting and the May 25, 1983 special meeting of the Council

II. Administrative reports and responses to actions approved by the Council
   A. Administrative report
      1. Long Range Planning
   J. Marchello
   B. Administrative responses
      1. Resolution 2, Long Range Planning
         (April 19, 1983; XII, 8.10; June 16, 1983; XII, 11.2)
      2. Administrative Evaluations (Feb. 17, 1983; XII, 6.11) (March 24, 1983; XII, 7.12) (May 5, 1983; XII, 9.4)
   J. Marchello
   J. Park

III. Presentation on Parliamentary Procedure
      D. Elifrits

IV. Reports of Standing and Special Committees
   A. .0406.02 Admissions & Academic Standards (NO Report)
      T. Herrick
      1. Performance Criteria for UM Admission Requirements
   B. .0406.07 Curricula Committee (NO Report)
      T. Herrick
      1. Procedures for Curriculum Changes
         (Jan. 20, 1983; XII, 5.19)
   C. .0406.15 Rules, Procedures and Agenda (10 minutes)
      R. Schowalter
      *1. UMR Three-Year Plan (Feb. 18, 1982; XI, 6.23)
      2. Ratification of Campus Presidential Search Committee Elections
      3. Election of representatives to the Presidential Screening Committee
   D. .0406.17 Student Affairs (NO Report)
      R. Medrow
      1. Final Examination Schedule (Nov. 19, 1981; XI, 4.22)
   E. Campus Presidential Search Committee
      S. Hanna
   F. Long Range Planning
      1. Steering Committee
      2. Liaison Committee
   G. I.C.F.C. Intercampus Faculty Council (5 min.)
      J. Johnson
      *1. Minutes of June 16, 1983 I.C.F.C. meeting
   H. U-Wide Staff Benefits Committee (No Report)
      W. Brooks
      1. Referral on Staff Benefits Improvements
         (Mar. 24, 1983; XII, 7.9)
   J. Park

V. New Business
   *A. Invitation of A.S.E.E. President to Campus
      D. Myers
   B. Referrals

*Supplementary materials sent to Academic Council members and department chairmen.
UNIVERSITY OF MISSOURI
Appropriations Request
For
Operations
1984-85
SUMMARY

Increases reflected in the 1984-85 request are:

FOR INFLATION

- 5 per cent for inflation on employee compensation;
- 10 per cent for increases in the staff benefit program;
- 5 per cent for inflation on general expense and equipment items;
- 7 per cent for inflation on books and journals; and,
- 12 per cent for fuel and utilities cost increases.

TO MAINTAIN QUALITY

- 5 per cent of salaries and wages for position adjustments;
- 6 per cent of equipment inventory for replacement of obsolete and worn out equipment;
- an increase in library support of $1,459,240.
- a request for $10,742,002 to maintain the quality of Instruction, Research, and Public Service.
UNIVERSITY OF MISSOURI
Appropriations Request for Operations
General
FY 1984-85

CATEGORIES OF INCREASE

INFLATIONARY INCREASES

<table>
<thead>
<tr>
<th>Compensation:</th>
<th>State Appropriated Funds</th>
<th>Other Than State Appropriated Funds</th>
<th>Total</th>
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</thead>
<tbody>
<tr>
<td>Salaries and Wages - 5%</td>
<td>5,451,191</td>
<td>3,755,629</td>
<td>9,206,820</td>
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<tr>
<td>Staff Benefits - 10%</td>
<td>2,111,270</td>
<td>1,452,589</td>
<td>3,563,859</td>
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<tr>
<td>Expense and Equipment - 5%</td>
<td>1,444,131</td>
<td>992,208</td>
<td>2,436,339</td>
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<tr>
<td>Library Acquisitions - 7%</td>
<td>167,864</td>
<td>113,650</td>
<td>281,514</td>
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<tr>
<td>Fuel and Utilities - 12%</td>
<td>674,244</td>
<td>460,540</td>
<td>1,134,784</td>
</tr>
<tr>
<td><strong>Total Inflationary Increases</strong></td>
<td><strong>$ 9,848,700</strong></td>
<td><strong>$ 6,774,616</strong></td>
<td><strong>$ 16,623,316</strong></td>
</tr>
</tbody>
</table>

TO MAINTAIN AND IMPROVE QUALITY

| Position Adjustments (5%)          | 9,206,820                |
| Library Support                    | 1,459,240                |
| Special Equipment (6% of Inventory)| 5,670,655                |
| **Total Quality Improvements**     | **$ 16,336,715**         |

PROGRAM IMPROVEMENTS: (See attached sheet.)
**UMC**

<table>
<thead>
<tr>
<th>Program</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Food for 21st Century</td>
<td>$500,000</td>
</tr>
<tr>
<td>Veterinary Medicine and Medicine</td>
<td>$1,496,552</td>
</tr>
<tr>
<td>UMKC</td>
<td></td>
</tr>
<tr>
<td>Basic Life Sciences</td>
<td>$508,000</td>
</tr>
<tr>
<td>Dentistry Programs - joint UMKC-KUS erasure</td>
<td>$1,109,000</td>
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<tr>
<td></td>
<td>$1,617,000</td>
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<tr>
<td>UMR</td>
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</tr>
<tr>
<td>Broadband Instructional TV Link to St. Louis</td>
<td>$962,900</td>
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<tr>
<td>Graduate Research Program Enhancement</td>
<td>900,000</td>
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<tr>
<td></td>
<td>$1,862,900</td>
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<tr>
<td>UMSL</td>
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</tr>
<tr>
<td>Health Sciences</td>
<td>$400,000</td>
</tr>
<tr>
<td>Economic Development</td>
<td>225,000</td>
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<tr>
<td></td>
<td>$625,000</td>
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<td>UMca</td>
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<tr>
<td>Aging - Mo Gerontology Inst.</td>
<td>$75,000</td>
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<tr>
<td>Biomedical Research - Reactor</td>
<td>$350,000</td>
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<tr>
<td></td>
<td>$425,000</td>
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**All Campuses**

<table>
<thead>
<tr>
<th>Program</th>
<th>Amount</th>
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<tbody>
<tr>
<td>Computing/Computer Science/Telecommunications</td>
<td>$2,556,400</td>
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<tr>
<td>Library Support</td>
<td>$1,459.240</td>
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Economic Development Professorships
MEMORANDUM TO: Dr. Carol Ann Smith  
FROM: Dr. Donald D. Myers, ASEE Campus Representative  
RE: RP&A Meeting, August 9, 1983

August 8, 1983

I will not be able to attend the subject meeting because of a business trip to the east coast. However, it is requested that RP&A discuss whether it is appropriate to request the Academic Council to co-sponsor the invitation of the President of ASEE to visit UMR this fall.

This was discussed with John C. Hancock, President of ASEE and Dean of School of Engineering at Purdue University at the ASEE conference this summer. ASEE is about to start a pilot program with the President visiting various schools throughout the academic year. Dean Hancock expressed a willingness to visit UMR if invited.

It was suggested that an invitation should include an agenda. A one day visit was anticipated. The agenda could be as follows:

- 9:00 AM Coffee with the Chancellor
- 9:30 AM Tour of Campus
- 10:30 AM Speech/Panel Discussion and Questions
- 12:00 Noon Lunch
- 1:30 PM Press Conference
- 3:00 PM Coffee given with faculty having an opportunity to have one-on-one discussions.

The subject of the speech should be something that would be a significant issue with the faculty. I would suggest something like (1) "New Technology and Effective Teaching - ASEE's Role," (2) Role of ASEE in the Engineering Faculty Crisis," (3) "ASEE and Effective Teaching" or (4) "Can ASEE Improve Engineering Faculty Salaries." Obviously the topic would need to be coordinated with Dean Hancock.
It is my understanding that the IEEE Chapter would be willing to be a co-sponsor. Another appropriate co-sponsor would be the Student Council.

The Academic Council was asked recently to respond to the UMR Long Range Plan. It is my opinion that the Academic Council should be concerned with effective teaching and techniques, technology or impediments that impact it. That should include consideration of long-range trends and the inclusion of such trends in establishing the UMR Long Range Plan. The President of ASEE should be able to provide some insight to these trends.

I believe it is important to consider this at the next Academic Council Meeting so that the invitation can be made soon. This is necessary to make the appropriate arrangements. Also, it will decrease competition with other schools that may be considering making a similar invitation.

Thank you in advance for your consideration.

DDM:ls  
cc: Robert L. Davis  
    Ronald D. Fannin  
    Burns E. Hegler
UM-Rolla Long Range Planning Liaison Committee

Critical Issues

1. What programs and services should the University of Missouri provide and where?

2. The University should establish better support from the public as well as General Assembly and other state officials.

3. The University must be willing to change to deserve increased support. This includes being willing to take bold measures. The potential for reducing administrative overhead should be examined.

4. Missouri should provide access to publicly supported education through the University and the entire higher education system. The State of California organization may provide such a model.

5. How can the University improve the quality of instruction, research, and services? How is excellence in programs measured?

6. The University should aspire to provide philosophical and professional leadership for all levels of education in Missouri.

7. The future of the University is critically dependent on the quality of the educational experience of the entering student.
TABLE OF RULES RELATING TO MOTIONS
Answering 300 Questions in Parliamentary Practice

<table>
<thead>
<tr>
<th>Section in Rules of Order</th>
<th>Item</th>
<th>Notes to Table</th>
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<tbody>
<tr>
<td>17</td>
<td>Ajo urn (when privileged)</td>
<td>1</td>
</tr>
<tr>
<td>51</td>
<td>Awa id 4g</td>
<td>3</td>
</tr>
<tr>
<td>67</td>
<td>Amend Standing Rules</td>
<td>67</td>
</tr>
<tr>
<td>21</td>
<td>Appeal, relating to Indecorum, etc.</td>
<td>7</td>
</tr>
<tr>
<td>21</td>
<td>Appeal, all other cases</td>
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<tr>
<td>32</td>
<td>Committee or Refer, or Recommit</td>
<td>8</td>
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<tr>
<td>39</td>
<td>Debate, to Close, Limit, or Extend</td>
<td>9</td>
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<tr>
<td>24</td>
<td>Division of the Question</td>
<td>10</td>
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<tr>
<td>16</td>
<td>Fix the Time to which to Adjourn</td>
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<tr>
<td>57</td>
<td>Informal Consideration of a Question</td>
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<tr>
<td>25</td>
<td>Lay on the Table</td>
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<tr>
<td>27</td>
<td>Leave to Continue Speaking after Indecorum</td>
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<tr>
<td>11</td>
<td>Main Motion or Question</td>
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</tr>
<tr>
<td>26</td>
<td>Nomination, to Make</td>
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<tr>
<td>26</td>
<td>Nomination, to Join</td>
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<td>26</td>
<td>Nomination, to Reproduce</td>
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<tr>
<td>23</td>
<td>Opinion to Consideration of a Question (Order 19)</td>
<td>12</td>
</tr>
</tbody>
</table>

NOTES TO TABLE
1. See second footnote inside Front Cover.
2. An affirmative vote on this motion cannot be reconsidered.
3. An amendment may be made (a) by inserting (or adding) words or paragraphs;
   (b) by striking out certain words and inserting others; or (c) by substituting one or
   more paragraphs for others, or an entire resolution for another, on the same subject.
4. Unalterable when the motion to be amended, reconsidered, or rescinded is unalterable.
5. Constitution, By-laws, and Rules of Order before adoption are in every respect
   main motions and may be amended by majority vote. After adoption they require
   previous notice and §2 vote for amendment.
6. Standing Rules may be amended at any time by a majority vote if previous notice
   has been given, or by 3/4 vote without notice.
7. An amendment is unalterable only when made while an unalterable question is pending,
   or when relating to a question, or to its provisions of the rules of speaking, or to
   the priority of business. When debatable only one speech is permitted from each member
   except the presiding officer. One in favor of the decision of the chair is sustained.
8. Cannot be reconsidered after amendment has taken up the subject, but he may be
   voted at any time and may be disallowed from further consideration of the question.
9. These motions may be moved whenever the immediately pending question is unalterable,
   and they apply only to it, unless otherwise specified.
10. If resolutions or propositions relate to different subjects which are independent of
    each other, they must be divided on the request of a single member, which may be made
    when another has the floor. If they relate to the same subject and yet each part can
    stand alone, they may be divided only on a regular motion and vote.
11. Unalterable if made when another question is before the assembly.
12. The objection can be made only when the question is first introduced, or in the
   debate. A 3/4 vote must be opposed to the
consideration in order to sustain the objection.

14 The previous question may be moved whenever the immediately pending question is debateable or amendable. The question upon which it is moved should be specified; if not specified, it applies only to the immediately pending question. If adopted it cuts off debate and at once brings the assembly to a vote on the immediately pending question and such others as are specified in the motion.

15 Cannot be reconsidered after a vote has been taken under it.

16 The motion to reconsider can be made while any other question is before the assembly, and even while another has the floor, or after it has been voted to adjourn, provided it is on the table, postponed definitely or indefinitely, or committed. When the main question is laid on the table, etc., all adhering subsidiaries go with it.

Art. IV. Incidental Motions.

See 13 for a list and the general characteristics of these motions.

21. Questions of Order and Appeal. A question of order takes precedence of the pending question out of which it arises; is in order when another has the floor, even interrupting a speech or the reading of a report; does not require a second; cannot be amended or have any other subsidiary motion applied to it; yields to privileged motions and the motion to lay on the table; and must be decided by the presiding officer without debate, unless in doubtful cases he submits the question to the assembly for decision, in which case it is debateable whenever an appeal would be. Before rendering his decision he may request the advice of persons of experience, which advice or opinion should usually be given sitting to avoid the appearance of debate. If the chair is still in doubt, he may submit the question to the assembly for its decision in a manner similar to this: "Mr. A raises the point of order that the amendment just offered [state the amendment] is not germane to the resolution. The chair is in doubt, and submits the question to the assembly. The question is, 'Is the amendment germane to the resolution?" As no appeal can be taken from the decision of the assembly, this question is open to debate whenever an appeal would be, if the chair decided the question and an appeal were made from that decision. Therefore, it is debateable except when it relates to indecorum, or transgression of the rules of speaking, or to the priority of business, or when it is made during a division of the assembly, or while an undebatable question is pending. The question is put thus: "As many as are of opinion that the amendment is germane [or that the point is well taken] say aye; as many as are of a contrary opinion say no. The ayes have it, the amendment is in order, and the question is on its adoption." If the negative vote is the larger it would be announced thus: "The noes have it, the amendment is out of order, and the question is on the adoption of the resolution." Whenever the presiding officer decides a question of order, he has the right, without leaving his chair, to state the reasons for his decision, and any two members have the right to appeal from the decision, one making the appeal and the other seconding it.

It is the duty of the presiding officer to enforce the rules and orders of the assembly, without debate or delay. It is also the right of every member who notices the breach of a rule, to insist upon its enforcement. In such a case he rises from his seat and says, "Mr. Chairman, I rise to a point of order." The speaker immediately takes his seat, and the
chairman requests the member to state his point of order, which he does and resumes his seat. The chair decides the point, and then, if no appeal is taken and the member has not been guilty of any serious breach of decorum, the chair permits him to resume his speech. But, if his remarks are decided to be improper and any one objects, he cannot continue without a vote of the assembly to that effect. [See Sec 43 for a full treatment of this subject of indecorum in debate]. The question of order must be raised at the time the breach of order occurs, so that after a motion has been discussed it is too late to raise the question as to whether it was in order, or for the chair to rule the motion out of order. The only exception is where the motion is a violation of laws, or of the constitution, by-laws, or standing rules of the organization, or of fundamental parliamentary principles, so that if adopted it would be null and void. In such cases it is never too late to raise a point of order against the motion. This is called raising a question, or point, of order, because the member in effect puts to the chair, whose duty it is to enforce order, the question as to whether there is not now a breach of order.

Instead of the method just described, it is usual, when it is simply a case of improper language used in debate, for the chair to call the speaker to order, or for a member to say, “I call the gentleman to order.” The chairman requests the member to state his point of order, which he does and resumes his seat. The chair decides the point, and then, if no appeal is taken and the member has not been guilty of any serious breach of decorum, the chair permits him to resume his speech. But, if his remarks are decided to be improper and any one objects, he cannot continue without a vote of the assembly to that effect. [See Sec 43 for a full treatment of this subject of indecorum in debate]. The question of order must be raised at the time the breach of order occurs, so that after a motion has been discussed it is too late to raise the question as to whether it was in order, or for the chair to rule the motion out of order. The only exception is where the motion is a violation of laws, or of the constitution, by-laws, or standing rules of the organization, or of fundamental parliamentary principles, so that if adopted it would be null and void. In such cases it is never too late to raise a point of order against the motion. This is called raising a question, or point, of order, because the member in effect puts to the chair, whose duty it is to enforce order, the question as to whether there is not now a breach of order.

Instead of the method just described, it is usual, when it is simply a case of improper language used in debate, for the chair to call the speaker to order, or for a member to say, “I call the gentleman to order.” The chairma

the decision that a proposed amendment is out of order and the appeal is laid on the table, it would be absurd to come to final action on the main question and then afterwards reverse the decision of the chair and take up the amendment when there was no question to amend. The vote on an appeal may be reconsidered.

An appeal cannot be debated when it relates simply to indecorum, or to transgression of the rules of speaking, or to the priority of business, or if made during a division of the assembly, or while the immediately pending question is undeclared. When debatable, as it is in all other cases, no member is allowed to speak more than once except the presiding officer, who may at the close of the debate answer the arguments against the decision. Whether debatable or not, the chairman when stating the question on the appeal may, without leaving the chair, state the reasons for his decision.

When a member wishes to appeal from the decision of the chair he rises as soon as the decision is made, even though another has the floor, and without waiting to be recognized by the chair, says, “Mr. Chairman, I appeal from the decision of the chair.” If this appeal is seconded, the chair should state clearly the question at issue, and his reasons for the decision if he thinks it necessary, and then state the question thus: “The question is, ‘Shall the decision of the chair fall as the judgment of the assembly [or society, or club, etc.]?’ or, ‘Shall the decision of the chair be sustained?’ To put the question he would say, “Those in the affirmative say aye,” and after the affirmative vote has been taken he would say, “Those in the negative say no.” The ayes have it and the decision of the chair is sustained [or stands as the judgment of the assembly].” Or, “The noes have it and the decision of the chair is reversed.” In either case he immediately announces what is before the assembly as the result of the vote. If there is a tie vote the chair is sustained, and if the chair is a member of the assembly he may vote to make it a tie, on the principle that the decision of the chair stands until reversed by a majority, including the chairman if he is a member of the assembly. In stating the question, the word “assembly,” should be replaced by “society,” or “club,” or “board,” etc. as the case may be. The announcement of a vote is not a decision of the chair. If a member doubts the correctness of the announcement he cannot appeal, but should call for a “Division”
SUMMARY of reports, actions, referrals and announcements at the meeting of the Academic Council held on August 25, 1983.

1. Approval of the minutes of the Special Council Meeting held May 25 and the June 16 Council Meeting.

2. Administrative Reports and Responses
   Academic Council Resolution 2
   Long Range Planning Liaison Committee
   Review of Administrators

3. Presentation of Parliamentary Procedure

4. Admissions and Academic Standards Committee
   Admissions Requirements

5. Rules, Procedures and Agenda Committee
   UMR Three-Year Plan
   Ratification of Campus Presidential Search Committee Elections
   Presidential Screening Committee

6. Campus Presidential Search Committee

7. Long Range Planning

8. Intercampus Faculty Council

9. American Society of Engineering Education

10. Announcements

11. Referrals
The August 25, 1983, meeting of the Academic Council was called to order at 1:30 p.m. by Professor Carol Ann Smith, Council Chair. Professor Smith called for corrections, additions, or deletions to the minutes of the Special Council Meeting held May 25. Hearing none, the minutes were approved as circulated. Professor Smith then called for corrections, additions, or deletions to the minutes of the June 16, 1983, Council Meeting, and reported that the following addition should be made at the end of Paragraph XII, 11.11: A referral was made to Dr. John Park, Vice Chancellor for Academic Affairs, stating—'that RP&A will refer the policy for Review of Administrators to the Vice Chancellor for Academic Affairs asking for an update showing a complete cycle for all administrators.' As no additional corrections to the minutes were made from the floor, the minutes were approved as corrected.

ADMINISTRATIVE REPORTS AND RESPONSES. Chancellor Marchello reported that at the Long Range Planning Committee Meeting held in June it was decided, in response to Academic Council Resolution 2, that responsibility for seeing that Council and other campus governing bodies are kept informed of and provided copies of appropriate materials will be assigned to the faculty representative, Dr. Harry J. Sauer, Jr. and Chancellor Marchello.

Chancellor Marchello next distributed copies of UM-Rolla Long Range Planning Liaison Committee Critical Issues dated August 22, 1983. The Committee met on August 22, and discussed issues basic to planning. The list of critical issues distributed by the Chancellor was established at the August 22 meeting and will be shared with the system wide Long Range Planning Committee meeting to be held the 13 and 14 of September. The Central Administration has employed a consultant, Dr. Robert Shirley of the Business College of San Antonio, Texas. Dr. Shirley has established a schedule of meetings to be held approximately once a month until February. The objective is to have a preliminary committee report ready in February. The UMR Campus Committee will meet with approximately the same frequency during the year. The critical issues are generally stated as follows:

1. What programs and services should the University of Missouri provide and where?

2. The University should establish better support from the public as well as General Assembly and other state officials.
Chancellor Marchello commented that there is a need for more public relations and communications to stress the value of the University to the public as well as to elected officials.

3. The University must be willing to change to deserve increased support. This includes being willing to take bold measures. The potential for reducing administrative overhead should be examined.
4. Missouri should provide access to publicly supported education through the University and the entire higher education system. The State of California organization may provide such a model. Chancellor Marchello stated this item mainly regarded admissions standards and the idea that the University should be the capstone of the entire array of publicly supported institutions.

5. How can the University improve the quality of instruction, research, and services? How is excellence in programs measured? Chancellor Marchello remarked that the answers to these questions may be known but the Committee felt it was necessary to include a discussion of them in the report.

6. The University should aspire to provide philosophical and professional leadership for all levels of education in Missouri.

7. The future of the University is critically dependent on the quality of the educational experience of the entering student. Chancellor Marchello stated this includes the admissions requirements recently adopted, but the Committee felt that there is still much to be done to prepare students for admission to the University.

Chancellor Marchello reported the above are the issues the Planning Committee adopted to send to Dr. Wallace who is coordinating these matters for the University.

Before recognizing Vice Chancellor Park, Professor Smith reported that a couple of events RP&A wanted to have happen before this item was referred to Dr. Park have only just happened so this is a very recent referral; however, Dr. Park did want to give a progress report to Council.

Vice Chancellor Park reported to Council that he has already begun to evaluate the scheduling of the Review of Administrators. One problem that exists is due to the change in the status of the department chairmen in the social sciences and humanities areas which will cause a huge pile up in 1988. Dr. Park will try to smooth the scheduling process so that everyone on campus will not be involved in the evaluation process in 1988. Dr. Park will have a report for Council as soon as possible.

PRESENTATION ON PARLIAMENTARY PROCEDURE. Professor Dale Elifrits distributed to Council members sections of Roberts Rules of Order that he felt were pertinent to the parliamentary procedures required at Council meetings, and referred Council members to the Table of Rules Relating to Motions, the Notes to Table, and Art. IV., Incidental Motions. Prof. Elifrits reported that Prof. Smith, Council Chair, requested that Art. IV be clarified to Council. This section explains the procedure to be followed to disagree with a decision made by the chair—appeal a decision of the Chair. Most Council voting is voice voting which is appropriate and expeditious; however, there is a method of opposing the decision of the Chair. A request for division of assembly is made, and the Chair then requires all those stand who are voting in favor of the motion in question, and likewise, all those stand who are voting in opposition to the motion. Prof. Elifrits has a copy of the Roberts Rules of Order and the Library has four copies that are available for use by Council members.
3. Mathematics & Statistics 203; Matrix Algebra

Catalog Description: from: Basic concepts of matrix algebra; numerical techniques of inverting matrices and solving systems of equations.
to: Matrix algebra is introduced by means of systems of linear algebraic equations. Gauss elimination, least squares solutions, orthogonalization, determinants, and eigenvalues and discussed. No credit is given for this course if credit for Math/Stat 208 has already been given.

4. Engineering Mechanics 211; Mechanical Properties of Materials

Catalog Description: from: A study of the properties of engineering materials and their response to environmental and service conditions. Includes studies of strength, fracture, creep, fatigue, dynamic loading, thermal properties, joining processes and corrosion. Case studies are used to illustrate the problems involved in design and materials selection.
to: A study treating the properties and uses of Engineering Materials. Treatment includes strengths, creep, fatigue, thermal and electrical characteristics, formability, and heat treating. Studies of joining processes, corrosion and dynamic loading are included. Practical applications requiring selection and justification of materials for specific applications are used.

5. Engineering Graphics 11; General Engineering Drawing I

Course Title: to: General Engineering Drawing

Credit Hours: from: Lab 2 - Total 2 hrs
to: Lab 3 - Total 3 hrs

Catalog Description: from: Designed to give the student understanding of the professional techniques of engineering drawing. Includes standard engineering lettering, line and figure drawing with instruments, the correct representation of objects, models, and machine parts in orthographic, isometric and oblique projections, as well as practice in dimensioning and the reading of drawing.
to: Designed to give the student a working knowledge of the fundamentals of drawing and geometric relationships of lines and planes in space. Includes freehand lettering, freehand sketching and instrumental drawing of structures and machine parts, sectional and auxiliary views, dimensioning, conventional drafting practices.
6. Mechanical Engineering 280; Control Systems Laboratory

Prerequisites: from: ME 276
          to: ME 279, ME 240

Catalog Description: from: Emphasis on control systems of interest to mechanical engineers, electro-mechanical hydraulic pneumatic and fluidic breadboard systems used in conjunction with the electronic analog computer to demonstrate and study control and simulation methods.
          to: Experiments dealing with data acquisition, manipulation, and control of systems with particular emphasis on computer data acquisition and control applied to mechanical engineering systems. Micro-computer systems are used as measurement and control devices.

7. Aerospace Engineering 261; Flight Dynamics and Control

Prerequisites: from: AE 251, AE 271
          to: AE 213, AE 231

Catalog Description: from: Dynamics and performance characteristics of aerospace vehicles, control techniques, inertial navigation, space platforms, and general dynamical equations for space vehicles. Special performance problems including longitudinal and lateral dynamics with stability derivations.
          to: Development from basic principles of airplane equations of motion. Static stability and control problems including stick fixed airplane aerodynamic center and rudder power. Longitudinal stick fixed dynamic stability including short period and phugoid modes, lateral stability with consideration of roll, spiral, and Dutch Roll modes.

8. Nuclear Engineering 203; Interactions of Radiation with Matter

Catalog Description: from: Study of atomic and nuclear structure of matter; nuclear decay (alpha, beta, gamma); radioactivity; production of radioisotopes; interactions of neutrons; measurements of cross sections; statistical nature and errors in nuclear counting.
          to: Atoms & Nuclei; relativistic kinematics; quantum theory, nuclear decay; cross sections; neutron, gamma, and charged particle interactions; cross sections; production of radioisotopes; electrical, thermal and magnetic properties of solids.
9. Ceramic Engineering 321; Ceramic Cements

Credit hours: from: Lecture 3, Lab 1 - Total 4 hrs
to: Lecture 3 - Total 3 hrs

Catalog Description: from: Study of the history of cements, chemistry of cement production and hydration reactions, manufacturing processes and variables, standard testing procedures, and research methods. Emphasis will be on ceramic cements with laboratory experience in the chemistry of simple cement systems and ASTM testing procedures.
to: Study of the history of cements, chemistry of cement production and hydration reactions, manufacturing processes and variables, standard testing procedures, and research methods.

D. CURRICULUM CHANGES

1. NUCLEAR ENGINEERING (see attachment #1)

Justification: (a) Incorporates just approved changes and also changes required by creation of new departments. (b) Added C. Sci-63 should accompany C. Sci-73.

2. ENGINEERING MANAGEMENT (see attachment #2)

Justification: 1. Remove E. Mgt. 256 Personnel Management from required status. Material no longer necessary to all Eng. Mgt. students. 2. To better fit our preference program. 3. To fit into the 132 hour framework dropping E. Mgt. 20 and adding the C. Sci. 63 laboratory portion of C. Sci. 73 basic science program. 4. Require E. Mgt. 213 Human Relations & Management in curriculum.

Respectfully submitted,

Tom Herrick, Chairman
UMR Curricula Committee
The September 22, 1983, meeting of the Academic Council was called to order at 1:33 p.m. by Professor Carol Ann Smith, Council Chair. Professor Smith introduced Professor Margie V. Boston who will replace Professor Stephen Thomas on Council. The substitution of Asst. Dean Robert V. Wolf for Dean Don L. Warner was announced. Prof. Smith indicated that one correction to the minutes of the August 25 meeting should be made. Paragraph XIII, 1.9 should be corrected to read as follows: Professor Smith reported that since the last Council meeting, Council had voted (by mail ballot) 19-10 in favor of a foreign language requirement. Professors Cohen and Smith took this recommendation before the Board of Curators, but were unsuccessful. Council also voted 16-13 to use the 24 credit hour cut off to define a transfer student rather than to defer a discussion of the number of hours to January 1, 1985. Given the slim majority of the UMR vote and the fact that the other three campuses decided in favor of deferring this item, Prof. Smith did not oppose the deferral which is now contained in Section 2A of the Admission Requirements approved by the Board of Curators. The approved Admission Requirements have two other minor changes from the document Council approved at its June 18th meeting. The other campuses joined UMR in opposing the Fine Arts statement and that statement was removed from Section 1A. Section 1B was revised taking Curator Russell's suggestion into account and now allows for more flexibility in requesting additional documentation. As no additional additions, deletions, or corrections to the minutes were made from the floor, the minutes were approved as corrected.

ADMINISTRATIVE RESPONSE. Vice Chancellor Park distributed copies of the Administrative Review Schedule 1983-1988 and reported to Council that this schedule has been approved by Chancellor Marchello and has been distributed to the deans who are beginning the process for the reviews that are to be completed by June 30, 1984. As mentioned at the last Academic Council meeting, there is a large number of reviews scheduled for 1988; however, since the individual is to be reviewed, not the office, Dr. Park reported that there may be some changes prior to 1988 that will reduce this list.

CURRICULA COMMITTEE. Professor Smith recognized Professor Herrick who referred Council members to the Curricula Committee (1983-84) Report #1 circulated with the agenda* (Full Copy) and moved that Council approve this report in its entirety. The motion was seconded by Professor Wade. In the discussion that followed, Prof. Schowalter referred to page 3, item 6 of the committee report; stating that a correction should be made under Mechanical Engineering 280, Prerequisites—as there is no ME course numbered 276, this should be changed to 279. Prof. Pursell questioned if there was any ruling with regard to the format used by the Curricula Committee stating that the comma should always be interpreted as "and". Prof. Pursell felt that the comma could also
ADMISSIONS AND ACADEMIC STANDARDS COMMITTEE. Although the Agenda designates no report to be given from this committee, Professor Smith recognized Prof. Herrick who addressed the Council concerning the Admission Requirements included with the ICFC Meeting Minutes of June 16, 1983, circulated with the agenda.* (Full Copy) These requirements have been approved by the Board of Curators. Prof. Herrick reported that the remaining business that must be completed is under Item 1, Performance Level. The four campuses did come to a consensus regarding admission requirements except for the foreign language requirement which was not successful. However, this is stated as a strong recommendation in Section 1.(A)i.3. What remains to be determined, and the A&AS Committee still believes is very important to this campus, is the performance requirement to enter one of the campuses of the University of Missouri. The Long Range Planning Committee suggestion that the various campuses, state universities, regional colleges have different admission requirements meets with the approval of the A&AS Committee. Last semester Council passed as a performance requirement for entering freshmen the sum of the student's high school class rank percentile and aptitude examination percentile of 120. The current University of Missouri requirement is 75 or greater. By January 1, 1985, each of the campuses is to make its own recommendation for performance requirements. Prof. Herrick questioned if UM-Rolla wants to require the 120 total or, with the time available between now and January 1, 1985, if each department might want to review its freshmen, gather additional data, and make a new recommendation. Professor Herrick requested opinions from Council. Prof. Bayless agreed with Prof. Herrick that more data should be studied with regard to this 120 figure. Prof. Herrick stated that UM-Rolla felt very strongly about the inclusion of the statement at the end of Section 1.(A)ii. ...may recommend other measures of performance which will indicate a reasonable chance of making a 2.0 grade point average. It would be a contradiction of this sentence to use a figure of 100 or lower. Chancellor Marchello volunteered to request the Institutional Studies Office to study the entering freshmen data for the past few years and the grade point average and make this information available to the A&AS Committee and Council members.

With regard to the admission of transfer students, Prof. Herrick reported that by January 1, 1985, the campus is to recommend a measure of performance which would indicate a reasonable chance of transfer students making a 2.0 grade point average. Council, with some debate spring semester, passed a 2.5 GPA requirement. Professor Herrick reported there was considerable opposition to this requirement and recommended some hard data be gathered regarding transfer students.

Professor Smith reported that since the last Council meeting, Council voted 19-10 in favor of a foreign language requirement and that Professor Cohen and Professor Smith took this recommendation before the Board of Curators, but were unsuccessful. Council voted 16-13 to use the 24 credit hour cut off to define a transfer student. The Fine Arts statement is as follows: In addition, 1 unit of fine arts is an important part of the Missouri high school graduation requirements. Section 1B of the Admissions Requirements was revised at the suggestion of Curator Russell. The statement in brackets in Section 2A is an addition. The above are the changes in the Admissions Requirements approved by the Board of Curators.
RULES, PROCEDURES AND AGENDA COMMITTEE. Professor Schowalter referred Council members to the memorandum from the RP&A Committee regarding the UMR Three-Year Plan circulated with the agenda* (Full Copy). This memorandum states: The creation of the Steering Committee and the Liaison Committee for Long-Range Planning by the Board of Curators has superseded Item 1 — UMR Three-Year Plan. Therefore, the Rules, Procedures and Agenda Committee will make a motion at the August meeting of the Academic Council to remove this item from the agenda. Professor Jerry Bayless so moved, Professor Clyde Wade seconded the motion, and it was unanimously approved by Council vote.

With regard to the ratification of the Campus Presidential Search Committee Elections, Professor Schowalter reported that the RP&A Committee was notified that the campus was to hold an election of the faculty governing body, the Academic Council, to elect four full-time faculty members to serve on the Campus Presidential Search Committee. Also as members of this committee are three deans to be chosen by the Chancellor, two students to be chosen by the Student Council, one non-academic person to be chosen by the Chancellor, and one alumnus to be chosen by the Alumni Association. The RP&A Committee discussed this during the summer and decided to allow each school/college to elect one faculty member and then have the Academic Council elect one faculty member at large. This procedure would provide an even distribution across the campus. The Council is now asked to ratify the elections of the schools/college. The faculty member elected from the School of Mines and Metallurgy is Professor Robert V. Wolf, elected from the School of Engineering is Professor Bobby G. Wixson, and elected from the College of Arts and Sciences is Professor Glen Haddock. The faculty member elected from the Academic Council is Professor Samir B. Hanna. Professor Smith reported that one of the reasons she wanted this item on the agenda was to receive some feedback regarding this procedure of conducting an election. Her concern was that over representation might have occurred from one of the schools/college. Professor Babcock moved to ratify the election, stating that the sense of his motion is that this ratification is also approval of the procedure followed. Professor Elifrits seconded the motion. Professor Smith reported that the procedures to be followed stated that four full-time faculty members were to be elected. Since the election, it has been pointed out to Prof. Smith that UM-Rolla elected one half-time director of a center and an assistant dean. Professor Smith has done extensive research and cannot find out that there is really a definition of what constitutes a full-time faculty member. She stated she is not suggesting that Council not ratify the elections but desired to inform Council of these items. As there was no discussion from the floor, Professor Smith called for a vote on the motion to ratify the election of Professors Wolf, Wixson, Haddock, and Hanna to the Campus Presidential Search Committee. The motion was carried by an unanimous vote of Council.

Professor Schowalter next reported on the election of representatives to the Presidential Screening Committee. The Screening Committee is to be composed of one faculty member chosen by the Academic Council, one faculty member chosen by the Intercampus Faculty Council, one dean from each campus chosen by the Chancellor, one member from Central Administration selected by the Board of Curators, one student chosen by the presidents of the student governments, and one non-academic representative to be selected by the
chancellors. Professor Schowalter stated each campus will have a search committee that will submit 8-15 nominees to the Screening Committee. The Screening Committee in turn will submit their recommendations, taken from the lists provided by the search committees, to the Board of Curators. The RP&A Committee recommends that the UM-Rolla faculty member elected to the Screening Committee be one of the four faculty members elected to the Campus Search Committee. Professor Schowalter stated he will check with the four faculty members to see if they would be willing to serve on the Screening Committee. If so, their names will appear on a ballot presented to Council at the September 22 meeting. Additional nominations may be sent to Prof. Schowalter before September 5. Prof. Schowalter requested that any individual desiring to make a nomination please check with the nominee to ascertain if he/she would be willing to serve on the committee if elected.

CAMPUS PRESIDENTIAL SEARCH COMMITTEE. Professor Hanna reported that the eleven member Campus Search Committee met on August 18 and elected Prof. Glen Haddock as chairman. Input regarding criteria by which the next president should be evaluated and nominations for president should be sent to Prof. Haddock. The Committee is not to contact any of the individuals being considered for nomination. They are to forward the names to Ms. Catherine Hunt, Secretary to the Board of Curators. She will make all contacts and request all pertinent information to be used for evaluation and will forward this information to the committee for consideration.

LONG RANGE PLANNING. Professor Smith recognized Professor Sauer of the Long Range Planning Committee. Prof. Sauer emphasized one point concerning the Academic Council Resolution 2, and stated that in addition to the responsibility to provide information to all appropriate campus groups being directed to the Chancellor and himself, the charge states that this information is to be provided prior to Steering Committee action. Pertinent information is to be provided before the fact and not just notification of action taken. Prof. Sauer stressed the seven critical issues established by the Campus Committee, and requested if Council members feel there are other issues that should be considered, they should notify him.

INTERCAMPUS FACULTY COUNCIL. Professor Jim Johnson referred Council members to the June and July minutes of the ICFC meetings circulated with the agenda* (Full Copy). Professor Johnson asked if Council had any questions. Prof. Parks asked if the names of the members of the State Wide Committee to review science and mathematics education were available. Professor Johnson replied that the Coordinating Board of Higher Education will select the individuals who will do the evaluating and the institutions that will be involved. When the members of this committee are known, he will report this information to Council.

AMERICAN SOCIETY OF ENGINEERING EDUCATION. Professor Myers, Campus Representative to ASEE, stated that the primary charter of ASEE is to improve teaching of engineering students. Professor Myers reported he became aware last spring of a pilot program of visits by the president of ASEE to various campuses to discuss teaching of engineering students. Prof. Myers invited the Academic Council to co-sponsor a visit to UMR by President John C. Hancock, President of ASEE and Dean of the School of Engineering, Purdue University.
University. This would consist of a talk or panel discussion that would deal with issues that impact on effective teaching. Prof. Myers moved that the Academic Council co-sponsor with ASEE a visit from President Hancock. The motion was seconded by Prof. Babcock. Prof. Smith stated that Council would not be asked to make any expenditure of funds with regard to this visit. A vote on the motion was called; the motion carried unanimously. If Council members have any suggestions as to discussion topics, they should contact Professor Myers.

ANNOUNCEMENTS. Professor Smith announced that the next RP&A Committee Meeting will be held on September 6; the deadline for agenda items is September 5. The next Council meeting will be held September 22. The next Board of Curators Meeting will be held September 8-9 in Columbia.

Professor Smith also announced that the Council Office is now located in Room 207, Parker Hall. Council office secretary, Janet Pearson, is in the office from 8:30 a.m. to 12:30 p.m. each day. The current telephone number is 341-4092. If Council members desire information and assistance regarding issues before Council, they should call the office and Janet or Prof. Smith will gladly be of help.

REFERRALS. Professor Smith stated that she received a memorandum from Professor Robert Wolf passing on a student proposal regarding the scheduling of hour examinations that they should be announced at the beginning of the semester or that the students should be able to choose the particular day of some week determined by the professor. Professor Smith reported this referral will be made to the Student Affairs Committee and to the Admissions and Academic Standards Committee for discussion and input to be sent to the Student Affairs Committee. Professor Smith reported that she is referring a request for clarification of the term "full-time faculty" to the RP&A Committee.

Professor Smith recognized Professor Herrick who reported that although there was not a report from the Curricula Committee, he would like to remind Council members that a call for the new undergraduate catalog is out. Materials to be included in this catalog need to be forthcoming in October; and if departments are planning any curriculum changes, it is imperative that this process be started immediately.

The meeting adjourned at 2:14 p.m.

Respectfully submitted,

Donald D. Myers
Secretary

*Complete document on file with smooth copy.

Minutes of Academic Council meetings are considered official notification and documentation of actions approved.
SUMMARY of reports, actions, referrals and announcements at the meeting of the Academic Council held on September 22, 1983.

1. Approval of the minutes of the August 25, 1983, Council meeting.

2. Administrative Response
   Review of Administrators

3. Curricula Committee
   Report #1 - 1983-84

4. Rules, Procedures and Agenda Committee
   Election of UMR faculty representative to the Presidential Screening Committee

5. Presentation on Procedures and Agenda

6. Long Range Planning Steering Committee

7. Intercampus Faculty Council

8. U-Wide Staff Benefits Committee

9. Election Results

10. Announcements
    UMR Standing and Special Committees Annual Reports
    ASEE President Hancock visit to campus
    Parking, Traffic and Safety Committee report to be given at December 1 Council meeting
    Salary and wage studies
    Update of By-Laws

an equal opportunity institution
The September 22, 1983, meeting of the Academic Council was called to order at 1:33 p.m. by Professor Carol Ann Smith, Council Chair. Professor Smith introduced Professor Margie V. Boston who will replace Professor Stephen Thomas on Council. The substitution of Asst. Dean Robert V. Wolf for Dean Don L. Warner was announced. Prof. Smith indicated that one correction to the minutes of the August 25 meeting should be made. Paragraph XIII, 1.9 should be corrected to read as follows: Professor Smith reported that since the last Council meeting, Council had voted (by mail ballot) 19-10 in favor of a foreign language requirement. Professors Cohen and Smith took this recommendation before the Board of Curators, but were unsuccessful. Council also voted 16-13 to use the 24 credit hour cut off to define a transfer student rather than to defer a discussion of the number of hours to January 1, 1985. Given the slim majority of the UMR vote and the fact that the other three campuses decided in favor of deferring this item, Prof. Smith did not oppose the deferral which is now contained in Section 2A of the Admission Requirements approved by the Board of Curators. The approved Admission Requirements have two other minor changes from the document Council approved at its June 16th meeting. The other campuses joined UMR in opposing the Fine Arts statement and that statement was removed from Section IA. Section IB was revised taking Curator Russell's suggestion into account and now allows for more flexibility in requesting additional documentation. As no additional additions, deletions, or corrections to the minutes were made from the floor, the minutes were approved as corrected.

ADMINISTRATIVE RESPONSE. Vice Chancellor Park distributed copies of the Administrative Review Schedule 1983-1988 and reported to Council that this schedule has been approved by Chancellor Marchello and has been distributed to the deans who are beginning the process for the reviews that are to be completed by June 30, 1984. As mentioned at the last Academic Council meeting, there is a large number of reviews scheduled for 1988; however, since the individual is to be reviewed, not the office, Dr. Park reported that there may be some changes prior to 1988 that will reduce this list.

CURRICULA COMMITTEE. Professor Smith recognized Professor Herrick who referred Council members to the Curricula Committee (1983-84) Report #1 circulated with the agenda* (Full Copy) and moved that Council approve this report in its entirety. The motion was seconded by Professor Wade. In the discussion that followed, Prof. Schowalter referred to page 3, item 6 of the committee report; stating that a correction should be made under Mechanical Engineering 280, Prerequisites—as there is no ME course numbered 276, this should be changed to 279. Prof. Pursell questioned if there was any ruling with regard to the format used by the Curricula Committee stating that the comma should always be interpreted as "and". Prof. Pursell felt that the comma could also
be interpreted as "or", and suggested that the "and" should be written out. Prof. Herrick stated that this is not feasible when the curriculum includes a long listing of prerequisites. Prof. Herrick reported that in the case of prerequisites, this campus interprets the use of a comma as "and"; however, this point will be discussed with Martha McKinzie of the Public Information Office.

Professor Herrick stated that one of the purposes of the Curricula Committee this year will be to establish some guidelines for departments to process the CCl forms so that UMR would have a more uniform and consistent catalog. The Committee feels that a system of homogenous listing of curriculum is needed.

Professor Herrick referred Council members to the first page of Attachment #1 to the Committee Report, Nuclear Engineering Curriculum, Requirements for "other" courses. The Committee editorially changed the listing opposite number 12 from: Any course offered by the department of Philosophy, Psychology, History, and Pol Sc, English, ... to Humanities and Social Science electives from Department approved list. Hearing no further discussion on the Committee Report, Professor Smith called for a vote on the motion to approve the Curricula Committee Report #1. The motion carried by an unanimous vote of Council.

Professor Herrick next referred Council to the memorandum from the Curricula Committee dated September 13, 1983, circulated with the agenda* (Full Copy). The Committee would like to begin its efforts for a more homogenous catalog listing by changing all curriculum history references that satisfy the Williams Law requirement to a one-line listing as follows: Hist 112, 175, 176 or Pol Sc 90. Prof. Herrick moved that the Academic Council approve the above listing as an editorial policy to be used by all departments in reference to history courses that satisfy the Williams Law. The motion was seconded and passed by an unanimous vote of Council.

With regard to the memorandum from Colonels Ralston and Bryson circulated with the agenda* (Full Copy), Prof. Herrick reported that this request for uniform treatment of basic military courses for elective credit is also recommended by the Curricula Committee. The campus currently uses the terminology "Basic ROTC". Prof. Herrick stated that a footnote may be required to designate that this refers to both Army (Military Science) and Air Force (Aerospace Studies) basic courses. Colonel Bryson, Army ROTC representative, stated that the Basic ROTC course (whether Army or Air Force) was considered acceptable to the other discipline if students transfer ROTC programs. Prof. Herrick moved that Council approve the terminology "Basic ROTC" as the appropriate curriculum listing for both Army and Air Force basic courses for elective credit. The motion was seconded by Prof. Wade and unanimously approved by Council vote.

Professor Herrick reported to Council that the abbreviation "human" (Humanities) frequently referenced in the catalog is incorrect and the correct abbreviation "hum" will be used in the future.
RULES, PROCEDURES, AND AGENDA COMMITTEE. Prof. Smith next recognized Prof. Schowalter. At the August meeting of the Academic Council, Prof. Schowalter requested that any nominations to the Presidential Screening Committee be sent to him before September 5. Prof. Schowalter reported that he did not receive any nominations from the faculty; therefore, Prof. Schowalter contacted the four faculty members of the Presidential Search Committee (Professors Haddock, Hanna, Wixson and Wolf) to ascertain if they would be willing to serve on the Presidential Screening Committee if elected. Professors Haddock, Wixson and Wolf so agreed, and the ballot consists of these names. Prof. Schowalter asked if there were any nominations from the floor; hearing none, Dean Daane moved that nominations cease. The motion was seconded by Prof. Babcock and passed by unanimous Council vote. Dean Robertson commented that Prof. Haddock is the Chairman of the Campus Presidential Search Committee and as chairman is aware of the nominations, voting process and recommendations of the campus committee; and, therefore, could most adequately represent the campus on the system-wide Presidential Screening Committee. Prof. Schowalter distributed the ballots for Council vote.

With regard to RP&A Committee agenda item #2, Clarification of the Term "Full-Time Faculty", Prof. Schowalter reported that the Committee will address this item at a later date. Prof. Smith stated that she specifically asked RP&A not to address this item for a while—feeling that clarification is not needed immediately.

PRESENTATION ON PROCEDURES AND AGENDA. Prof. Schowalter reported that Prof. Smith, Council Chair, requested that an explanation of RP&A Committee procedures be made to Council. The RP&A Committee is composed of five faculty members and two student members (one graduate student and one undergraduate student). Three of these faculty members are elected by the Academic Council (one from each school/college); and two are elected at large by the General Faculty (nominations made from each school/college). This allows the possibility of two committee members from the same school/college, but not more than that. The Chair of the Academic Council is the Vice Chair of the General Faculty and as such is a member of the RP&A Committee. The purposes of the RP&A Committee are: (1) to oversee the By-Laws and to enforce the By-Laws and any rules and regulations made by the Academic Council; (2) to conduct all elections that are held for the General Faculty as well as the Academic Council; and (3) to prepare the agenda for both the General Faculty meetings and the Academic Council meetings. The Academic Council meeting agenda deadlines are 16 days prior to scheduled meetings and the General Faculty agenda deadlines are 14 days prior to scheduled meetings. The distribution deadlines are seven days prior to Academic Council meetings and five days prior to General Faculty meetings.

Prof. Schowalter next explained the interpretation of the agenda items reference dates and numbers appearing in parentheses following the listed agenda items. The dates refer to the dates of referral and previous discussion in Council meetings. The Roman numerals (XII, for example) refer to the volume of the Academic Council minutes wherein the information is recorded. The Arabic numerals refer to the number and paragraph of the minutes referenced. Therefore, XIII, 1.19 would refer to Academic Council minutes volume XIII, number 1, paragraph 19. The Academic Council minutes
are bound by year and are filed in the Academic Council office for perusal by faculty members. An asterisk before an agenda item designates an attachment to the agenda for that item. The attachments are to be numbered according to the numbering of the agenda item. For example, the agenda attachments from the Curricula Committee circulated with this agenda should have been marked III.B.2.; III. designating Reports of Standing and Special Committees, B. designating the Curricula Committee, and 2. designating Report #1 - 1983-84.

Professor Schowalter reported that the By-Laws require that all standing and special committees submit annual reports to the Academic Council office. These reports are on file in the office and are available for faculty perusal. In addition, if there is any question regarding a committee report, Dr. Marchello, as Chancellor, can request that Council distribute these reports. Because of the expense involved in distribution of committee reports (as required in the old By-Laws), these reports are now distributed only at the instruction of the Chancellor. Academic Council Procedural Resolution #9 provides a means for Council members to appoint a proxy to attend Council meetings in their absence and to have voting privileges. Council members can appoint anyone in their place who is eligible to have voting privileges (members of the General Faculty) to act in their place. This should be in the form of a written proxy sent to the Academic Council Secretary prior to the Council meeting.

LONG RANGE PLANNING COMMITTEE. Professor Sauer distributed copies of the Long Range Planning Steering Committee, Excerpts of Minutes of the Meeting of September 13-14, 1983. These are unofficial minutes as they have not as yet been approved by the Committee. Prof. Sauer reported to Council that Dr. Robert Shirley, consultant to the Committee, made a presentation on the concept of strategic planning. Dr. Shirley stressed that there is no one way to do planning, but the process he described has worked for a variety of educational institutions. Prof. Sauer felt that Dr. Shirley provided the Committee with a good road map to help them get from where they are to where they want to be. Prof. Sauer advised Council of what is coming up and the steps that may be taken. Dr. Shirley stressed the importance of a S-15 Chart A Strategic Planning System for Colleges and Universities (second page of the handout) which divides the analytical steps in this process into three categories: Level I which consists of determination of what the institution wants to do, Level II which consists of the broad financial, human resource, etc., planning necessary to achieve the institution's goals and objectives; and Level III which consists of implementation planning at the departmental/divisional levels. The Long Range Planning Steering Committee will discuss five items listed under Level I (basic mission, clientele, goals and objectives, program/service mix, and comparative advantage) and two items listed under Level II (organizational plan and financial plan). Ideally both Levels I and II should be completed before the campuses initiate their planning activities. A target completion date of February 1984 has been set by the Board of Curators. After the Steering Committee has reached initial conclusions in regard to a critical issue, these conclusions will be distributed to the Liaison Committees for reaction. Prof. Sauer reported the timetable is a fast one and prompt comment and reaction to committee reports made to the Academic Council will be necessary.
Prof. Sauer stated the Committee agreed that it should recommend to the Board of Curators that an on-going planning process should be established after this initial process is in place. The process and the draft of the final report are due to be considered at the February Committee meeting. Following Committee discussion of issues, any Committee positions which might be recommended to the Board will first be widely circulated for comment by Liaison Committees and others (Academic Council) prior to final adoption of a Committee position. Prof. Sauer called attention to the last three pages of the Committee minutes which summarize the discussions regarding the critical issues at the September Committee meeting. Each of the seven critical issues listed above (five Level I issues and two Level II issues) will be discussed individually by the Committee and progress reports will be made to the Academic Council.

**XIII, 2**

**INTERCAMPUS FACULTY COUNCIL.** Prof. Smith recognized Prof. Day of the ICFC. Prof. Day reported that Prof. Marion Peterson, UMKC, was elected chair of the ICFC at the September 15 meeting. President Olson indicated to the ICFC that the overall reaction to the Admission Requirements was favorable. Dr. Mel George reported that the Coordinating Board of Higher Education (CBHE) has asked that all institutions of higher education throughout the state organize a program review process. The results of the program review processes will be sent to the CBHE and this Board will use the outcome of these processes to make recommendations to the governor and government agencies. Twenty percent of the programs of an institution are to be reviewed each year. Over a five year period all of the programs of an institution will be reviewed. The CBHE is organizing a state wide review of programs in three areas: education, bachelor programs in computer and information science, and agriculture.

**XIII, 2**

**U-WIDE STAFF BENEFITS COMMITTEE.** Prof. Smith recognized Prof. Brooks who reported that in March 1983, the Academic Council asked the Staff Benefits Committee to consider retirement after X number of years of service without reference to age and derivative benefits. At the present time age is a critical factor in the retirement process. The benefits that a surviving spouse or minor children receive when the retiree dies is being discussed. When an individual leaves the University, he is no longer entitled to these survivor benefits and Council asked why not. The Staff Benefits Committee has agreed to have the actuarial consultants cost out these items. The feeling is that the cost will be great relative to other costs. The Committee will not know the results of this study until December or January, and the Academic Council may want to discuss this again at that time. The Committee feels the main question is: Should these amounts be spent on people who leave the University or on individuals who stay. The Committee will discuss this question and would appreciate receiving comments, both pro and con, from the faculty.

**XIII, 2**

**ELECTION RESULTS.** Professor Schowalter announced that Dr. Glen Haddock has been elected by the Academic Council to be the UMR faculty representative to the Presidential Screening Committee.
Correction of minutes -- September 22, 1983

Paragraph XIII, 2.8 should be corrected as follows: the words "human" and "hum" should be capitalized.

Paragraph XIII, 2.20 committee listing should be corrected to Parking, Security and Traffic Committee.
ANNOUNCEMENTS. The 1982-83 annual reports of the UMR Standing and Special Committees are on file in the Academic Council office. The faculty By-Laws charge Council to make these reports available to the faculty. Prof. Smith requested Council members report back to their departments that these reports are available for faculty perusal. Prof. Smith thanked the committee chairs for submitting their reports.

Prof. Smith announced that each of the co-sponsoring organizations of the visit to campus of ASEE President Hancock are going to have a representative on the planning committee. Prof. Smith has asked Prof. Sauer to represent the Academic Council on this committee. Any suggestions of discussion topics, etc. should be forwarded to either Prof. Sauer or Prof. Myers, UMR ASEE representative.

Prof. Smith next announced that the Parking, Traffic and Safety Committee is charged to periodically report on their activities to the Academic Council. Prof. Smith has invited Prof. Charles Dare, Chair of that Committee, to give a report to Council at the December 1 meeting.

Professor Smith reported that she has discussed with Professor Chuck Johnson the possibility of his resuming the salary and wage studies. RP&A has concurred that these studies are of value to the faculty. Once Prof. Johnson has completed his program, the Council office will be able to pick up that activity. RP&A is currently considering the draft of a document that provides procedures for faculty input into the on-campus decision, should there ever be such, under the discontinuance of programs policy. Copies of this draft are available in the Council office. RP&A is also considering an update of the By-Laws to include the new vice chancellor positions and the possibility of including the procedural and general resolutions of the Academic Council into the By-Laws, or making some reference to them in the By-Laws, to give them official standing. Of course, the definition of full-time faculty and other minor items are being considered. Suggestions of minor changes that should be made to the By-Laws should be forwarded to either Professor Schowalter or Professor Smith.

The next meeting of the Rules, Procedures and Agenda Committee is October 4. The agenda deadline for that meeting is 1:00 p.m., October 4. The next meeting of the Board of Curators is October 13-14, and it will be held in Columbia.

The meeting adjourned at 2:20 p.m.

Respectfully submitted,

Donald D. Myers
Secretary

*Complete document on file with smooth copy.

Minutes of Academic Council meetings are considered official notification and documentation of actions approved.
Assistant Dean Robert V. Wolf will substitute for Dean Don L. Warner at the September 22 meeting of the Academic Council.

(substitution called to the Council Office by Dean Warner's secretary)
MEMO TO: Academic Council Members

FROM: Tom Herrick, Chairman, UMR Curriculum Committee

RE: History Requirement Format and ROTC Format

To satisfy the Williams Law requirement the Curriculum Committee would like to see a more uniform treatment of the manner in which the requirement is listed by the various curricula in the undergraduate catalog. We note the following treatments:

- Elective (Hist or Gov't) [footnote]
- Hist 175 or Hist 176 [no footnote]
- Hist [footnote]
- Hist requirement [footnote]
- Hist Elective [footnote]
- Hist or Pol Sc [footnote]
- Hist 175 or Hist 176 [no footnote]
- Campus History Requirement [footnote]
- Hist 175 or Hist 176 [footnote]

Many Departments use the following:

- Hist 112, 175, 176 or Pol Sc 90

which fits nicely on a single line of the catalog and does not require a footnote.

The Committee would like to propose an editorial policy to use this format unless a Department specifically objects. We are, of course, assuming that Departments do not wish to make specific recommendations for the courses which satisfy the Williams Law. Where Departments have gathered the course which satisfies the Williams Law with other elective credits, no change would be made. For example:

- Hum or Soc Sc Requirement [footnote]

  footnote: This group of courses, totalling 6 hours must include Econ 110 and one of the following History 112, 175, 176 or Pol Sc 90.

Enclosed is a letter from Colonel Ralston and Colonel Bryson to all UMR Department Heads. The Committee would like to propose an editorial policy to change all current references such as: Basic ROTC (Army); Basic Military; Mil. Fund; M-10, 20, 30, 40; Basic Mil Sci; Military; and Basic ROTC to: Basic ROTC. All references to Advanced Military and its variations to Advanced ROTC.
MINUTES OF THE INTERCAMPUS FACULTY COUNCIL, SEPTEMBER 15, 1983

The meeting was called to order by the Acting Chairperson, Professor Marie Vorbeck. The minutes of July 14, 1983 were approved as distributed.

Professor Marian Petersen was elected Chairperson by unanimous vote. It was moved, seconded and passed unanimously that the election of a Secretary would be delayed until the October meeting.

President Olson introduced Duanna Linville, who discussed the upcoming special session of the Missouri Legislature and possible actions on tax increases and the bond issues.

President Olson, Vice-President George, Professors Jones and Hill reported on the September 13-14 meeting of the Board of Curators Long Range Planning Steering Committee.

President Olson informed the Council that there has been wide attention and considerable response to the new admission requirements of the University, and that the response has been overwhelmingly favorable. He also distributed copies of a preliminary 1982-1983 General Operating Budget. There was a brief general discussion of its contents.

Vice-President George described present plans of the Coordinating Board of Higher Education for program review. CBHE wants 20% of programs reviewed each year, on a five-year cycle. The University, however, wishes to tie the reviews to accreditation reviews where possible. Still unresolved is the question of what precisely is to be communicated to the CBHE as the reviews are completed. CBHE has adopted a system of state-wide reviews with Education, Agriculture and Computer Science to be done in 1983-1984.

The role of the IFC was discussed by the members. No action was taken.

Future meeting dates were established as follows:

October 20  10 AM
November 22  2 PM (Council members and spouses are invited to the home of President and Mrs. Olson for dinner.)
December 15  10 AM
January 24  10 AM
February 16  10 AM (From 12:30-2:30 the Council will meet with participants in the Administrative Affairs Seminar Series.)

Commissioner of Higher Education Shaila Aery was unable to meet with the Council as originally planned. The meeting was adjourned at 2 PM.

Respectfully submitted

Shirley Hill, Acting Secretary
Where course work is specific, such as M.S. 10, 20, 30, 40 (army) to:
A.S. 011, 012, 021, 022 (Air Force) or M.S. 10, 20, 30, 40 (Army).

The Committee believes these changes are editorial and would prefer not to
have to process a large number of CC-1 Forms in an attempt to get a clearer and
more correct catalog.
MEMO TO: All UMR Department Heads

FROM: Lt Colonel Lynn B. Ralston, Air Force ROTC
       Lt Colonel Thomas E. Bryson, Army ROTC

RF: Catalog Listings of Credit for ROTC Classes

We have received several inquiries from Departments on the correct terminology to use in the UMR catalog (Undergraduate Bulletin) curriculum listings, now that Air Force ROTC has been added to UMR.

For elective credit, we recommend the terminology of Basic ROTC or Advanced ROTC. This will satisfy both Army and Air Force courses.

For graduation credit, we recommend the appropriate Aerospace Studies or Military Science course listing whenever applicable.

Lynn B. Ralston
Lt Col, USAF
Professor Aerospace Studies

Thomas E. Bryson
Lt Col, USA
Professor Military Science

Memo Reviewed:

MARVIN W. BARKER, Dean
College of Arts and Sciences

an equal opportunity institution
### The Nuclear Engineering Curriculum

#### Credit

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<tr>
<td>NE 1 - Intro to NE I</td>
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<tr>
<td>Math 8 - Calc w/Anal Geom I</td>
<td>5</td>
</tr>
<tr>
<td>Chem 1,2 - General Chemistry</td>
<td>5</td>
</tr>
<tr>
<td>ET 10 - Engineering Drawing</td>
<td>3</td>
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<tr>
<td>Other</td>
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<td>Phy 21,22 - Gen. Phy. I &amp; Lab</td>
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<td>NE 103 - NE Calculations</td>
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<td>Other</td>
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<td>NE 221 - Transfer Processes</td>
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<tr>
<td>NE 222 - Fluid Flow Lab</td>
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<tr>
<td>EE 281 - Elec Circuits</td>
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<td>Met 121 - Metallurgy for Engineers</td>
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<td>Engl.160 - Technical Writing</td>
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<td>NE 311 - Meth.of Anal.in Reactor Physics</td>
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<tr>
<td>NE 321 - Nucl.Power Plant Design</td>
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<td>Met 341 - Nuclear Materials I</td>
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<td><strong>Total</strong></td>
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#### Requirements for "other" courses (34 hours total)

- **English 1** (does not count as part of the required 132 hours; students must quiz out or take and pass it).
- Econ 110 or 111
- Hist. 112, 175, or 176; or Pol.Sci. 90
- Humanities and Social Science electives from Department approved list.

- "Free" electives (any course except Chem. 5,10, Math 1,2,4,6,10, Phys. 4, and basic ROTC)
- Met Eng. electives (suggested courses: Met 213, 305, 311)

Basic ROTC courses are encouraged, but do not count towards graduation. Advanced ROTC may count as a free elective.
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<td>NE 2 - Intro to Nuc Engr II</td>
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<td>Csc 73 - Basic Sci Programming</td>
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| 3.      |        |                |        |
| Math 22 - Calc. w/Anl Geom III | 4 | NE 203 - Interact of Rad w/Matter | 3 |
| Phy 21,22 - Gen. Phy. I & Lab | 5 | Math 204 - Differential Equations | 3 |
| NE 103 - NE Calculations | 2 | ME 219 - Thermodynamics | 3 |
| Other | 6 | Phy 25,26 - General Phy II & Lab | 5 |
|       | 17 | Eme 50 - Statics | 3 |

| 5.      |        |                |        |
| NE 205 - Principles of NE | 3 | NE 303 - Reactor Physics | 3 |
| NE 221 - Transfer Processes | 3 | NE 304 - Reactor Lab II | 2 |
| NE 222 - Fluid Flow Lab | 1 | NE 308 - Reactor Lab II | 2 |
| EE 281 - Elec Circuits | 3 | NE 368 - Fusion Lab- or | |
| Met 121 - Metallurgy for Engineers | 3 | NE 369 - Fusion Lab- or | |
| Met 122 - Intro to Met Equilibria | 2 |       | |
| Engl 160 - Technical Writing | 3 | Csc 218 - Numerical Methods,or | |
|       | 18 | Csc 260 - Operations Research | 3 |
|       |     | Other | 3 |
|       | 18 |       |        |

| 6.      |        |                |        |
| NE 204 - Nuc Rad Measurements | 3 | Eme 110 - Mechanics of Materials | 3 |
| EE 281 - Elec Circuits | 3 | NE 304 - Reactor Physics | 3 |
| Met 121 - Metallurgy for Engineers | 3 | NE 223 - Nuclear Reactor Heat Trans | 3 |
| Met 122 - Intro to Met Equilibria | 2 |       | |
| Engl 160 - Technical Writing | 3 | Csc 218 - Numerical Methods,or | |
|       | 18 | Csc 260 - Operations Research | 3 |
|       |     | Other | 3 |
|       | 18 |       |        |

Requirements for "other" courses (33 hours total)

English 1 (does not count as part of the required 132 hours; students must quiz out or take and pass it)

3 Econ 110 or 111

3 Hist 112, 175, or 176; or Pol. Sci 90

12 Other Social Science or Humanities courses (economics, history, psychology, sociology). See List of approved Humanities courses.

3 "Free" electives (excluding Chem 10, Math 1,2,4,6,10 Phys. 4 and basic ROTC)

3 Met Eng electives

9 To be selected from NE 305,306,307,309,323,333,361,363,365,367,368,381, or Met 343

Basic ROTC courses are encouraged, but do not count towards graduation. Advanced ROTC may count as a free elective.
# Bachelor of Science in Engineering Management

## Freshman Year

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<td>Phy 23 - Engineering Physics</td>
<td>4</td>
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<td>Econ 110 - Prin of Economics I</td>
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<td>Basic Mil Sci (if elected)</td>
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<td>Basic Mil Sci (if elected)</td>
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<td>16</td>
<td></td>
<td>15</td>
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</table>

## Sophomore Year

<table>
<thead>
<tr>
<th>First Semester</th>
<th>Credit</th>
<th>Second Semester</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>C Sc 73 - Basic Sci Program</td>
<td>2</td>
<td>E Me 150 - Dynamics (a)</td>
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</tr>
<tr>
<td>✓C Sc 63 - Lab</td>
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<td>Math 229 - Diff Equat &amp; Matrix Theo (a)</td>
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<tr>
<td>Econ 111 - Prin of Economics II</td>
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<td>Math 215 - Eng Statistics</td>
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<tr>
<td>E Me 50 - Eng Mec - Statics</td>
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<td>E Mgt 230 - Mgt. Accounting Systems</td>
<td>3</td>
</tr>
<tr>
<td>Math 22 - Cal w/Anal Geom III</td>
<td>4</td>
<td>Psy 50 - General Psych (a)</td>
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</tr>
<tr>
<td>Phy 24 - Engineering Physics</td>
<td>4</td>
<td>Free Elective</td>
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</tr>
<tr>
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</tr>
<tr>
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## Junior Year

<table>
<thead>
<tr>
<th>First Semester</th>
<th>Credit</th>
<th>Second Semester</th>
<th>Credit</th>
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</thead>
<tbody>
<tr>
<td>Engl 160 - Technical Writing (a)</td>
<td>3</td>
<td>E Mgt 252 - Financial Management</td>
<td>3</td>
</tr>
<tr>
<td>✓E Mgt 213 - Human Relations &amp; Mgt</td>
<td>3</td>
<td>E Mgt 265 - Management Practices</td>
<td>1</td>
</tr>
<tr>
<td>E Mgt 211 - Indust Org &amp; Mgt</td>
<td>3</td>
<td>E Mgt 282 - Production Management</td>
<td>3</td>
</tr>
<tr>
<td>E Mgt 208 - Engineering Economy</td>
<td>3</td>
<td>Engr Preference Courses (d)</td>
<td>9</td>
</tr>
<tr>
<td>C Sc 260 - Intro to Oper Res</td>
<td>3</td>
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<tr>
<td>Engr Preference Course (d)</td>
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<td></td>
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## Senior Year

<table>
<thead>
<tr>
<th>First Semester</th>
<th>Credit</th>
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<th>Credit</th>
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<tbody>
<tr>
<td>E Mgt 251 - Marketing Mgt</td>
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<td>E Mgt 260 - Gen Mgt Design and Integration</td>
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</tr>
<tr>
<td>Elective - Engr. Mgt. 300 Level (c)</td>
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<td>Elective Engr Mgt 300 Level (c)</td>
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</tr>
<tr>
<td>Engr Preference Courses (d)</td>
<td>9</td>
<td>Engr Preference Courses (d)</td>
<td>6</td>
</tr>
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<td></td>
<td>18</td>
<td></td>
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**Note:** All electives must be chosen in conference with the student's advisor.

(a) The following substitutes may be approved by the student's advisor: Psy 154 for Psy 50; E Me 110 for E Me 150 except for those taking M.E. preference; Engl 60 or 85 for Engl 160; Math 204 for Math 229.

(b) 6 credit hours must be in approved non-skill courses in Humanities such as Literature or Philosophy (see advisor for list).

(c) One must be an approved engineering management design elective.

(d) See advisor. These 27 elective credits must consistute an approved engineering preference program, and normally include 3 credits science, 18 credits engineering science, and 6 credit design.
# Bachelor of Science in Engineering Management

**09/23/81**

## Freshman Year

<table>
<thead>
<tr>
<th>First Semester</th>
<th>Credit</th>
<th>Second Semester</th>
<th>Credit</th>
</tr>
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<tbody>
<tr>
<td>E Mgt 10 - Intro to Engr Mgt</td>
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<td>E Mgt 20 - Intro to E. Mgt./Case Stud</td>
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<tr>
<td>Chem 5 - General Chemistry</td>
<td>4</td>
<td>ET 10 - Engineering Drawing</td>
<td>3</td>
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<tr>
<td>Engl 1 - Composition</td>
<td>3</td>
<td>Math 21 - Calc w/Analytical Geom II</td>
<td>5</td>
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<tr>
<td>Hist 112, 175, 176 or Pol Sci 90</td>
<td>3</td>
<td>Phy 23 - Engineering Physics</td>
<td>4</td>
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<tr>
<td>Math 8 - Cal w/Analy. Geom</td>
<td>5</td>
<td>Econ 110 - Prin of Economics</td>
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<td>Basic Mil Sci (if elected)</td>
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</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>16</strong></td>
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</tr>
<tr>
<td>E Mgt 256 - Personnel Management</td>
<td>3</td>
<td>E Mgt 265 - Management Practices</td>
<td>1</td>
</tr>
<tr>
<td>E Mgt 211 - Indust Org &amp; Mgt.</td>
<td>3</td>
<td>E Mgt 282 - Production Management</td>
<td>3</td>
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<td>9</td>
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<td>C Sc 260 - Intro to Oper. Res.</td>
<td>3</td>
<td><strong>Total</strong></td>
<td><strong>16</strong></td>
</tr>
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<td>Engr Preference Course(d)</td>
<td>3</td>
<td><strong>Total</strong></td>
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ADMINISTRATIVE REVIEW SCHEDULE
1984 - 1988

REVIEWS TO BE COMPLETED BY JUNE 30, 1984:

Dr. Edward Bertnolli  Director  UMR Graduate Engr. Center
Dr. James W. Johnson  Chairman  Chemical Engineering
Prof. Billy A. Key  Chairman  Physical Education
Dr. B. Ken Robertson  Dean  Dean of Students

REVIEWS TO BE COMPLETED BY JUNE 30, 1985:

Dr. Adrian H. Daane  Dean  Graduate Studies
Dr. Robert L. Davis  Dean  School of Engineering
Dr. Peter G. Hansen  Chairman  Engineering Mechanics
Dr. A. Herbert Harvey  Chairman  Petroleum Engineering
Dr. G. Edwin Lory  Dean  Continuing Education
Dr. Joseph H. Senne  Chairman  Civil Engineering

REVIEWS TO BE COMPLETED BY JUNE 30, 1986:

Dr. Marvin W. Barker  Dean  College of Arts & Sciences
Dr. Arlan DeKock  Chairman  Computer Science
Dr. Louis T. Grimm  Chairman  Mathematics & Statistics
Dr. Oliver K. Manuel  Chairman  Chemistry
Dr. John D. Rockaway  Chairman  Geological Engineering
Dr. Henry H. Sineath  Chairman  Engineering Management

REVIEWS TO BE COMPLETED BY JUNE 30, 1987:

Dr. Harry Eisenman  Chairman  History
Dr. Nord Gale  Chairman  Life Sciences
Dr. James Kassner  Director  Graduate Center for Cloud Physics
Dr. Robert E. Moore  Chairman  Ceramic Engineering
Dr. David Oakley  Chairman  Applied Arts & Cultural Studies
Dr. Don Warner  Dean  School of Mines & Metallurgy
Dr. Harry Weart  Chairman  Metallurgical Engineering
Dr. James Wise  Chairman  English

REVIEWS TO BE COMPLETED BY JUNE 30, 1988:

Dr. Ralph Alexander  Chairman  Physics
Dr. Charles Beasley  Chairman  Mining Engineering
Dr. Wayne Cogell  Chairman  Philosophy
Dr. Walter Eversman  Chairman  Mechanical & Aerospace
Dr. John Fletcher  Chairman  Psychology
Dr. David Hentzel  Chairman  Economics
Dr. J. Derald Morgan  Chairman  Electrical Engineering
Dr. John T. Park  Vice Chancellor for Academic Affairs
Dr. Gerald B. Rupert  Chairman  Geology and Geophysics
Dr. David Summers  Director  Rock Mechanics & Explosives Research
Dr. Nicholas Tsoulfanidis  Chairman  Nuclear Engineering

Revised 9/14/83
JTP/vr
Dr. Robert Shirley made a presentation to the Committee on the concept of strategic planning. In addition to the points summarized in the handouts distributed to Committee members, Shirley made the following points.

---

There is no one way to do planning, but the process that he described has worked for a variety of educational institutions.

---

Shirley stressed the importance of chart S-15 (A Strategic Planning System for Colleges and Universities). He divided the analytical steps in this process into three categories: Level I which consists of determination of what the institution wants to do; Level II which consists of the broad financial, human resource, etc., planning necessary to achieve the institution's goals and objectives; and Level III which consists of implementation planning at the departmental/divisional levels. Shirley suggested that the work of the Long Range Planning Steering Committee should be concerned with Level I. Shirley indicated that while this is a top-down approach to planning, it does not mean that faculty, students, department chairs, and other campus administrators are not involved. Indeed, given the presence of representatives of these groups in the planning process, their preferences may have heavy weight in the decisions reached as a result of the process. He also indicated that the planning process as described in this chart must drive the budgeting process.

Shirley responded that ideally we should complete both Levels I and II before the campuses initiate their planning activities. However, given a target completion date of February for this first phase of planning, we can only deal with Level I and some of the elements in Level II.

After the Steering Committee has reached initial conclusions in regard to a critical issue, these conclusions will be distributed to the Liaison Committees for reaction.

The time table for consideration of critical issues by the Steering Committee and the due dates for suggestions from Liaison Committees and individual members of the Steering Committee are as follows.

<table>
<thead>
<tr>
<th></th>
<th>Due dates for Suggestions</th>
<th>Consideration by Steering Committee</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mission</td>
<td>10/6</td>
<td>10/12-13</td>
</tr>
<tr>
<td>Clientele</td>
<td>10/28</td>
<td>11/10-11-12</td>
</tr>
<tr>
<td>Goals and Objectives</td>
<td>10/28</td>
<td>11/10-11-12</td>
</tr>
<tr>
<td>Program and Service Mix</td>
<td>11/28</td>
<td>12/7-8</td>
</tr>
<tr>
<td>Comparative Advantage</td>
<td>11/28</td>
<td>12/7-8</td>
</tr>
<tr>
<td>Organizational Structure</td>
<td>1/6</td>
<td>1/15-16-17</td>
</tr>
<tr>
<td>Financial Planning</td>
<td>1/6</td>
<td>1/15-16-17</td>
</tr>
</tbody>
</table>

The Committee also agreed that it should recommend to the Board an ongoing planning process. This process and a draft of the final report are to be considered at the February meeting of the Committee.

Following Committee discussion of issues, any Committee positions which might be recommended to the Board will first be widely circulated for comment by Liaison Committees and others prior to final adoption of a Committee position.
A Strategic Planning System(30,39),(955,940) for Colleges and Universities

Level I

Environmental Assessment

Identification of external opportunities and constraints

The "Matching" Process: Relating external opportunities and constraints to internal strengths and values

Identification of internal strengths

Personal Values

Evaluation of Human, financial and physical Resources

Level II

Determination of:
(1) Basic Mission
(2) Clientele
(3) Goals and Objectives
(4) Program/Service Mix
(5) Geographic service area
(6) Comparative advantage

Level III

Financial Plan
- Overall Planning Parameters
- Expansion/Reallocation

Facilities Plan
- Overall Physical Planning Parameters
- Strategies for Expansion/Reallocation

Enrollment Plan
- Target Mix of Majors
- Target Mix of Demographic characteristics

Admissions & Recruitment Plan
- University and Program Level
- Recruitment Strategies

Human Resource Development Plan
- Strategies for Program Development
- Strategies for Individual Dev.

Organizational Plan
- Development of Organizational Structure
- Development of Policies and Procedures

Development of Plans by Academic Departments

Budgeting Process

Development of Plans by Administrative Support Units

Budgeting Process

Implementation

Development of Plans by Academic Departments

Implementation
### Strategic Decision Areas

<table>
<thead>
<tr>
<th>Area</th>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td>Basic Mission</td>
<td>Basic purposes of the enterprise and its guiding principles for behavior</td>
</tr>
<tr>
<td>Clientele</td>
<td>Target audiences of the institution</td>
</tr>
<tr>
<td>Goals and Objectives</td>
<td>What the organization seeks to accomplish</td>
</tr>
<tr>
<td></td>
<td>- Generally (goals)</td>
</tr>
<tr>
<td></td>
<td>- Specifically (objectives)</td>
</tr>
<tr>
<td>Program/Service Mix</td>
<td>Types of academic and administrative activities offered in order to accomplish the goals and objectives</td>
</tr>
<tr>
<td>Geographic Service Area</td>
<td>Physical boundaries of the institution's activities</td>
</tr>
<tr>
<td>Comparative Advantage</td>
<td>&quot;Differential advantage&quot; sought over other organizations engaged in similar activities</td>
</tr>
</tbody>
</table>
I. Missions

a. Define the missions of the University of Missouri and each of its campuses in light of present and changing conditions, expectations, and needs.

b. Determine the relative importance of the traditional roles of instruction, research, extension, and service.

c. Determine the extent to which the University should respond to non-traditional opportunities to serve new purposes and populations, e.g., cooperative industrial research programs.

d. What values should be reflected in our missions?

e. What are the responsibilities associated with being a land grant institution?

f. Should the University strive to provide philosophical and professional leadership for all levels of education in Missouri?

II. Clientele

a. Who is to be served by the University and each of its campuses through teaching, research, extension, and service?

b. What is the relationship between excellence as a goal and accessibility to potential students?

c. What new types of students are anticipated?

d. Are there barriers to access which should be eliminated, e.g., economic, geographic, psychological, and racial?

e. How do we fulfill our commitment to affirmative action?

f. What expectations do we have in regard to the quality of the educational experience required of entering students?

g. What is the appropriate mix of the student population along the following dimensions: full time--part time, race, sex, graduate--undergraduate, age, in-state--out-of-state?

h. How can the University improve its recruitment of able students?

i. Is there a desirable size for the University?
III. Goals and Objectives

a. What goals should the University seek to accomplish on behalf of students? Specifically, what outcomes should we seek to achieve in development of the "whole person"?

b. What goals should the University seek to accomplish on behalf of society during the coming decade? Specifically, what goals should be established for research, cultural and clinical services, life-long learning and extension?

c. What should be the University's goals for the attraction, development and support of a faculty of high quality? As a corollary, how can the University create the environment necessary to facilitate the work of faculty?

d. How do we produce a healthy environment to optimize contributions of staff?

e. To what level of quality does the University aspire? What do we mean by quality (excellence)? What are its characteristics? How good is the University?

f. What variables should be used in assessing whether we are accomplishing our mission?

IV. Programs and Services

a. Given its basic missions and clientele, what programs and services should be provided by the University and each of its four campuses?

b. What criteria should be used to determine program reductions, additions, consolidations, and improvements?

c. When is it appropriate to have duplication?

V. Comparative Advantage

a. What are our differential strengths and weaknesses as an institution and across campuses in the State, region, and nation?

b. What strengths and areas of comparative advantage should be maintained, enhanced, and developed?

c. In what ways can the University more effectively communicate to both its internal and external audiences its strengths and areas of comparative advantage?

VI. Organizational Structure and Governance Mechanisms

a. What are the appropriate organizational structure and governance mechanisms for a multi-campus University?
b. What are the respective roles of Curators, central administration, campus administrations, faculty, staff, and students in the decision making process?

c. What mechanisms can be established to facilitate adaptiveness to changing environments and aspirations?

d. What are the principles and philosophy of the University with regard to the centralization and decentralization of operations?

e. What process should be used in allocating and reallocating resources for program reductions, additions, consolidations, and improvements?

f. What are appropriate management principles, expectations of managers, and evaluation mechanisms for their performance for the future?

g. What mechanisms should be used to improve program coordination within the University and with other educational institutions in the State?

h. Should the University consider the use of "matrix" management with a system-wide locus of responsibility for each major program area?

VII. Principles of Financial Planning

a. Establish policies and strategies for the University's various sources of revenue, i.e., state funding, student fees (student financial aid), grant and contract support, and private gifts.

b. Determine probable future levels of revenue by source.

c. Examine principles and policies in regard to management of capital assets and debt.
MISSION

THE UNIVERSITY OF MISSOURI

The University of Missouri is and will continue to be a single public institution of higher education with responsibilities for teaching, research, extension, and the provision of other direct services which are supportive of students, by-products of instruction and research, or needed as the result of the University's unique knowledge base. The University will continue to offer a wide range of high quality baccalaureate, professional, graduate, and extension programs designed to serve students who, upon completion of formal study, are prepared to assume positions of leadership and responsibility in a changing world. In the public sector of higher education in Missouri, the University is the only institution offering doctoral and advanced professional programs.

The University shall provide the best possible education for those who meet its admission requirements, which are designed to insure a reasonable probability of achieving appropriate educational goals.

As the major public research institution in the State, the University has prime responsibility for the generation and expansion of knowledge.
As a land grant institution, the University is responsible for using its educational resources to extend knowledge to the people in order to improve the quality of life for Missourians.

The degree programs of the campuses are deliberately diverse to take advantage of historical strengths and to meet regional as well as state and national needs. Each campus has and must maintain a strong arts and sciences program, essential to the University's commitment to provide liberal education. However, each campus also has some unique teaching responsibilities, particularly at the professional and graduate levels. Each campus also has, as a part of the total University of Missouri, a responsibility for research and extension and such public services as are appropriate to its particular educational responsibilities. The University is committed to cooperative efforts among its individual units to provide the optimal contribution by the total University to the citizens of the State.

The University has a major and expanding commitment to research, scholarly work, and creative activity. This commitment not only produces new knowledge and new understanding which benefit the people of the State, but it also enriches and supports teaching and extension educational programs and makes available to students the intellectual excitement and challenge found only at the frontiers of learning. In its research and creative activities, the University will seek and respond to opportunities for cooperative projects with external organizations where such projects are consistent with the University's basic educational missions and
objectives.

The University is responsible to the State and its various constituencies for providing high quality instruction and other services in an efficient manner. To insure achievement of these objectives, the University will regularly and systematically assess the quality, effectiveness, and efficiency of its programs and services.

In meeting its responsibilities to its students and society, the University is committed to the important principles of academic freedom and equal opportunity. Academic freedom and its related responsibilities protect the free search for truth and its free expression, which are indispensable to the success of the University in fulfilling its missions. The University of Missouri is an Equal Opportunity/Affirmative Action institution and is nondiscriminatory relative to race, religion, color, national origin, sex, age, and qualified disabled.
GRADE APPEAL PROCEDURE

Proposed changes are in italics.

A. The grade appeal procedure is available only for review of alleged capricious grading, and not for review of the judgment of instructors in assessing the quality of students' work, or for questioning the stated grading criteria selected by the instructor. Only a student who alleges he or she was subjected to capricious grading may use the grade appeal procedure.

B. Capricious grading, as that term is used here, consists only of any of the following:
1. The assignment of a semester grade to a particular student on some basis other than those related to academic performance in the section;
2. The assignment of a semester grade to a particular student by more exacting or demanding criteria than were applied to other students in the same section. (NOTE: Additional and/or different grading criteria may be applied to graduate students enrolled for credit in a course numbered below the 400 level);
3. The assignment of a semester grade by criteria that represent a substantial departure from the instructor's previously announced criteria.

C. The grade appeal procedure shall consist of the following steps:
1. The initial step in the grade appeal procedure shall be for the student to review with the section instructor the semester grade, the stated grading criteria, and how the stated grading criteria were applied to determine the student's semester grade. This step must be initiated within 30 days after the first class day of the succeeding regular academic semester. If the student and the instructor fail to reach a mutually satisfactory decision during this discussion, then the student may proceed to step 2.
2. If-the-student-still-asserts-that-the-semester-grade-resulted-from-an-act of-capricious-grading, the second step is an informal appeal to the instructor's department chairman.
   The student shall contact the chairperson of the instructor's department and request that he or she serve as a mediator during a discussion between the student and the instructor. If the student and the instructor fail to reach a mutually satisfactory decision during this discussion, then the student may proceed to step 3.
3. If-the-student-still-asserts-that-the-semester-grade-resulted-from-an-act of-capricious-grading, The student shall inform the Dean of Students at this point that an grade appeal process is in progress. The student shall request, in writing, that the department chairperson inform the instructor and convene an ad hoc review group composed of the person in charge of the course if it is a multi-section course, the following: the instructor's department chairperson (or designated representative) of the instructor's department, and the dean (or the dean's designated representative) of the instructor's school or college, and a third member to be appointed by this dean from his or her faculty. The student and the instructor shall be allowed to appear before the ad hoc review group. The decision reached by the ad hoc review group on the question of alleged capricious grading shall be binding and final on both the student and the instructor.

D. If capricious grading is substantiated by the ad hoc review group, the student shall be assigned a grade consistent with the stated grading criteria. A report of the ad hoc review group, with the student's semester grade, shall be forwarded by the department chairperson to the Registrar's Office.
Chairman Petersen called the meeting to order and the minutes of 15 September were approved as distributed. George Young—reelected member for UMKC—and Jim Tushaus—substitute from UMSL until election—were welcomed by the Chairman.

George Young was elected Secretary by acclamation.

President Olson distributed the summary status of the 84-85 operations request reflecting the results of his meeting with the fiscal affairs committee of the CBHE. He was congratulated by two members of the committee for not recommending a general salary increase for 83-84. The CBHE recommendations for the hospital and the kidney program may be higher.

The capital appropriations request for 84-85 as distributed is the 83-84 request. The Office of Administration recommendation is reflected in the Governor's request, including new construction priorities, the Science Building (UMSL) and the Multipurpose Recreational Facility (UMKC). The governor indicated that a 3% rescission may be necessary if there is no additional income from taxes or other sources.

Shirley Hill reported that the Long Range Planning Steering Committee had agreed upon a draft mission statement for the University. The Committee would next be working on Clientele and Goals and Objectives.

David Leuthold summarized an article he and John Ballard published in Governmental Affairs Newsletter.

President Olson has received some hostile letters concerning the omission of fine arts in the admission requirements and reported that the CBHE Program Review is progressing with the development of a data collection instrument (list of UM representatives on review committees was distributed). President Olson also reported that the latest court action left the Board of Curators as the only public body of the University and therefore subject to the open meetings law.

Vice President George presented a memo concerning the Weldon Spring Process and Money. After much discussion, IFC members agreed that this proposal was probably the least offensive compromise (20% of total funds allocated on basis of faculty size).

A motion passed to the effect that one member of the IFC would agree to represent the IFC at Board of Curators meetings when on his/her campus.

Jim Pogue, Marie Vorbeck, and Shirley Hill were nominated to represent the IFC on the Presidential Screening Committee. Jim Pogue was elected on the second ballot.
Weldon Spring Proposal Evaluation Form and Report Form were modified by the committee and presented to Vice President George.

Faculty Service and Participation were discussed with no action nor conclusions.

The Council will meet on 16 February, from 12:30 to 2:30 with the participants in the Administrative Affairs Seminar Series.

The meeting was adjourned at 2 p.m.

Respectfully submitted:

[Signature]

George R. Young, Secretary
MEMORANDUM TO: UMR FACULTY

October 13, 1983

SUBJECT: AGENDA for the Academic Council meeting, Thursday, October 20, 1983, at 1:30 p.m. in G-5 of the Humanities-Social Sciences Bldg.

I. Approval of the minutes of the September 22, 1983, meeting of the Council.

II. Administrative reports and responses to actions approved by Council
   A. Administrative report - None
   B. Administrative response - None

III. Reports of Standing and Special Committees
   A. .0406.02 Admissions & Academic Standards (No Report) T. Herrick
      1. Performance Criteria for UM Admission Requirements
   B. .0406.07 Curricula Committee (No Report) T. Herrick
      1. Procedures for Curriculum Changes (Jan. 20, 1983; XII, 5.19)
   C. .0406.15 Rules, Procedures and Agenda (3 min.) R. Schowalter
      1. Clarification of Term "Full-Time Faculty" (Aug. 25, 1983; XIII, 1.19)
      *2. Discussion on UMR Procedures for Faculty Input—Discontinuance of Programs (Sept. 22, 1983; XIII, 2.21)
   D. .0406.17 Student Affairs (No Report) R. Medrow
      1. Final Examination Schedule (Nov. 19, 1981; XI, 4.22)
      2. Scheduling of Hour Examinations (Aug. 25, 1983; XIII, 1.19)
   E. Campus Presidential Search Committee (5 min.) G. Haddock
   F. Long Range Planning
      1. Liaison Committee (2 min.) J. Marchello
      2. Steering Committee (5 min.) H. Sauer
   G. Intercampus Faculty Council (I.C.F.C.) (5 min.) J. Johnson
   H. U-Wide Staff Benefits Committee (No Report) W. Brooks
      1. Referral on Staff Benefits Improvements (Mar. 24, 1983; XII, 7.9)

IV. New Business

V. Announcements
   A. Referrals

*Supplementary materials sent to Academic Council members and department chairmen.
MEMORANDUM TO: UMR Academic Council  
FROM: UMR Curricula Committee  
SUBJECT: Curricula Committee (1983-84) Report #2

The following new course additions, course and curricula change requests have been made to the UMR Curricula Committee, and after consideration in meeting on November 2, 1983, are herewith recommended to the Academic Council for approval.

A. NEW COURSE ADDITIONS:

1. Ceramic Engineering; 322; Ceramic Materials Lab VII, Ceramic Cements Lab 1 - Total 1 hrs.  
   Prerequisites: Cer 321 (concurrent); Elective for majors.  
   Catalog Description: Laboratory experience and controlled demonstrations are provided to familiarize the student with the basic procedures and tests involved in the design, preparation and uses of ceramic cements and concretes.

2. Chemistry; 301; Proposed No. 384; Polymer Science Laboratory Lecture 1, Lab 2 - Total 3 hrs.  
   Prerequisites: Chem 381 or Chem Engr 375; Elective for Majors  
   Catalog Description: Lectures and laboratory experiments dealing with polymerization reactions, solution properties and bulk or solid properties will be presented. Each student will prepare polymers and carry out all characterization experiments on actual samples.

3. History; 342; Revolutionary America, 1754-1789  
   Lecture - 3; Total - 3 hrs.  
   Prerequisites: History 175; Elective for Majors.  
   Catalog Description: An examination of the causes and consequences of the American Revolution. Emphasis placed upon the social conditions in America which contributed to both the Revolution and the writing of the 1787 Constitution.

B. COURSE DELETIONS:

NONE.

C. COURSE CHANGES:

1. Nuclear Engineering Dept; Course No. NE 205; Nuclear Technology  
   Prerequisite requirements from: NE 203 or Phys 107  
   to: preceded or accompanied by NE 203 or Phys 107.  
   Required for Majors.
2. History Dept; Course No. 344; Civil War and Reconstruction.

   Prerequisite requirements from: History 60 or History 176
   to: History 175; Elective for Majors.

3. Electrical Engineering Dept; Course No. 212; Elec Engr Lab I.

   Prerequisite from: EE 61 to: Preceded or accompanied by EE 63;
   Required for Majors.

4. Electrical Engineering Dept; Course No. 271; Fields and Waves I.

   Prerequisites: from EE 61 to: EE 61 with grade of "C" or better and
   Math 22, Phy 24; Required for Majors.

5. Electrical Engineering Dept; Course No. 253; Linear Electronics
   Circuits.

   Prerequisites: from EE 63 to: EE 63 with grade of "C" or better.
   Required for Majors.

6. Electrical Engineering Dept; Course No. 207; Power Systems.

   Prerequisite requirements from: EE 63 to: EE 63 with grade "C" or better.
   Required for Majors.

7. Electrical Engineering; Course No. 205; Electrical Machines.

   Prerequisites: from: EE 63, EE 271 to: EE 63 with grade of "C" or
   better, EE 271. Required for Majors.

8. Electrical Engineering Dept; Course No. 230; Electrical Engineering
   Laboratory III.

   Prerequisites: from: EE 205, 212, 271 preceded or accompanied by
   EE 253 to: EE 205, 212 preceded or accompanied by EE 254 and EE 273.
   Required for Majors.

9. Electrical Engineering; Course No. 273; Fields and Waves II.

   Prerequisites: from: EE 271 to: EE 63 with grade of "C" or better
   and EE 271. Required for Majors.

10. Electrical Engineering Dept; Course No. 240; Electrical Engineering
    Laboratory IV.

    Prerequisites: from: EE 211, 212 preceded or accompanied by EE 243
    to: EE 211, 212 preceded or accompanied by EE 243 and EE 231; Required
    for Majors.

11. Engineering Management Dept; Course No. from: 313 to: 213; Human
    Relations and Management.

    Prerequisites: from: none to: Sophomore standing; Required for Majors.
D. CURRICULUM CHANGES

1. PSYCHOLOGY (Social Sciences) (see attachment #1)

Justification: To improve the B.A. and B.S. degree in psychology and to make it more closely reflect the field of modern psychology and to better make maximum use of currently existing resources in terms of Psychology faculty and the overall campus of UMR.

2. ELECTRICAL ENGINEERING (see attachment #2)

Justification: The current curriculum of the Department requires that a minimum grade of C be attained in EE 61 before enrollment in EE 63, and a minimum grade of C be attained in EE 63 before enrollment in any subsequent Electrical Engineering coursework. Continuing analysis of the Department's probationary and deficiency students shows an extremely high correlation between students who have D grades in the required physics and mathematics coursework and students who experience academic difficulties in upper division coursework. In fact, it is unreasonable to assume that a student can achieve a minimum grade of C in EE 61 or EE 63 without at least C performance in the required mathematics and physics coursework. The Department does not intend to accept D grades from transfer students in the required mathematics and physics coursework. To be fair to all students, we need to impose this same condition on our resident students.

The current curriculum requires a minimum grade of C in EE 61 and EE 63 before enrollment in subsequent Electrical Engineering coursework. The new curriculum would allow students to enroll in EE 212, EE 271, and EE 211 while enrolled in EE 63. Enrollment in EE 63 and EE 271 would require a C or better in EE 61. The coursework in EE 205, 207, 253, 265, and 273, which are highly dependent on EE 63, would retain the C or better requirement.

The Department, through its advising function, intends to insist that students have clearly defined coursework for the free elective credits. Excess hours of credit from other institutions for equivalent UMR coursework will not be accepted; nor does the Department view the free elective credits as a slack variable to meet the hour requirements of the degree. The Department wants its students to make the six hours of free electives purposeful. Students are encouraged to use these credits to develop in the performing arts, in the humanities, social sciences, or foreign languages; to acquire minors in the disciplines in which minors are available; to take additional engineering, mathematics, and science course; or to explore the many other academic specialties. To encourage students to range widely, these credits may be taken pass/fail. To achieve any meaningful development, the Department needs a minimum of six hours of free elective credit.

With the reorganization of Computer Science 73, the Department must include Computer Science 63 (Computer Programming Laboratory - 1 hour credit) in its required curriculum. Thus, to require the additional one hour of credit in Computer Science 63, and to maintain six hours of free electives, the Department requests the School of Engineering to allow the Department to increase the hours required for the BSEE degree from 132 hours to 133 hours.

Respectfully Submitted,
Tom Herrick, Chairman
UMR Curricula Committee
MEMORANDUM TO: UMR FACULTY

September 15, 1983

SUBJECT: AGENDA for the Academic Council meeting, Thursday, September 22, 1983, at 1:30 p.m. in G-5 of the Humanities-Social Sciences Bldg.


II. Administrative reports and responses to actions approved by the Council
   A. Administrative report - None
   B. Administrative responses

III. Reports of Standing and Special Committees
   A. .0406.02 Admissions & Academic Standards (No Report) T. Herrick
      1. Performance Criteria for UM Admission Requirements
   B. .0406.07 Curricula Committee (5 min.) T. Herrick
      1. Procedures for Curriculum Changes (Jan. 20, 1983; XII, 5.19)
   C. .0406.15 Rules, Procedures and Agenda (10 min.) R. Schowalter
      1. Election of representative to the Presidential Screening Committee (Aug. 25, 1983; XIII, 1.12) Nominees: A. Glen Haddock, Bobby G. Wixson, and Robert V. Wolf
      2. Clarification of Term "Full-Time Faculty" (Aug. 25, 1983; XIII, 1.19)
      3. Presentation on Procedures and Agenda
   D. .0406.17 Student Affairs (No Report) R. Medrow
      1. Final Examination Schedule (Nov. 19, 1981; XI, 4.22)
      2. Scheduling of Hour Examinations (Aug. 25, 1983; XIII, 1.19)
   E. Campus Presidential Search Committee (No Report) G. Haddock
   F. Long Range Planning
      1. Liaison Committee (No Report) J. Marchello
      2. Steering Committee (5 min.) H. Sauer
   G. Intercampus Faculty Council (I.C.F.C.) (5 min.) D. Day
      1. September 15, 1983, I.C.F.C. meeting
   H. U-Wide Staff Benefits Committee (10 min.) W. Brooks
      1. Referral on Staff Benefits Improvements (Mar. 24, 1983; XII, 7.9)

IV. New Business

V. Announcements
   A. Referrals C. A. Smith

*Supplementary materials sent to Academic Council members and department chairmen.
CLIENTELE

A. Who is to be served by the University through its teaching, research, extension, and service programs?

-- The University's primary responsibility is to the taxpayers and citizens of Missouri.

-- The University's educational programs are available to all Missouri citizens who meet its admission standards.

-- The University also enrolls students from other states and countries in order to provide a richer learning environment for Missouri residents.

-- In order to provide increased educational opportunities for Missouri citizens, the University will seek to expand cooperative arrangements with other states, organizations, and institutions.

-- Employers constitute another important clientele of the University. While the University's major purpose is to produce an educated citizenry, it also provides a capable work force to meet the needs of employers.

-- Through its basic and applied research programs, the University serves Missouri citizens, businesses, government and service agencies, and cultural organizations. In addition, the University is part of an international research community which engages in basic and applied research to improve the quality of life and to contribute to an increased standard of living throughout the world.

-- Through Cooperative Extension Service, the University serves those citizens of the State whose educational needs relate to the research base of the University and to the production of quality food, the improvement of family life, increasing the capacity of youth to function in a complex society, and rural and economic development.

-- Through its other extension programs, the University serves those citizens of the State whose educational needs are related to the instructional and research programs of the campuses.

-- The University also provides direct services to a large number of Missouri citizens, businesses, and governmental agencies. Such services typically are by-products of instruction and research and include such diverse activities as personal health care, library services, veterinary and agricultural services for farmers, and computing services for State agencies.
B. What is the relationship between excellence as a goal and accessibility to potential students?

-- The University's primary commitment is to excellence in all its programs.

-- The University also is committed to providing access, but access must be limited to those who have a reasonable chance of success in a demanding intellectual environment.

C. What new types of students are anticipated?

-- The University expects no major change in the types of students to be served.

-- It is expected, however, that significant changes will occur in the overall mix of the student body along various dimensions (see item G below).

D. Are there barriers to access which should be eliminated, e.g., economic, geographic, psychological, and racial?

-- The University will strive to keep student costs as low as possible, consistent with the maintenance of high quality.

-- The University will continue to seek efficiencies and reduce overall costs in order to minimize economic barriers to access.

-- While recognizing a commitment to reduce economic barriers at all levels, the University recognizes a special responsibility at the undergraduate level.

-- The University has made progress toward fulfillment of its affirmative action goals, but it recognizes that much remains to be done (see item E below).

-- A priority of the University is to increase the participation of Missouri citizens in education at all levels.

-- In order to enhance geographic accessibility to a broad array of programs, the University will continue to develop cooperative programs across its various campuses.

E. How do we maintain and fulfill our commitment to affirmative action?

-- A major goal of the University is to increase the proportion of minority faculty members, both to enrich the educational process and to provide strong role models for minority students.

-- Major efforts should be undertaken to increase the proportion of minority students enrolled in the University, including the development of increased financial support, improved advising and other student support services.
The University also must recruit more female faculty members and insure that they have equal opportunities for appropriate professional development and recognition.

F. What expectations do we have in regard to the quality of the educational experience required of entering students?

-- Entering students are expected to have education skills of sufficient depth and breadth for successful completion of University work.

-- Admission standards must be rigorous enough to screen out those with little chance of success, yet flexible enough to provide access to able, but educationally disadvantaged, students.

-- The University should provide leadership toward the development of an adequate college preparatory curriculum by all Missouri high schools.

G. What is the appropriate mix of the student population along the following dimensions: full-time--part-time, race, sex, graduate--undergraduate, age, in-state--out-of-state?

-- The University should provide opportunities to, and derive benefits from, diversity of students.

-- Although specific enrollments will vary by campus, the University in general expects more part-time, minority, and older students.

-- The University expects to include a reasonable proportion of students from outside the State of Missouri in order to enhance the learning environment for Missouri residents.

-- A priority of the University should be to increase the proportion of graduate students of high quality in selected fields.

H. How can the University improve its recruitment of outstanding students?

-- In addition to offering high quality in all of its programs, the University should expand its honors and other special programs of particular interest to outstanding students.

-- The number of outstanding students enrolled in the University might be increased by faculty visits to middle schools and high schools.

-- Stronger efforts should be made to utilize the Cooperative Extension Service as part of an extensive recruiting program.

-- Increased funding must be made available for scholarships for outstanding students.

-- Through scholarships and other programs, the University should make a special effort to attract outstanding minority students.
-- Procedures should be simplified and streamlined for conferring advanced standing, handling transfer credit, and implementing dual-enrollment programs with high schools.

-- The University should provide leadership for identifying gifted and talented students at an early age and facilitating the educational experiences of such students.

. Is there a desirable size for the University?

-- There is no a priori desirable size for the University or its individual campuses.

-- The University should be sufficiently large to provide access to those who qualify for, and seek admission to, its high quality academic programs and to fulfill its other missions in research, extension, and service.

. Is the public properly informed about the offerings, opportunities, and accomplishments of the University?

-- The public needs better information about the University's achievements, programs, and the major issues affecting its future.
GOALS AND OBJECTIVES

A. What goals should the University seek to accomplish on behalf of students? Specifically, are there minimum educational levels of achievement that should be required of all University graduates?

-- All baccalaureate graduates of the University should have a sound intellectual foundation in the arts and sciences which provides the ability to reason and think critically, write and speak coherently, understand important issues confronting society, understand the importance of international affairs in an increasingly global environment, continue learning throughout life, understand our culture and history, appreciate the fine arts and the humanities, and understand major scientific and technological influences in society.

-- In addition to a general education, graduates of the University should have a sound background in their areas of specialization which will enable them to pursue their chosen goals.

-- The University should provide a stimulating learning environment, including modern facilities and technology necessary to educate students for the present and future.

-- The University should provide an environment which will contribute to the personal and social development of its students.

-- The University will continue to offer intercollegiate athletic programs.

B. What goals should the University seek to accomplish on behalf of society during the coming decade? Specifically, what goals should be established for research, cultural and clinical services, life-long learning, and extension?

-- The University's primary goal in research is to discover, expand, and apply knowledge.

-- The University should respond to the research needs of the State to the extent that such needs can be met within the University's range of competence and available resources.

-- A major goal should be to enhance the economic vitality of the State.

-- The University serves as a major resource for society in formulating and addressing questions of a social, political, scientific, or technological nature.

-- A major goal of the University for the coming decade is to expand its involvement in research on a national and international scale.
While recognizing the importance of academic freedom and the need for a diverse array of research activities, the University should develop focused research programs which respond to societal needs and take advantage of the University's unique resources.

Major efforts should be made by the faculty of the University to incorporate research into educational programs in order to insure the maximum possible benefit for students.

The University should continue to serve the State through a network of county extension centers.

The University should place major emphasis on meeting the continuing education requirements of professionals in the State.

Special efforts should be made to increase collaborative efforts with the professions in order to enhance overall quality of instruction and practice.

Through the various extension programs of the University, special emphasis should be placed on providing practical information derived from strong state-of-the-art research programs.

The University should provide leadership in assisting the State to improve the quality of education in the public school system and will encourage faculty within the colleges of arts and sciences and education to work as partners with the State Department of Education, public school administrators, and public school teachers.

The University should continue to provide opportunities for intellectual, artistic, aesthetic, cultural, and athletic experiences to the general public.

C. What should be the University's goals for the attraction, development and support of a faculty of high quality? As a corollary, how can the University create the environment necessary to facilitate the work of faculty?

The University should seek to attract and retain an excellent faculty.

The University will facilitate excellence in teaching and research in all ways possible, including the provision of a supportive environment.

A high priority is to increase faculty compensation to levels befitting a university which seeks to be among the very best on a national and international scale.

A commitment will be made to professional development of faculty.

It is important to emphasize standards and expectations for faculty performance which reflect the University's commitment to excellence. Standards and reviews of performance developed for salary
adjustments, promotion, tenure, and other rewards must reflect the relative quality of faculty contributions. To the extent that expected levels of quality are not achieved, appropriate action should and will be taken.

-- The University will streamline administrative policies and procedures to facilitate the attainment of high quality and to enable faculty to concentrate their time on teaching, research, extension, and service.

D. How do we produce a healthy environment to optimize contributions of staff?

-- The University seeks to provide an administrative environment noted for its excellence in the support of faculty and students and in the overall management of the University.

-- The compensation of administrative and support staff should be competitive.

-- Performance reviews should be conducted on a regular basis to enhance long-range development, as well as to provide a base for salary adjustments and promotions. To the extent that satisfactory performance is not achieved, appropriate action will be taken.

-- A commitment will be made to the professional development of staff.

-- The overall administrative environment of the University should allow for consultation with staff in decisions which affect them and to which they can contribute important and knowledgeable advice.

E. To what level of quality does the University aspire?

-- A major goal of the University is to improve the quality of its programs and thereby enhance its national and international reputation.

-- The University will aspire to special recognition for excellence. At least ten programs will be selected for the achievement of national and international eminence over the next decade.

F. What factors should be used in assessing whether we are accomplishing our mission?

-- There are several indicators of success which will be used to assess the extent to which the instructional mission is accomplished: the ability of entering students and the extent to which students' skills and knowledge are enhanced by the University; the placement of graduates; the percentage of graduates who choose to pursue advanced study; achievements of alumni; and self-assessments by students of their educational experiences/outcomes.

-- The indicators of success to be used in assessing the extent to which the University is fulfilling its mission in research and creative activities include: the number and quality of research publications
and creative accomplishments; the usefulness of the University's research in solving problems and in further research; recognition achieved by individual scholars (e.g., membership in the National Academy of Sciences, selection for national or international research awards); the magnitude and types of grant and contract support; and, in general, the overall reputation of the University's research programs as judged by peers.

-- The extent to which the University is successful in providing its extension and service programs will be based primarily on utilization of these services, client evaluations, assessment of their contribution to the State's quality of life, and their contributions to the teaching and research programs of the University.

-- Managerial effectiveness will be assessed on a regular basis and will include an assessment of achievement of the University mission and the effective utilization of resources.

-- The extent to which the University is successful in the preservation of academic freedom and its related responsibilities will be judged by assessment of faculty attitudes, documented instances of interference with academic freedom, and documented instances of academic irresponsibility.

-- Success in achieving affirmative action goals will be indicated by the extent to which the proportions of minority students, minority faculty members, and female faculty members increase.
As a single public institution of higher education, the University of Missouri will continue to fulfill its responsibilities in teaching, research, and extension as a part of the national/international academic and scientific community. The University also will provide other services which are by-products of instruction and research or needed as the result of the University's unique knowledge base. In all these activities, the University will be responsive to the citizens of the State.

The University will continue to offer a wide range of high-quality baccalaureate, professional, graduate, and extension programs designed to prepare students to achieve positions of leadership and responsibility and to fulfill their potential. In the public sector of higher education in Missouri, the University is the only institution offering doctoral and advanced professional programs. The University shall provide the best possible education for those who meet its admission requirements, which are designed to insure a reasonable probability of achieving appropriate educational goals.

As the only public research institution in the State, the University has a major and expanding commitment to research, scholarly work, and creative activity. This commitment enriches and supports teaching and extension educational programs by making available to students the intellectual excitement and challenge found only at the frontiers of learning, as well as producing new knowledge and new understandings which benefit the people of the State. In its research and creative activities, the University will seek and respond to opportunities for cooperative projects with external organizations where such projects are consistent with the University's basic educational missions.

As a land-grant institution with an extension mission, the University is responsible for using its educational resources to extend knowledge to the people in order to improve the quality of life for Missourians.

The campuses are deliberately diverse. Each campus has unique responsibilities for teaching, research, extension, and public service programs. Yet each campus also maintains a strong arts and sciences program, essential to the University's commitment to provide liberal education. The University is committed to cooperative efforts among its individual units to provide the optimal contribution by the total University to the citizens of the State.

To fulfill its responsibilities to the State and its various constituencies, the University will regularly assess the quality, effectiveness, and efficiency of its programs and services.

In meeting its responsibilities, the University is committed to the important principle of academic freedom. Academic freedom and the related responsibilities protect the search for truth and its open expression, which are indispensable to the success of the University.

As an equal opportunity/affirmative action institution, the University will provide the greatest possible access to those qualified to benefit from its programs.
MEMORANDUM TO: UMR FACULTY

November 23, 1983

SUBJECT: AGENDA for the Academic Council meeting, Thursday, December 1, 1983, at 1:30 p.m. in G-5 of the Humanities-Social Sciences Bldg.

I. Approval of the minutes of the October 20, 1983, meeting of the Council.

II. Administrative reports and responses to actions approved by Council
   A. Administrative report - None
   B. Administrative response - None

III. Reports of Standing and Special Committees
   A. .0406.02 Admissions & Academic Standards (No Report) T. Herrick
      1. Performance Criteria for UM Admission Requirements
   B. .0406.07 Curricula Committee (5 min.) T. Herrick
      1. Procedures for Curriculum Changes (Jan. 20, 1983; XII, 5.19)
      *2. Report # 2 - 1983-84
   C. .0406.12 Parking, Security, and Traffic (10 min.) C. Dare
      1. Financial Report
   D. .0406.15 Rules, Procedures and Agenda (3 min.) R. Schowalter
      1. Clarification of Term "Full-Time Faculty"
         (Aug. 25, 1983; XIII, 1.19)
      2. UMR Procedures for Faculty Input—Discontinuance of Programs (Sept. 22, 1983; XIII, 2.21; Oct. 20, 1983; XIII, 2.8) (previously circulated)
   E. .0406.17 Student Affairs (5 min.) R. Medrow
      1. Final Examination Schedule (Nov. 19, 1981; XI, 4.22)
      2. Scheduling of Hour Examinations (Aug. 25, 1983; XIII, 1.19)
      3. Recognition of Student Organization Constitutions
         *a. The Little Sigmas of Sigma Chi Theta Eta Chapter
         *b. The Blue Irises of Theta Xi Fraternity
         *c. The UMR Bowling Club
         *d. The Captain Sylvan K. Bradley Memorial Company of the Association of the United States Army
         *e. The Daughters of the Emerald of Sigma Pi Fraternity
   F. Presidential Screening Committee (No Report) G. Haddock
   G. Long Range Planning
      1. Liaison Committee (2 min.) J. Marchello
      2. Steering Committee (5 min.) H. Sauer
         *a. Endorsement of the Mission Statement
         *b. Tentative Endorsement of the Draft Statements on Clientele and on the Goals & Objectives
   H. Intercampus Faculty Council (I.C.F.C.) (5 min.) J. Pogue
      1. November 22, 1983, I.C.F.C. meeting
   I. U-Wide Staff Benefits Committee (No Report) W. Brooks
      1. Referral on Staff Benefits Improvements
         (Mar. 24, 1983; XII, 7.9; Sept. 22, 1983; XIII, 2.16)

IV. New Business

V. Announcements
   A. Referrals

*Supplementary materials sent to Academic Council members and department chairmen.
Intercampus Faculty Council  
MINUTES  
22 November 1983

The minutes of 20 October 1983 were corrected by deletion of the second sentence of paragraph 8.

New member Dr. Donald Phares, Department of Economics, UMSL was welcomed.

President Olson reviewed the current status of the 84-85 Operating Budget. The CBHE approved a budget of $202 million or an increase of 20.8% (UM asked for $206 million or an increase of 23.3%). This was $0.8 million more than the Fiscal Affairs Committee recommended. The Governor has stated that there will be a 3% recission as of January if there is no tax increase to bring in revenue immediately. This means a $3-4 million recision for UM.

The House has approved a $350 million bond issue which means $67.6 million for UM. The budget includes $6 million each for the Multipurpose Building and the Business and Public Administration Building at UMKC. It also includes $150,000 planning money for the Nursing, Pharmacy and Life Sciences Building. The Senate Committee has marked up but not passed a bill which includes $902,000 for new dental equipment for UMKC. The passage of the bond issue hinges on the approval of a tax increase.

Vice President George brought to our attention a memorandum entitled "Defense and Protection of UM Employees" which clarified the Board's regulation of the intent of the University to provide employees defense against litigation. He also stated that UM should be moving toward AALAC accreditation for care of vertebrate animals. UMKC is accredited.

The President presented a modified allocation of Weldon Spring monies: more money (27%) in the system competition pot; less (8%) in the Presidential pot; the remaining 65% divided as follows: UMC-19.5%, UMKC-15.5%, UMSL and UMR 15% each. Outside peer review was postponed until next year.

Each campus reported on their policy of evaluation of administration by faculty.

The Council had quite an extensive discussion on the consequences of a 3% recision by the Governor. One possibility would be a surcharge for students for the winter semester but a 4% surcharge is equivalent to only 1% of the state appropriation.

The Commissioner of Higher Education, Dr. Shaila Aery, was unable to meet with the Council as planned.

The meeting was adjourned at 4:45 P.M. and members and their spouses enjoyed dinner with President and Mrs. Olson at their home.

Respectfully submitted:

George E. Young  
Secretary
SUMMARY of reports, actions, referrals and announcements at the meeting of the Academic Council held on October 20, 1983.

1. Approval of the minutes of the September 22, 1983, Council meeting.

2. Campus Presidential Search Committee Report

3. Rules, Procedures, and Agenda Committee
   Discontinuance of Programs discussion

4. Long Range Planning—Liaison Committee

5. Long Range Planning—Steering Committee

6. New Business

7. Referrals
   Referral to Budgetary Affairs Committee of 1982-83
   Budget Summary
   Referral to Personnel Committee of UMC Faculty Senate
   faculty survey
   RP&A to discuss faculty input to long range planning
   RP&A to review UMR representation on the Intercampus
   Faculty Council
   Review of By-Laws by RP&A

8. Announcements

Attachment I - Critical Issues for University of Missouri Planning Process
The October 20, 1983, meeting of the Academic Council was called to order at 1:30 p.m. by Professor Carol Ann Smith, Council Chair. Professor Smith reported she had received notice of two substitutions: Professor John L. Fletcher for Professor Nancy A. Marlin and Asst. Dean Robert V. Wolf for Dean Don L. Warner. Professor Smith reported two corrections to the minutes of the September 22, 1983, Council meeting. Paragraph XIII, 2.8 should be corrected as follows: the words "human" and "hum" should be capitalized. The correct title of the committee referred to in Paragraph XIII, 2.20 is the Parking, Security and Traffic Committee. Hearing no further corrections, additions, or deletions to the minutes, they were approved as corrected.

Before turning to the reports from the Standing and Special Committees, Professor Smith asked for a motion from the floor to change the order of the agenda to enable Prof. Haddock to attend his 2:05 p.m. class. Prof. Herrick so moved. The motion was seconded and unanimously approved by Council vote.

Professor Haddock, Chair of the Campus Presidential Search Committee, reported that applications/nominations are now being received for President of the University of Missouri. Applications/nominations should be sent to the Secretary of the Board of Curators, 316 University Hall, Columbia, MO 65211. Applications/nominations may also be sent to Prof. Haddock and these will be forwarded to the Secretary of the Board of Curators. Individuals who have submitted nominations should receive a response from the Secretary of the Board of Curators, Catherine Hunt. The submission deadline for nominations/applications is November 1, 1983. Prof. Haddock encouraged that a nomination should include more than a person's name. A statement as to why an individual would be a good candidate should also be included.

Prof. Haddock outlined the process by which the new President of the University of Missouri will be selected. The original pool of applications/nominations will be reviewed by the Presidential Search Committee on each campus. All applications/nominations submitted from each campus are combined to form this original pool, so each campus committee has access to the same applications/nominations. Each campus committee is to reduce this pool to 8-15 applications/nominations by December 1. These nominations go into the next pool (which will consist of from 8-60 nominations) which will be reviewed by the Presidential Screening Committee. This Committee will reduce the pool to 5-8 nominations by February 1. The Selection Committee will review these 5-8 nominations and will reduce this pool to 3-5 candidates by May 1. The Board of Curators will review the 3-5 candidates. No specific date has been designated by which the Board is to make final selection; however, the new president is to be selected early enough to assume office by August 1, 1984.
Professor Haddock asked for any questions or comments. Professor Leighly asked if the campus committee had had a chance to look at the nominations from this campus and questioned if an adequate number of nominations had been received. Professor Haddock replied that in speaking for himself he would like to see some additional worthy candidates in the pool. Professor Sauer asked Professor Haddock to report the membership of the Selection Committee. Professor Haddock reported that four members of the Board of Curators, one faculty member and one dean elected by and from the Screening Committee, one student selected by the presidents of the campus student governments and one alumnus selected by the Alumni Alliance will constitute the Selection Committee. The President of the Board of Curators will select the four Board members who will be on this committee and will also appoint the committee chair.

RULES, PROCEDURES, AND AGENDA COMMITTEE. Professor Schowalter referred Council members to the information regarding discontinuance of programs circulated with the agenda* (Full Copy) and reported that the discussion at this meeting is mainly to determine procedures for faculty input in the process of discontinuance of programs. On February 12, 1982, the Board of Curators approved procedures for discontinuance of programs and Section 8.0704 of the University of Missouri Collected Rules and Regulations (circulated with the agenda) states: Upon reaching a tentative decision that a program should be discontinued, the Chancellor shall present that decision, together with reasons, to an appropriate standing committee of the faculty and shall simultaneously notify the affected administrative units of that decision. The standing committee of the faculty shall present to the Chancellor any response or alternate recommendations within a reasonable time. The affected units may also submit to the committee and the Chancellor their views and recommendations.

Dr. John Park, Vice Chancellor for Academic Affairs, was given the task of drafting procedures that are to be used on this campus. This draft of procedures, also circulated with the agenda, states: The Chancellor shall present his tentative decision to discontinue a program together with his reasons to the President (correct title—Chair) of the Academic Council. Within 10 working days the President of the Academic Council will call a special meeting of the Academic Council for the purpose of discussing the decision to discontinue a program. Questions raised at this meeting of the Academic Council will be referred to the appropriate Academic Council committees. A second special meeting of the Academic Council will be held no later than 15 working days following the date of the first special meeting of the Academic Council. At the second special meeting of the Academic Council, Academic Council committee members will present their recommendations. Representatives of the affected unit may also present their views at this meeting. Following this meeting, a committee consisting of the members of the Academic Council Rules, Procedures and Agenda Committee will prepare a draft response or alternate recommendation concerning the discontinuance of a program. No later than 10 working days following the date of the second meeting of the Academic Council, the draft response will be circulated to the members of the Academic Council. A third special Academic Council meeting for the purpose of discussing program discontinuance will be held no later than 10 working days following the release of the draft and Academic Council response or
alternate recommendations. At this meeting, the Academic Council will discuss amendments if necessary and approve a final version of its response or alternate recommendation. This response or alternate recommendation will be presented to the Chancellor by a representative of the Academic Council within two working days of its approval.

Professor Schowalter stated that he felt the purpose of this agenda item was for Council to review this draft of procedures from Dr. Park and determine whether or not they are satisfactory. Professor Leighly asked if the Chancellor is in any way bound by the recommendations made by the Academic Council. Professor Schowalter stated that he did not understand that any statement in this regard was included in the Board document or Dr. Park's draft of procedures; however, knowing Chancellor Marchello he felt recommendations from the Academic Council would be considered. Chancellor Marchello responded that if he did not follow the recommendations of the Academic Council, he would give Council his reasons. Professor Schowalter stated that the RP&A Committee would like to receive any comments from faculty members concerning these procedures by November 15. Recommendations may be sent to Professor Schowalter, Professor Smith or the Council Office. RP&A will combine these recommendations for circulation with the agenda for the December 1 Council meeting. Professor Pursell asked if this procedure would be binding upon a new chancellor. He stated that Chancellor Marchello might be willing to report his reasons for not following Council recommendations, but would another chancellor be willing to do so. Professor Schowalter replied he did not know if a statement to this affect could be written into the document and suggested that the document approved by the Board of Curators should be reviewed to see if there is some way that a response from the chancellor could be stipulated. Professor Smith reported that one of the UM campuses will be reviewing the policy itself this fall. Whether this group will take any action or ask to have the policy reviewed again by all the campuses is not known at this time.

LONG RANGE PLANNING—LIAISON COMMITTEE. Chancellor Marchello reported that the Campus Long Range Planning Liaison Committee met on October 3, 1983, and prepared and recommended revisions to the University Mission Statement and to the Campus Mission Statement. Some editorial changes to the Critical Issues List were also recommended. The Committee will meet again on October 26 at which time they will continue to work on the Campus Mission Statement and also discuss preliminary draft statements about Clientele of the University and Goals and Objectives. Chancellor Marchello wanted Council members to understand that the principal action is with the Steering Committee. Professor Smith asked what revisions to the Critical Issues List were recommended. Chancellor Marchello responded that the revisions were minor and recommended they be circulated to the faculty. Therefore, a copy of the Critical Issues for University of Missouri Planning Process, Long Range Planning Steering Committee of the University of Missouri Board of Curators, Revised 10/13/83 is included as Attachment I to these minutes.

LONG RANGE PLANNING—STEERING COMMITTEE. Professor Sauer commented on the presentation given to the Committee by the State Commissioner of Higher Education, Shaila R. Aery. Some of Ms. Aery's comments appeared in the Rolla paper; a few are from the minutes of the Committee meeting. Commissioner Aery
stated that the State colleges and universities are too much alike. Instead of having different types of institutions serving different types of students, all have adopted the same definition of quality, and that includes being bigger and having more students in programs. Ms. Aery also commented that this lack of diversity has had more of an effect on quality of higher education than has the lack of money. Another comment is that if the University of Missouri is the premier research institution of the State, then does it follow that it has remedial programs. The University of Missouri cannot be all things to all people. Other comments that she made concern the Coordinating Board of Higher Education's policy goals, for which she states there are three: a well defined and coordinated system of higher education that provides access; promotion of quality within the context of the state system and the purposes of individual institutions within that system; and efficiency (with efficiency being the key word) within the system of higher education. Ms. Aery indicated the accomplishment of the goals is to achieve diversity across the institutions within the State. Institutions need programmatic differences and differences entice the students. This year the CBHE is only recommending five program improvements and all five of these enhance diversity. CBHE will also use their program reviews and new program approvals to achieve this diversity. Ms. Aery applauded the University's efforts to revise the Admission Statement and encouraged the University to include very specific objectives and priorities in terms of types of students to be served and types of programs to be offered.

Professor Sauer reported that the main item on the Steering Committee agenda was the drafting of the Mission Statement for the University. This is the general statement to be supplemented with statements for each campus. Prof. Sauer distributed copies of the draft Mission Statement, The University of Missouri, dated 10/13/83. This statement will be finalized at the next Committee meeting to be held on November 10-13, 1983. As the Chancellor mentioned, the Campus Liaison Committee is meeting October 26 and comments concerning the Mission Statement should be submitted to a member of that Committee. Prof. Sauer requested that Council members review the Mission Statement very carefully. The Steering Committee also discussed specific campus mission statements and after considerable discussion decided to delay further consideration until the Committee could get other items defined such as the program and service mix, the clientele that will be served, etc. that the Committee hopes will shed some light on the specific missions of the various campuses. The Campus Liaison Committees will be doing further work on their campus mission statements and after considerable discussion decided to delay further consideration until the Committee could get other items defined such as the program and service mix, the clientele that will be served, etc. that the Committee hopes will shed some light on the specific missions of the various campuses. The Campus Liaison Committees will be doing further work on their campus mission statements in light of the draft of the University Mission Statement. It is suggested that the campuses consider the following suggestions in further discussion on their mission statement—that the campus mission statements should stand alone and that they should focus on the unique features of each campus. The Steering Committee has compiled a list of unique features of each campus. This list of features is being shared with the Campus Liaison Committees. The campus mission statements should also reflect broad disciplinary areas within which the campus will offer programs. The specific programs do not need to be identified, but the broad disciplinary areas should be stated.

Professor Sauer reported that at the November meeting of the Long Range Planning Steering Committee, the Committee will consider Critical Issues II and III, Clientele and Goals and Objectives. These issues were distributed by Professor Sauer at the September Academic Council meeting and were also
published in *Spectrum* (see Attachment I). The Committee will review the questions that have been raised concerning the Critical Issues. Any comments regarding Clientele and/or Goals and Objectives should be forwarded to the Campus Liaison Committee by October 26.

XIII, 3.13 Professor Smith asked when it comes to the Goals and Objectives, if these also are going to be dual—that is for the University and for each campus so that they will be proceeding simultaneously. Professor Sauer replied that at this time what is being prepared will be Goals and Objectives for the University as a whole, not for the specific campuses. With regard to the changes made in the Critical Issues (Attachment I), Professor Sauer commented that some of the changes are recruitment of able students changed to recruitment of outstanding students, and the addition of an item listed under Clientele regarding communication, emphasizing the need for adequate communication. Paragraph IV.d. (Programs and Services) was added. This is a statement regarding how to provide opportunities for the student who is able but not currently qualified. Professor VanDoren commented that in the area of Clientele the needs of the older technically trained individual and how continuing education can help meet his needs should be considered.

XIII, 3.14 INTERCAMPUS FACULTY COUNCIL. Professor Smith announced that Professor Johnson and the other members of the ICFC were unable to attend Council meeting due to the fact that an ICFC meeting is also being held today. The minutes of the 9/15/83 ICFC meeting were circulated with the agenda* (Full Copy).

XIII, 3.15 NEW BUSINESS. Professor Smith recognized Professor Lyle Pursell. Professor Pursell stated that he wanted to bring before Council an item that has been a source of irritation to him and other members of his department for some time and that is the practice at UMR of using professors to deliver messages to students. Professor Pursell stated that frequently these notes are put in a professor's mailbox without any indication where they came from. Most of the notes question why a student is not attending another class. Professor Pursell finds this frustrating. He stated that he could understand the necessity of this practice in an emergency situation when a family member needed to contact a student as soon as possible, but for other reasons felt that this was unnecessary and disturbing. Professor Pursell stated he felt it was the responsibility of the student to provide the Registrar's Office with his local address and also with an emergency address. Professor Smith stated that RP&A had discussed this item and decided to have Professor Pursell present this to Council to ascertain if this practice was widespread across campus. Dr. Parry stated that the Registrar's Office has started listing emergency addresses and phone numbers for students; however, some students give a department address and/or phone number as an emergency listing. Prof. Smith asked if there was sufficient concern regarding this item to refer it to a committee for study. No comment was made from the floor in response to this question. Professor Smith stated that RP&A will discuss further whether or not to refer this item for study and report to Council.

XIII, 3.16 REFERRALS. Professor Smith reported that a copy of the year-end 1982-83 Budget Summary has been received at the Council Office. This Summary has been referred to the Budgetary Affairs Committee for discussion. Professor Smith also reported that the UMC Faculty Senate last spring conducted a faculty survey. This UM survey was referred to the Personnel Committee.
for their recommendation whether or not such a survey should be conducted at UMR. Professor Smith reported she will ask RP&A to discuss faculty input to long range planning. Comments from faculty members should be forwarded to Professor Schowalter or Professor Smith. Professor Smith will also ask RP&A to review the UMR representation on the Intercampus Faculty Council. UMR is the only campus that does not have the faculty government body chair or president sit on this committee. Professor Smith has been urged by her counterparts from the other UM campuses and also by some colleagues on this campus to change this. Professor Smith stated she realized that UMR has a set procedure for selecting this representation and that this is a little touchy; therefore, she will ask RP&A to discuss this issue. Professor Smith reminded Council that again RP&A will be reviewing the By-Laws and any comments regarding minor changes should be forwarded to Professor Schowalter or Professor Smith.

ANNOUNCEMENTS. Professor Smith announced that the next Academic Council meeting will be held on December 1; the next RP&A meeting will be held on November 15 and the agenda deadline for the December 1 Council meeting is November 15 at 1:00 p.m. The next Board of Curators meeting will be held on December 8-9 in Columbia. Professor Smith also announced that the Academic Council office is starting to receive the minutes from the other UM faculty governing bodies, and these will be on file in the Council Office for perusal. With regard to the Admission Requirements, Professor Smith reported there is a small letter writing campaign regarding the omission of a fine arts statement. Professor Smith will forward all comments to Prof. Herrick, Admissions and Academic Standards Committee Chair. The overall response to the new Admission Requirements, however, seems to be favorable.

The meeting adjourned at 2:07 p.m.

Respectfully submitted,

Donald D. Myers
Secretary

*Complete document on file with smooth copy.

Minutes of the Academic Council meetings are considered official notification and documentation of actions approved.
August 11, 1983

MEMORANDUM

TO: Dr. Carol Ann Smith, Chairperson
   Academic Council

FROM: Joseph M. Marchello
      Chancellor

SUBJECT: Discontinuance of Programs

Attached are copies of correspondence dealing with the policies and procedures for discontinuance of programs. Vice Chancellor Park has drafted at my request a tentative document on this. Prior to issuing policy statements I would appreciate having the comments of the Academic Council.

JMM/vr
cc: Vice Chancellor Park

an equal opportunity institution
July 12, 1983

MEMORANDUM TO: Joseph M. Marchello  
Chancellor  

FROM: John T. Park  
Vice Chancellor for Academic Affairs  

SUBJECT: Policies and Procedures for Discontinuance of Programs  

Attached is a draft policy memo identifying the Academic Council as the faculty group to be utilized in the case of discontinuation of a program. The draft sets forth the guidelines to be followed by the Academic Council in determining their input on programs for discontinuation. The Missouri Collected Rules and Regulations, sub-item 8.07, provides information on all of the campus faculty committees to be involved except for the one actually advising you concerning any response or alternate recommendations. I have written a sub-section to unit 8.0704 which suggests possible procedures to be used on this campus utilizing the offices of the Academic Council.

Since there are many alternate ways this can be done I have no pride of authorship and would not be greatly concerned if major changes were made. I'll be glad to put some additional time on this project following my return around August 8.

JTP/vr  
Enclosure
DRAFT

8.0704.01
The Chancellor shall present his tentative decision to discontinue a program together with his reasons to the president of the Academic Council. Within 10 working days the president of the Academic Council will call a special meeting of the Academic Council for the purpose of discussing the decision to discontinue a program. Questions raised at this meeting of the Academic Council will be referred to the appropriate Academic Council Committees.

8.0704.02
A second special meeting of the Academic Council will be held no later than 15 working days following the date of the first special meeting of the Academic Council. At the second special meeting of the Academic Council, Academic Council committee members will present their recommendations. Representatives of the affected unit may also present their views at this meeting. Following this meeting, a committee consisting of the members of the Academic Council Rules, Procedures and Agenda committee will prepare a draft response or alternate recommendation concerning the discontinuance of a program.

8.0704.03
No later than 10 working days following the date of the second meeting of the Academic Council, the draft response will be circulated to members of the Academic Council.

8.0704.04
A third special Academic Council meeting for the purpose of discussing program discontinuance will be held no later than 10 working days following the release
of the draft and Academic Council response or alternate recommendations. At this meeting, the Academic Council will discuss amendments if necessary and approve a final version of its response or alternate recommendation. This response or alternate recommendation will be presented to the Chancellor by a representative of the Academic Council within two working days of its approval.
July 1, 1983

MEMORANDUM

TO: John T. Park  
Vice Chancellor for Academic Affairs

FROM: Joseph M. Marchello  
Chancellor

SUBJECT: Policies and Procedures for Discontinuance of Programs

Attached is a copy of President Olson's memorandum of June 15 asking to be advised on the status of the campus establishment of policies and procedures for discontinuance of programs. Also enclosed is a copy of Section 8.07 of the University of Missouri Collected Rules and Regulations. President Olson's concern is with section 8.0701 which calls for the identification of policies and procedures for the designation of an appropriate faculty group to advise on discontinuance of programs.

Section 8.0704 describes the process. A tentative decision by the Chancellor is presented to the appropriate faculty committee and the affected unit for comment and recommendations. Section 8.0705 continues the process with the Chancellor making a decision. In the spring of 1982 when this matter was discussed quite widely and the Collected Rules and Regulations Section 8.07 was adopted, I assumed that the appropriate standing committee of the faculty would be the Academic Council and that policies and procedures would be the same as those used in establishing a new academic program.

Please prepare for me a draft policy memo identifying an appropriate faculty group and setting forth principles and guidelines to be followed in discontinuing programs.

JMM/vr
Enclosures
cc: President James C. Olson  
Vice President Melvin George
TO: Chancellor Arnold B. Grobman  
Chancellor Joseph M. Marchello  
Chancellor George A. Russell  
Chancellor Barbara S. Uehling

In the Board Rules and Regulations, Section 8.0701.01, (Discontinuance of Programs), paragraph 2, there is an important statement to which I call your attention:

"The procedures established assume that each campus will prepare a statement of policies and procedures consistent herewith for the selection of programs to be discontinued, will designate the appropriate faculty groups to advise whether a proposed discontinuance of a program meets prescribed criteria, and will provide for full participation of faculty in an established appeal process."

I am well aware of the constraint we are under from the Board about discontinuance of programs, but that limitation will soon expire. Should it be necessary to eliminate programs in the future, we want to be sure that we have in place the procedures required under Board policy.

Would you please review this section and advise me in the near future as to whether or not your campus has carried out the requirements herein. If not, I'd appreciate your letting me know how you plan to achieve that objective.

JAMES C. OLSON

JCO:mjs

cc: Vice President Melvin D. George
INTERCAMPUS FACULTY COUNCIL, 1983-1984

Delbert E. Day, Materials Research Center, UMR  (314)341-4354
Deborah Tepper Haimo, Department of Mathematical Sciences, UMSL  (314) 553-6349
Shirley A. Hill, 309 Education Bldg., UMKC  (816)276-2241
James W. Johnson, 143 Schrenk Hall, UMR  (314) 341-4416
David Leuthold, 210 Professional Bldg. UMC  (314) 882-6510
Jacob J. Leventhal, Department of Physics, UMSL  (314) 553-5933
Marian Petersen, 101 Grant Hall, UMKC  (816) 363-4300  Ext. 200
Jim Pogue, 219 H-SS UMR  (314) 341-4784
Truman Sturwick, Chemical Engineering Dept., UMC  (314) 882-3215
Marie L. Vorbeck, M-645 Medical Sciences Bldg., UMC  (314) 882-1121  Ext. 210
George R. Young, 341 Dental School, UMKC  (816) 234-0485
Critical Issues for
University of Missouri Planning Process

Long Range Planning Steering Committee
of the University of Missouri Board of Curators

I. Missions
a. Define the missions of the University of Missouri and each of its campuses in light of present and changing conditions, expectations, and needs.
b. Determine the relative importance of the traditional roles of instruction, research, extension, and service.
c. Determine the extent to which the University should respond to nontraditional opportunities to serve new purposes and populations, e.g., cooperative industrial research programs.
d. What values should be reflected in our missions?
e. What are the responsibilities associated with being a land grant institution?
f. Should the University strive to provide philosophical and professional leadership for all levels of education in Missouri?

II. Clientele
a. Who is to be served by the University and each of its campuses through teaching, research, extension, and service?
b. What is the relationship between excellence as a goal and accessibility to potential students?
c. What new types of students are anticipated?
d. Are there barriers to access which should be eliminated, e.g., economic, geographic, psychological, and racial?
e. How do we maintain and fulfill our commitment to affirmative action?
f. What expectations do we have in regard to the quality of the educational experience required of entering students?
g. What is the appropriate mix of the student population along the following dimensions: full time--part time, race, sex, graduate--undergraduate, age, in-state--out-of-state?
h. How can the University improve its recruitment of outstanding students?
i. Is there a desirable size for the University?
j. Is the public properly informed about the offerings, opportunities, and accomplishments of the University?
III. Goals and Objectives

a. What goals should the University seek to accomplish on behalf of students? Specifically, are there minimum educational levels of achievement that should be required of all University graduates?

b. What goals should the University seek to accomplish on behalf of society during the coming decade? Specifically, what goals should be established for research, cultural and clinical services, life-long learning and extension?

c. What should be the University's goals for the attraction, development and support of a faculty of high quality? As a corollary, how can the University create the environment necessary to facilitate the work of faculty?

d. How do we produce a healthy environment to optimize contributions of staff?

e. To what level of quality does the University aspire? What do we mean by quality (excellence)? What are its characteristics? How good is the University?

f. What variables should be used in assessing whether we are accomplishing our mission?

IV. Programs and Services

a. Given its basic missions and clientele, what programs and services should be provided by the University and each of its four campuses?

b. What criteria should be used to determine program reductions, additions, consolidations, and improvements?

c. When is it appropriate to have duplication?

d. How do you provide the opportunity for the student who is able but not currently qualified?

V. Comparative Advantage

a. What are our differential strengths and weaknesses as an institution and across campuses in the State, region, and nation?

b. What strengths and areas of comparative advantage should be maintained, enhanced, and developed?

c. In what ways can the University more effectively communicate to both its internal and external audiences its strengths and areas of comparative advantage?

VI. Organizational Structure and Governance Mechanisms

a. What are the appropriate organizational structure and governance mechanisms for a multi-campus University?
b. What are the respective roles of Curators, central administration, campus administrations, faculty, staff, and students in the decision making process?

c. What mechanisms can be established to facilitate adaptiveness to changing environments and aspirations?

d. What are the principles and philosophy of the University with regard to the centralization and decentralization of operations?

e. What process should be used in allocating and reallocating resources for program reductions, additions, consolidations, and improvements?

f. What are appropriate management principles, expectations of managers, and evaluation mechanisms for their performance for the future?

g. What mechanisms should be used to improve program coordination within the University and with other educational institutions in the State?

h. Should the University consider the use of "matrix" management with a system-wide locus of responsibility for each major program area?

VII. Principles of Financial Planning

a. Establish policies and strategies for the University's various sources of revenue, i.e., state funding, student fees (student financial aid), grant and contract support, and private gifts.

b. Determine probable future levels of revenue by source.

c. Examine principles and policies in regard to management of capital assets and debt.
Substitutions for October 20, 1983 Academic Council Meeting

Assistant Dean Robert V. Wolf

for

Dean Don L. Warner

Prof. John L. Fletcher

for

Prof. Nancy A. Marlin
IV. PROGRAMS AND SERVICES

a. Given its basic missions and clientele, what programs and services should be provided by the University and each of its four campuses?

The Steering Committee has not considered this question.

b. What criteria should be used to determine program reductions, additions, consolidations, and improvements?

The Steering Committee has responded to this question by developing the following criteria for determining academic program priorities. These criteria are intended for application to academic programs, although the Committee notes that criteria and procedures for insuring the need for and efficiency of administrative and support services are also to be developed.

CRITERIA FOR DETERMINING ACADEMIC PROGRAM PRIORITIES

(Note: Program reviews on each campus should draw on data sources such as its own internal academic program review process, accreditation reports, reports by external consultants, reputational studies, and other indicators as appropriate.)

I. Quality of the program.

A. Faculty.

1. Experience (breadth and depth of experiences relevant to the program being evaluated).

2. Training (degrees and other indicators of educational qualifications).

3. Teaching ability (as indicated by student evaluations, peer evaluations, feedback from graduates, etc.).

4. Research and other professional achievements (as indicated by publications, grants, awards and honors, etc.).

B. Students.

1. Ability of students in the program (as indicated by admission and achievement test scores, retention rates, etc.).

2. Achievements of the graduates of the program (as indicated by graduate school attendance, success in employment, etc.).
C. Library and other support services (breadth and depth of library collection, computer support, and other special services).

D. Facilities and equipment (adequacy of each to support the program, including consideration of quality and replacement costs).

E. Curriculum (as indicated by ability to offer core courses, availability of supporting courses in the arts and sciences).

II. Contribution of the program to campus and University missions.

A. Importance of the program for achievement of campus and University missions (an evaluation of the centrality of the program).

B. Importance of the program for other programs or activities on the campus and in the University (a consideration of intellectual interrelationships across various disciplines).

C. Ability of the program to increase access to the University while maintaining quality (extent to which the program contributes importantly to the overall goal of student access).

III. Need for the program.

A. Student demand for the program (as reflected by current and projected enrollments of students with the necessary qualifications for admission).

B. Anticipated employment opportunities for graduates (as indicated by projections in various fields and/or industries).

C. Significance of research and scholarly activity produced within the program (as indicated by external reviews of quality and other indicators).

D. Extent to which the program makes a positive contribution to the University's affirmative action goals (as indicated by the unit's success in attracting qualified minority and female students and faculty).

E. Extent to which there are unique conditions suggesting that a program should be offered at a particular campus (as indicated by locational advantage, special needs of the population, and other factors).

IV. Financial considerations.

A. Cost.

1. For faculty, staff, E&E, equipment, and space.

2. For improving quality or increasing size and scope.
3. Savings which could be achieved through reduction or elimination.

B. Revenue.
   1. Student fees.
   2. External support for the program.

C. Efficiency.
   1. Cost per student credit hour.
   2. Faculty/student ratios.
   3. Other measures of efficiency as appropriate for research, extension, and service activities.

D. Other.
   1. Opportunities to share costs of a program by joint operation with other campuses or institutions.
   2. Ability to pass the costs of a program or activity on to other parties, such as full costing of auxiliary enterprises.
   3. Contribution of the program to cost reductions in other areas, e.g., the use of graduate TA's in undergraduate instruction.
   4. Can program quality and/or cost-effectiveness be increased by a different resource mix at the campus or system level?

V. Comparative advantage.

   A. Extent to which the program is available at other institutions in the State and region. Are there significant segments of the population who have access to only one campus for the program?
   B. Extent to which the University has unique advantages in offering the program.

   c. When is it appropriate to have duplication?

As indicated in the mission statement drafted by the Steering Committee, all campuses of the University must provide core programs in the arts and sciences in order to insure a liberal education core for all students. This basic premise is reflected in criterion II above which focuses on centrality of the program to campus and University missions. Beyond this fundamental premise, the Steering Committee believes that the question of program duplication is best addressed by applying all the criteria indicated above. Thus, it is appropriate to have duplication of programs when the above criteria are satisfied.
d. How do you provide the opportunity for the student who is able but not currently qualified?

The Steering Committee believes the present admission policies of the University provide ample opportunity for students who may be educationally disadvantaged. Thus, no change is recommended in present admissions policies. However, it is recognized that full opportunity can be afforded to such students only by insuring that appropriate financial support, counseling services, and other student support services are made available.

e. How should the management and support functions of the University be assessed?

The Steering Committee added this question to the list of critical issues at its December meeting. It was agreed that criteria and procedures are to be developed.
III. GOALS

a. What goals should the University seek to accomplish on behalf of students? Specifically, are there minimum educational levels of achievement that should be required of all University graduates?

-- All baccalaureate graduates of the University should have a sound intellectual foundation in the liberal arts and sciences which provides the ability to reason and think critically, write and speak coherently, understand important issues confronting society, understand the importance of international affairs in an increasingly interdependent global environment, continue learning throughout life, understand our culture and history, appreciate the fine arts and the humanities, and understand major scientific and technological influences in society.

-- In addition to a general education, graduates of the University should have a sound background in their areas of specialization which will enable them to pursue their chosen goals.

-- The University should provide a stimulating learning environment, including superb faculty, modern facilities and technology necessary to educate students for the present and future.

-- The University should provide an environment which will contribute to the personal and social development of its students.

-- The University should continue to be responsible for intercollegiate athletic programs.

b. What goals should the University seek to accomplish on behalf of society during the coming decade? Specifically, what goals should be established for research, cultural and clinical services, life-long learning, and extension?

-- The University's primary goal in research is to discover, expand, and apply knowledge.

-- The University has a special responsibility to respond to the research needs of the State to the extent that such needs can be met competently and with available resources.

-- Through its instruction, research, and service, the University should contribute to the economic vitality of the State.

-- The University serves as a major resource for society in formulating and addressing questions of a social, political, scientific, or technological nature.
-- A goal of the University for the coming decade is to strengthen its research on a national and international scale.

-- The University should develop focused research programs which respond to societal needs and take advantage of the University's unique resources, without infringement upon academic freedom and the need for a diverse array of research activities.

-- Major efforts should be made by the faculty of the University to incorporate research into educational programs in order to insure the maximum possible benefit for students.

-- The University should continue to serve the State through a network of county extension centers.

-- The University's continuing education offerings should emphasize the requirements of professionals in the State.

-- Special efforts should be made to increase collaborative efforts with the professions in order to enhance overall quality of instruction and practice.

-- Through the various extension programs of the University, special emphasis should be placed on providing practical information derived from strong research programs.

-- The University should provide leadership in assisting the State to improve the quality of education in the public school system and will encourage faculty, especially within the Colleges of Arts and Sciences and Education to work as partners with the Missouri Department of Elementary and Secondary Education, public school administrators, and public school teachers.

-- The University should continue to provide opportunities for intellectual, artistic, aesthetic, cultural, and athletic experiences to the general public.

-- The University will continue to seek the goals stated in the Morrill, Hatch and Smith-Lever Acts, which form the basis of its status as Missouri's land-grant institution, along with Lincoln University.

c. What should be the University's goals for the attraction, development and support of a faculty of high quality? As a corollary, how can the University create the environment necessary to facilitate the work of faculty?

-- The University should seek to attract and retain an excellent faculty.

-- The University will facilitate excellence in teaching and research in all ways possible, including the provision of a supportive environment.
It is important to emphasize standards and expectations for faculty performance which reflect the University's commitment to excellence. Standards and reviews of performance developed for salary adjustments, promotion, tenure, and other rewards must reflect the relative quality of faculty contributions. To the extent that expected levels of quality are not achieved, appropriate action should and will be taken.

A high priority is to increase faculty compensation to levels befitting a university which seeks to be competitive on a national scale.

A stronger commitment will be made to professional development of faculty.

The University will direct policies and procedures to facilitate the attainment of high quality and to enable faculty to concentrate their time on teaching, research, extension, and public service.

d. How do we produce a healthy environment to optimize contributions of staff?

The University seeks to provide an administrative environment noted for its excellence in the support of faculty and students and in the overall management of the University.

The compensation of administrative and support staff should be competitive.

Performance reviews should be conducted on a regular basis to enhance long-range development, as well as to provide a base for salary adjustments and promotions. To the extent that satisfactory performance is not achieved, appropriate action will be taken.

A commitment will continue to be made to the professional development of staff.

The overall administrative environment of the University should encourage consultation with staff in decisions which affect them and to which they can contribute important and knowledgeable advice.

e. To what level of quality does the University aspire?

A goal of the University is to improve the quality of its programs and thereby do a better job for Missourians and enhance its national and international reputation.

The University will aspire to special recognition for excellence.

f. What factors should be used in assessing whether we are accomplishing our mission?

There are several indicators of success which will be used to assess the extent to which the instructional mission is accomplished: the
ability of entering students and the extent to which students' skills and knowledge are enhanced by the University; the placement of graduates; the percentage of graduates who choose to pursue advanced study; achievements of alumni; and self-assessments by students of their educational experiences/outcomes.

The indicators of success to be used in assessing the extent to which the University is fulfilling its mission in research and creative activities include: the number and quality of research publications and creative accomplishments; the usefulness of the University's research in solving problems and in further research; recognition achieved by individual scholars (e.g., membership in the National Academy of Sciences, selection for national or international research awards); the magnitude and types of grant and contract support; and, in general, the overall reputation of the University's research programs as judged by peers.

The extent to which the University is successful in providing its extension and service programs will be based primarily on utilization of these services, client evaluations, assessment of their contribution to the State's quality of life, and their contributions to the teaching and research programs of the University.

Managerial effectiveness will be assessed on a regular basis and will include an assessment of achievement of the University mission and the effective utilization of resources.

The effectiveness of academic governance and management will be reflected in the degree to which the University and its campuses provide the flexibility to alter the structure of programs to meet new needs.

The extent to which the University is successful in the preservation of academic freedom and its related responsibilities will be judged by assessment of faculty attitudes, documented instances of interference with academic freedom, and documented instances of academic irresponsibility.

Success in achieving affirmative action goals will be indicated by the extent to which the proportions of minority students, minority faculty members, and female faculty members increase.
II. CLIENTELE

a. Who is to be served by the University through its teaching, research, extension, and service programs?

-- The University's primary responsibility is to serve the students and the citizens of Missouri.

-- The University's educational programs are available to Missouri citizens who meet its admission standards.

-- The University also enrolls students from other states and countries in order to provide a richer learning environment for Missouri residents and to contribute to greater world understanding.

-- In order to provide increased educational opportunities for Missouri citizens, the University will seek to expand cooperative arrangements with other states, organizations, and institutions.

-- Employers constitute an important clientele of the University. As the University produces educated citizens, it also provides a capable work force to meet the needs of employers.

-- Through its basic and applied research programs, the University serves Missouri citizens, businesses, government and service agencies, and cultural organizations. As part of an international research community, it engages in these research programs to improve the quality of life and to contribute to an increased standard of living throughout the world.

-- Through its extension and continuing education programs, the University serves those citizens of the State whose educational needs are related to the instructional and research programs of the campuses.

-- Through Cooperative Extension Service, the University serves those citizens of the State whose educational needs relate to the knowledge base of the University and to the production of quality food, the improvement of family life, increasing the capacity of youth to function in a complex society, and rural and economic development.

-- The University also provides direct services to a large number of Missouri citizens, businesses, organizations, and governmental agencies. Such services typically are by-products of instruction and research.
b. What is the relationship between excellence as a goal and accessibility to potential students?

-- The University's primary commitment is to provide high quality programs.

-- The University also is committed to providing access, but access must be limited to those who have a reasonable chance of success in a demanding intellectual environment.

c. What new types of students are anticipated?

-- The University expects no major change in the types of students to be served.

-- It is expected, however, that significant changes will occur in the overall mix of the student body along various dimensions (see item G below).

d. Are there barriers to access which should be eliminated, e.g., economic, geographic, psychological, and racial?

-- The University will strive to keep student costs as low as possible, consistent with the maintenance of high quality.

-- The University is committed to reducing economic and physical barriers for individuals.

-- The University has made progress toward fulfillment of its affirmative action goals, but it recognizes that much remains to be done (see item E below).

-- A priority of the University is to increase the participation of Missouri citizens in all levels of education.

-- In order to enhance geographic accessibility to a broad array of programs, the University will continue to develop cooperative programs across its various campuses.

-- Through developing technology, the University will endeavor to provide increasing access to educational offerings and information on a state-wide basis.

-- The University of Missouri has a responsibility, shared with other educational institutions in the State, to bring educational opportunities to students who are unable to leave the areas of their residences.
e. How do we maintain and fulfill our commitment to affirmative action?

- The University will continue to recruit the best students, faculty, and staff possible without regard to race or sex or other factors inappropriate to such decisions. To enrich the educational process and to provide strong role models for students, the University's commitment to affirmative action must be carried out by the administration, particularly department chairs and deans. Efforts in this area must be a part of normal personnel evaluation procedures.

f. What expectations do we have in regard to the quality of the educational experience required of entering students?

- Entering students are expected to have education skills of sufficient depth and breadth for successful completion of University work.

- Admission standards must be rigorous enough to screen out those with little chance of success, yet flexible enough to provide access to able, but educationally disadvantaged, students.

- The University should provide leadership toward the development of an adequate college preparatory curriculum by all Missouri high schools.

g. What is the appropriate mix of the student population along the following dimensions: full-time--part-time, race, sex, graduate--undergraduate, age, in-state--out-of-state?

- The University should provide opportunities to, and derive benefits from, a student body that is diverse in race, age, and sex.

- Consistent with capabilities and the objectives of specific programs, the University and each campus should prepare for changes in enrollments that reflect expected changes in the State's demography.

- Target proportions of students from outside the State of Missouri will be determined by campuses for each program. In determining these proportions, factors such as cost, minority participation, national visibility, and opportunities for Missouri residents will be considered.

- A priority of the University should be to emphasize graduate and professional education in selected fields, consistent with the program criteria.

h. How can the University improve its recruitment of outstanding students?

- In addition to offering high quality in all of its programs, the University should expand its honors and other special programs of particular interest to outstanding students.
-- The number of outstanding students enrolled in the University should be increased by faculty, student, and alumni visits to middle schools and high schools.

-- Stronger efforts should be made to utilize the Extension Centers in each county as part of an extensive recruiting program.

-- Increased funding must be made available for scholarships for outstanding students.

-- Through scholarships and other programs, the University should make a special effort to attract outstanding minority students.

-- Within generally accepted prerogatives of the faculty, procedures should be simplified and streamlined for conferring advanced standing, handling transfer credit, and implementing dual-enrollment programs with high schools.

-- The University should provide leadership for identifying talented students at an early age and facilitating the educational experiences of such students.

i. Is there a desirable size for the University?

-- There is no a priori desirable size for the University or its individual campuses, but size must be commensurate with resources and capability.

-- The University should be sufficiently large to provide access to those who qualify for, and seek admission to, its high quality academic programs and to fulfill its other missions in research, extension, and service.

j. Is the public properly informed about the offerings, opportunities, and accomplishments of the University?

-- The public needs better information about the University's achievements, programs, and the major issues affecting its future.
SUMMARY of reports, actions, referrals and announcements at the meeting of the Academic Council held on December 1, 1983.

1. Approval of the minutes of the October 20, 1983, Council meeting.
2. Curricula Committee Report
3. Parking Security and Traffic Committee Report
4. Rules, Procedures and Agenda Committee Report
5. Student Affairs Report
6. Long Range Planning Liaison Committee Report
7. Long Range Planning Steering Committee Report
8. Intercampus Faculty Council Report
9. Announcements
   "Day of Concern for Higher Education" — December 6, 1983
10. Referrals
    Student Council Resolution to Admissions & Academic Standards Committee with second referral to Student Affairs
    Referral to Personnel Committee — faculty photo directory
The December 1, 1983, meeting of the Academic Council was called to order at 1:30 p.m. by Professor Carol Ann Smith, Council Chair. Prof. Smith announced one substitution: Asst. Dean Ronald Fannin for Dean Robert L. Davis. Prof. Smith called the attention of Council to one correction to be made in the minutes of the October 20, 1983, Council meeting—Paragraph XIII, 3.16, fourth sentence should be corrected to read: This UMC survey was referred to the Personnel Committee.... Hearing no further corrections, additions, or deletions, the minutes were approved as circulated.

CURRICULA COMMITTEE. Professor Tom Herrick referred Council members to the Curricula Committee Report #2, circulated with the agenda* (Full Copy) and moved that Council approve this report. The motion was seconded by Prof. Wade. Prof. Wade reported that the Psychology Department has requested that an editorial change be made to Page 3, Section D.1. of the Committee Report—changing the wording of the Justification to read as follows: To improve the B.A. and B.S. degree in Psychology and to make better use of currently existing resources in terms of Psychology faculty and the overall campus of UMR. The editorial change was accepted by Prof. Herrick and Council. Prof. Smith called for a vote on the motion to approve the Curricula Committee Report #2; the motion carried by unanimous vote.

PARKING, SECURITY, AND TRAFFIC COMMITTEE. Prof. Smith stated that the Parking, Security and Traffic Committee is charged to periodically report their financial status to the Academic Council and recognized Prof. Charles Dare, Chair of the Parking, Security and Traffic Committee. Prof. Dare distributed three handouts to Council—(1) a Report to the Academic Council dated December 1, 1983, (2) the current Parking and Traffic Regulations, and (3) the current Parking Lot Map. Prof. Dare reported that the Committee consists of 15 members plus one ex-officio member who is the Chief of University Police. The 15 members consist of three faculty members from each of the schools/college, three staff members (one being the Director of Physical Facilities), one graduate student and two undergraduate students. The Committee meets monthly and is active during the summer months. The Committee has three regularly appointed subcommittees. The chairmen and titles of these subcommittees are: Dottie Hargis chairs the Appeals Subcommittee, Dale Elifrits chairs the Facilities Subcommittee, and Tom Baird chairs the Rules and Regulations Subcommittee. The basic functions of the Parking, Security and Traffic Committee are to maintain, assign and mark the parking facilities and to add parking capacity as needed. The Committee also issues parking permits and provides adequate notice so individuals can turn in their applications for parking permits on time. The Committee recommends fees and fines that are to be charged, and decides upon special requests for parking spaces—in particular handicapped parking stalls. The Committee interacts with the Chief of University Police regarding enforcement of the Parking and Traffic Regulations and also has the responsibility of trying to deal with the bicycle and motorcycle parking problems on Campus. Some items that are not...
responsibility of the Committee are making decisions on the special uses of any of the parking lots. This is a decision made by the Chief of University Police and the Administration. The Committee is not responsible for the illumination of the parking lots and does not have any special responsibility or authority in planning of parking facilities; however, the Committee has not hesitated to make its opinions known to the Administration regarding planning. The Committee does interact with the Chancellor, Mr. Smith and Mr. Marlow. The Committee provides an Annual Report that is sent to the Chancellor and to the Academic Council each August. Minutes of the Committee meetings are on file in the Office of the Chief of University Police.

Professor Dare referred Council members to the financial review distributed and reported that the Committee has two accounts that it works with—the first is the Parking Lot Operations account, the second is the Reserve for Parking Lot Maintenance account. The Reserve for Parking Lot Maintenance account is for major construction projects and money is transferred into this account periodically from the Parking Lot Operations account. The Parking Lot Operations account receives the Committee income. The financial review tabulates the beginning balance, income, and expenditures for the fiscal years 1978-79 through 1983-November 28, 1983, for the Parking Lot Operations Account. For the current fiscal year, the beginning balance was $39,604.76; the income is $36,059.01; and the expenditures are $26,170.87 which includes $15,000 transferred to the Parking Lot Maintenance account. This leaves a balance of $9,492.90. The Parking Lot Maintenance year-to-date expenses are $32,904.85; encumbrances are $18,500.00; leaving a remaining balance of $3,595.15.

Professor Dare next referred to page 2 of the Committee Report, Section III, Central Area of Campus Parking Space Analysis. This section tabulates the parking spaces available according to current color groups in before, present, and after categories. Before refers to early 1981, prior to any action taken to expand parking facilities in anticipation of the Mineral Engineering Building construction. After refers to the time when the Mineral Engineering Building, the Engineering Management Building, the Health-Information-Security Building, and the Alumni-Theater-Art Building are completed and several temporary buildings are removed. Prof. Dare's figures in this report exclude loading zones, handicapped parking, metered parking, and other special stalls, and also exclude Lots 12 (Rock Mechanics), 15 (Physical Plant), 20-A (Multi-Purpose), 21 (Student Center), Nagagomi Terrace and Thomas Jefferson parking lots. The tabulation shows parking spaces available for red parking areas—before 246, present 241, and after 295; for gold parking areas—before 449, present 498, and after 392; and for silver parking areas—before 503, present 798, and after 553. Prof. Dare reported that a significant amount of money has been spent to upgrade Lots 9, 13, and 22. Other on-campus areas that could be converted to parking would allow for an additional 58 spaces. Other areas not presently owned by UMR that could be converted to parking would allow an additional 66 spaces. Certain lots are currently underutilized, especially Lots 9, 13, and 22. A reasonable estimate of stalls not being utilized would be 280 spaces. All-in-all, Prof. Dare stated, we are in good shape in providing parking spaces; some spaces might not be as convenient as they were in the past, but they are there.
Professor Dare also reported that the Committee has some problems that are ever-present. One of these is the parking lot color groupings that are currently used to accommodate faculty, staff and students and the determination of the level of over selling of permits. There has been some interest expressed especially in the College of Arts and Sciences of going back to a numbered or designated lot system. The Committee would like to use more parking meters on campus. A major problem that the Committee is well aware of is the control of bicycle riding on campus and positioning of bicycle racks.

The question was asked why the decrease in the amount of income reported comparing 1982-83 ($54,440.26) with 1983-November 28, 1983 ($36,059.01). Prof. Dare answered that this was due to the Committee income being paid on a monthly basis from payroll deductions. Also the income amount this year may be down because the Committee cut back considerably on the amount of oversubscription allowed. Two years ago the Committee had a policy of oversubscription of 10 percent on red, 20 percent on gold, and 40 percent on silver. This year the Committee allowed only 5 percent on red, no oversubscription on gold, and only 20 percent on silver.

Prof. Herrick asked if there is a campus policy on bicycle riding. Prof. Dare replied that the Committee has tried to prohibit bicycle riding in the central area of the campus, but this has been very difficult to enforce. The Rules and Regulations state that bicycle riding is not to occur in the central area of the campus; the problem is enforcement of this policy. The Committee has tried to solve this problem for years. Prof. Dare stated that theoretically individuals should be arrested for riding bicycles in the central area of the campus. Prof. Herrick asked if the University had the equivalent of a citizens arrest. Chief Boulware replied he did not feel this would be feasible but would encourage individuals to advise those breaking the regulations. Prof. Herrick asked if there was sufficient notification of the regulations—are there signs on campus prohibiting bicycle riding? Prof. Dare replied that more publicity is needed to clarify these regulations. Some articles on the regulations have been published in the Missouri Miner, but more publicity is needed. Prof. Parks pointed out that there are signs on campus and have been for some time and asked why individuals are not arrested for riding bicycles in the center of campus. Prof. Dare responded that the main problem is that of pursuit. Prof. Parks recommended that the Campus Police watch for offenders between classes.

Prof. Parks asked the breakdown of the Parking Lot Maintenance account which is mainly for major construction. Prof. Dare replied that the reserve for Parking Lot Maintenance goes for the large reconstruction projects such as Lot 13. The Committee is liable for some earth work, bringing in gravel, oil sealing, placement of bumper blocks, etc. The more routine maintenance items such as crack filling, placement of signs, printing of permits and booklets comes out of the account of Parking Lot Operations.
RULES, PROCEDURES AND AGENDA COMMITTEE. Prof. Schowalter reported to Council no input had been received from the faculty regarding the procedures for discontinuance of programs. However, RP&A would like to recommend some editorial changes to the draft document prepared by Vice Chancellor Park. First, RP&A would like to recommend an editorial change to substitute the word Chairman for President in the first two sentences of Paragraph 1 of the document. The reference here is to the Academic Council Chairman and should agree with the title shown in the Faculty By-Laws. The second editorial change recommended by RP&A is in regard to the statement in the last paragraph recommending that a response or alternate recommendation will be presented to the Chancellor by a representative of the Academic Council. RP&A feels that the word representative should be changed to Chairman, again to be consistent with the Faculty By-Laws. The third editorial change recommended by RP&A is in regard to the statement in Paragraph 2, 6 lines down referring to a committee consisting of the members of the Academic Council Rules, Procedures and Agenda Committee. It is recommended that the words Academic Council be deleted from this statement clarifying that all members of the Rules, Procedures and Agenda Committee should serve on this draft committee, not just those members of RP&A who are members of the Academic Council. Prof. Wade moved that the Academic Council accept the above editorial changes to the draft document—Discontinuance of Programs. The motion was seconded by Prof. Bayless and carried by an unanimous vote of Council.

STUDENT AFFAIRS. Prof. Medrow referred Council members to the copies of the five student organization constitutions circulated with the agenda* (Full Copy) and reported that an editorial change has been requested by the Little Sigmas of Sigma Chi Theta Eta Chapter changing all references from girls to women and all references from girl to woman. Prof. Medrow moved that the Council endorse all five student constitutions. The motion was seconded by Prof. Don Oster. Prof. Babcock stated that he personally deplored the proliferation of groups of women or girls who find their sense of worth in being satellites to male organizations and felt the Academic Council should not be in the business of approving their constitutions. During the discussion that followed, Ms. Ann Dwyer replied in answer to this statement that some women students like to be involved in a variety of things and this gives them an opportunity to broaden their horizons. Prof. Herrick questioned the membership statement in the Little Sigmas constitution stating that it is not clear whether or not this organization is restricted to women. Prof. Plummer pointed out that the constitution states that a pledge must be a woman. Prof. Herrick felt that an editorial change should be made in Article III, Section A of Membership to clearly state this fact. Prof. Wade asked if the removal of the word Little from the name of the organization could be considered as an editorial change. Prof. Medrow responded that this is a term that has a traditional meaning and is used in regard to many organizations of this type. It is a phrase which has a considerable amount of legitimacy and is commonly in use in a number of localities, and further stated that he believed it is inappropriate, therefore, to tamper with its usage. Prof. Emanuel questioned the meaning of Section C. 1. Active Status of this constitution regarding the statement of liability of the debts. Does this refer to the debts of the organization or of the individual? Prof. Medrow responded that the purpose of this statement is to prevent organizations from disbanding and not paying debts incurred by the organization. The
individuals are responsible for the debts of the organization, and this statement guarantees payment thereof. Prof. Pursell asked who was Captain Sylvan K. Bradley that the Memorial Company is named after. Prof. Medrow answered that Captain Bradley was a 1961 graduate of UMR who was killed in combat in 1969 in Vietnam. His name is being used with the permission of his widow. Prof. Emanuel pointed out that an editorial change should be made in the Captain Bradley Memorial Company Constitution, Article III, Section 5, last sentence the word plea should be changed to plead. Prof. Smith thanked the student representatives of these organizations for attending the Council meeting. Hearing no further discussion on the student constitutions, Prof. Smith called for a vote on the motion for Council to accept all five of the student organization constitutions presented for consideration. The vote passed unanimously.

XIII, 4.12 LONG RANGE PLANNING LIAISON COMMITTEE. Chancellor Marchello reported that the Campus Liaison Committee met November 21 and reviewed the Steering Committee response to the Clientele and Goals and Objectives statement. The Campus Liaison Committee works in close correspondence with the University Steering Committee. The dynamics of the interaction are that the Campus Committees take up an issue and prepare a preliminary draft response to submit to the Steering Committee. The Steering Committee reviews the responses from the campus committees and prepares a response which is then sent to the campus committees for review and recommendations. The Liaison Committee began the preliminary response to critical issues dealing with programs and services and comparative advantage and forwarded these to the Steering Committee last week. The next Campus Liaison Committee meeting will be held on December 2.

XIII, 4.13 LONG RANGE PLANNING STEERING COMMITTEE. Prof. Sauer distributed copies of the draft of the UMR Mission Statement dated 11-21-83. Prof. Sauer stressed that this draft is in the preliminary stages and the Committee would like input from faculty regarding this statement. This statement has the approval of the Campus Committee, but has not gone before the Steering Committee and is not scheduled to do so until February. Input regarding this statement should be sent to Prof. Sauer, the Chancellor, or any member of the Campus Liaison Committee. Prof. Smith asked if this item could be discussed at the January Academic Council meeting. Prof. Sauer felt it would be well to bring this statement before Council at that time.

XIII, 4.14 Prof. Sauer referred Council members to the University of Missouri Mission Statement circulated with the agenda* (Full Copy) and moved that Council endorse this document. The motion was seconded by Prof. Culp and carried by unanimous Council vote.

XIII, 4.15 Prof. Sauer next referred Council to Attachment III.G.2.b., Clientele and Goals and Objectives, of the agenda* (Full Copy) and reported that this document is not in final form and will be rewritten and brought before Council again; however, at this time, Prof. Sauer moved that Council vote tentative approval of the concepts expressed in the Clientele and Goals and Objectives statement. The motion was seconded by Prof. Emanuel. Prof. Edwards raised a question regarding the statement on page 6 of Goals and Objectives that states:
The University should provide leadership in assisting the State to improve the quality of education in the public school system and will encourage faculty within the colleges of arts and sciences and education to work as partners with the State Department of Education, public school administrators, and public school teachers. Prof. Edwards felt that this was a responsibility of all faculty members and recommended that the words within the colleges of arts and sciences and education be deleted. Prof. Plummer supported Prof. Edwards' recommendation supporting the concept that all faculty members should have this responsibility. Prof. Sauer felt this recommendation would be acceptable. Dean Barker stated he felt this statement reflected the concern depicted in the last three major nationwide studies on secondary education which pointed out that over the last two decades arts and sciences have generally not been involved in secondary education. In the discussion that followed, it was the consensus of Council opinion that the words within the colleges of arts and sciences and education be changed to within all colleges and schools.

Prof. Wade requested that the statement on page 3, Clientele, which reads—Although specific enrollments will vary by campus, the University in general expects more part-time, minority and older students—be rewritten. Prof. Wade felt this statement as it now stands is ambiguous and needs to be clarified. Prof. Wade also questioned the statement on page 6, Goals and Objectives, that refers to academic freedom and research activity and requested that this statement also be clarified. Hearing no further discussion, Prof. Smith called for a vote on the motion to give tentative approval of the statements on Clientele and Goals and Objectives circulated with the agenda. The motion passed by unanimous vote of Council.

INTERCAMPUS FACULTY COUNCIL. Copies of the minutes of the October 20, 1983, ICFC meeting were distributed. Prof. Pogue stated that at the November 22, 1983, meeting of the ICFC, President Olson reported on two items: (1) the capital budget and (2) the operating budget for 1984-85. Pres. Olson reported that the capital budget now stands at $355 million. The House has approved that amount. The major addition for UMR is $2.5 million for the Engineering Management Building. The operating budget for 1984-85 has progressed only through the coordinating committee. Originally the University asked for an increase of 23.3% over the 1983-84 amount. The Coordinating Board approved and recommended a 20.8% increase. President Olson stressed that the need for a tax increase is serious. Unless there is such an increase, the University not only stands to lose this year, but the next year as well.

Prof. Pogue reported that a statement regarding the defense and protection of faculty will probably be printed in the Spectrum. Some individuals have expressed concern about the nature of the defense and protection of the faculty by the University. Prof. Pogue also announced that the Graduate Deans have forwarded to the Provosts and Vice Chancellors Group the policy on vertebrate animals for experimentation. President Olson announced to the ICFC that an announcement will be made very soon regarding the distribution of funds for Weldon Spring for 1984-85.
Prof. Van Doren questioned how the University can represent both the faculty member and itself in a case of negligence. If a faculty member is grossly negligent and both he and the University are named in a suit, will the University legal personnel protect the individual or the University? Prof. Pogue stated that this was an issue, and that the University will do everything possible to protect and represent the individual faculty member. Chancellor Marchello stated that the faculty member will be covered. Prof. Pogue stated each faculty member should read the policy. Prof. Van Doren further stated that it is in cases of gross negligence when a faculty member needs protection and he still questioned if, in these cases, the University would protect the individual? He stated a hypothetical case wherein a faculty member might be sued for allowing a student to work in a laboratory without supervision. The faculty member knows this is against University rules; he tells the student that he cannot work in the lab without supervision, but the student goes ahead and works in the lab at 2:00 a.m. and is injured. The faculty member is sued for gross negligence and the University is also named in the suit. Prof. Van Doren stated he felt the University would protect itself and not feel the responsibility of protecting the faculty member when a regulation had been clearly broken. Chancellor Marchello stated that the University is working to make the faculty secure; and in a case of this type, all faculty members would be watching the outcome. The University would protect the faculty member; not to do so would be counter productive to morale for years. Prof. Myers commented that the plaintiff would not let the University off. The University has the big money. Dean Robertson endorsed this idea stating that everyone would be listed in the suit—the faculty member, his department chairman, the dean, and the University. Dean Robertson also clarified, that the University legal personnel do not represent the defendants in this type of a situation, they are represented by the lawyers of the insurance company, who do everything possible to defend those listed in the suit.

ANNOUNCEMENTS. Prof. Smith recognized Chancellor Marchello. Dr. Marchello distributed two handouts. The first handout is a General Revenue Summary dated November 23, 1983, prepared by the Governor's Office which shows the need for a tax increase. Without some new revenue the Governor will need to cut $63.3 million from this year's planned expenditures. To the University this translates to a 3% reduction in appropriations that would have to be accommodated between now and June 30, 1984. The Governor has further stated that if there is not some tax action taken during the special legislative session which ends December 17, he will make the cut permanent. This would amount to about $600,000 for the Rolla campus. With the taxes the Governor has proposed, no cuts would be necessary and the cash flow reserve would be up from $52.8 million to $82.8 million. The handout depicts the impact both with and without an increase in new revenue for fiscal year 1984 and fiscal year 1985. The Governor and all others interested in higher education are soliciting help to encourage the legislature to adopt a tax increase. The second handout lists the goals of public higher education. A "Day of Concern for Higher Education" is to be held December 6 in Jefferson City. The consumers of education—parents and students—are encouraged to support this day. Due to the scheduling of this "Day of Concern," Chancellor Marchello announced that the combined Chancellor's Council and Academic Council meeting with Ms. Duana Linville previously scheduled for December 6 has been cancelled.
REFERRALS. Prof. Smith announced that a Resolution passed by the Student Council has been referred to the Admissions and Academic Standards Committee for review and report to Council. This Resolution has also been referred to the Student Affairs Committee for comment and recommendations to be forwarded to the A&AS Committee. The Resolution reads as follows:

Whereas, departmental return of midterm grades ranges from approximately seventy percent to one hundred percent,

Whereas, an informal survey of students' response to their midterm grades revealed that of the grades reported, the majority of the students had at least one grade incorrect,

Whereas, the Registrar prepares and distributes eleven copies to such offices as Financial Aid, Minority Engineering Program, Athletic Department and the student's department of study,

Whereas, some departments use midterm grades in advising their students,

Whereas, the Registrar spends an estimated $3000 on the correlation and distribution of midterm grades,

Whereas, the estimated cost of faculty preparation is $10,000,

Whereas, the total estimated cost for preparation, correlation and distribution of midterm grades is $15,000 or approximately $2.00 per undergraduate student,

Whereas, Student Council feels that midterm grades are very useful to the students, as an overall evaluation of their performance,

Whereas, Student Council feels that the faculty response to midterm grades is unsatisfactory,

BE IT RESOLVED THAT:
the faculty is to attempt to make midterm grades more reflective of the student's performance.

BE IT RESOLVED THAT:
if the faculty response cannot be improved, the administration divert equivalent funds to better other student services.

BE IT RESOLVED THAT:
the President of Student Council notify appropriate offices such as Academic Council, Admissions and Academic Standards Committee, and the Committee of Department Chairmen of this action.

BE IT RESOLVED THAT:
these offices explore ways to correct this situation.
Professor Smith also reported that a referral has been made to the Personnel Committee for discussion concerning the possibility of a faculty photo directory.

The Board of Curators will meet December 8-9 in Columbia. The Budgetary Affairs Committee will meet December 5. The next RP&A meeting is January 3, and the next Council meeting is January 19, 1984.

The meeting adjourned at 2:48 p.m.

Respectfully submitted,

Donald D. Myers
Secretary

*Complete document on file with smooth copy.

Minutes of the Academic Council meetings are considered official notification and documentation of actions approved.
UNK CURRICULA COMMITTEE 
COURSE ACTION REQUEST

I. ACTION REQUESTED: NEW COURSE , DELETION , CHANGE OF: Catalog Description X Course Number , Course Title , Credit Hours , Prerequisites , Curriculum X , Other .

Effective Date Fall, 1983

II. INFORMATION ON WHICH REQUEST IS BASED:
1. Department PSYCH (Social Sciences) ; Present Course No. N.A. ; Proposed N.A.
2. Course Title: Present N.A. Proposed N.A.
3. Catalog Description (limited to 40 words):
   Present: (P. 105, No. 2 for the B.A. degree requirement and P. 106, VIII. B., for the B.S. degree requirement) reads... Additional Courses to be elected from the following to total at least 12 hours: Industrial Psychology, Sensation and Perception, Physiological Psychology, Theories of Learning, Developmental Psychology, Personality Theory, Social Psychology, History and Systems of Psychology.
   Proposed: Two additional courses from each of the following three traditional areas of Psychology:
   1. Natural Science (Sensation and Perception, Learning, Cognitive, or Physiological);
   2. Social Science (Social, Personality, Developmental, or Abnormal); and 3. Applied (Industrial, Human Factors, Organizational, Environmental, Psychological Testing, or...
4. Credit Hours: Present: Lecture___, Lab___, Total___Behavior Modification
   Proposed: Lecture___, Lab___, Total___
5. Prerequisites: Present__ Proposed__
6. Required for Majors__; Elective for Majors__
7. Estimated Enrollment__; Instructor__
8. Proposed Text(s)________________________
9. Justification:
   To improve the B.A. and B.S. degree in psychology and to make it more closely reflect the field of modern psychology and to better make maximum use of currently existing resources in terms of Psychology faculty and the overall campus of UMR.
10. Additional Support Information (Attach Sheets as Necessary): a. Course Syllabus__, b. Instructor Qualifications__, c. Substantiation of need__, d. Course previously offered as Special Topics (#01, 201, etc.)__, Enrollment history__, Semester(s) offered__, e. Other See attachment

II. RECOMMENDED BY DEPARTMENT:

[Signature]
Chairman Signature

IV. RECOMMENDED BY SCHOOL/COLLEGE:

[Signature]
Wayne Cole
Dean Signature

V. RECOMMENDED BY UMR CURRICULA COMMITTEE:

[Signature]
Curricula Committee Chairman Signature

VI. RECOMMENDED BY ACADEMIC COUNCIL:

[Signature]
Academic Council Chairman Signature

Date: 22 March 1983

Date: 9/23/83

Date:

Action

Action

Form UMR CCI - 12/1/71; Revised: 6/16/82
I. ACTION REQUESTED: NEW COURSE, DELETION, CHANGE OF: Catalog Description, Course Number, Course Title, Credit Hours, Prerequisites, Curriculum X, Other

Effective Date Fall 1983

II. INFORMATION ON WHICH REQUEST IS BASED:

1. Department Electrical Engineering; Present Course No. ______; Proposed ______
2. Course Title: Present __________________________; Proposed __________________________
3. Catalog Description (limited to 40 words):
   Present: See attached curriculum
   Proposed: See attached curriculum

4. Credit Hours: Present: Lecture______, Lab______, Total______
   Proposed: Lecture______, Lab______, Total______
5. Prerequisites: Present ______
   Proposed ______
6. Required for Majors X; Elective for Majors ______
7. Estimated Enrollment ______; Instructor ______
8. Proposed Text(s) ______
9. Justification: See attached justification

10. Additional Support Information (Attach Sheets as Necessary): a. Course Syllabus ______
    b. Instructor Qualifications ______
    c. Substantiation of need ______
    d. Course previously offered as Special Topics (101, 201, etc.) ______
    Enrollment history ______, Semester(s) offered ______
    e. Other ______

III. RECOMMENDED BY DEPARTMENT:

Chairman Signature

IV. RECOMMENDED BY SCHOOL/COLLEGE:

Dean Signature

V. RECOMMENDED BY UMR CURRICULA COMMITTEE:

Curricula Committee Chairman Signature

RECOMMENDED BY ACADEMIC COUNCIL:

Academic Council Chairman Signature

Action

Date:

Action

Date:

Form UMR CCl - 12/1/71; Revised: 6/16/82
### The Electrical Engineering Curriculum

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</table>

**NOTE:** All electives must be chosen in conference with the student's advisor.

[1] Selected from Pol Sci 90 or Hist 112 or Hist 175 or Hist 176.

[2] A total of 6 hours credit of Mil. Sci. may be used as free elective credit.


[4] 12 hours of humanities/social sciences electives are required from approved list of humanities/social sciences. 6 hours must be chosen from humanities courses. The balance may be humanities or social sciences.

[5] 9 hours of technical electives must be chosen from approved courses in schools of science or engineering, of which 3 hours must be chosen from EE 300-level courses, exclusive of EE 300 (special problems).

[6] EE 231, EE 243, or EE 251 may be delayed until the second semester senior year to allow earlier registration in technical electives.


[8] Students emphasizing power should take EE 207 earlier.
### The Electrical Engineering Curriculum

#### Fall Semester 1984

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**NOTE:** All electives must be chosen in conference with the student's advisor.

[1] A total of 6 hours credit of Basic or Advanced ROTC may be used as free elective credit.


[3] A minimum grade of "C" must be attained in the required mathematics and physics coursework to satisfy graduation requirements and to enroll in upper division electrical engineering coursework.

[4] 12 hours of humanities/social sciences electives are required from approved list of humanities/social sciences. 6 hours must be chosen from humanities courses. The balance may be humanities or social sciences.

[5] 9 hours of technical electives must be chosen from approved courses in schools of science or engineering, of which 3 hours must be chosen from EE 300-level courses, exclusive of EE 300 (special problems).

[6] EE 231, EE 243, or EE 251 may be delayed until the second semester senior year to allow earlier registration in technical electives.

A grade of "C" or better required in EE 61 to enroll in EE 63.

Students emphasizing power should take EE 207 earlier.

[7] A grade of "C" or better required in EE 63 to enroll in EE 205, 207, 253, 265 and 273.

[8] 6 hours of free electives which may be taken on a pass/fail basis.
Pledges will be tested over Sigma Pi and the Daughters of the Emerald history. Tests will be given three times with pledges required to make a 100% to pass the test.

Pledge meetings will be held on day and time voted upon by pledges and the Vice President.

Section B: Big Brother Requirements

Any member of the Sigma Pi Fraternity in good standing and not graduating during the current semester is eligible to be a Big Brother.

The Little Sister Chairman will assign Big Brothers to Sisters according to the preference list prepared by each member of the Daughters of the Emerald.

Article XII: Approval

This constitution and any amendments thereof must be approved by the Student Affairs committee and Academic Council.
11. Military Science 40;

Course Title: From: Mil Sci 40 (Lect 1) To: Mil Sci 40 (Lect 1, Lab 1)

Catalog description: From: Development of leadership and management skills including map reading, land navigation, orienteering, professional attitudes, basic problems of Army officers as managers in their professional practice. Development of individual leadership abilities through diagnostic testing and practical exercises.

To: U. S. security issues, principals of war, individual communications skills, branches of the Army and introduction to Advanced ROTC. Lab is designed to develop individual leadership skills.

Credit Hours: Present: Lecture 1, Lab 0, Total 1
Proposed: Lecture 1, Lab 1, Total 1

Other: Lab Addition: Justification: Thirty (30) contact hours per semester is required by Department of Army for second year ROTC students. We currently provide only 15 contact hours. The required subjects can best be taught in a laboratory period in addition to the current lecture period. The Military Science Department must meet Department of the Army requirement to commission our students in the United States Army or Reserve Component.

12. Military Science 30;

Course Title: From: Mil Sci 30 (Lect 1) To: Mil Sci 30 (Lect 1, Lab 1)

Catalog description: From: Development of leadership and management skills, personal confidence and professional competence including a study of the arts of oral presentation, instruction and training management. Army opportunities for advanced education and development of individual leadership potential through practical exercises.

To: Historical perspectives of U. S. conflicts in the 20th century, aspects of the modern battlefield, and first aid. Lab is designed to develop individual leadership skills.

Credit Hours: Present: Lecture 1, Lab 0, Total 1
Proposed: Lecture 1, Lab 1, Total 1

Other: Lab Addition: Justification: Thirty (30) contact hours per semester is required by Department of Army for second year ROTC students. We currently provide only 15 contact hours. The required subjects can best be taught in a laboratory period in addition to the current lecture period. The Military Science Department must meet Department of the Army requirement to commission our students in the United States Army or Reserve Component.

D. OTHER:

Chemistry: From: Chemistry 14 to: Chemistry 3 and 8

Credit Hours: From: Present: Lecture 2, Lab 2, Total 4
To: Proposed: Lecture 3, Lab 2, Total 5

Justification: Vote of chemistry faculty to change curriculum for chemistry majors. (see attachment #1)
4. Mechanical Engineering 203; Kinematics

Prerequisites: From: Physics 23, EG 25, accompanied or preceded by EM 150 to: Physics 23, EG 25, accompanied or preceded by EM 150. An average academic grade point of 2.0 or better in Math/State 8, 21, 22 and Physics 23 is required for enrollment.

5. Aerospace Engineering 253; Aerospace Structures II

Catalog description: From: Continuation of AE 251 with an extended introduction to matrix methods for frames and stressed skin structures. Introduction to the dynamic behavior of structures. To: Introduction to the finite element method for static analysis of aerospace structures.

6. Aerospace Engineering 251; Aerospace Structures I

Prerequisites: From: EM 110 to: EM 110 and an average academic grade point of 2.0 or better in Math/State 8, 21, 22 and Physics 23 is required for enrollment.

7. Aerospace Engineering 231; Aerodynamics I

Prerequisites: From: ME 219 to: ME 219 and an average academic grade point of 2.0 or better in Math/Stat 8, 21, 22, and Physics 23 is required for enrollment.

8. Aerospace Engineering 213; Aerospace Mechanics I

Prerequisites: From: EM 160 to: EM 160 and an average academic grade point of 2.0 or better in Math/Stat 8, 21, 22, and Physics 23 is required for enrollment.

9. Aerospace Engineering 351; Intermediate Aerospace Structures

Catalog description: From: Extended study of subjects discussed in introductory aerospace structural analysis. Discussion of the displacement or stiffness method for static and dynamic analysis of complex aerospace structures including thermal effects. Introduction to the finite element method and to the failure of structures by fatigue. To: Discussion of the finite element method for static and dynamic analysis of complex aerospace structures. Solution of basic problems using established finite element computer programs.

10. History 280; American Military Experience

Prerequisites: From: Hist. 175 or 176 To: History 112, or 175, or 176 or Pol. Sci. 90.
MEMORANDUM TO: UMR Academic Council

FROM: UMR Curricula Committee

SUBJECT: Curricula Committee (1983-84) Report #1

The following new course additions, deletions and course change requests have been made to the UMR Curricula Committee, and after consideration, are herewith recommended to the Academic Council for approval.

A. NEW COURSE ADDITIONS:

NONE

B. COURSE DELETIONS:

1. Geology & Geophysics 455; Photogeology
   Lecture 2, Lab 1 - Total 3 hrs.
   Prerequisites: Geology 220

2. Geology & Geophysics 402; History of Geology
   Lecture 2 - Total 2 hrs.

3. Geology & Geophysics 370; Geology of Groundwater
   Lecture 3 - Total 3 hrs.

C. COURSE CHANGES:

1. Mathematics & Statistics 229; Elementary Differential Equations and Matrix Theory

   Course Title: to: Elementary Differential Equations and Matrix Algebra

   Catalog Description: from: Introduction to differential equations, matrices and determinants, vector spaces and linear transformations, and linear differential equations.

   to: This course is a combination of the simpler parts of Math/Stat 203 and 204. Solutions of linear differential equations and systems of linear algebraic equations are emphasized. Credit will be given for only one of the two courses Math/Stat 204 and 229.

2. Mathematics & Statistics 204; Elementary Differential Equations

   Catalog Description: from: First order differential equations, linear differential equations, Laplace transforms, with applications to physics, chemistry, and engineering

   to: Solutions for first order differential equations and linear differential equations of all orders are developed. Laplace transforms are introduced. Certain physical applications are covered. Credit will be given for only one of the two courses Math/Stat 204 and 229.
OTHER (Cont'd)

Mechanical Engineering Curriculum Change: (Attachment #2)

Change requested in (c) of Mechanical Engineering Curriculum sheet.
Justification: The note (c) on a grade point of 2.0 or better in Math 8, 21, 22, and Physics 23 required for enrollment in 200 and 300 level courses will now be applied to only ME 203 and ME 219. This will simplify the procedure for checking this requirement. Prerequisites are being changed to incorporate this requirement into the other 200 and 300 level courses.

Mechanical Engineering Curriculum Change: (Attachment #3)

Catalog Description: From: Present: 132 hours required for graduation To: 133 hours required for graduation.

Adding: Comp. Sc. 63 - Computer Programming Laboratory for 1 credit hour be added
Justification: With the reorganization of comp. sci. 73, the Department must include comp. sci 63 (Computer Programming Laboratory - 1 hr cr.) in its required curriculum. In order to maintain the necessary courses in science, humanities, social science and engineering, the Department requests the School of Engineering to increase the hours required for the BSME degree from 132 to 133 hours.

Respectfully submitted,

Thomas J. Herrick, Chairman
UMR Curricula Committee

Attachments
Established in 1870 as the mechanical arts institution in Missouri under the Morrill Act, the University of Missouri-Rolla is the land-grant school for energy, materials, and other technological programs. Thus, the campus will be the center in the state for the study of engineering and related sciences.

The University of Missouri-Rolla has, and will continue to strive for, excellence as a resident campus with its major strength being high-quality engineering programs which include activities and responsibilities in teaching, research, extension, and public service. A quality arts and sciences program must complement engineering and provide opportunity for baccalaureate degrees and for appropriate graduate degrees.

The University of Missouri-Rolla has principal responsibility within the University of Missouri system for professional and graduate education and research in the fields of engineering and the allied sciences of chemistry, computer science, geology, mathematics, and physics. It shall maintain its reputation as the technological center for the University and shall strive to achieve even greater national and international recognition for its engineering education and research activities. The campus shall serve in a leadership role for pre-college science and technology education in the State of Missouri.

The University of Missouri-Rolla shall continue to assist the state in attracting high-technology business and industries. The campus shall have an educational delivery system which serves not only on-campus students, but practicing professionals, and industry, as well as agencies of the local, state, and federal government. It will cooperate with other campuses in furthering the availability of engineering education throughout the state.
GOALS
PUBLIC HIGHER EDUCATION MEETING
JEFFERSON CITY
NOVEMBER 30, 1983

SHORT TERM (One Week)

1. Contact every member of the Missouri General Assembly regarding the need for a tax increase for all state services within the next six days.

2. Individual contributions to the Coalition for Tax Reform. (Donations will be accepted at the meeting)

   Mail checks to:

   Coalition for Tax Reform
   State Capitol, Room 115A
   Jefferson City 65102

3. A "Day of Concern for Higher Education"

   December 6, 1983
   State Capitol
   Jefferson City
   College and University Board members, students, alumni and staff.

   Coordinator: Ms. Cathy Hess Phone: 314/751-3940

LONG TERM (4-6 months)

1. TO EDUCATE MISSOURIANS TO THE NEED FOR TAX REFORM AND ADDITIONAL INVESTMENT IN HIGHER EDUCATION.

2. Active participation in a campaign for tax reform in every part of the state.
parking and traffic regulations

Student Motor Vehicle Registration

All student-operated vehicles in the Rolla area shall be registered with the University Police office and have either a campus parking permit or student registration decal affixed properly to the vehicle. A fee of five dollars shall be payable by any student in violation of this provision. There is no charge for the registration decal.

effective fall 1983
This edition of the UMR Parking, Security and Traffic Safety Regulations has been revised to include changes previously adopted by the Committee. Changes were approved by the Chancellor and filed with the Board of Curators as prescribed by par. 0302 UMR Traffic Regulations.

The regulations provide for the payment of established fees for parking privileges and set fees for violation of regulations set forth herein. Fees received under these regulations shall be used only to offset direct expenses involved in providing suitable parking facilities. Questions concerning these regulations or suggestions for improvement of campus traffic and parking should be directed to the University Police Department or to a member of the Committee.

RULES IN CAPSULE FORM

• All vehicles shall be parked heading into appropriately marked parking spaces.
• Visitors to the campus should park in the visitors’ lot but may park in any lot by notifying University Police Extension 4300.
• Parking permit subscribers shall park only in lots to which the permit purchased provides access.
• Students and employees without parking permits shall use only metered spaces.
• Regulations pertaining to lot and metered parking are enforced from 7:30 a.m. to 5:00 p.m. throughout the year, except on Saturdays, Sundays and the seven official University Holidays. (See Section .0211.)
• The Chief of Police, with the concurrence of the Committee Chairman, shall have the authority to suspend all or part of the parking regulations for specified period of time (e.g. semester breaks).
• Specially marked handicapped parking, driveways, yellow curbs and zones, areas not designated as a parking area and fire lanes shall be enforced at all times.
• University driveways, yellow curbs and zones and any other area not specifically designated as a parking area shall not be so used at any time.
• All student-operated vehicles must be registered. There is no charge for registration. (See Section .15.) Unexpired parking permits will be considered as valid registration.

11.0308 Parking and Traffic Regulations for the University of Missouri-Rolla. Effective Fall Semester 1983 (Bd. Min.).

.01 Statement of Policy
The size of the student body and the faculty,
include all property owned or leased by the University of Missouri located in Rolla, Missouri or vicinity.

.0210 “Drives or driveways” shall mean any street, alley, road or any area in parking lot which is not designated for parking and which is located on University of Missouri property.

.0211 “Official University Holidays” shall mean those holidays established by the University Policy and Procedure Manual, that is: New Year’s Day, Memorial Day, Independence Day, Labor Day, Thanksgiving Day and the Friday following and Christmas Day.

.0212 Where any person is described or referred to in the masculine gender, females as well as males are included.

.03 Parking, Security and Traffic Committee

.0301 The Committee shall be composed of three faculty members elected from each School or College for a two year term with one half being elected each year, two undergraduate students selected by the Student Council, one graduate student selected by the Council of Graduate Students, and the Director of the Physical Plant. Student terms shall be for one year. The Director of University Police shall be a member ex-officio. Two additional Committee members may be appointed by the Chancellor. The Chancellor shall designate one of the Committee members as Chairman.

.0302 The Committee shall have the power and authority to adopt rules governing the conduct of its business, including the appointment of and delegation of power to such subcommittees which may be necessary to implement these regulations.

.0303 The Committee shall have the power and authority to adopt supplementary regulations consistent with these rules for the purpose of regulating parking and traffic at the University of Missouri-Rolla. When such supplementary regulations are adopted by the Committee and approved by the Chancellor they shall become part of the UMR Parking and Traffic Regulations. A copy of the regulation changes made over a reasonable period shall be filed with the Board of Curators. The Regulations Booklet
shall be revised as necessary to include changes and printed in sufficient copies to provide adequate dissemination of information to the campus citizen through posting and placement in appropriate locations.

.04 Parking

.0401 The University, insofar as it is able, shall provide parking facilities for its regular employees. Insofar as it is able, the University shall provide on-campus parking facilities which shall be properly prepared, marked and maintained as University parking lots. All such lots shall be maintained for the use of the University employees, students and visitors to the University. Other persons employed on campus may apply to the Committee for use of parking facilities.

.0402 The Committee shall prescribe the rules governing the classification and use of parking lots, the qualifications for parking on lots, the rules for application, issuance and use of parking permits and any other rules needed to regulate parking.

.0403 The Committee shall establish parking fees for the use of University parking facilities, subject to the approval of the Board of Curators.

.0404 All on-campus parking facilities shall be under the charge and administration of the Committee.

.0405 Employees and students of the University shall pay at designated rates for permits to park in University facilities except on lots designated as free lots. The Committee may provide for the issuance of parking permits at the designated rate in special cases to non-employees who require parking facilities to provide service to the University.

.0406 Full-time employees of the University may use payroll deduction for payment for parking permits. All other employees and those full-time employees not using payroll deduction shall pay for their parking permit when application is made. Those who wish to obtain multiple vehicle permits and use payroll deduction for payment shall be paid by the holder of the application for vehicle #1.

.05 Regulation of Parking and Traffic

The Committee shall have the responsibility for formulating the parking and traffic
regulations governing all drives and areas of the Campus of the University of Missouri-Rolla. Recommendations for changes in traffic or parking regulations pertaining to city streets which pass through or near the campus will be forwarded to the Chancellor for his consideration and possible referral to city officials.

06 Penalties for Violations of Traffic Regulations

0601 The Committee shall prescribe penalties for violations of Parking and Traffic Regulations. Such penalties may include the assessment of a monetary fee and the suspension or revocation of parking privileges granted under these regulations. In addition, the Committee may refer to the Director of Student Activities for other appropriate disciplinary action, the case of any student who violates these regulations repeatedly.

0602 Methods for collection of fees for violations of these regulations by employees shall be established by the Committee.

0603 Any employee or student receiving a notice advising that he has violated a traffic regulation shall make payment of any monetary fee assessed therefore at the University Police Department within 30 days after receipt thereof, or file written exception to the assessment of the fee with the University Police Department within seven days from notice of the violation.

A set of guidelines for submitting an appeal shall be provided by the University Police Department when any employee or student indicates their desire to file written exception (an appeal). No exception or appeal to a violation may be made after this seven day period has passed. In the event a student fails to pay any monetary fee assessed for the violation notification within the 30 day period as set out above, a “hold credit” will be placed on his academic records until payment has been received. In the event an employee fails to pay any monetary fee assessed for the violation notification within the 30 day period as set out above, the fee assessed shall be withheld from his pay. In the event the employee or student files an exception or appeal within the seven day time limit set out above, collection or other adverse procedures shall be suspended until final disposition of the appeal.
Employees and students whose payment of a fine is in arrears by 30 days will be charged a collection fee of $5.00.

**Appeals Subcommittee and Procedures**

A subcommittee on appeals shall be appointed from the full committee consisting of a faculty member from each of the College of Arts and Sciences, the School of Mines and Metallurgy, the School of Engineering, a non-academic employee, an undergraduate student and a graduate student.

The duties of the Subcommittee on Appeals shall be to consider and adjudicate all complaints and/or petitions from employee and student body. Decisions by the Subcommittee on Appeals may be re-appealed to the Parking, Security and Traffic Committee.

In general, unless new or additional information has been made available, the Full Committee may not hear the re-appeal. If the Committee chooses not to hear the re-appeal, the decision of the Subcommittee shall be final pending appeal to higher authority as prescribed below.

The operational procedures of the Subcommittee on Appeals shall be determined by the officer presiding over the Subcommittee. He shall be responsible for keeping written records of all proceedings and actions taken and he shall make regular reports of the Subcommittee's work to the Committee. It shall be the duty of the officer presiding over the Subcommittee on Appeals to ensure that action on any appeal made to his Subcommittee is completed within twenty school days of his receipt of such appeal or appeal will automatically be granted.

If an appeal is denied by the Subcommittee, the student or employee who submitted such appeal may within 14 days from the notification of the decision of the Subcommittee on Appeals, request that a re-appeal be considered by the Committee. If the Committee denies the re-appeal or chooses not to hear it, the employee or student has the right of appeal to the Chancellor. This re-appeal must be made within 14 days from the notification of the decision by the Committee. The decision of the Chancellor shall be final, subject only to the right of appeal to the Board of Curators.
A referral of a student’s case to the Director of Student Activities under the provisions of paragraph .0601 may be appealed by the student in accordance with University regulations.

Parking Lots and Parking Spaces

.0801 Each parking lot or space shall be clearly identified as a University of Missouri-Rolla parking lot. A marker shall prescribe the type permit required, if any, for parking thereon or any other qualification for use.

.0802 The Committee may designate specific parking spaces for special purposes, such as for “official” vehicles, loading zones and motorcycles. Private vehicles may use loading zones for a period of only 30 minutes.

.0803 The Committee may meter parking spaces and provide for the meter parking conditions.

.0804 Parking lots other than the special purpose spaces of section .0802 shall be of the following categories.

.01 “Red" lots shall include those lots closest to the campus center. (Lots #1, #2, #5, #6)

.02 “Red Special " lots shall include the lot by the Buehler Building. (Lot #10).

.03 “Gold” lots shall include those lots near to the main campus, but further from the center than those defined in section .0804.01. (Lots #4, #7, #8, #12, #15, #18, #22 and #36)

.04 “Silver” lots shall include those outside the areas defined in section .0804.01 and .0804.03 and on the campus periphery. (Lots #9, 11, 13, 17, 19, 20A, 26, and 27.)

.05 “Special Residence” lots shall be those lots, whatever their location, which are open to parking by those with a special designation permit. They include the residents’ parking at Thomas Jefferson Hall, and the married students’ parking at Nagogami Terrace and the Stuart Apartments. (Lots #24, #16, and part of #11) As a general practice, responsibility for upkeep and operation of these lots shall be assigned by the Committee to another university operation.

.06 “General Purpose” lots shall be those lots, whatever their location which are open to parking by those without campus parking permits, e.g. the Golf Course Parking lot, Lots 20B and 20C.
“Visitor” lot. The lot located south of the University Center (Lot #21) is reserved for visitors. Employees, students and members of their families, (including those who hold parking permits or registration decals) shall not park in the visitor lot unless they park at the parking meters and activate them with coins. Any visitor receiving a traffic violation is encouraged to return it to the University Police Department for cancellation.

Parking Permits

.0901 Parking permits shall be required for all parking on the UMR Campus except for metered spaces and specifically designated lots or areas of lots as described in paragraph .0804.06 and .0804.07. Parking permits shall be affixed to the left rear bumper of the vehicle or in the case of a motorcycle the permit shall be affixed to the rear fender.

.0902 Parking permits shall be issued for specific lots on a priority system to employees, students and others authorized in Section .0405. The order of priority choice shall be:

.01 Handicapped Persons.
.02 Faculty (excluding graduate students), emeritus Faculty and Administrative Personnel.
.03 Full-time employees not included above.
.04 Part-time employees
.05 Students (first-come first-served). If further classification to establish priority within groups is needed, the years of the individual's qualification within his highest priority group shall be used. Priority assignments to other persons qualified under Section .0405 shall be at the discretion of the Chief, University Police under the supervision of the Committee.

.0903 Parking permit applications from employees for the Fall semester shall be made on or before a date specified by the Committee. Applications received by the due date will be maintained in a priority list based on paragraph .09.0902. Applications received after the due date will be served on a first-come first-served basis.

.01 The applications must be accompanied by the appropriate fee for the permits requested or by a signed authorization for payroll deduction.
.02 The Committee shall decide at which level
The following fee schedule shall apply for parking permits.

Permits for “Red” and “Red Special” lots shall be $30.00 for the calendar year.

Permits for “Gold” lots shall be $24.00 for the calendar year.

Permits for “Silver” lots shall be $18.00 for the calendar year.

Permits for motorcycle spaces shall be $9.00 for the calendar year. They shall park in any space specifically designated for motorcycle parking.

Refunds for unused parking privileges shall be made on a semester or summer session basis upon the return of the permit scraps to the University Police Department. The refund for a spring semester session shall be eighteen dollars for a “Red” or “Red Special” permit, fourteen dollars for a “Gold” permit, ten dollars for a “Silver” permit, and five dollars for a motorcycle permit. Refunds for a summer session will be five dollars for a “Red” or “Red Special” permit, four dollars for a “Gold” permit, three dollars for a “Silver” permit, and two dollars for a motorcycle permit. Refunds must be applied for before the beginning of a new semester. Refunds shall not be made on multiple vehicle permits unless all permit scraps are returned to the University Police Department.

Multiple Vehicle Permits. When a person or a car pool wishes to use a single LMR parking space for alternate vehicles at different times, additional permits (with a maximum of six (6) total) may be purchased by the original applicant for a two dollar service charge each. Such vehicles shall be consistently identified on pertinent permit application as vehicle #1, vehicle #2, etc.

Only holders of “Red Special” permits shall be permitted to park in a “Red Special” lot. Holders of “Red” and “Red Special” permits shall be permitted to park in any “Red”, “Gold” or “Silver” lot. Holders of “Gold” permits shall be permitted to park in any “Gold” or “Silver” lot. Holders of “Silver” permits shall be permitted to park in any “Silver” lot.
.10 Parking Violations

.1001 Regulation of parking shall be in effect Monday through Friday throughout the calendar year except for the seven official university holidays (see paragraph .02.0211). Hours of enforcement shall be from 7:30 a.m. to 5:00 p.m. Specially marked handicapped parking, driveways, yellow curbs and zones, areas not designated as a parking area, fire lanes and Thomas Jefferson parking lots shall be enforced at all times. The Chief of Police, with the concurrence of the parking, security and traffic committee chairman, shall have the authority to suspend all or part of the parking regulations for a specified period of time (i.e. semester breaks).

.1002 No motor vehicle on the UMR campus shall:

.01 Be parked so as to use more than one parking space.

.02 Be parked in a parking lot or parking space without a valid permit for that lot or space.

.03 Be parked at a parking meter during any time after expiration of the paid meter time, except as provided in Section .1001.

.04 Be parked in anything except head-in to a parking space.
A fee of five dollars shall be payable by any person who violates the provisions of this section.

.1003 No motor vehicle on the UMR Campus shall:

.01 Be parked on any portion of the Campus not specifically designated as a space for parking purposes.

.02 Be parked (official vehicles excepted) in a space reserved for the parking of official vehicles.

.03 Have affixed to it a counterfeit, altered, bogus or otherwise non-issue parking permit.

.04 No motor vehicle on the UMR Campus shall be parked in a parking space designated and marked for use by handicapped persons unless the operator of the vehicle is handicapped and the special Handicap decal is affixed to the left rear bumper of the vehicle along with a current, valid permit.
A fee of fifteen dollars shall be payable by any person who violates the provisions of this section.

.1004 If multiple vehicle permits have been issued under the provisions of section .0904.07 and more than one of the vehicles is parked on any permitted lots, the original applicant’s vehicle shall be considered to be parked legally. A fee of fifteen dollars shall be payable by the registrant of each additional vehicle. In addition violations of this rule may be considered cause for revocation of the multiple vehicle parking privilege. The University Police may grant exception to this rule for limited occasional use upon prior request.

.11 Traffic Violations

.1101 No motor vehicle shall be operated on the campus of the University of Missouri-Rolla:

.01 In a careless or reckless manner.
.02 In excess of the posted speed limit on any University street or drive.
.03 In the wrong direction on a street or drive designated for one direction of traffic only.
.04 On any part of the campus other than an existing street, driveway, alley or parking lot (except when performing an official act specifically authorized by the University).

A fee of fifteen dollars shall be payable by any person who violates the provisions of this section.

.12 University Police

.1201 The Chancellor has assigned responsibility for enforcement of the regulations to the University Police Department. In this parking and traffic regulation enforcement role, except in cases involving felony by motor vehicle or possible felony by motor vehicle, the Department operates under the coordination of the Chairman, Parking, Security and Traffic Committee.

.1202 Every person operating or parking a motor vehicle on the UMR Campus shall abide by the directions and commands of the University Police in such operation and parking. A fee of fifteen dollars shall be payable by any person who violates the provisions of the section.

.13 Parking and Traffic Income

Income provided to the University through these regulations (permit fees, meter in-
come and violation fee) shall be used only for the direct expenses and administrative cost involved in providing suitable parking facilities.
Expenditure of these funds will be under the direct supervision of the Committee, and an open accounting for expenditures will be provided periodically.

.14 Towing and Impounding
The Chief, University Police or his designated representative is authorized to impound and remove any motor vehicle illegally or improperly parked on grounds of the University. The owner or legally responsible operator of such vehicle shall pay all towing and storage charges involved and neither the University Police nor University assumes liability when vehicles are towed.

.15 Student Motor Vehicle Registration
All student-operated vehicles in the Rolla area shall be registered with the University Police office and have either a campus parking permit or student registration decal affixed properly to the vehicle. A fee of five dollars shall be payable by any student in violation of this provision. There is no charge for the registration decal.

.16 Use of Unmotorized Bicycles
.1601 No bicycle shall:
.01 Be stored on Campus walks, pedestrian paths or grassed area.
.02 Be permitted in any University buildings or doorways.
.03 Be ridden on sidewalks, only walked.
.1602 Bicycles shall:
.01 Be parked in one of the bicycle racks provided at various convenient locations.
.02 Be walked on sidewalks.
.03 Give the right-of-way to pedestrians.
.1603 A fee of three dollars shall be payable by any person who violates the provisions of this section. The University Police may impound any bicycle found in violation of the provisions. Impounded bicycles shall be returned upon payment of the violation fee and proper identification of the bicycle by the owner.
.1604 Bicycles are permitted to be operated on all University streets and drives. Loss or theft of bicycles while on University property shall be reported to the University Police.
It is suggested that bicycle owners have their bicycles marked for identification by University Police to facilitate tracing of stolen bicycles. All bicycles should be locked and parked appropriate racks.
### GENERAL REVENUE SUMMARY

**WITH AND WITHOUT REVENUE AND TAX INITIATIVES**

(In Millions)

<table>
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<tr>
<th>FY 1984</th>
<th>Without New Revenues</th>
<th>With New Revenues</th>
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<tr>
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<td>$ 54.4</td>
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<tr>
<td>Revenue Estimate¹</td>
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<tr>
<td>Total Revenue Available</td>
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<td>Total Obligations²</td>
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<td>(2,435.4)</td>
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<td>Subtotal</td>
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<td><strong>BUDGET CUTS³</strong></td>
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<tr>
<td>Cash Flow Reserve</td>
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<td>82.8</td>
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**FY 1985**

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<tr>
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<tbody>
<tr>
<td>Cash Flow Reserve</td>
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<tr>
<td>Revenue Estimate⁴</td>
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<td>Total Revenue Available</td>
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<td>Total Obligations⁵</td>
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<td>(2,586.4)</td>
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<td><strong>AVAILABLE FOR SERVICE IMPROVEMENTS⁶</strong></td>
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<tr>
<td>Cash Flow Reserve⁷</td>
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UMR Parking, Security and Traffic Committee
Report to the Academic Council
1 December 1983

I. Annual Reports:
The Parking, Security and Traffic Committee provides an Annual Report to the Chancellor each August. A copy is sent to the Academic Council Office.

II. Financial Review:

A. Account: Parking Lot Operations

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<th>FY</th>
<th>Beginning Balance</th>
<th>Income</th>
<th>Expenditures</th>
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<td>78-79</td>
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<td>82-83</td>
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<td>$54,440.26</td>
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<td>83 to 11-28-83</td>
<td>$39,604.76</td>
<td>$36,059.01</td>
<td>$26,170.87**</td>
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*Includes $40,000 transferred to Parking Lot Maintenance
**Includes $15,000 transferred to Parking Lot Maintenance

B. Account: Reserve for Parking Lot Maintenance

Current Budget: Transfers

<table>
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<td>Transfers</td>
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Year-to-date Expenses

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<td>$51,404.85</td>
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</table>

Remaining Balance

|                     | $3,595.15 |

SERVICE-PROTECTION-SAFETY

an equal opportunity institution
III. Central Area of Campus Parking Space Analysis*

A. Parking Spaces Available (According to Current Color Groups)

<table>
<thead>
<tr>
<th>Parking Lot Color Group</th>
<th>Before**</th>
<th>Present</th>
<th>After***</th>
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<tbody>
<tr>
<td>Red</td>
<td>246</td>
<td>241</td>
<td>295</td>
</tr>
<tr>
<td>Gold</td>
<td>449</td>
<td>534</td>
<td>392</td>
</tr>
<tr>
<td>Silver</td>
<td>503</td>
<td>798</td>
<td>553</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>1,198</strong></td>
<td><strong>1,573</strong>**</td>
<td><strong>1,240</strong></td>
</tr>
</tbody>
</table>

*Excludes loading zones, handicap parking, metered parking, and other special stalls; also excludes Lots 12, 15, 20-A, 21 Nagagomi Terrace and Thomas Jefferson.

**Before refers to early 1981, prior to any action taken to expand parking facilities in anticipation of Mineral Engineering Building construction.

***After refers to the time when the Mineral Engineering Building, the Engineering Management Building, the Health-Information-Security Building, and the Alumni-Theater-Art Building are completed; and several temporary buildings are removed.

****Certain lots are currently underutilized, especially #9, 13 and 22. A reasonable estimate of stalls not being utilized would be: 280 spaces.

B. Other On-Campus Areas That Could Be Converted to Parking:

58 spaces gained

C. Other Areas Not Presently Owned by UMR That Could Be Converted to Parking:

66 spaces gained

IV. Current Parking and Traffic Regulations: Copy attached

V. Current Parking Lot Map: Copy attached
Minutes of the Regular Meeting
of the Intercampus Faculty
Council
of 15 December, 1983 in U. Hall

Attendance at the meeting was made nearly impossible by an uncooperative weather. Only seven of the Council members were able to be present.

The minutes of the November meeting were approved, and the following meeting dates were set: 24 January, 19 February, 15 March, 12 April.

There was discussion concerning a withholding by the Governor, and how the University would respond to such an action; tax reform and its chances of success in the near future, and the bond issue.

There appear to be some difficulties in the area of patents, in that information regarding the patent becomes public before the patent is granted. It was suggested that the IFU invite Bob Wolfe to visit with us concerning patents.

A final item of discussion concerned the criteria for program evaluation.

The meeting was then adjourned.

Marian Petersen, for George Young.
MEMORANDUM TO: UMR FACULTY

January 12, 1984

SUBJECT: AGENDA for the Academic Council meeting, Thursday, January 19, 1984, at 1:30 p.m. in G-5 of the Humanities-Social Sciences Building.

I. Approval of the minutes of the December 1, 1983, meeting of the Council.

II. Administrative reports and responses to actions approved by Council
   A. Administrative report
      1. Budget Update J. Marchello
   B. Administrative response - None

III. Reports of Standing and Special Committees
   A. .0406.02 Admissions & Academic Standards (No Report) T. Herrick
      1. Performance Criteria for UM Admission Requirements
      2. Student Council Resolution on Mid-Term Grades (Dec. 1, 1983; XIII, 4.21)
   B. .0406.04 Budgetary Affairs (10 minutes) A. DeKock
      1. Budget Update
   C. .0406.07 Curricula Committee (No Report) T. Herrick
      1. Procedures for Curriculum Changes (Jan. 20, 1983; XII, 5.19)
   D. .0406.13 Personnel Committee (No Report) A. Culp
      1. Faculty Photo Directory (Dec. 1, 1983; XIII, 4.21)
   E. .0406.14 Public Occasions (5 minutes) R. Schaefer
      *1. 1985-86 Proposed UMR Calendar
      *2. Proposed Public Events Dates for 1985-86
   F. .0406.15 Rules, Procedures and Agenda (No Report) R. Schowalter
      1. Clarification of Term "Full-Time Faculty" (Aug. 25, 1983; XIII, 1.19)
   G. .0406.17 Student Affairs (5 minutes) R. Medrow
      1. Final Examination Schedule (Nov. 19, 1983; XI, 4.22)
      *2. Scheduling of Hour Examinations (Aug. 25, 1983; XIII, 1.19)
      3. Recognition of Student Organization Constitutions
         *a. Chi Alpha
         *b. UMR Chapter of Campus Crusade for Christ
         *c. UMR Young Democrats
   H. Presidential Screening Committee (3 minutes) J. Pogue
   I. Long Range Planning (5 minutes) H. Sauer
      1. Liaison Committee
      2. Steering Committee
         *a. Endorsement on Clientele and on Goals
         *b. Tentative Endorsement on Programs and Services
         *c. Modification of Schedule
   J. Intercampus Faculty Council (ICFC) (No Report) D. Day
      *1. Minutes of November 22, 1983 ICFC Meeting
   K. U-Wide Staff Benefits Committee (5 minutes) W. Brooks
      *1. Referral on Staff Benefits Improvements (Mar. 24, 1983; XII, 7.9; Sept. 22, 1983; XIII, 2.16)

IV. New Business

V. Announcements
   A. Referrals C. A. Smith

*Supplementary materials sent to Academic Council members and department chairmen.

NOTE: ADDITIONAL MATERIAL HAS BEEN INCLUDED IN MEMBERS' PACKETS FOR INFORMATION PURPOSES ONLY: FIVE YEAR SUMMARY OF UMR'S CAPITAL REQUEST AND FUTURE SPACE ASSIGNMENT TO CERTAIN PRESENT BUILDINGS.
PART I: MISSION OF
THE UNIVERSITY OF MISSOURI AND ITS CAMPUSES

University Mission

As a single public institution of higher education, the University of Missouri will continue to fulfill its responsibilities in teaching, research, and extension as a part of the national/international academic and scientific community. The University also will provide other services which are by-products of instruction and research or needed as the result of the University's unique knowledge base. In all these activities, the University will be responsive to the citizens of the State.

The University will continue to offer a wide range of high-quality baccalaureate, professional, graduate, and extension programs designed to prepare students to achieve positions of leadership and responsibility and to fulfill their potential. In the public sector of higher education in Missouri, the University is the only institution offering doctoral and advanced professional programs. The University shall provide the best possible education for those who meet its admission requirements, which are designed to insure a reasonable probability of achieving appropriate educational goals.

As the only public research institution in the State, the University has a major and expanding commitment to research, scholarly work, and creative activity. This commitment enriches and supports teaching and extension educational programs by making available to students the intellectual excitement and challenge found only at the frontiers of learning, as well as producing new knowledge and new understandings which benefit the people of the State. In its research and creative activities, the University will seek and respond to opportunities for cooperative projects with external organizations where such projects are consistent with the University's basic educational missions.

As a land-grant institution with an extension mission, the University is responsible for using its educational resources to extend knowledge to the people in order to improve the quality of life for Missourians.

The campuses are deliberately diverse. Each campus has unique responsibilities for teaching, research, extension, and public service programs. Yet each campus also maintains a strong arts and sciences program, essential to the University's commitment to provide liberal education. The University is committed to cooperative efforts among its individual units to provide the optimal contribution by the total University to the citizens of the State.

To fulfill its responsibilities to the State and its various constituencies, the University will regularly assess the quality, effectiveness, and efficiency of its programs and services.
In meeting its responsibilities, the University is committed to the important principle of academic freedom. Academic freedom and the related responsibilities protect the search for truth and its open expression, which are indispensable to the success of the University.

As an equal opportunity/affirmative action institution, the University will provide the greatest possible access to those qualified to benefit from its programs.

University of Missouri-Columbia Mission

University of Missouri-Kansas City Mission

University of Missouri-Rolla Mission

University of Missouri-St. Louis Mission
PART II: CLIENTELE TO BE SERVED

Through its instructional, research, and service programs, the University of Missouri serves principally the citizens of Missouri. In doing so, the University responds selectively to the educational needs of a diverse clientele. This section of the document delineates the clientele to be served; the goals and objectives to be pursued on behalf of the clientele are presented in Part IV.

-- The University's primary responsibility is to serve students and citizens of Missouri. The University also enrolls students from other states and countries to contribute to greater world understanding and to provide a richer learning environment for Missouri residents.

-- The University's educational programs are available to those who meet its admission standards. Entering students are expected to have education skills of sufficient breadth and depth for successful completion of University work. Admission standards must be rigorous enough to screen out those with little chance of success, yet flexible enough to provide access to able but educationally disadvantaged students.

-- Employers constitute an important clientele of the University. As the University produces educated citizens, it also provides a capable work force to meet the needs of employers.

-- As part of an international research community, the University engages in research and creative programs to improve the quality of life and to contribute to an increased standard of living throughout the world. Through these programs, the University also directly serves Missouri citizens, businesses, government and service agencies, and cultural organizations.

-- The University of Missouri has a responsibility, shared with other educational institutions in the State, to bring educational opportunities to students who are unable to leave the areas of their residences. In addition to the programs provided on its four campuses, the University serves Missouri citizens located throughout the State through its extension and continuing education programs.

-- As by-products of its instructional and research programs, the University provides direct services to a large number of Missouri citizens, businesses, organizations, and governmental agencies.

Given limited resources, no single institution can address all the needs of its various clientele. Thus, it is incumbent upon the University to identify the needs of highest priority. In determining these priorities, the University will depend heavily on the extent to which its clients have significant and demonstrable needs which can be addressed by programs of high quality.
PART III: ELEMENTS OF DISTINCTIVENESS

In serving the needs of its clientele, the University emphasizes its unique features and strengths as Missouri's largest and most comprehensive public institution of higher education. The distinctive features of the University include the following.

-- The size and comprehensiveness of the institution make possible a wide variety of undergraduate, graduate, and professional programs.

-- The multi-campus nature of the University increases its ability to offer programs to citizens of the State in various locations.

-- The University is the only public institution in the State which offers doctoral programs and emphasizes research as major academic missions. This emphasis on advanced education and research attracts faculty who are at the forefront of knowledge in their disciplines.

-- The University has a long tradition of offering clinical and cooperative educational programs, emphasizing the creative integration of theory and application. This tradition will be continued.

-- The land-grant status of the institution provides both opportunities and responsibilities to which the University will continue to respond.

-- The University has sufficient strength in some program areas for the achievement of national and international recognition. These strengths will continue to be identified and enhanced.

-- The strong emphasis on quality that has characterized the University's programs and services in the past will be given even greater attention in the future.

-- The University's four campuses are purposefully and by virtue of their historical development quite diverse in their missions, clientele served, and areas of programmatic strength. This diversity enhances the University's ability to respond to the extensive educational needs of Missourians and provides rich opportunities for cooperative programs.

In modifying and enhancing the quality and effectiveness of its programs in the years ahead, the University will build on these distinctive elements in an imaginative manner, ever mindful that the University is but one, albeit important, aspect of a system of higher education in Missouri.
PART IV: GOALS AND OBJECTIVES

The goals presented below represent major responsibilities and focal points for action for the University; the objectives describe the major steps that are to be taken toward achievement of these goals over the next year. It is through accomplishment of these goals and objectives that the mission of the system will be fulfilled and the needs of students and other constituents will be met. It is expected that the University's goals will be reviewed and revised as necessary every few years. The University's objectives will be reviewed and updated annually.

Student Development

Goal 1:
All baccalaureate graduates of the University should have a sound intellectual foundation in the liberal arts and sciences which provides the ability to reason and think critically, write and speak coherently, understand important issues confronting society, understand the importance of international affairs in an increasingly interdependent global environment, continue learning throughout life, understand our culture and history, appreciate the fine arts and the humanities, utilize computer technology effectively, and understand major scientific and technological influences in society.

Goal 2:
In addition to a general education, graduates of the University should have a sound background in their areas of specialization which will enable them to pursue their chosen goals.

Goal 3:
The University should provide an environment which will contribute to the personal and social development of its students.

Goal 4:
The University is committed to reducing economic and physical barriers for students.

Goal 5:
The University strives to attract a student body that is diverse in race, age, and sex.

Consistent with these general goals, the following specific objectives will be accomplished.

Objective 1:
Each campus should prepare and submit to the President annually an enrollment plan. Such plan should reflect expected changes in the State's demography and include the projected mix of the student body on a variety of dimensions (e.g., graduate/undergraduate, age distribution, in-state/out-of-state).
Objective 2:
The University should increase its efforts to attract outstanding students through faculty, student, and alumni visits to middle schools and high schools, designation of special scholarships, utilization of extension centers in each county, and other means. The University should provide leadership for identifying talented students at an early age and facilitate the educational experiences of such students.

Objective 3:
Through scholarships and other programs, the University will increase its effort to attract minority students.

Objective 4:
Each campus should insure that, within generally accepted prerogatives of the faculty, appropriate policies and procedures exist for the handling of transfer credit.

Objective 5:
In order to provide incentives for experimentation and innovation in instruction, the University will dedicate resources and award grants annually on a competitive basis. UMca will develop the guidelines for such a program during 1984 and obtain the necessary funding for implementation by May 1, 1985.

Objective 6:
During 1984-85, the campuses, with the assistance of UMca, will improve the University's ability to assess the extent to which it accomplishes its instructional mission. In particular, the University will improve its information in regard to: the extent to which students' skills and knowledge are improved by the University; the placement of graduates; the percentage of graduates who choose to pursue advanced study; achievement of alumni; and self-assessments by students of their educational experiences and outcomes. Annual reports concerning degree of accomplishment of the instructional mission will be submitted to the Board.

Research
As indicated in the statement of mission, the University has a "major and expanding commitment to research, scholarly work, and creative activity." Fulfillment of this commitment serves the needs of the State and nation and also enriches ongoing instructional and extension activities. The following goals will be pursued.

Goal 1:
The University's primary goal in research is to discover, expand, and apply knowledge.
Goal 2:
The University has a special responsibility to respond to the research needs of the State to the extent that such needs can be met competently with available resources.

Goal 3:
A goal of the University for the coming decade is to strengthen its research and to increase its visibility on a national and international scale.

Goal 4:
Without infringement upon academic freedom and the need for a diverse array of research activities, the University will provide focused research programs which respond to societal needs and take advantage of the University's unique resources.

Goal 5:
Major efforts will be made by the faculty of the University to incorporate research into educational programs in order to insure the maximum possible benefit for students.

Consistent with these general goals, the following specific objectives will be accomplished.

Objective 1:
Each campus will be encouraged to take the necessary steps to increase both the quantity and quality of research and creative activity. Each campus should recommend to UMca any changes in policies and procedures necessary to facilitate achievement of this objective.

Objective 2:
The University will double its sponsored research funding by 1990. The President will report annually on progress in reaching this goal.

Objective 3:
Based on recommendations from the campuses and Cooperative Extension, the University will designate centers for development of outstanding applied research programs which will focus on major problems of concern to the State and nation. Proposals are to be submitted to the Vice President for Academic Affairs by no later than September 1, 1984. The Vice President, with the advice of an appropriate faculty group, is to make recommendations to the President by December 1, 1984.

Objective 4:
The Vice President for Academic Affairs, with the advice of the Chancellors, will appoint a faculty task force to recommend strategies and incentives for increasing the number of joint research projects with industry and other external agencies or organizations.
The task force is to submit its recommendations to the President by November 1, 1984.

Service

All of the programs and activities of the University are provided for the benefit of the citizens of Missouri. Thus, accomplishment of the goals and objectives listed above will constitute service of the highest order to Missourians. There are, however, several additional goals which will be pursued in order to meet the University's responsibilities to the State and to local communities.

Goal 1:
The University will continue to seek the goals stated in the Morrill, Hatch and Smith-Lever Acts, which form the basis of its status as Missouri's land-grant institution, along with Lincoln University.

Goal 2:
Through the various extension programs of the University, special emphasis should be placed on providing practical information derived from strong research programs.

Goal 3:
The University will provide leadership in assisting the State to improve the quality of education in the public school system and will encourage faculty, especially within the Colleges of Arts and Sciences and Education, to work as partners with the Missouri Department of Elementary and Secondary Education, public school administrators, and public school teachers.

Goal 4:
Special efforts will be made to increase collaborative efforts with the professions in order to enhance overall quality of instruction and practice.

Goal 5:
The University will continue to provide opportunities for intellectual, artistic, aesthetic, cultural, and athletic experiences to the general public.

Goal 6:
Through its instruction, research, and service, the University will continue to contribute to the economic vitality of the State.

Goal 7:
The University will seek to increase the participation of Missouri citizens in all levels of education.
Consistent with these general goals, the following specific objectives will be accomplished.

**Objective 1:**
A UMca task force is to be appointed by the Vice President for Academic Affairs by March 1, 1984, to determine ways in which the University might assist the State in improving the quality of education in the public school system. The task force is to submit its report to the President by no later than June 1, 1984.

**Objective 2:**
By the Fall semester of 1985, the University will have in place a series of in-service programs in subject-matter areas for elementary and secondary teachers. Such programs should capitalize on the strengths available within the University system.

**Objective 3:**
The University will initiate a special program designed to more effectively inform Missouri citizens of the benefits of participating in higher education programs. This program will be developed by UMca in close consultation with public and private secondary schools. The initial outline of such a program is to be completed by July 1, 1984, with full implementation scheduled for no later than October 1, 1984.

**Objective 4:**
The University will evaluate the performance of extension programs in contributing to the achievement of the University's mission. The President will report the results of such evaluations annually to the Board.

**Faculty**

The principal resource of any University is the faculty. As indicated by the following goals and objectives, the University of Missouri is committed to extremely high standards of accomplishment over the next five years:

**Goal 1:**
The University will facilitate excellence in teaching and research in all ways possible, including the provision of a supportive environment.

**Goal 2:**
It is important to emphasize standards and expectations for faculty performance which reflect the University's commitment to excellence. Standards and reviews of performance developed for salary adjustments, promotion, tenure, and other rewards must reflect the relative quality of faculty contributions. To the extent that expected levels of quality are not achieved, appropriate action should and will be taken.
Goal 3:
A high priority is to increase faculty compensation to levels befitting a university which seeks to be competitive on a national scale.

Goal 4:
A stronger commitment will be made to professional development of faculty.

Goal 5:
The University will direct policies and procedures to facilitate the attainment of high quality and to enable faculty to concentrate their time on teaching, research, extension, and public service.

Consistent with these general goals, the following specific objectives will be accomplished.

Objective 1:
By 1988, the University will have achieved an average faculty salary equivalent to the average salary in the Big 8/Big 10. By 1993, the University will have achieved an average faculty salary equivalent to the average salary in the Big 10.

Objective 2:
The University will double the number of endowed professorships by 1988. A plan to achieve this objective is to be developed by the task force to increase giving to the University (see Financial Objective 3).

Objective 3:
The University will seek to increase substantially the support services available to faculty. Special emphasis will be placed on increases in clerical and technical support staff and access to computer resources.

Objective 4:
By May 1, 1985, the University will develop a program to provide early retirement options that are in the best interests of faculty and the University.

Objective 5:
The President, in consultation with the Chancellors, will evaluate existing processes for performance evaluation and determine if improvements can be made. A description of the evaluation and its results will be presented to the Board no later than January 1, 1985.

Programs

The University is committed to offering programs of high quality and to attaining special recognition for excellence in selected fields. The
following goals and objectives reflect this commitment to qualitative development.

Goal 1:
A goal of the University is to improve the quality of its programs and thereby do a better job for Missourians and enhance its national and international reputation.

Goal 2:
The University will aspire to special recognition for excellence in selected fields.

Goal 3:
The University should emphasize graduate and professional education in selected fields.

Goal 4:
In order to enhance geographic accessibility to a broad array of programs, the University will continue to develop cooperative programs across its various campuses.

Goal 5:
Through developing technology, the University will endeavor to provide increasing access to educational offerings and information on a state-wide basis.

Goal 6:
In addition to offering high quality in all of its programs, the University should expand its honors and other special programs of particular interest to outstanding students.

Goal 7:
The University should initiate an ongoing evaluation process to determine its program offerings and priorities for the future. Principal focal points for evaluation should be quality, need for the program, contribution to mission, financial considerations, and comparative advantage.

Consistent with these general goals, the following specific objectives will be accomplished.

Objective 1:
The Academic Affairs Council will evaluate the University's present internal process for reviewing academic programs and make recommendations for improvement to the Cabinet by July 1, 1984.

Objective 2:
By January 1, 1985, the Academic Affairs Council will propose specific mechanisms for developing more cooperative efforts in
academic programs within the University, where such cooperative efforts can effectively increase quality or serve unmet needs in an efficient way.

Objective 3:
Each campus of the University is to set priorities for academic programs consistent with the criteria and process in Appendix B. Priorities are to be determined by March 15, 1985.

Objective 4:
By May 1, 1985, at least ten programs will have been selected to maintain or to achieve national and international eminence by 1995. Such programs should draw on the strengths available throughout the University, including the development of formal cooperative programs where appropriate.

Administration and Staff

The University of Missouri is committed to the attraction and retention of high quality staff who can contribute to the fulfillment of mission and attainment of the goals and objectives listed elsewhere in this document. The goals to be pursued in this area are as follows.

Goal 1:
The University seeks to provide an administrative environment noted for its excellence in the support of faculty and students and in the overall management of the University.

Goal 2:
The compensation of administrative and support staff should be competitive.

Goal 3:
Performance reviews should be conducted on a regular basis to enhance long-range development, as well as to provide a base for salary adjustments and promotions. To the extent that satisfactory performance is not achieved, appropriate action will be taken.

Goal 4:
A commitment will continue to be made to the professional development of staff.

Goal 5:
The overall administrative environment of the University should encourage consultation with staff in decisions which affect them and to which they can contribute important and knowledgeable advice.
Consistent with these general goals, the following specific objectives will be accomplished.

Objective 1:
By 1988, the University will have achieved an average salary for administrative personnel equivalent to the average salary for comparable positions in the Big 8/Big 10. By 1993, the University will have achieved an average salary for administrative personnel equivalent to the average salary for comparable positions in the Big 10.

Objective 2:
By 1988 the average salary for office and technical staff employed by the University should be equivalent to the average salary for comparable positions in the local area.

Objective 3:
The President, in consultation with the Chancellors, will evaluate existing processes for performance evaluation of the administrative and support staff to determine if improvements can be made. The President will provide a description of the evaluation and its results to the Board by January 1, 1985, and biannually thereafter.
Preface

This report is the product of several months of effort on the part of numerous groups and individuals. The Long Range Planning Steering Committee for the University of Missouri was appointed by the Board of Curators to accomplish two major tasks: to chart future directions for the University of Missouri and to establish an ongoing planning process. Early in its work the Steering Committee decided that input should be solicited from the campuses and Cooperative Extension on an ongoing basis; consequently, each campus and Cooperative Extension formed a "liaison committee" to provide suggestions to the Steering Committee and to react throughout the process to major initiatives being proposed. The result of this approach has been the involvement of a large number of people, and future planning efforts will continue to solicit widespread participation. Members of the Steering Committee and the five Liaison Committees are listed in Appendix A.

In the course of preparing its recommendations, the Steering Committee recognized that the environment of higher education in Missouri and in the nation is rapidly changing. There are numerous economic, technological, demographic, political, social, and competitive forces that greatly affect the institution's future, and the Steering Committee has done its best to take cognizance of such forces in framing its recommendations. On the other hand, this report has been prepared in the spirit of taking the initiative to actively chart and control the University's destiny. Through proactive planning one can hope to positively influence the future, and it is the Committee's belief that the University of Missouri has many more reasons to be optimistic than pessimistic. The years ahead pose significant challenges in the maintenance of enrollments, budgetary support, and the level of quality to which Missourians have been accustomed, and these challenges should not be underestimated. They can be met most effectively by an institution which has clearly articulated its goals, objectives, and implementation strategies for the future.

Part I of this report presents the missions of the University of Missouri and each of its four campuses. Building on the statement of missions, Part II of the report identifies in more detail the clientele to be served. Part III focuses on the ways in which the University of Missouri is different, its "elements of distinctiveness." Within the overall context provided by the foregoing, Part IV identifies the goals and objectives to be pursued by the University over the next several years. These goals and objectives are for the system as a whole and provide a set of directional signals for each of the four campuses. Part V identifies the planning principles and process to be employed in the future to insure that the recommendations of the present report are implemented and that individual campuses establish ongoing planning efforts. Each of five parts of the report is purposefully brief to facilitate concentration on the major issues and directions established for the system.
It should be emphasized that this is only the first step of an ongoing process. Individual campuses will soon be setting priorities among their degree programs; system administration will be launching major initiatives in response to the recommendations contained in this report; campuses will be articulating their own responses to the system-wide objectives--these and other actions will necessitate widespread participation and commitment to the task. The Steering Committee invites reactions to this first report as the process continues to unfold. Shaping the future is a task of a body corporate, and your participation is invited.
Future Directions
The University of Missouri

A Report of
the Long Range Planning Steering Committee
of the
Board of Curators
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EXECUTIVE GUIDELINE NO. 17
Date: April 26, 1982

4.0004.17 Executive Guideline on Financial Planning

In any period of financial stringency, the University's educational services to the people of Missouri would be greatly diminished. Hence, those in the University community are obligated to do the sound planning that would enable the University to avoid such a situation or, in the event of financial crisis, to preserve its educational functions to the greatest extent possible.

Effective preventive planning can help to preserve the basic missions of the University, including the unique roles which it serves in the state's higher education system. At each level of operation, the administration and faculty must continue to establish priorities among these missions as a basis for sound resource allocation.

In planning to prevent or to cope with a financial crisis, the educational interests of students are of high importance. Planning must also take into account the essential contributions to the University's operation which are made by administrative and support staff. The University's Plan for Equal Opportunity and Affirmative Action is yet another factor which must be considered. Financial stringency must not become a cloak for abandoning the University's commitments in any of these areas.

.01 Warning Signs

The University community must always be alert to signals which warn that a financial crisis may be near. The following items are examples of some indicators of possible financial problems that warrant immediate attention by campus budget committees, Chancellors, and the central administration staff. These examples are neither mutually exclusive nor listed in order of importance.

a. State appropriations insufficient to meet contractual commitments.

b. A substantial loss of students on one or more campuses.

c. Mandated increases in costs or functions which are not equaled by funding resources.

d. Inflationary cost increases not matched by adjustments for inflation in revenue sources.
e. An absolute decline in dollar income from one year to the next, without corresponding program or student reduction.

f. A budget that is inflexible because of firm commitments, with the concurrent inability to respond to emergencies; for instance, a very high ratio of S&W to E&E funds.

Whenever these indicators are observed, an evaluation of the situation must be made and the preventive planning activities specified in this Executive Guideline at Section .04 must be intensified.

.02 Resource Committees

Faculty must be meaningfully involved through regular on-going mechanisms with the total University fiscal situation.

Appropriate committees with faculty members at the system and campus levels shall be created or designated to advise in educational planning, to appraise resource needs and fiscal conditions, and to advise on allocation and reallocation of resources. Primary responsibility for projections of fiscal resources and their allocation rests with the campuses, with necessary support and coordination functions being provided by central administration offices. Hence, it is especially important that each campus have such a resource/planning committee or committees, each including a substantial number of faculty members designated by a representative elected faculty governance body, to be informed by and to be involved with the Chancellors and their staffs in dealing with campus fiscal planning and allocation. Similarly structured advisory committees should also be considered within major campus administrative subdivisions. Except for required faculty membership, the composition of such committees is a prerogative of the campus or subunit.

It is essential that all relevant data be made available to these committees. Responsible persons should coordinate their efforts to insure the regular and timely provision of forecasting data to these committees related to programs and to anticipated fiscal resources.

.03 Effective Use of University Resources

A careful examination of resource use must be undertaken by these resource/planning committees on a regular basis. As a part of this review, the
University will expand its efforts in the area of performance audits. For instance, productivity in administrative offices, faculty loads, physical plant activities, and research centers will be assessed. The University must look as carefully at its administration and support personnel picture, at the efficiency of certain seasonal offices, at bidding and purchasing operations, as it does at faculty staffing patterns. Each campus and the central administration shall set up a regular procedure by which resource committees can systematically examine such issues. Expert advice from outside the University may be employed if appropriate.

Possible Retrenchment Steps to be Taken if Financial Stringency is Threatening

The University routinely takes steps to improve its financial situation as a part of sound management practices. However, if warning signals of financial stress are detected, the appropriate planning and fiscal resource allocation committees, working with University administration, should identify and recommend additional measures short of declaring exigency that could be adopted. Such possibilities include, but by no means are limited to, the following:

a. Reduction of faculty positions through attrition or nonrenewal.

b. Adjustment of faculty and staff work loads, so long as the faculty can remain professionally active and the staff effective.

c. Reduction or elimination of administrative and support services.

d. Modifications of the staff benefits and retirement program to provide incentives for voluntary early retirement and part-time appointments and to provide equitably for persons terminated because of the financial situation.

e. Reduction or elimination of academic programs.

f. Professional development programs to enable faculty and staff to accommodate to the changing needs of the University.

g. Limitations on enrollments.
h. Decreased numbers of courses and frequency of offerings, and increased class size.

i. Conversion to nine-month of twelve-month appointments.

j. Increased utilization of short-term non-tenurable positions.

k. The closing of facilities.

These actions could have quite serious impact upon the quality of the University's educational mission and must be carefully weighted against the severity of the economic situation. The University, as a University, must not be sacrificed in order to avoid hard decisions about retrenchment or financial exigency.

.05 External Relations

The University always attempts to maintain full communication with state officers, alumni, and the public about its financial situation. During any period of retrenchment or financial stringency, however, it will be especially important that a coordinated effort be made to (a) seek full public understanding of the University's crisis, including an explanation of the impact of planned reductions; (b) solicit special alumni and other private gifts to minimize educational cutbacks.

Chancellors should take appropriate steps to provide for implementation of this Executive Guideline on the individual campuses.

James C. Olson
President
The minutes of the December 15 meeting were approved as distributed.

President Olson presented the governor's recommendation for 1984-85 allocation which is 3.8% over the 1983-84 allocation before the 2% withholding. This amounts to an allocation of $173.6 million. The President doubted that the state would be able to fund this meager appropriation. Dr. Olson proposed that all of the 3.8% should go for salary adjustment. The University continues to be able to borrow to maintain the status quo. Since salaries have not risen as fast as predicted, the University may be able to reduce their contributions to the Retirement Fund and make available more money for salaries. In addition, the administration is considering increasing the 8.1% fee increase already approved for 1984-85. This could go as high as 15%. Finally, the President is considering imposing financial exigency or at least program reduction.

The Long Range Planning Committee has completed a mission statement and goals and objectives for the University. They have asked for a campus review of all academic programs. The campuses are to assess each program as to size and quality (using approved criteria) and designate each program for enhancement, maintenance, reduction, or elimination. This report is due by March 1, 1985.

The President advised the council of the Marriott bill in the legislature which calls for a statewide common numbering system for courses with an annual review and a uniform transfer of credit among all campuses. The Administration will attack this bill through the cost of the program. (How do they expect to obtain a uniform numbering system statewide when the University can't agree on a system of numbering?)

Each campus reported on the progress of admission requirements as applied to transfer students. Each campus reported on the formation of political action groups. Columbia has formed a group called "Higher Education Rescue Operation." Rolla is beginning to form a group. President Olson welcomed the organization of such groups and thought there should be some coordination of activities among the campuses.

The Council had an hour question-and-answer session with Shaila Aery, Commissioner of Higher Education. She talked about the reassessment of Plan III for Higher Education and the review of programs in agriculture, education, and computer science. Dr. Aery also indicated that the final appropriation for the University would be larger than the governor's recommendation.

Respectfully submitted:

George R. Young
Secretary
SUMMARY of reports, actions, referrals and announcements at the meeting of the Academic Council held on January 19, 1984.

1. Approval of the minutes of the December 1, 1983, Council meeting.
2. Administrative Report — Budget Update
3. Budgetary Affairs Committee Report
4. Public Occasions Committee Report
   Approval of Proposed 1985-86 UMR Calendar and Public Events Dates
5. Student Affairs Committee Report
6. Presidential Screening Committee Report
7. Long Range Planning Report
   Endorsement of Statements on Clientele and Goals
   Tentative endorsement of statement on Programs and Services
8. U-Wide Staff Benefits Committee Report
9. Announcements
The January 19, 1984, meeting of the Academic Council was called to order at
1:30 p.m. by Professor Carol Ann Smith, Council Chair. Professor Smith
announced one substitution: Asst. Dean Ronald Fannin for Dean Robert L.
Davis. Professor Smith also announced the new location and telephone number
of the Academic Council Office—the Office is now located in Room 212 Parker
Hall; the telephone number is 341-4972. Professor Smith asked for any
corrections, additions, or deletions to the minutes of the December 1, 1983,
Academic Council meeting. Hearing none, the minutes were approved as circulated.

ADMINISTRATIVE REPORT. Chancellor Marchello distributed three handouts and
presented a budget update to Council. Chancellor Marchello reviewed the first
handout which tabulates the 1983-84 General Operating Budget Review listing
the appropriations, the 2% withholding announced by Governor Bond on December 19,
which will be a permanent reduction, etc. This reduction amounts to $397,800
for the Rolla Campus. The Board of Curators met on December 20 to discuss
how to respond to the withholding of 2% of appropriations for the remainder
of this fiscal year. The 1984-85 mandated and needed budget adjustments
(including the 2% reduction in appropriations, telecommunications, library
acquisitions, fuel and utilities, expense and equipment, salary and wages,
benefits, computer maintenance, scholarships) were discussed. Chancellor
Marchello reported that he met with campus budget directors on January 5
and identified areas to reduce expenditures and confirmed these plans. This
amounted to a $102,000 reduction. With regard to fees, Chancellor Marchello
reported that at the July 1983 meeting of the Board of Curators, the Board
approved an 8.1% fee increase for 1984-85. Taking into consideration this
fee increase and also the expected decline in enrollment for 1984-85 and the
above mandated and needed budget adjustments, UMR has an unidentified remain­
ing need of $1,799,961 for 1984-85. The sources of these needed funds could
include a fee increase above the 8.1%, appropriations above the new base,
and/or program reductions. These sources and amounts have not yet been
identified. Tuesday, January 17, Governor Bond presented his budget message
to the General Assembly. Governor Bond is recommending appropriations
increase above the restoration of the 2%. If the General Assembly approved
the Governor's recommendation, about $700,000 would need to be provided
from increased fees (above the 8.1%) or from campus retrenchment. Chancellor
Marchello stated that he does not know what will happen with regard to fees.
The President has talked about increasing fees over the 8.1% which will
reduce the cuts that would be needed.

Chancellor Marchello next distributed copies of Executive Guideline No. 17,
dated April 26, 1982. This Guideline lists the actions and plans that need
to be followed as financial stringency is entered. All the warning signs of
financial stringency have been apparent for several years. Chancellor
Marchello referred Council to page 3, section .04 (Possible Retrenchment
Steps to be Taken if Financial Stringency is Threatening) and stated that
these steps have been taken. The steps are as follows:
a. Reduction of faculty positions through attrition or nonrenewal.

b. Adjustment of faculty and staff work loads, so long as the faculty can remain professionally active and the staff effective.

c. Reduction or elimination of administrative and support services.

d. Modifications of the staff benefits and retirement program to provide incentives for voluntary early retirement and part-time appointments and to provide equitably for persons terminated because of the financial situation.

e. Reduction or elimination of academic programs. (Some programs have been reduced, but there has as yet been no elimination of academic programs at UMR).

f. Professional development programs to enable faculty and staff to accommodate to the changing needs of the University.

g. Limitations on enrollment.

h. Decreased numbers of courses and frequency of offerings, and increased class size.

i. Conversion to nine-month of twelve-month appointments.

j. Increased utilization of short-term nontenurable positions.

k. The closing of facilities.

These are the actions to be followed in financial stringency and have to be followed before financial exigency is declared. The third handout distributed by Chancellor Marchello is a memorandum dated 1/18/84, subject: Retrenchment. Chancellor Marchello stated that the objective of this action is to hold open as many positions as possible for those affected by the forthcoming reductions.

BUDGETARY AFFAIRS. Professor DeKock, Chairman of the Budgetary Affairs Committee reported to Council that the Committee has met and discussed in detail the items enumerated by Chancellor Marchello. The Committee has considered each of the options listed in Executive Guideline No. 17. The Committee is aware that this campus has cut and cut very deeply across the board. There are no pockets of fat in the budget on the Rolla Campus. In the absence of further information from the Governor or Legislature, the Committee does not have anything further to report at this time. Professor Gale asked if the items just discussed by Chancellor Marchello were listed in order of priority. Chancellor Marchello responded that the retrenchment steps in Executive Guideline No. 17 are not listed in any priority. Professor Gale asked if the Budgetary Affairs Committee has established any priorities for submission to the Academic Council. Prof. DeKock responded that the Committee has stopped short of setting any priorities feeling that when this stage is reached, sensitive issues are being dealt with. If it comes to program reduction, priorities will have to be made, but the Committee does not feel that it would be beneficial to establish priorities before it is necessary. Prof. Gale stated that he could appreciate this point of view, but that he also felt that the disparity that exists in the academic programs between UMR and the other campuses
within the system that it would help to defend the academic programs at UMR. Prof. DeKock responded that he did not feel this would be useful as it would appear as an attempt to protect our own hides. Prof. Gale felt that perhaps we should protect our hides. Prof. Smith asked if the Committee will keep Council advised over the semester and also questioned if Prof. DeKock was saying that the Committee feels that everything has been done but program reductions and that there will be program reductions unless there is more money coming into the system. Prof. DeKock responded that the Committee met last week and at that time felt that there were so many options that may or may not come about in the next two weeks to two months that, in the absence of any additional information, the Committee did not want to take any specific action.

PUBLIC OCCASIONS. Prof. Schaefer asked for a motion that the Academic Council approve the Proposed 1985-86 UMR Calendar and the Proposed 1985-86 Public Events Dates circulated with the agenda* (Full Copy). Prof. Ken Oster so moved and the motion was seconded by Prof. Alofs. Prof. Wilhite put forth a substitute motion that the entire 1985-86 calendar be put back one week—changing the beginning and ending dates for fall and spring semesters to Aug. 20 - Dec. 21, and Jan. 13 - May 18. The substitute motion was seconded by Prof. Babcock. Prof. Wilhite stated that this would allow more time after the Christmas holiday to make use of the Library and Computer Center facilities. Prof. Babcock stated that he felt the additional time in the summer for students to work would be beneficial for them with the increase in fees. Prof. Schaefer stated that the students prefer more time before Christmas to spend with their families. Prof. Pursell questioned if the purpose of the motion was to allow more time between semesters after Christmas. Prof. Wilhite responded in the affirmative. Prof. Babcock then withdrew his second. The motion was then seconded by Prof. Leightly. Prof. Emanuel questioned if Commencement is December 22 and if finals were still given on the 21st, would grades be due on the 24th. It was felt that the Registrar's Office could require the grades by the 23rd. Prof. Pursell stated that the public school system is now going to be required to begin school in the fall after Labor Day and the substitute motion would put the UMR beginning date closer to the public school schedule. Prof. Smith called for a vote on the substitute motion to adjust the 1985-86 UMR Calendar by changing the beginning and ending dates of the semesters and the summer session one week later than the time listed on the proposed calendar. As the voice count was too close to determine, Prof. Smith asked for a raise of hands. The substitute motion was defeated by a vote of 12-17.

Prof. Wilhite proposed another substitute motion to delay the beginning and ending dates of the spring semester and the summer session by one week. This substitute motion was seconded by Prof. Leightly. Prof. Babcock stated that he opposed this motion because it would prevent students from being able to join the summer job market as early as they do now. Prof. Herrick supported this idea in that many students are able to get summer jobs because they can join the work force at an early date. Prof. Leightly stated that in talking with interviewers on campus, he was told that UMR students were wanted and that their beginning date did not effect their getting summer jobs. Prof. Herrick stated this might be true in the engineering field, but that not all
students were able to get these jobs, and many were competing in the general type of employment pool. Prof. Smith called for a vote on the substitute motion to begin and end the spring semester and the summer session one week later than listed on the proposed calendar. The motion was defeated. Prof. Smith next called for a vote on the original motion to approve the Proposed UMR Calendar for 1985-86 and the Proposed Public Events Dates for 1985-86 as circulated with the agenda. The motion carried unanimously.

STUDENT AFFAIRS. Professor Medrow referred to Attachment III.G.2. circulated with the agenda* (Full Copy) reporting on the second item on the agenda under the Student Affairs Committee—Final Examination Schedule—and moved that this item be removed from the agenda. The motion was seconded by Professor Elifrits. Hearing no discussion on the motion, Prof. Smith called for a vote on the motion; the motion carried by unanimous vote. Prof. Medrow next referred Council to Attachments III, G.3.a,b,&c circulated with the agenda* (Full Copy) and moved that the Council recognize the student organizations: Chi Alpha, UMR Chapter of Campus Crusade for Christ, and UMR Young Democrats. The motion was seconded by Prof. Harvey and passed by unanimous vote of Council.

PRESIDENTIAL SCREENING COMMITTEE. Professor Pogue reported that most of the committee action is confidential. The committee consists of 12 individuals from the University. Through December and January, the Screening Committee received nominations for president from the campus committees. The Screening Committee is working to evaluate these nominations and to make 5-8 recommendations to the next committee by February 1. The Screening Committee is on schedule.

LONG RANGE PLANNING. Professor Sauer reminded Council that the Long Range Planning Liaison and Steering Committees identified seven critical issues that they have been considering individually. These seven issues are:

1. Missions
2. Clientele
3. Goals & Objectives
4. Programs & Services
5. Comparative Advantage
6. Organisational Structure and Governance Mechanisms

At the December meeting of the Academic Council, Council endorsed the University Mission Statement and gave tentative endorsement to the statements on Clientele and Goals and Objectives. At this time, Professor Sauer requested that Council give endorsement to the concepts in the statements on Clientele and Goals. Prof. Sauer called the attention of Council to the fact that the changes made in these statements from those reviewed at the December Council meeting have been highlighted on the statements dated 12/8/83 circulated with the agenda* (Full Copy) for this meeting. At the December Council meeting, Council did not make any recommendations for changes in the statement on Clientele. The changes highlighted were suggested by the other campuses. Prof. Sauer moved that Council endorse the concepts of the statement on Clientele dated 12/8/83. The motion was seconded by Chancellor Marchello and carried by unanimous vote.
Professor Sauer next referred Council members to the statement on Goals also dated 12/8/83 circulated with the agenda* (Full Copy) and pointed out to Council that this statement is no longer entitled "Goals and Objectives," but is now "Goals". The objectives are to be developed separately. The Steering Committee met and established 47 objectives. That list has been reduced to 32 and will be distributed with the agenda for the February Council meeting. Prof. Sauer drew the attention of Council to page 2 of the Statement on Goals, paragraphs 2 and 8 of that page. These paragraphs are the two statements that Council requested be reworded. Prof. Sauer reported that the eighth paragraph is not exactly as Council recommended, but that the responsibility of improving the quality of education in the public school system is now expanded to include all faculty even though the wording—especially within the Colleges of Arts and Sciences and Education—was included at the request of the other campuses. Prof. Sauer moved that the Academic Council endorse the concepts of the statement on Goals dated 12/8/83. The motion was seconded by Chancellor Marchello and carried by unanimous vote of Council.

The Statement on Programs and Services, dated 12/8/83, circulated with the agenda* (Full Copy) was next discussed. Prof. Sauer reported that this is the first time this statement has been brought before Council. One change has been made in this statement—under Section III, Need for the Program, an additional paragraph has been added. Paragraph "f" reads: Staff adequate in numbers and expertise to support the activities of the programs. Prof. Sauer moved tentative approval of the concepts defined in this statement on Programs and Services. The motion was seconded by Chancellor Marchello. Prof. Babcock drew attention to Section III, Paragraph D, and stated he felt uncomfortable with this statement. Prof. Babcock felt this statement inferred that the University should establish new curricula to attract more minority and female students, to meet affirmative action goals, whereas, he felt new programs should be chosen on the basis of their being legitimate for the full-fledged university. Prof. Sauer stated, that on the other side of the coin, if there is a special need, the University should provide for that need. Hearing no further discussion, Prof. Smith called for a vote on the motion for Council to give tentative endorsement of the concepts stated in the Programs and Services draft dated 12/8/83. The motion carried by unanimous vote.

Professor Sauer reported that Critical Issue No. 5, Comparative Advantage, no longer exists as a separate entity. Currently the Steering Committee is working on Critical Issue No. 6, Organizational Structure and Governance Mechanisms. The campus liaison committees have made recommendations to the Steering Committee. A draft statement on Organizational Structure and Governance Mechanisms will be presented to Council at the February meeting. Prof. Sauer reported there have been no real changes proposed in the basic structure of the University. The Liaison and Steering Committees still propose the existence of the Board of Curators, president, vice presidents, chancellors, deans, department chairmen, and faculty groups.
Professor Sauer called attention to Attachment III, I.2.c. circulated with the agenda* (Full Copy). This attachment is a time schedule for the campus liaison and steering committees. The committees are on schedule in terms of the final report; however, the group will be as much as one year behind schedule in terms of program reviews. The original schedule called for the campus groups to finish work on program reviews in April and for the Steering Committee to review the campus program reviews in May. This process has been extended through March of 1985. Professor Smith asked if the UMR Mission Statement would be before Council at the February meeting. Prof. Sauer stated that there have been no changes made in the UMR Campus Mission Statement that was previously presented to Council. The Campus Liaison Committee will be reviewing this statement at their next meeting which will be held February 3. Prof. Sauer encouraged faculty to submit any comments regarding the UMR Mission Statement to him before that date.

U-WIDE STAFF BENEFITS COMMITTEE. Professor Brooks referred Council members to Attachment III.K.1. circulated with the agenda* (Full Copy) and reported that in March of 1983 the Committee was charged by the Academic Council to explore the questions listed in this attachment. The answers given by the Committee were obtained from the actuaries. The first question: What would be the cost of offering derivative benefits for those who vest and leave the University? The Committee reported that there are three options:

a. The individual could receive derivative benefits from date of separation with associated actuarial reduction (no estimate of the reduction was given but would be substantial).

b. The individual could receive benefits and derivative benefits at age 65 (this would amount to 80-90% of benefits).

c. The individual could receive full benefits at 65 with no derivative benefits (the current situation).

At the present time the Committee feels that option c is the most logical and desirable. Prof. Brooks explained that question #1 deals with those individuals who vest in the program and then leave the University early. Prof. Pursell stated that if the University is forced to terminate non-academic staff some of these individuals may have a number of years of service and that they are not leaving at their choice. He felt, therefore, their benefits should be protected. Prof. Brooks stated that the Committee is concerned more and more with this situation and is working to protect benefits of the individual. Prof. Babcock asked if it would be any more costly to give an individual a choice between option b and c. Prof. Brooks stated that he would have the Committee pursue this question.

Professor Brooks next referred to question #2: What would be the cost for full retirement with 35 years of service with no age requirement? Prof. Brooks reported that it is estimated this would involve a 50-60% increase in the cost of this plan. The increase would largely be due to the non-academic constituency who often commence employment in their teens. Retirement at age 55 would double the cost. Retirement at age 60 would involve a 10% increase in cost. The cost of the pension plan to the University is 9% of the payroll which amounts to $12 million per year. Prof. Sauer asked if the Committee would support retirement at 35 years with a minimum age of 60.
Prof. Brooks responded that the Committee is very reluctant to recommend changes that would require a substantial increase in the budget. If the funds could be made available, the Committee would be willing to recommend changes in the current policy. Prof. Sauer stated that one of the objectives that will be considered by the Long Range Planning Steering Committee is making early retirement more attractive, and felt this should be considered by the Staff Benefits Committee. Prof. Brooks replied that this is a question that is still being discussed and considered by the Committee. The Staff Benefits Committee continually reevaluates the budget situation and the advisability of changing the benefits policy.

Question #3 was next discussed: What would be the cost to provide service credit beyond the present maximum of 35 years?

Prof. Brooks reported that to change the maximum to 40 years would cost about 5% which would amount to approximately $600,000 per year. Again the Committee has considered this over a continuing period. It is still on the Committee agenda and until the money can be found, a recommendation to change the policy will not be made. Prof. Brooks moved that the Academic Council accept this report from the U-Wide Staff Benefits Committee and remove the item from the agenda. The motion was seconded by Prof. Babcock. Prof. Sauer stated that since the Staff Benefits Committee is still considering these items, he would like to see the item remain on the agenda. Prof. Brooks replied that he makes a yearly report to Council and that he would prefer to continue to do this and to have this specific referral item removed from the agenda. Prof. Hamblen asked if a Blue and White Summary will still be available. Prof. Brooks replied that in order to save cost, the Summary will be available every two years instead of every year. Hearing no further discussion, Prof. Smith called for a vote on the motion; the motion carried.

Professor Smith asked if there were any questions or discussion regarding the two information copies circulated with the agenda (a five year summary of UMR capital requests and a space assignment list showing by building the present space assignment and the space assignment to be made after the opening of the Mineral Engineering Building). Prof. Leighly questioned the desirability of using the Rolla Building as a museum. He commented that the Rolla Building is a fire trap and would not be a desirable location for items of value. Chancellor Marchello stated that this would be looked into.

ANNOUNCEMENTS. Prof. Smith announced the Long Range Planning Liaison Committee will meet Feb. 3 and any comments or recommendations concerning the Campus Mission Statement should be forwarded to Prof. Sauer before that date. The Budgetary Affairs Committee is requesting cost-saving input from faculty be sent to Prof. DeKock. The Board of Curators will meet Feb. 9-10. The next Academic Council meeting is Feb. 16. The agenda deadline for that meeting is Feb. 2.

The meeting adjourned at 2:46 p.m.

Respectfully submitted,

Donald D. Myers
Secretary

Minutes of the Academic Council meetings are considered official notification and documentation of actions approved.
PROPOSED UMR CALENDAR
1985-86

ATTACHMENT III.E.1.

FALL SEMESTER 1985

Freshmen orientation Aug. 13, Tues.
Student registration 8:15 a.m. - 4:30 p.m. Aug. 15, Thurs.
Registration ends 3:00 p.m. Aug. 16, Fri.
Classwork begins 7:30 a.m. Aug. 19, Mon.
Labor Day Holiday Sept. 2, Mon.
Mid-Semester Oct. 12, Sat.
Thanksgiving vacation begins 7:30 a.m. Nov. 27, Wed.
Thanksgiving vacation ends 7:30 a.m. Dec. 2, Mon.
Last Class Day Dec. 6, Fri.
Reading Day Dec. 7, Sat.
Final Examinations begin 8:00 a.m. Dec. 9, Mon.
Final Examinations end 5:30 p.m. Dec. 14, Sat.
Fall semester closes 5:30 p.m. Dec. 15, Sun.
Fall Commencement

SPRING SEMESTER 1986

Student registration 8:15 a.m. - 4:30 p.m. Jan. 6, Mon.
Student registration ends 3:00 p.m. Jan. 7, Tues.
Classwork begins 7:30 a.m. Jan. 9, Thurs.
Mid-Semester Mar. 1, Sat.
Spring recess begins 7:30 a.m. Mar. 13, Thurs.
Spring recess ends 7:30 a.m. Mar. 17, Mon.
Spring break begins 7:30 a.m. Mar. 29, Sat.
Spring break ends 7:30 a.m. Apr. 7, Mon.
Last Class Day May 2, Fri.
Reading Day May 3, Sat.
Final Examinations begin 8:00 a.m. May 5, Mon.
Final Examinations end 5:30 p.m. May 10, Sat.
Spring semester closes 5:30 p.m. May 11, Sun.
Annual Commencement

SUMMER SESSION 1986

*Summer Session begins May 12, Mon.
Memorial Day Holiday May 26, Mon.
Independence Holiday July 4, Fri.
*Summer Session closes 12:00 noon Aug. 9, Sat.

*The summer sessions on the Rolla campus are of variable length. Registration times and dates for specific sections to be announced.

CLASS SESSIONS

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NOTE: For the St. Louis Graduate Center, all class sessions/holidays/examinations will coincide with the calendar of the University of Missouri-St. Louis evening program. Registration times and dates to be announced later.

The attention of the faculty is called to the respective religious and other holidays that a substantial number of students may wish to observe, such as:

16 September 1985 Rosh Hashana 12 February 1986 Ash Wednesday
25 September 1985 Yom Kippur 17 February 1986 Washington's Birthday
8 December 1985 Hanukkah 27 March 1986 Maundy Thursday
20 January 1986 Martin Luther 28 March 1986 Good Friday
King Holiday 24 April 1986 Passover
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<td>National Merit Day</td>
<td>October 25, 1985</td>
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<td>University Day</td>
<td>October 26, 1985</td>
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<td>Homecoming</td>
<td>October 18-19, 1985</td>
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<td>Parent's Day</td>
<td>October 12, 1985</td>
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<tr>
<td>Commencement</td>
<td>December 15, 1985</td>
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<tr>
<td>Commencement</td>
<td>May 11, 1986</td>
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<tr>
<td>Summer Open House</td>
<td>July 11, 1986</td>
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NEXT STEPS--UNIVERSITY OF MISSOURI PLANNING

**January**
1. Finalize criteria for program review.
2. Respond to organizational and financial issues.
3. Begin work on specific objectives (draft to be presented by staff).

**February**
1. Review campus mission statement.
2. Finalize organizational and financial issues.
3. Continue work on objectives.

**March**
1. Approve final mission statements for campuses.
2. Review first draft of Steering Committee report.
3. Continue work on program reviews.

**April**
1. Work on final report.
2. Review first draft of campus objectives.
3. Review results of program reviews on campuses.
4. Review and approve planning/budgeting processes to be used by each campus.

**May**
1. Approve final report.
2. Review first draft of campus objectives.
3. Review results of program reviews on campuses.
4. Review and approve planning/budgeting processes to be used by each campus.

**Campuses**

**Steering Committee**
MEMORANDUM TO: Academic Council

FROM: William Brooks
U-Wide Staff Benefits Committee

RE: Referral on Staff Benefits Improvements

January 19, 1984

The charge was to explore the following questions with the actuaries relative to the University Pension Plan.

1. Cost of offering derivative benefits for those who vest and leave the University

   There are three no cost options:
   a. Derivative benefits from date of separation with associated actuarial reduction (no estimate of the reduction was given but would be substantial)
   b. Benefits and derivative benefits at age 65 (80-90% of benefits)
   c. Full benefits at 65 with no derivative benefits (the current situation)

2. Cost for full retirement with 35 years of service with no age requirement:
   a. Estimated 50-60% increase in cost of plan. Largely due to non-academic constituency who often commence employment in their teens (55 years of age would double cost. Age 60 - 10% increase in cost)

3. Cost to provide service credit beyond present maximum of 35 years.
   a. To change the maximum to 40 years would cost about 5%.

A motion will be made to remove this item from the agenda.
**UNIVERSITY OF MISSOURI-ROLLA**

**Request for Capital Items**

**Five Year Summary**

*(1983 dollars)*

<table>
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<tr>
<th>Description of Items</th>
<th>Requested State Appropriations</th>
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<tr>
<td>Mineral Engineering Building (Construction) 80-20</td>
<td>$14,680,000</td>
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<tr>
<td>Engineering Management Building (Construction) 80-20</td>
<td>2,452,000</td>
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<tr>
<td>Auditorium/Music/Alumni Building (Construction) 60-40</td>
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<tr>
<td>Electrical Engineering Building (Renovation &amp; Rehabilitation)</td>
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<td>Gale Bullman Multi-Purpose Building (Construction)</td>
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<td>Health, Information and Security Building (Construction)</td>
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<tr>
<td>Mathematics and Computer Science (Building Completion)*</td>
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<tr>
<td>Civil Engineering Building (Renovation &amp; Rehabilitation)</td>
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<td>Power Plant Conversion for Services and Support</td>
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<td>Norwood Hall (Renovation &amp; Rehabilitation)</td>
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<td>Physics (Renovation &amp; Rehabilitation)</td>
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<td>Graduate Studies Center (Construction)</td>
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<td>Physical Plant Service and Support Buildings (Construction)</td>
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<tr>
<td>Library (Building Addition)</td>
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Note 1 - funding requirements during this five year period for preservation, compliance with state and Federal handicapped regulations, energy management and life safety and code compliance will approximate an annual expenditure of $1,500,000.

* Building planning completed in basic building - scope of initial construction was limited by available funding.
## SPACE ASSIGNMENT

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<thead>
<tr>
<th>Building</th>
<th>Present</th>
<th>After Mineral Engr. Bldg. Opens</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mining</td>
<td>Mining, Petroleum, and Geological Engineering, Engineering Graphics</td>
<td>Temporary quarters*</td>
</tr>
<tr>
<td>Bldg. C</td>
<td>Nuclear Engineering</td>
<td>Temporary quarters*/Demolish</td>
</tr>
<tr>
<td>Bldg. D</td>
<td>Geo/Petro/Mining</td>
<td>Temporary quarters*/Demolish</td>
</tr>
<tr>
<td>T-1</td>
<td>Graduate Students</td>
<td>Demolish</td>
</tr>
<tr>
<td>T-11</td>
<td>OPI, Printing, Physical Plant</td>
<td>Demolish</td>
</tr>
<tr>
<td>T-10</td>
<td>Postal Service, Mining</td>
<td>Demolish</td>
</tr>
<tr>
<td>Old Cafe</td>
<td>Music, Mining</td>
<td>Demolish</td>
</tr>
<tr>
<td>Fulton</td>
<td>Ceramic &amp; Metallurgical Engineering</td>
<td>Nuclear Engineering, Cloud Physics, OPI, Printing, Postal Service</td>
</tr>
<tr>
<td>Norwood</td>
<td>Geology &amp; Cloud Physics</td>
<td>Dean of Students, Counseling &amp; Testing, Minority Engr., Miner, Rollamo, Career Development, Admissions, CIPAS, Extension, Cloud Physics**</td>
</tr>
<tr>
<td>Rolla</td>
<td>Dean of Students, Counseling &amp; Testing, Minority Engineering, Admissions, Miner, Rollamo, KMNR</td>
<td>Library, Archives, Manuscripts, Museum, KMNR</td>
</tr>
<tr>
<td>Buchler</td>
<td>Career Development, Psychology</td>
<td>Center for Applied Engr. Management, Psychology, Extension Field Service, Center for Technological Development</td>
</tr>
</tbody>
</table>

* for construction displaced units (Music, Physical Plant, Engr. Graphics, EE, Math, Comp. Sci., Civil Engr., ME and Physics)

**Romulus lab only. When Physics addition is completed all of Cloud Physics will be located there.
1983-84 General Operating Budget Revenue

<table>
<thead>
<tr>
<th>Appropriations</th>
<th>$19,880,479</th>
</tr>
</thead>
<tbody>
<tr>
<td>Non-State</td>
<td>14,852,890</td>
</tr>
<tr>
<td>Base (7/1/83)</td>
<td>$34,733,369</td>
</tr>
<tr>
<td>Withholding (12/19/83)</td>
<td>(397,800)</td>
</tr>
<tr>
<td>Research Act</td>
<td>83,300</td>
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<tr>
<td>UMca Contingent</td>
<td>77,800</td>
</tr>
<tr>
<td>Fee Surcharge</td>
<td>134,700</td>
</tr>
<tr>
<td>Reduction (1/5/84)</td>
<td>(102,000)</td>
</tr>
<tr>
<td>Net</td>
<td>$34,631,369</td>
</tr>
</tbody>
</table>

1984-85 Mandated and Needed Budget Adjustments

2 percent reduction in appropriation base $397,800
Telecommunications 11.5% 40,977
Library Acquisitions 7.0% 26,278
Fuel & Utilities 10.4% 109,986
Expense and Equipment 5.0% 239,127
Salary and Wage 5.0% 1,189,060
Benefits 10.5% 459,916
Computer Maintenance 100,000
Scholarships 120,000

Adjustments for 1984-85 $2,683,144

Funding of Mandated and Needed Adjustments for 1984-85

Identified
Fee increase of 8.1 percent with enrollment decline $433,203
Reductions for enrollment decline (1/4/84) 450,000

$883,203

Unidentified Remaining Need $1,799,961

Sources of Needed Funds **
Fee increase above 8.1 percent ?
Appropriations above new base ?
Program Reductions ?

$1,799,961

** These sources and amounts will need to be established during the coming weeks.

Governor's budget message (1/17/84) provides the following 1984-85 appropriations (millions of dollars):

<table>
<thead>
<tr>
<th>Higher Ed.</th>
<th>UM</th>
<th>UMR</th>
</tr>
</thead>
<tbody>
<tr>
<td>Restore 2% base cut</td>
<td>6.9</td>
<td>3.3</td>
</tr>
<tr>
<td>Additional funds</td>
<td>13.0</td>
<td>6.2</td>
</tr>
</tbody>
</table>

If approved by the General Assembly this would leave about $700,000 to be provided from increased fees (above 8.1%) or from campus retrenchment.
January 18, 1984

MEMORANDUM

To: Marvin W. Barker
Robert L. Davis
Don L. Warner
John T. Park
Neil K. Smith

From: Joseph M. Marchello
Chancellor

Subject: Retrenchment

Preparation of the 1984-85 general operating budget may require further budget reductions. The amount will depend upon the appropriations level set by the State, and fee increases and budget adjustments adopted by the Board of Curators. It may be several months before these decisions are reached.

Retrenchment would require the termination of a number of non-tenured academic and non-academic staff members next July. Every effort will be made through reassignment, reappointment and placement assistance to minimize the number actually terminated.

To prepare for these adjustments, I have decided to impose a hiring freeze. The objective of this action is to hold open as many positions as possible for those affected by the forthcoming reductions. This action does not apply to graduate and undergraduate student appointments. I will consider exceptions, in special cases, where there is a demonstrated need to hire or to make offers before final retrenchment decisions have been made.

JMM/mlc

cc: President Olson
Budget Review Committee
Mr. Molchan
Mrs. Riden
Miss Waggoner

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MEMORANDUM TO: UMR FACULTY

February 9, 1984

SUBJECT: AGENDA for the Academic Council meeting, Thursday, February 16, 1984, at 1:30 p.m. in G-5 of the Humanities-Social Sciences Bldg.

I. Approval of the minutes of the January 19, 1984, meeting of the Council.

II. Administrative reports and responses to actions approved by Council.

A. Administrative report
   1. Budget Update

B. Administrative response - None

III. Reports of Standing and Special Committees

A. .0406.02 Admissions & Academic Standards (No Report)  T. Herrick
   1. Performance Criteria for UM Admission Requirements
   2. Student Council Resolution on Mid-Term Grades
      (Dec. 1, 1983; XIII, 4.21)

B. .0406.04 Budgetary Affairs
   1. 1984-85 Budget

C. .0406.07 Curricula Committee (5 min.)  T. Herrick
   1. Procedures for Curriculum Changes
      (Jan. 20, 1983; XII, 5.19)
   2. 1983-84 Report #3

D. .0406.13 Personnel Committee (No Report)  A. Culp
   1. Faculty Photo Directory
      (Dec. 1, 1983; XIII, 4.21)

E. .0406.15 Rules, Procedures & Agenda (No Report)  R. Schowalter
   1. Clarification of Term "Full-Time Faculty"
      (Aug. 25, 1983; XIII, 1.19)

F. .0406.17 Student Affairs (No Report)  R. Medrow
   1. Final Examination Schedule
      (Nov. 19, 1981; XI, 4.22)

G. Presidential Screening Committee (3 min.)  G. Haddock

H. Long Range Planning (5 min.)  H. Sauer
   1. Liaison Committee
   2. Steering Committee
      *a. Endorsement of Objectives

I. Intercampus Faculty Council (ICFC) (No Report)  D. Day
   *1. Minutes of December 15, 1983 meeting
   *2. Minutes of January 24, 1984 meeting

IV. New Business

V. Announcements

A. Referrals

*Supplementary materials sent to Academic Council members and department chairmen.
MEMORANDUM TO: Academic Council Members

FROM: Ralph E. Schowalter, Chairman
Rules, Procedures and Agenda Committee

DATE: February 16, 1984

RE: General Resolution X

The Rules, Procedures and Agenda Committee will propose the following as a
General Resolution at the March meeting of the Academic Council.

Representation on the Inter Campus Faculty Council shall be composed
of the present Chairman of the Academic Council, the past Chairman,
and the Chairman-Elect.

The Rules, Procedures and Agenda Committee is recommending this change for
the following reasons:

We believe that the presence of the Academic Council Chairman on the Inter
Campus Faculty Council will facilitate communication between the Academic Council
and the University President. This will alert the Academic Council very early
as to the proposed items, thereby, facilitating discussion and reaction for
immediate input.

We believe that the presence of the Academic Council Chairman (two of the
other campuses are so represented) on the Inter Campus Faculty Council will
provide better coordination among the faculty governance bodies, thus, a more
effective faculty voice in the University Systems.

We believe that the members of the Inter Campus Faculty Council can best
react to the items of discussion by representing the faculty and not the in­
dividual's particular reaction. The Academic Council Chairman is probably in
the best position to represent the collective voice of the faculty.

In addition, we believe that the knowledge the Academic Council Chairman
would gain during his or her year of office would be valuable to the Inter
Campus Faculty Council; therefore, are recommending that the outgoing chairman
becomes a member. Too, we believe that the incoming chairman would benefit
from these experiences and should also become a member.

RES/ksc

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APPENDIX B

Criteria for Determining Academic Program Priorities

Note: Program reviews on each campus should draw on data sources such as its own internal academic program review process, accreditation reports, reports by external consultants, reputational studies, and other indicators as appropriate.

I. Quality of the program.
   A. Faculty.
      1. Experience (breadth and depth of experiences relevant to the program being evaluated).
      2. Training (degrees and other indicators of educational qualifications).
      3. Teaching ability (as indicated by student evaluations, peer evaluations, feedback from graduates, etc.).
      4. Research and other professional achievements (as indicated by publications, grants, awards and honors, etc.).
   B. Students.
      1. Ability of students in the program (as indicated by admission and achievement test scores, retention rates, etc.).
      2. Achievements of the graduates of the program (as indicated by graduate school attendance, success in employment, etc.).
   C. Library and other support services (breadth and depth of library collection, computer support, and other special services).
   D. Facilities and equipment (adequacy of each to support the program, including consideration of quality and replacement costs).
   E. Curriculum (as indicated by ability to offer core courses, availability of supporting courses in the arts and sciences).
   F. Staff--adequate in numbers and expertise to support the activity of the program.

II. Contribution of the program to campus and University missions.
   A. Importance of the program for achievement of campus and University missions (an evaluation of the centrality of the program).
   B. Importance of the program for other programs or activities on the campus and in the University (a consideration of intellectual interrelationships across various disciplines).
C. Ability of the program to increase access to the University while maintaining quality (extent to which the program contributes importantly to the overall goal of student access).

III. Need for the program.

A. Student demand for the program (as reflected by current and projected enrollments of students with the necessary qualifications for admission).

B. Anticipated societal needs, including employment and other opportunities for graduates (as indicated by projections in various fields and/or industries).

C. Significance to society of research and scholarly activity produced within the program (as indicated by external reviews of quality and other indicators).

D. Extent to which the program makes a positive contribution to the University's affirmative action goals (as indicated by the unit's success in attracting qualified minority and female students and faculty).

E. Extent to which there are unique conditions suggesting that a program should be offered at a particular campus (as indicated by locational advantage, special needs of the population, and other factors).

IV. Financial considerations.

A. Cost.

1. For faculty, staff, E&E, equipment, and space.

2. For improving quality or increasing size and scope.

3. Savings which could be achieved through reduction or elimination.

B. Revenue.

1. Student fees.

2. External support for the program.

C. Efficiency.

1. Cost per student credit hour.

2. Faculty/student ratios.

3. Other measures of efficiency as appropriate for research, extension, and service activities.
D. Other.

1. Opportunities to share costs of a program by joint operation with other campuses or institutions.

2. Ability to pass the costs of a program or activity on to other parties, such as full costing of auxiliary enterprises.

3. Contribution of the program to cost reductions in other areas, e.g., the use of graduate TA's in undergraduate instruction.

4. Can program quality and/or cost-effectiveness be increased by a different resource mix at the campus or system level?

V. Comparative advantage.

A. Extent to which the program is available at other institutions in the State and region. Are there significant segments of the population who have access to only one campus for the program?

B. Extent to which the University has unique advantages in offering the program.

Process for Determining Academic Program Priorities

By March 15, 1985, each campus is to submit to the President the results of a review of all degree, research, and other academic programs. In conducting this review, the following procedures are to be followed.

1. All programs are to be evaluated by the criteria described in the section above.

2. On the basis of the results of step 1 and on the assumption that the growth in general operating revenues will total 5 percent in excess of inflation over a 3-year time period, each program is to be assigned to one of the following ten categories.

<table>
<thead>
<tr>
<th>Category</th>
<th>Quality</th>
<th>Size</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Enhance</td>
<td>Increase</td>
</tr>
<tr>
<td>2</td>
<td>Enhance</td>
<td>Maintain</td>
</tr>
<tr>
<td>3</td>
<td>Enhance</td>
<td>Diminish</td>
</tr>
<tr>
<td>4</td>
<td>Maintain</td>
<td>Increase</td>
</tr>
<tr>
<td>5</td>
<td>Maintain</td>
<td>Maintain</td>
</tr>
<tr>
<td>6</td>
<td>Maintain</td>
<td>Diminish</td>
</tr>
<tr>
<td>7</td>
<td>Diminish</td>
<td>Increase</td>
</tr>
<tr>
<td>8</td>
<td>Diminish</td>
<td>Maintain</td>
</tr>
<tr>
<td>9</td>
<td>Diminish</td>
<td>Diminish</td>
</tr>
<tr>
<td>10</td>
<td></td>
<td>Eliminate</td>
</tr>
</tbody>
</table>

The essential purpose of this step is to establish programmatic priorities for the institution, along the two dimensions of quality and size. Establishment of priorities in these terms provides the foundation for the resource priorities of the institution.
3. On the basis of the classifications resulting from step 2, each academic program is to be recommended for an increase of resources, decrease of resources, or continuation of resources at the present level.

By the March 15, 1985, deadline, campuses are to provide the results of steps 2 and 3 for every academic program and a brief explanation of the rationale on which these results were based.
The minutes of the January 24th meeting were approved as distributed.

President Olson informed the Council that tax shelter payments would be mailed the same day as the employee's check instead of two, three, or four weeks later. This was due to computer programming. We were also informed that the University had been withholding FICA moneys on Tax Shelters from 1979 to 1983. They will apply for a refund. The House Education and Transportation Committee has recommended $187 million (+11.8%) for the University. There was no indication as to whether or not this includes funding of $500,000 for "Food for the 21st Century." (CBHE only recommended $330,000.) If the Governor refunds his recission, the University could refund surcharge. The President also indicated that the recision money could be used for year-end bonuses. However, the Council felt that these moneys would be better used for equipment, travel, or other fringe benefits. President Olson speculated that the Senate may recommend more for the University if the revenue picture is good.

The Transfer of Credit Bill (Marriott) has been amended to give the CBHE authority to make rules and regulations concerning transfer of credit in consultation with academic heads of state colleges and universities. Faculty and admissions committees on each campus should be working to solve the transfer of credit problem (if one exists).

Long Range Planning Committee to cost-out goals and objectives.

Each campus reported on ways to increase support for the University. Columbia's Higher Education Rescue Operation (HERO) has formed seven committees to coordinate statewide activities. A Kansas City group is organizing to work on tax reform. Rolla has organized a group called QUEST -- Quality Education Saves Tomorrow.

Vice President George presented for discussion four changes to the Academic Grievance Procedures which were recommended by the Academic Affairs Council. The IFC discussed these changes and made recommendations for further change. Vice President George also presented changes in the University Policy concerning University Sponsored Educational Materials.

The Council adjourned at 12:55 p.m. to convene with the Vice President's Administrative Affairs Seminar.

Respectfully submitted:

George R. Young, Secretary
Administration and Organization

Several critical principles govern the operation of the University: (1) the University of Missouri is a single institution, operating on multiple campuses; (2) decentralization of authority is encouraged so that decisions are made, wherever feasible, by the faculty and administrative authorities most closely involved; (3) system administrators should continue to be sensitive to the differential impact which decisions may have on the various campuses; and (4) the University will utilize ongoing planning and evaluation processes to insure effectiveness, efficiency, and responsiveness to changing conditions.

The Board of Curators has ultimate authority and responsibility for the overall direction and major policies of the University. In exercising this authority, it is recommended that the Board (1) establish broad policies that enable the diverse units of the University to carry out effectively their individual missions and (2) study and evaluate the effectiveness and efficiency of the University's programs and administrative procedures.

The central administration of the University has several critical roles: (1) to provide overall leadership in establishing educational and administrative policy for the system; (2) to lend staff support to the Board of Curators, including submission of policy options and other information for Board consideration; (3) to provide support services in those areas where by reason of scope, cost effectiveness, and/or legal status it would be inappropriate for individual campuses; (4) to encourage and support the development of cooperative programs across the campuses; (5) to serve as the voice of the single University to address the citizens and governance of the State as a whole; and (6) to provide a forum for sharing information, facilitating professional growth and development, identifying new opportunities, and resolving intercampus conflicts.

Within this overall framework, the campuses operate with significant autonomy in implementing broad system-wide policies and in the development of strategic initiatives that respond to the conditions unique to each campus.

The general goals to be pursued are:

Goal 1: The University seeks to provide an administrative environment noted for its excellence in the support of faculty and students and in the overall management of the University.

Goal 2: The University should establish an ongoing planning process at the system level and on individual campuses to insure that the institution as a whole is responsive to changing needs and conditions in the State and nation.

Goal 3: The University and its campuses should continue to search for ways to increase effectiveness and efficiency in administration.
Consistent with these general goals, the following specific objectives will be accomplished.

**Objective 1:**
The University should conduct a study to determine the appropriate structure for the University, with special emphasis on the appropriate division of labor between central administration and the campuses. This study, to be conducted under the aegis of the Board of Curators, should utilize the expertise of outside consultants who have knowledge of other university systems. Such study should be completed by September, 1985.

**Objective 2:**
The President will insure that the present planning effort becomes an ongoing process involving curators, administrators, staff, students, alumni, and community leaders. This objective is addressed more fully in Part V of this report.

**Objective 3:**
The President should monitor the progress made toward achievement of the goals and objectives contained herein and report periodically to the Board. The timetable for reporting will vary according to the specific objective, but generally should be on an annual basis.

**Objective 4:**
The central administration should establish a process of needs assessment and trends monitoring and provide appropriate data to the Board and to the campuses to serve as a basis for planning.

**Objective 5:**
The present procedures for adding programs, which typically result in a substantial time lag between identification of a clear need and the matriculation of students, must be streamlined for responsiveness. The President will initiate discussions with the campuses and with the Coordinating Board for Higher Education to identify ways in which this objective might be realized.
MEMORANDUM TO: Academic Council Members
FROM: Ralph E. Schowalter, Chairman
Rules, Procedures, and Agenda Committee
DATE: February 21, 1984
RE: General Resolution IX

The Rules, Procedures, and Agenda Committee will propose the following
as a General Resolution at the March meeting of the Academic Council in
response to their charge to provide clarification of the term "full-time
faculty":

For those instances that require selection or identification of
full-time faculty, the Chancellor, Vice-Chancellor, Deans, Associate
and Assistant Deans, and Department Chairmen shall not be eligible.
Directors, Associate and Assistant Directors, and any other persons
who devote a substantial portion of his/her time to administrative
duties (nominally more than 25%) shall not be eligible.

RES/ksc

EDITED VERSION

An equal opportunity institution
SUMMARY of reports, actions, referrals and announcements at the meeting of the Academic Council held on February 16, 1984.

1. Approval of the minutes of the January 19, 1984, Council meeting.

2. Administrative Report — Budget Update

3. Budgetary Affairs Committee Report

4. Curricula Committee Report
   Approval of Curricula Committee Report No. 3

5. Rules, Procedures, and Agenda Committee
   Distribution of General Resolution IX

6. Presidential Screening Committee Report

7. Long Range Planning
   Endorsement of Objectives

8. New Business
   General Resolution X
   Special consideration requested from contractors and Buildings and Grounds—referral to Vice Chancellor, Administrative Services.
   Request from student members for consideration of student members becoming voting members of Council.

9. Announcements
The February 16, 1984, meeting of the Academic Council was called to order at 1:35 p.m. by Professor Carol Ann Smith, Academic Council Chair. Prof. Smith announced one substitution: Prof. Patrick Hamlett for Prof. Don Oster. Prof. Smith also announced that Prof. Don Myers, Council Secretary, was unable to attend the meeting and requested that Prof. C. Dale Elifrits, Parliamentarian, serve as Acting Secretary. Prof. Smith welcomed a new member to Council—Mr. Kevin Renfro, President of the Student Council. Mr. Renfro has been appointed an ex-officio member of the Academic Council by Chancellor Marchello.

Prof. Smith asked for any corrections, additions, or deletions to the minutes of the January 19, 1984, Academic Council meeting. Prof. Schowalter requested that Paragraph XIII, 5.7, STUDENT AFFAIRS COMMITTEE REPORT, be corrected as follows: The first sentence of the paragraph should be corrected from "...reporting on the second item on the agenda under the Student Affairs Committee—Final Examination Schedule—" to "...reporting on the second item on the agenda under the Student Affairs Committee—Scheduling of Hour Examinations—". Hearing no further corrections to the minutes, they were approved as corrected.

ADMINISTRATIVE REPORT. Chancellor Marchello reported to Council on the budget situation and distributed copies of two handouts. The first handout, a memorandum from Vice President Buchholz to President Olson, subject: Eighteen-Month Financial Outlook for UM, dated February 19, 1984, consists of 7 items dealing with adjustments to be considered for the 1984-85 Appropriations Request:

1. Salary increases at 6%
2. Staff benefits—about a 13.6% increase
3. Sub-total for compensation—7.0%
4. Increase for fuel and utilities—10.0%
5. Increase for telecommunications—11.5%
6. Increase for library acquisitions—7.0%
7. Increase for other expense and equipment—5.0%

Chancellor Marchello pointed out that, as he reported to Council last month, the utility and fuel increases for the Rolla campus are more like 18%—19%. The Rolla campus budget hearings made it quite clear that these are not the types of increases that are going to solve our problems. They are merely going to allow us to continue at the same level; for example, the E&E needs, item 7, for this campus in comparison with comparable institutions, suggest...
that we need to double our E&E funding. The above is a standstill budget adjustment that takes care of a few needs and inflation in hopes that something better will happen a year from now. Item 8 of the memo is the subtotal estimated cost increases for the University—about 6.9%. The remainder of the memorandum deals with scenarios that might be followed in achieving or not achieving this budget plan. Item 9A states: No increase in state support other than a restoration of the original appropriation for 1983-84, but an increase in non-state funds of $5.2 million (the 8.1% increase in student fees). This would result in an estimated shortfall of $14.5 million. Item 9B states: The level of state support recommended by the Governor plus the 8.1% increase in student fees ($6.3 million in increased state support plus the income from the 8.1% increase in student fees). This would result in an estimated shortfall of $8.2 million. Item 10C is an estimated amount available for other needs after the cost increases totaling $19.7 million have been covered and with the following assumption: Ninety-four per cent of the level of support recommended by the CBHE plus the 8.1% increase in student fees ($22.7 million in increased state support plus the income from the 8.1% increase in student fees). This would amount to an estimated $8.2 million which could be used to solve immediate needs. Item 10C is endorsed quite widely by the chancellors and presidents of the four-year institutions of higher education throughout the State. The last paragraph of Vice President Buchholz's memorandum states: With respect to further increasing student fees, we don't yet have a reliable estimate of the amount of fee income that could be expected from increasing student fees from the presently approved increase of 8.1% to an overall increase of 15.0% because we don't have estimates of the impact that the further increase might have on enrollments. If we can reasonably assume that the further increase to a total 15.0% change would not affect enrollment, our estimate is that the 15.0% change would generate an additional $5.4 million for the four campuses.

The second handout prepared by Chancellor Marchello summarizes the scenarios listed in items 9A, 9B, 10C, and the suggested fee increase listed in Vice President Buchholz's memorandum. Chancellor Marchello reported that the House Education Committee chaired by Representative Everett Brown, has recommended a 1984-85 operating appropriation for higher education of $352.3 million. This recommendation will be sent to the House Budget Committee, and needs the endorsement and approval of the House and Senate and the signature of the Governor. Chancellor Marchello urged faculty members to support this plan. An operating appropriation of this amount would provide for increases in E&E funding, salaries, library acquisitions, etc.

BUDGETARY AFFAIRS. Professor DeKock reported that the Budgetary Affairs Committee has not met since the last Academic Council meeting; however, he was requested by the Academic Council Chair to give a report. The Committee, as summarized in the report given by Prof. DeKock to Council last month, felt that the target is moving so rapidly as far as what the Committee was to address with regard to the budget, that the Committee felt that there was not much that it could do. However, there seems to be some concern on the part of the Academic Council, that priorities be set and Prof. DeKock stated that he is not sure that there is a set of universal priorities that should be applied in case of a budget surplus, in a case of a budget deficit of
1/4 of a million, or in the case of a budget deficit of $3 million. Prof. DeKock stated that as far as he is aware all of these cases could exist. During informal discussion with some of the Committee members, it was decided that instead of the Committee setting rigid priorities, the Committee should arrive at a set of procedures for setting priorities. The Committee will attempt to work on such a set of procedures and will keep Council apprised of its progress.

CURRICULA COMMITTEE. Prof. Herrick referred Council members to Attachment III.C.2 circulated with the agenda* (Full Copy). This attachment is a memorandum from the Curricula Committee to the Academic Council listing new course additions, course and curricula change requests that have been made to the Curricula Committee. Prof. Herrick reported that the Committee has addressed all of these changes and has approved them. Prof. Herrick moved that the Academic Council accept the Committee recommendations. The motion was seconded by Prof. Leighly. Prof. Marlin questioned the statements on page 3, Military Science 40 and Military Science 30, under credit hours for both listings. The present situation shows lecture 1 hr., lab 0 hr., total 1 hr. The proposed change shows lecture 1 hr., lab 1 hr., total 1 hr. She asked if this is an error or if it is a "strange" system. Prof. Herrick stated that this is not an error but is an attempt by the military to meet their contractual agreement with the US Army. Prof. Herrick stated that the Committee discussed this situation with the department and felt that students like to receive appropriate credit for courses, but in this particular case this is not specifically a formal laboratory; however, it is an additional contact hour. The additional contact hour needs to be listed as a lab in order to have the time required scheduled. The students are still receiving one hour credit for this course.

Prof. Smith asked what the new elective credit hour amount is under the Chemistry curriculum listing for the freshmen year. Prof. Herrick responded that the elective credit hour amount is being changed from 5 credit hours to 4 credit hours. Kevin Renfro asked if Chemistry 14 will still be offered as it is now deleted from the list of required courses for Chemistry freshmen. Prof. Herrick replied that the course will still be offered, but that it is no longer required in the Chemistry curriculum. Hearing no further discussion, Professor Smith called for a vote on the motion that Council approve Curricula Committee Report No. 3. The motion passed unanimously.

RULES, PROCEDURES, AND AGENDA. Prof. Schowalter distributed copies of a memorandum from the Committee to the Academic Council, subject: General Resolution IX, which reads: For those instances that require selection or identification of full-time faculty, the Chancellor, Vice Chancellor, Deans, Associate and Assistant Deans, Directors, Associate and Assistant Directors, Department Chairmen and any person who devotes a substantial portion of their time to administrative duties (nominally more than 25%) shall not be eligible. Prof. Schowalter stated that this General Resolution will be presented at the March 22 Council meeting for discussion and vote. This Resolution is a response from the RP&A Committee to the charge given the Committee at the August 25, 1983, meeting of Council for clarification of the term "full-time faculty". Prof. Wade requested that an editorial change be made to the Resolution changing the word their to his. Prof. Schowalter accepted this as an editorial change; however, suggested that the wording should be his/her. Prof. Pursell asked for an example
of a situation that would require "full-time faculty" and asked if this would affect departmental representatives to the Academic Council. Prof. Schowalter responded that this clarification was requested after the receipt of a memo from President Olson stating that the faculty members elected to the Presidential Screening Committee should be "full-time" faculty members. Prof. Schowalter further clarified that the UMR By-Laws state that Academic Council members and committee representatives from the departments be faculty members.

PRESIDENTIAL SCREENING COMMITTEE. Professor Haddock reported that the Presidential Screening Committee finished its work on schedule and that the Selection Committee (membership listed in the last issue of Spectrum) is to complete its selection process and forward its recommendation to the Board of Curators by May 1. The two members of the Selection Committee from and elected by the Screening Committee are Marion Peterson, faculty member from UMKC, and Roger Mitchell, Dean of the UM College of Agriculture. Professor Leighly moved that since the Presidential Screening Committee has now completed its assignment that this item be removed from the agenda. The motion was seconded by Prof. Elifrits and passed by unanimous Council vote. Prof. Smith asked if the announcement of the new president is to be made by May 1. Prof. Haddock replied "No," the recommendation is to be made to the full Board of Curators by May 1 and the announcement will be made in time for the new president to assume the responsibilities of the office by August 1, 1984.

LONG RANGE PLANNING. Professor Sauer referred Council members to Attachment III.H.2.a. circulated with the agenda* (Full Copy). This report of the Long Range Planning Steering Committee of the Board of Curators, "Future Directions of the University of Missouri" dated 1-18-84, includes the objectives which Prof. Sauer will ask Council to endorse, and the other material that has been endorsed by Council at previous meetings, but is now in a different format. The new statements begin on Page 5, Part 4, Goals and Objectives. Under each category, not only are the goals listed (which have been endorsed by Council) but the specific objectives are now listed. The objectives relating to Student Development begin on page 5, the objectives relating to Research begin on page 6, the objectives dealing with Service begin on page 9, the objectives dealing with the Faculty begin on page 9, the objectives dealing with Programs begin on page 11, and the objectives relating to the Administration and Staff are listed on page 13. Prof. Sauer moved endorsement of these objectives by the Academic Council. The motion was seconded by Dean Robertson.

Prof. Sauer reported that the Campus Liaison Committee reviewed and endorsed these objectives with three minor recommended changes. The changes have been forwarded to the Steering Committee and are as follows: 1. Page 7, Objective 3, the statement—...will focus on major problems of concern to the state and nation—the Committee recommended the addition of the words of Missouri after the word state. 2. Page 10, Objective 4—By May 1, 1986, the University will develop a program to provide.... The Committee has recommended that the word develop be replaced with the word investigate. 3. Page 13, Objective 2—By 1988 the average salary for office and technical staff employed by the University should be equivalent to the average salary for comparable positions in the local area. The Committee recommended that the words local area be changed to region.
Professor Babcock raised a question regarding Page 6, Objective 2—The University should increase its efforts to attract outstanding students through faculty, student, and alumni visits to middle schools and high schools,... Prof. Babcock felt that caution should be used in committing faculty to visits without careful consideration of whether or not such visits would meet the goals of the school and department; faculty time is a scarce resource. Prof. Leighly commented that public schools are overwhelmed with offers to visit, and he felt that other than during career nights, science club meetings, etc., the schools would not welcome such visits. Prof. Sauer stated that this objective was proposed with the main emphasis being on recruiting the outstanding student. As stated in the last sentence of Objective 2, Prof. Smith questioned how the University can facilitate the educational experiences of high school and middle school students. Chancellor Marchello stated this could be accomplished through summer programs and visits to the campus. Prof. Smith asked for clarification of Page 6, Objective 5, and asked if this would involve new money. This objective states: In order to provide incentives for experimentation and innovation in instruction, the University will dedicate resources and award grants annually on a competitive basis. UMca will develop the guidelines for such a program during 1984 and obtain the necessary funding for implementation by May 1, 1985. Prof. Sauer responded that the idea behind this objective is to develop incentives to encourage experimentation and innovation in instruction that would follow the form of the Weldon Spring grants for research. With regard to Objective 3, Page 7, Prof. Smith asked if this would also involve new money. This objective states: A goal of the University for the coming decade is to strengthen its research and to increase its visibility on a national and international scale. Professor Sauer responded "yes;" there is currently underway a development of cost to go along with these various objectives. Prof. Sauer stated he will present an estimate of how much these objectives will cost at the next Council meeting. The priority placed on these objectives will correspond to the cost placed on them. Prof. Pursell questioned Page 12, Goal 3, which states: Performance reviews should be conducted on a regular basis to enhance long-range development, as well as to provide a base for salary adjustments and promotions. To the extent that satisfactory performance is not achieved, appropriate action will be taken. Prof. Sauer asked what action would be taken. Prof. Sauer stated that he felt the idea here was that in some cases termination is needed. Hearing no further discussion on the motion to endorse the objectives as circulated in Attachment III.H.2.a. of the agenda, Prof. Smith called for a vote on the motion; the motion passed unanimously.

Prof. Sauer reported that the Campus Liaison Committee did approve the Campus Mission Statement as distributed to Council at the December 1, 1983, Academic Council meeting. One concern that was expressed to Prof. Sauer questioned whether the term "engineering" was broad enough to encompass engineering management, and the Committee felt the interpretation is "yes, by all means it does." There was no change in the wording of the draft document. The Campus Committee also provided input on the financial planning critical issues that remain to be developed. In essence the Committee referred to the level of Big8/Big 10 state funding and student fees, a doubling in terms of grants and contracts, and a doubling in terms of income from private gifts as goals to attempt to meet in terms of financial matters. These financial goals were reported to the Steering Committee and Prof. Sauer will report back to Council as more develops in these areas.
The last section of Attachment III, H.2.a. is a Process for Determining Academic Program Priorities which states: By March 15, 1985, each campus is to submit to the President the results of a review of all degree, research, and other academic programs. Prof. Sauer reported that at the February 10 meeting of the Board of Curators, the Board took the following action: It is recommended that the Board of Curators commend the Long Range Planning Steering Committee for its work to date and adopt the deadline of June 22, 1984, the date of the June Board meeting, for receipt of its report. That report must include realistic estimates both of new costs required to implement the objectives of the plan and of the anticipated new revenues by sources. Further, it is understood that the entire review of programs and activities on each campus and in central administration units will be completed by October 15, 1984. As a result of that review, priority for the University programs and activities will be established in the categories of enhancement, maintenance, reduction or elimination. In this process existing Board policies will be followed. The intent of the review in setting their priorities is to enhance the quality of the University as reflected in the mission statement. Prof. Sauer reported that with regard to this statement there was an article in the February 12, 1984, issue of the Post Dispatch that again reiterated the new deadline and the statement that some faculty members opposed the new deadline: Several faculty members opposed the new deadline at the morning committee session. Instead, they sought a delay to allow careful evaluation of programs and an opportunity for the faculty to appeal the reviews' findings. The Curators stressed to the faculty that no cuts would be made until the board reviewed the program evaluations late next year. If cuts are made, curators said, the board will follow existing guidelines for program eliminations. But at a press conference Friday afternoon, board President David Lewis of St. Joseph said cuts must be made if the University was to reach the goals being drafted by the board's Planning Committee. Lewis stressed the board's commitment to the unpopular task of matching programs to objectives.

The question was asked who is going to make the evaluation and give the programs the priority number. Prof. Sauer reported that each campus will have a campus-wide program review committee. At UMR this program review is being conducted by a sub-committee under the direction of Vice Chancellor John Park. The campus reviews will be reported through the liaison committees to the Steering Committee. The Steering Committee will probably have some voice in assigning the categories. Prof. Smith reported that three of the four chairs of the campus faculty governance bodies spoke against the October 1984 deadline for a number of reasons. The objections raised included: the fact that early and phased retirement policies are not in place to meliorate the impact of elimination of programs; that elimination decisions based on duplication ought to be made prior to program reviews; and, that the October deadline did not allow time for on-campus review of a chancellor's decision to eliminate a program (required under the Discontinuance of Programs Policy) prior to that decision leaving campus. Prof. Smith further stated that whether there is in fact a clash between the Board's document on discontinuance of programs and the current Board's action seems to be debatable, depending upon whether the chancellor's decision leaving campus and reporting to the board is a decision to eliminate or merely a very, very preliminary evaluation.
NEW BUSINESS. Prof. Schowalter distributed to Council a memorandum from the Rules, Procedures and Agenda Committee, dated February 16, 1984, subject: General Resolution X. This resolution states that the RP&A Committee will propose the following General Resolution at the March Academic Council Meeting: Representation of the Inter Campus Faculty Council shall be composed of the present Chairman of the Academic Council, the past Chairman, and the Chairman-Elect. Prof. Schowalter stated that there is currently no written procedure designating how this representation should be selected. The present policy is that one member from each school/college is elected for this representation. This new procedure would retain this representation from the three schools/college, as the chairmanship of the Academic Council is rotated among the schools/college. The purpose of presenting this memorandum at this time, is to allow faculty members to discuss this resolution and report their feelings to their Council representatives for vote at the March meeting. Prof. Pursell asked if this would impose additional burdens on the Academic Council Chairman or if it would facilitate communication with the other faculty group chairmen. Prof. Smith stated that this would greatly facilitate communication between the four campus faculty groups. The UMC and UMKC faculty group chairmen sit on ICFC, and they have encouraged UMR and UMSL to make this change in representation.

Prof. Herrick stated that on behalf of many of the faculty of the Electrical Engineering Department, he would like to ask if some special consideration could be requested from contractors and Building and Grounds to notify departments a day or a half-day ahead of when equipment is scheduled to be used that would create a great amount of noise. Prof. Herrick felt that with this advance notice classes could be moved to another location on campus and this would certainly be preferable to the current situation where classes have had to be cancelled. During the discussion that followed it was brought out that this construction project (elevator at the EE Building) is not the only instance when construction on campus has been disruptive to classes. Prof. Herrick asked if some increased cooperation between instructional and research activities and outside contractors and Building and Grounds could be referred to a committee for investigation. Prof. Herrick moved that a referral of this problem be made to the Vice Chancellor, Administrative Services, for review and response to Council. The motion was seconded by Prof. Babcock and passed by unanimous vote.

Mr. Al Royal, Student Council representative to the Academic Council, reported that after careful consideration and extensive discussion with several faculty members, the Student Council and Graduate Student Council, he would like to submit to the Academic Council a request that the student members (both graduate and undergraduate) of the Academic Council—one representative for every four representatives or a fraction thereof—be given voting privileges as well as other privileges that are given to current Academic Council members. Mr. Royal moved that this request be sent to the RP&A Committee for consideration and report to Council at the March meeting. The motion was seconded by Dean Robertson. Mr. Royal stated that basically this would mean that of the seven undergraduate representatives to the Academic Council, the students are requesting that for every four representatives (or a fraction thereof) one of the four would be a voting member. The students are currently represented on Council by one representative for every 1,000 students. With the current number of students on campus, the students would receive one
graduate and two undergraduate representatives with voting rights. This would amount to approximately 3.6% of the voting privileges of Council. Mr. Royal stated that the students have discussed this representation and would appreciate any consideration of this matter.

ANNOUNCEMENTS. Dr. John C. Hancock, President of the American Society for Engineering Education will give a lecture entitled "Engineering Education: Who's in Charge" on Thursday, February 23, at 1:30 p.m. in the Missouri Room, University Center-East. The Academic Council is one of the co-sponsors of this lecture. Prof. Smith next announced that the Academic Council sponsored an open forum with the legislators night on January 26 and Representative Grisham has since returned to campus to speak with the Student Council. Representative Grisham discussed the possibility of instituting an internship between the students at UMR and the legislature. A new organization, QUality Education Saves Tomorrow (QUEST), has been formed. The membership dues are $2.00 and a number of committees of that organization are now being formed. Council members are invited to join. The next meeting of the Academic Council will be held March 22. The deadline for agenda items is March 6. The next Board of Curators meeting will be held March 22-23, 1984.

The meeting adjourned at 2:33 p.m.

Respectfully submitted,

C. Dale Elffrits
Acting Secretary
Civil Engineering

Curriculum

FRESHMAN YEAR

First Semester
CE 10-Intro to Civil Engr
Chem 3—Gen Chem for Engr
Math Stat 8—Calc w/Anal Geom I
Hist 1 Rhetoric & Comp

Second Semester
CE 11-Fund of Surve}'ing
ET 10-Engr Drawing
Math Stat 21—Calc w/Anal Geom II
Engl 175 or 80—Intro to British Masterpieces

SOPHOMORE YEAR

First Semester
Chem 223—Organic Chemistry II
Chem 224—Organic Chemistry II Lab
Math Stat 22—Cal with Anal Geom III
Phy 25—General Physics I
Phy 26—General Physics II Lab
CSc 73—Basic Scientific Programming
Engl 103—American Literature

Second Semester
Chem 251—Inter Quantitative Analysis
CE 221—Struct Design
EE 281—Electrical Circuits
Hist requirement

SENIOR YEAR

First Semester
CE 253—Engr Mech—Statics
Math Stat 22—Calc w/Anal Geom III
Phy 24—Engr Physics II

Second Semester
CE 261—Micro in San Engr
CE 265—Water & Waste Water Engr

Emphasis Area Programs: Engineering Students

Construction:
CE 344—Construction Materials
CE 345—Man and Materials
CE 346—Management of Constr. Costs
CE 373—Airport Planning and Design

Other Options:
CE 337—Highway Engineering
CE 342—Civil Engr. Practice
CE 345—Management of Constr. Costs
CE 373—Airport Planning and Design

b. Pre-med students: L.S. 11, 15, 21; Psy. 50; and Soc. 81.

c. Students planning for industry: B.S. level—Geol. 111, 381; Cer. 391, 392; E. Nigl.

3. Students who plan to teach chemistry in high school should consult this catalog.

Chemistry

Curriculum

FRESHMAN YEAR

First Semester
Chem 1.2—General Chemistry
Math Stat 8—Cal with Anal Geom I
Engl 1—Rhetoric and Comp
Hist

M 10—Military Fund (if elected)

3—General Chemistry

Second Semester
Chem 14—Elementary Analytical Chem
Math Stat 21—Cal with Anal Geom II
Econ 110—Principles of Econ
M 20—Military Fund (if elected)

SOPHOMORE YEAR

First Semester
Chem 221—Organic Chemistry I
Chem 222—Organic Chemistry II
Math Stat 22—Cal with Anal Geom III
Phy 25—General Physics I
Phy 26—General Physics II Lab
CSc 73—Basic Scientific Programming
Engl 75 or 80—Intro to British Masterpieces

Second Semester
Chem 223—Organic Chemistry II
Chem 224—Organic Chemistry II Lab
Math Stat 22—Cal with Anal Geom III
Phy 25—General Physics I
Phy 26—General Physics II Lab
CSc 73—Basic Scientific Programming
Engl 103—American Literature

JUNIOR YEAR

First Semester
Chem 240—Physical Chemistry
Chem 242—Physical Chemistry Lab
Chem 249—Org Qual

Elective

Hist

For. Language

Engl 60—Exposi

Second Semester
Chem 237—Inorganic Chemistry
Chem 243—Physical Chemistry
Chem 244—Physical Chemistry Lab
For. Language II
Chem 151—Quantitative Analysis

SENIOR YEAR

First Semester
Chem 251—Inter Quantitative Analysis
Chem 243—Inter Physical
Elective

For. Language III

Second Semester
Chem 251—Inter Quantitative Analysis
Chem 243—Inter Physical
Elective

Engl 103—American Literature
Elective

b. Pre-med students: L.S. 11, 15, 21; Psy. 50; and Soc. 81.

c. Students planning for industry: B.S. level—Geol. 111, 381; Cer. 391, 392; E. Nigl.

3. Students who plan to teach chemistry in high school should consult this catalog.
### CURRENT MECHANICAL ENGINEERING CURRICULUM

**ATTACHMENT #2**

#### Freshman Year

<table>
<thead>
<tr>
<th>First Semester</th>
<th>Credit</th>
<th>Second Semester</th>
<th>Credit</th>
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<tbody>
<tr>
<td>ME 10 - Intro to Mech Engr.</td>
<td>1</td>
<td>EG 10 - Engr. Dr. &amp; Descr. Geom.</td>
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<tr>
<td>Chem 1 - General Chemistry</td>
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<td>Chem 3 - General Chemistry</td>
<td>3</td>
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<tr>
<td>Engl. 1 - Rhetoric &amp; Comp.</td>
<td>3</td>
<td>Math 21 - Calculus with Anal. Geom.</td>
<td>5</td>
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<tr>
<td>Elective - Hum. or Soc. Sci.</td>
<td>3</td>
<td>Phy. 23 - Engr. Physics I</td>
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<td>Math 8 - Calc with Anal. Geom</td>
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<td>Elective - Hum. or Soc. Sci.</td>
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<td><strong>Total</strong></td>
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#### Sophomore Year

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<tbody>
<tr>
<td>Math 22 - Calc with Anal Geom</td>
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<td>ME 219 - Thermodynamics</td>
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<tr>
<td>Phys. 24 - Engr. Physics II</td>
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<td>Met 121 - Metallurgy for Engrs.</td>
<td>3</td>
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<tr>
<td>EG 25 - Graphical Design</td>
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<td>ME 53 - Intro to Mfg. Processes</td>
<td>3</td>
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<td><strong>Total</strong></td>
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#### Junior Year

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<tr>
<td>EE 281 - Electrical Circuits</td>
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<td>EE 283 - Electronics for Instrumentn.</td>
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<td>EM 110 - Mechanics of Matls.</td>
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<td>ME 204 - Dynamics of Machinery</td>
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<td>EM 120 - Materials Lab</td>
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<td>ME 225 - Heat Transfer</td>
<td>3</td>
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<td>EM 203 - Kinematics</td>
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<td>ME 231 - Thermofluid Mechanics</td>
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<td>ME 221 - Applied Thermodynamics</td>
<td>3</td>
<td>ME 208 - Machine Design</td>
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<tr>
<td>Elective - Math/Comp. Sci.</td>
<td>3</td>
<td>ME 240 - Mech. Instrumentation Lab</td>
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<td><strong>Total</strong></td>
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#### Senior Year

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<tr>
<td>ME 279 - Anal. &amp; Des. of ME Systems</td>
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<td>ME 261 - Anal. &amp; Synth. in Engr. Des.</td>
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<td>Elective - Technical</td>
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<td>ME 280 - Control Systems Lab</td>
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<td>Elective - Hum. or Soc. Sci.</td>
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<td>Elective - Technical</td>
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<td><strong>Total</strong></td>
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<td><strong>Total</strong></td>
<td>17</td>
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(a) Students without high school chemistry must take Chem 1 and Chem 2 (5 hours)

(b) To include at least one course in each of the following areas: Economics, Literature, American History or Political Science (see School of Engineering requirements). History 112, 175, 176, or Political Science 90 will satisfy state requirement as to Missouri Constitution. All electives must be approved by the student's advisor.

(c) An average academic grade point of 2.0 or better in Math 8, Math 21, Math 22, and Physics 23 is required for enrollment in departmental courses at the 200 and 300 levels.

(d) This course must be selected from the following: Engl. 60, Engl. 85, Engl. 160, or the complete four course sequence in Advanced Military Science (M. Sc. 105, 106, 107, and 108).

(e) This course must be selected from the following: Comp. Sci. 219, Math 203, Math 208, Math 215, or any 300 level Math or Comp. Sci. course approved by the student's advisor.

(f) Electives must be approved by the student's advisor. Honors students have special requirements for technical electives. Six hours of technical electives must be in the Mechanical and Aerospace Engineering Department. Three hours of technical electives must be at the 300 level.
### PROPOSED MECHANICAL ENGINEERING CURRICULUM

#### Freshman Year

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<th>First Semester</th>
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<td>ME 10 - Intro to Mech Engr</td>
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<td>Chem 1 - General Chemistry</td>
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<td>Engl. 1 - Rhetoric &amp; Comp.</td>
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<td>EG 10 - Engr. Dr. &amp; Descr. Geom.</td>
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<tr>
<td>Chem 3 - General Chemistry</td>
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<tr>
<td>Math 21 - Calculus with Anal. Geom. II</td>
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<tr>
<td>Phy. 23 - Engr. Physics I</td>
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<td>Elective - Hum. or Soc. Sci.</td>
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<tr>
<td>Comp. Sci 73 - Basic Sci. Prog.</td>
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<td>BM 50 - Engr. Mech. - Statics</td>
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<tr>
<td>EM 150 - Engr. Mech. - Dynamics</td>
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<td>Math 204 - Diff. Equations</td>
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<td>ME 219 - Thermodynamics</td>
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<td>ME 53 - Intro to Mfg. Processes</td>
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<td>Elective - Communications</td>
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<td>ME 221 - Applied Thermodynamics</td>
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<th>Credit</th>
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</thead>
<tbody>
<tr>
<td>EE 283 - Electronics for Instrumentn.</td>
<td>3</td>
</tr>
<tr>
<td>ME 204 - Dynamics of Machinery</td>
<td>3</td>
</tr>
<tr>
<td>ME 225 - Heat Transfer</td>
<td>3</td>
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<tr>
<td>ME 231 - Thermofluid Mechanics I</td>
<td>3</td>
</tr>
<tr>
<td>ME 208 - Machine Design I</td>
<td>3</td>
</tr>
<tr>
<td>ME 240 - Mech. Instrumentation Lab</td>
<td>2</td>
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<tr>
<td><strong>Total</strong></td>
<td>17</td>
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#### Senior Year

<table>
<thead>
<tr>
<th>First Semester</th>
<th>Credit</th>
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<tbody>
<tr>
<td>ME 279 - Anal. &amp; Des. of ME Systems</td>
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<td>Elective - Technical</td>
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<tr>
<td>Elective - Hum. or Soc. Sci.</td>
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<td><strong>Total</strong></td>
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<table>
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<tr>
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<th>Credit</th>
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<tr>
<td>ME 229 - Energy Conversion</td>
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<tr>
<td>ME 260 - Control Systems Lab</td>
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<td>Elective - Hum. or Soc. Sci.</td>
<td>6</td>
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<tr>
<td><strong>Total</strong></td>
<td>16</td>
</tr>
</tbody>
</table>

(a) Students without high school chemistry must take Chem 1 and Chem 2 (5 hours)
(b) To include at least one course in each of the following areas: Economics, Literature, American History or Political Science (see School of Engineering requirements). History 112, 175, 176, or Political Science 90 will satisfy state requirement as to Missouri Constitution. All electives must be approved by the student's advisor.
(c) An average academic grade point of 2.0 or better in Math/Stat 8, 21, 22, and Physics 23 is required for enrollment in ME 203 and ME 219.
(d) This course must be selected from the following: Engl. 60, Engl. 85, Engl. 160, or the complete four course sequence in Advanced Military Science (H. Sc. 105, 106, 107, and 108).
(e) This course must be selected from the following: Comp. Sci. 218, Math 203, Math 208, Math 215, or any 300 level Math or Comp. Sci. course approved by the student's advisor.
(f) Electives must be approved by the student's advisor. Honors students have special requirements for technical electives. Six hours of technical electives must be in the Mechanical and Aerospace Engineering Department. Three hours of technical electives must be at the 300 level.
### MECHANICAL ENGINEERING CURRICULUM

#### Freshman Year

<table>
<thead>
<tr>
<th>First Semester</th>
<th>Second Semester</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>ME 10 - Intro to Mech Engr</td>
<td>EG 10 - Engr. Dr. &amp; Descr. Geom</td>
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<td>Chem 1 - General Chemistry</td>
<td>Chem 3 - General Chemistry</td>
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<tr>
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<td>Elective - Math/Comp. Sci.</td>
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<tr>
<td>Math 8 - Calc with Anal. Geom</td>
<td>Elective - Hum. or Soc. Sci.</td>
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#### Sophomore Year

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<thead>
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<th>Second Semester</th>
<th>Credit</th>
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<tbody>
<tr>
<td>Math 22 - Calc with Anal Geom</td>
<td>ME 219 - Thermodynamics</td>
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<tr>
<td>Phy. 24 - Engr. Physics II</td>
<td>ME 121 - Metallurgy for Engrs.</td>
<td>4</td>
</tr>
<tr>
<td>EG 25 - Graphical Design</td>
<td>ME 53 - Intro to Mfg. Processes</td>
<td>3</td>
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#### Junior Year

<table>
<thead>
<tr>
<th>First Semester</th>
<th>Second Semester</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>EE 281 - Electrical Circuits</td>
<td>EE 283 - Electronics for Instrumentn.</td>
<td>3</td>
</tr>
<tr>
<td>EM 110 - Mechanics of Matls.</td>
<td>ME 204 - Dynamics of Machinery</td>
<td>3</td>
</tr>
<tr>
<td>EM 120 - Materials Lab</td>
<td>ME 225 - Heat Transfer</td>
<td>3</td>
</tr>
<tr>
<td>ME 203 - Kinematics</td>
<td>ME 231 - Thermofluid Mechanics I</td>
<td>3</td>
</tr>
<tr>
<td>ME 221 - Applied Thermodynamics</td>
<td>ME 208 - Machine Design I</td>
<td>3</td>
</tr>
</tbody>
</table>

#### Senior Year

<table>
<thead>
<tr>
<th>First Semester</th>
<th>Second Semester</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elective - Technical</td>
<td>ME 280 - Control Systems Lab</td>
<td>3</td>
</tr>
<tr>
<td>Elective - Hum. or Soc. Sci.</td>
<td>Elective - Hum. or Soc. Sci.</td>
<td>6</td>
</tr>
</tbody>
</table>

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## PROPOSED
### MECHANICAL ENGINEERING CURRICULUM

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<table>
<thead>
<tr>
<th>First Semester</th>
<th>Credit</th>
<th>Second Semester</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>ME 10 - Intro to Mech Engr</td>
<td>1</td>
<td>EG 10 - Engr. Dr. &amp; Descr. Geom.</td>
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<tr>
<td>Chem 1 - General Chemistry</td>
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<td>Chem 3 - General Chemistry</td>
<td>3</td>
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<tr>
<td>Engl 1 - Rhetoric &amp; Comp.</td>
<td>3</td>
<td>Math 21 - Calculus with Anal. Geom.</td>
<td>5</td>
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<tr>
<td>Elective - Hum. or Soc. Sci.</td>
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<td>Phy. 23 - Engr. Physics I</td>
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<tr>
<td>Math 8 - Calc with Anal. Geom</td>
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<td>Elective - Hum. or Soc. Sci.</td>
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</tr>
<tr>
<td></td>
<td>16</td>
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<td>18</td>
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<thead>
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<th>Second Semester</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Math 22 - Cal with Ana Geo III</td>
<td>4</td>
<td>ME 219 - Thermodynamics</td>
<td>3</td>
</tr>
<tr>
<td>Comp. Sci. 63 Comp. Progr. Lab</td>
<td>1</td>
<td>Met 121 - Metallurgy for Engrs.</td>
<td>3</td>
</tr>
<tr>
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<td>3</td>
</tr>
<tr>
<td>EG 25 - Graphical Design</td>
<td>2</td>
<td>Elective - Communications</td>
<td>3</td>
</tr>
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<td></td>
<td>16</td>
<td></td>
<td>17</td>
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</thead>
<tbody>
<tr>
<td>ME 279 - Anal. &amp; Des. of ME Systems</td>
<td>3</td>
<td>ME 261 - Anal. &amp; Synth. in Engr. Des.</td>
<td>3</td>
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<tr>
<td>Elective - Technical</td>
<td>6</td>
<td>ME 280 - Control Systems Lab</td>
<td>1</td>
</tr>
<tr>
<td>Elective - Hum. or Soc. Sci.</td>
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<td>Elective - Technical</td>
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MEMORANDUM TO: Members of the Academic Council  
FROM: Prof. Ralph E. Schowalter, Chairman  
Rules, Procedures and Agenda Committee  
DATE: February 29, 1984  
RE: Proposed By-Law Revisions  

Attached is a copy of proposed changes in the Faculty By-Laws. These changes are concerned with the updating of wording, recognition of reorganization, inclusion of the Campus Exigency Committee, committee structure and definition, and also a change submitted by the Student Council regarding voting privileges of the student representatives on the Academic Council.

The format used for this presentation of revisions is:

1) deleted words or sections are enclosed in parentheses and crossed out with a single line.

2) added words or sections are shown in italics.

A vote of 20 Faculty members is needed to forward these changes to the General Faculty for consideration in accord with Section 11.0301.07.

RES/ksc  
Attachment
11.0301.03 General Faculty.

.0301 Membership.

The General Faculty of the University of Missouri-Rolla consists of all full-time staff members holding the rank of Instructor or above, the President, the Chancellor, the Vice Chancellor for Academic Affairs, the Deans, the Registrar, the Director of Admissions, the Librarian, and any other person who may be elected by a two-thirds majority vote of the General Faculty.

Vice Chancellor for Academic Affairs should replace Provost in Sections 11.0301.0402, 01, 0403, 01, 0404, 02, 03, 0406, 05, 01.

.0304 Officers of the General Faculty.

The officers of the General Faculty shall consist of the President of the University, the Chancellor, the President of the Academic Council, a Secretary, and a Parliamentarian.

.01 The Chancellor of the University of Missouri-Rolla is the presiding officer of the General Faculty. The Chancellor presides at meetings of the General Faculty but may extend this right to the President of the University when present. (or to the Vice Chairman)

.02 The President of the Academic Council is the Vice Chairman of the General Faculty. The Vice Chairman presides at meetings of the General Faculty in the absence of or at the discretion of the Chancellor.

.03 The Secretary is appointed by the Chancellor and need not be a member of the General Faculty. The Secretary keeps minutes of the proceedings of the General Faculty meetings. The Secretary is required to distribute an agenda prior to each meeting, and the minutes after each meeting, to all members of the General Faculty.

.04 The Parliamentarian is appointed by the Chancellor and must be a member of the General Faculty.

.0305 Meetings.

All meetings are called by the Chancellor. A quorum shall consist of twenty (20) per cent of the members when business described in the published agenda is being considered and fifty (50) per cent when other items of business are being considered.
Chancellor should replace Chairman of the General Faculty in Sections 11.0301.0305.0201
.0305.0202
.0404.0407

.0404.03 Officers of the Academic Council. The officers of the Academic Council consist of a (Chairman, Chairman-Elect) President, President-Elect, Secretary, and Parliamentarian. The new officers are elected annually from the membership of the Council by its voting members. The election is held after the seating of the new members and before the end of the spring semester. The retiring (Chairman) President presides at the meeting for electing new officers.

.0301 The (Chairman) President presides at the meetings of the Academic Council. The (Chairman) President is the official spokesman of the Council and maintains open communications with the faculty, administration and students. The (Chairman) President is responsible for supervising all authority delegated by the Council and executive of decisions made by the Council.

.0302 The (Chairman-Elect) President-Elect serves in the capacity of the (Chairman) President during the latter's absence, or upon the (Chairman's) President's request. The (Chairman-Elect) President-Elect is also an assistant to the (Chairman) President.

President should replace Chairman in Sections 11.0301.0404.0407
.0404.0407.01
.0404.0503

President-Elect should replace Chairman-Elect in Section 11.0301.0404.0503

.0403 Meetings of the Academic Council are conducted in accordance with Robert's Rules of Order, Newly Revised, by Sarah Corbin Robert; Scott Foresman and Company, 1970, or upon approval of the majority of the General Faculty, a more recent edition. However, should a conflict arise among Robert's Rules of Order, the By-Laws of the General Faculty, and the Procedural and General Resolutions of the Academic Council, the order of precedence shall be first the By-Laws, second the Procedural and General Resolutions, and then Robert's Rules of Order.
Faculty Standing Committees

Campus Exigency Committee

This committee is established in accordance with the Financial Exigency and Discontinuance of Program Documents adopted by the Board of Curators. In the event of a financial crises jeopardizing the welfare of the institution is declared, this committee will make recommendations to the Chancellor for fair and equitable resolutions.

The Committee consists of the Vice Chancellor for Academic Affairs, who will serve as chairman; the School/College Deans; the Vice Chancellor for Administrative Services; the Affirmative Action Officer; the Academic Council President; three elected administrative, service and support staff; and three faculty members for each School/College selected by the Academic Council. The elected members will serve for three years. One-third of the elected members will be chosen each year.

If this proposal is approved the sections will be renumbered to place this write-up in proper alphabetical order in the list of Faculty Standing Committees.

Rules, Procedures and Agenda Committee

It is the responsibility of this committee to prepare the agenda for Academic Council meetings and (to assist the Vice Chairman of the General Faculty in the preparation of) the agenda for General Faculty meetings.

The committee consists of one faculty member from each School or College, elected from and by the Academic Council, two from and by the General Faculty, (the Vice Chairman of the General Faculty) the officers of the Academic Council, one graduate student selected by the Council of Graduate Students, and one student selected by the Student Council. Faculty members serve a two-year term with approximately one-half elected each year.

Student Scholastic Appeals Committee

This Committee establishes procedures for individual student scholastic appeals. The Committee shall consider and rule on all individual cases of appeal relating to student scholastic performance, including but not limited to: graduation with honors, probation and dropping from school, readmission after being dropped for scholastic reasons, scholastic deficiencies and evaluation of credit, and transfer of credits, grades and honor points from other campuses (of the University of Missouri) to UMR.
11.0301.0407 Special Committees

.01 Special Committees may be authorized from time to time, as needed, by the Chancellor, General Faculty, Academic Council, Schools, Colleges, and Departments. However, when the faculty or the administration establishes any committee having campus-wide responsibilities or authority, they shall file with the Secretary of the Academic Council a statement specifying the responsibilities, authority and composition of the committee, together with a list of current members. A catalog of such existing committees shall be circulated to the faculty annually by the Secretary of the General Faculty.

.02 When deemed appropriate by the Chancellor, by the General Faculty, or by the Academic Council reports of Special Committees shall be distributed to all members of the General Faculty. Each special committee prepares an annual report to be made available to all faculty members.

.03 Whenever possible, special committees shall organize prior to June 1 and be responsible for their duties from June 1 through the following year.
Student representatives are selected as follows: The Student Council will select one representative for each one thousand (1,000) full-time undergraduate students or fraction thereof, (with all privileges except voting). The Graduate Students will also select one representative for each one thousand (1,000) graduate students or fraction thereof (with all privileges except voting). Of these student members, one of every four or fraction thereof appointed by each of the organizations shall have all privileges including voting. The remaining student members shall have all privileges excluding voting.
Professor Patrick Hamlett will substitute for Professor Don Oster at the February 16, 1984, Academic Council Meeting.
As preliminary thought is given to the development of an operating budget for 1984-85, the following anticipated cost increases, most of which come from the 1984-85 Appropriations Request, should be considered:

1. Salary increases at 6% $11.7 Million
2. Staff benefits--about a 13.6% increase 3.9 "
3. Sub-total for compensation-7.0% $15.6 "
4. Increase for fuel and utilities-10.0% 1.0 "
5. Increase for telecommunications-11.5% .7 "
6. Increase for library acquisitions-7.0% .3 "
7. Increase for other expense & equipment-5.0% 2.1 "
8. Sub-total estimated cost increases-about 6.9% $19.7 "
9. Estimated shortfall with the following assumptions:
   A. No increase in state support other than a restoration of the original appropriation for 1983-84, but an increase in non-state funds of $5.2 million--(The 8.1% increase in student fees). $14.5 "
   B. The level of state support recommended by the Governor plus the 8.1% increase in student fees--(6.3 million in increased state support plus the income from the 8.1% increase in student fees). $8.2 "

UNIVERSITY OF MISSOURI

Inter-Department Correspondence

February 9, 1984

TO: President Olson
FROM: James R. Buchholz, Vice President for Administrative Affairs
SUBJECT: Eighteen-Month Financial Outlook for UM
Amount needed to meet UM 2/9/84 budget plan: $19.7 million

<table>
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<tr>
<th>Scenarios</th>
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<th>9B</th>
<th>10C</th>
<th>Fee</th>
<th>House</th>
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<tr>
<td><strong>8.1% fee increase</strong></td>
<td>5.2</td>
<td>5.2</td>
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<td><strong>Appropriation level</strong></td>
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<td>Governor</td>
<td>6.3</td>
<td></td>
<td>6.3</td>
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<tr>
<td>94% of CBHE</td>
<td></td>
<td></td>
<td>22.7</td>
<td></td>
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<td>House Ed. Committee</td>
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<td></td>
<td></td>
<td></td>
<td>16.0</td>
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<tr>
<td><strong>6.9% additional fee increase</strong></td>
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<td>(15% total)</td>
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<td><strong>Total</strong></td>
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<td>11.5</td>
<td>27.9</td>
<td>16.9</td>
<td>21.2</td>
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<tr>
<td><strong>Shortfall from Plan</strong></td>
<td>14.5</td>
<td>8.2</td>
<td>(8.2)</td>
<td>2.8</td>
<td>(1.5)</td>
</tr>
</tbody>
</table>

Notes: - Shortfall should be met by:
1. reallocations
2. fee increase
3. change in plan

- 1984-85 Operating Appropriation Recommendation for Higher Education:
  - Governor $331.5 million
  - CBHE $380.9 million (94% is 358.0)
  - House Ed. Committee $352.3 million (has line item)
10. Estimated amount available for other needs after the cost increases totaling $19.7 million have been covered and with the following assumption:

C. Ninety-four per cent of the level of support recommended by the CBHE plus the 8.1% increase in student fees ($22.7 million in increased state support plus the income from the 8.1% increase in student fees). ($8.2)

The estimates of cost increases above assume the amounts used to prepare the 1984-84 Appropriations Request have not changed. It is expected that budget adjustments during the year will affect these amounts and that the cost increases identified may be reduced from these estimates. On the other hand, the campuses undoubtedly will have some locally identified needs that are not included in these estimates.

With respect to further increasing student fees, we don't yet have a reliable estimate of the amount of fee income that could be expected from increasing student fees from the presently approved increase of 8.1% to an overall increase of 15.0% because we don't have estimates of the impact that the further increase might have on enrollments. If we can reasonably assume that the further increase to a total 15.0% change would not affect enrollment, our estimate is that the 15.0% change would generate an additional $5.4 million for the four campuses.

c: Vice President George
MEMORANDUM TO: Academic Council Members

FROM: Ralph E. Schowalter, Chairman
       Rules, Procedures, and Agenda Committee

DATE: February 16, 1984

RE: General Resolution IX

The Rules, Procedure, and Agenda Committee will propose the following
as a General Resolution at the March meeting of the Academic Council in
response to their charge to provide clarification of the term "full-time
faculty":

For those instances that require selection or identification of
full-time faculty, the Chancellor, Vice-Chancellor, Deans, Associate
and Assistant Deans, Directors, Associate and Assistant Directors,
Department Chairmen and any person who devotes a substantial portion
of their time to administrative duties (nominally more than 25%)
shall not be eligible.

RES/ksc
M.U. Deadline Changed
On Degree Evaluations

Special to the Post-Dispatch

COLUMBIA, Mo. — The University of Missouri Board of Curators has moved up its deadline for evaluating degree programs to October because of dwindling state support for higher education.

The new review schedule will require each of the university's four campuses to evaluate its programs and activities before October, then recommend that each either be enhanced, maintained, reduced or eliminated.

Earlier, the deadline for the evaluations had been March 15, 1985.

Curator Doug Russell, chairman of the university's Long-Range Planning Steering Committee, proposed the new deadline Friday to the curators' academic affairs committee.

He originally wanted the evaluations completed by June but met opposition from Chancellor Barbara S. Uehling of the Columbia campus. She wanted until June 1985 to evaluate the campus' 250 degree programs.

On Friday, Ms. Uehling endorsed the new deadline.

"Putting it off much beyond October means we lose one more budget year," she said. "These decisions need to be made before the next budget is passed."

Several faculty members opposed the new deadline at the morning committee session. Instead, they sought a delay to allow careful evaluation of programs and an opportunity for the faculty to appeal the reviews' findings.

Curators stressed to the faculty that no cuts would be made until the board reviewed the program evaluations late next year. If cuts are made, curators said, the board will follow existing guidelines for program eliminations.

But at a press conference Friday afternoon, board President David Lewis of St. Joseph said cuts must be made if the university was to reach the goals being drafted by the board's Planning Committee. Lewis stressed the board's commitment to the unpopular task of matching programs to objectives.

The Planning Committee will submit its list of objectives and their estimated cost at the curators' meeting in June, Russell said. Among those objectives is a plan to increase faculty, staff, and administration salaries to match the average salaries at other Big Eight and Big 10 universities.

A proposed first step in increased salaries and benefits during the coming fiscal year, along with what is expected to be a rise in other operating costs, would add a minimum of $19.7 million to the university's appropriations request this year, President James Olson said Friday.

Unless state support increases, he said, students could be faced with a 7 percent increase in tuition next fall. Any new increase will be added to an 8.1 percent tuition rise the board approved last summer.

Curators approved increases Friday in student activity and residence hall fees and authorized plans for several construction projects at the Columbia campus.
MEMORANDUM TO: Academic Council Members

FROM: Ralph E. Schowalter, Chairman
Rules, Procedures and Agenda Committee

DATE: February 16, 1984

RE: General Resolution X

The Rules, Procedures and Agenda Committee will propose the following as a General Resolution at the March meeting of the Academic Council.

Representation on the Inter Campus Faculty Council shall be composed of the present Chairman of the Academic Council, the past Chairman, and the Chairman-Elect.

The Rules, Procedures and Agenda Committee is recommending this change for the following reasons:

We believe that the presence of the Academic Council Chairman on the Inter Campus Faculty Council will facilitate communication between the Academic Council and the University President. This will alert the Academic Council very early as to the proposed items, thereby, facilitating discussion and reaction for immediate input.

We believe that the presence of the Academic Council Chairman (two of the other campuses are so represented) on the Inter Campus Faculty Council will provide better coordination among the faculty governance bodies, thus, a more effective faculty voice in the University Systems.

We believe that the members of the Inter Campus Faculty Council can best react to the items of discussion by representing the faculty and not the individual's particular reaction. The Academic Council Chairman is probably in the best position to represent the collective voice of the faculty.

In addition, we believe that the knowledge the Academic Council Chairman would gain during his or her year of office would be valuable to the Inter Campus Faculty Council; therefore, are recommending that the outgoing chairman becomes a member. Too, we believe that the incoming chairman would benefit from these experiences and should also become a member.

RES/ksc

An equal opportunity institution
MEMORANDUM TO: UMR Academic Council  
FROM: UMR Curricula Committee  
SUBJECT: Curricula Committee (1983-84) Report #4  

The following new course addition, deletions, and course change requests have been made to the UMR Curricula Committee, and after consideration, are herewith recommended to the Academic Council for approval.

A. NEW COURSE ADDITIONS:


   Catalog description: Nature and classification of hazardous wastes; Federal and State regulation for treatment and disposal; geological characterization of facility sites; design of impoundments, storage and containment facilities; ground water monitoring and protection; site permitting and licensing planning.

   Justification: The course adds state-of-the-art of practical design to the GE curriculum; provides a programmatic methodology for applying GE theory and principles to practice and prepares graduates for current job market.

2. Petroleum Engineering 304; Multiphase Pipeline Flow

   Catalog description: Multiphase Petroleum fluid flow in pipelines. (Lect. 3) Fortran solutions to pipeline and tubing flow problems including inflow performance through directional wells with multiphase flow over inclined and hilly terrain. Applied solutions include decision making after analysis of existing, system and recommended design improvements.

   Justification: Class is now being taught as an experimental course, Petr. 301.

3. Geology & Geophysics 401; Special Topics

   Catalog description: This course is designed to give the Department an opportunity to test new courses.

4. AA&CS (Speech and Media Studies) 221; The Study of Photography

   Catalog description: An introduction to photographic communication. Includes a study of basic camera techniques, black and white film and print processing, the use of 35mm and larger format cameras, and photographic history and aesthetics.

   Justification: In recent years there has been an explosive growth in photography for both personal and professional situations. In addition, photography as an art form has become widely accepted with individuals purchasing and displaying photographs. This interest is manifest at UMR: the enrollment over three semesters has topped 25.
B. DELETIONS:
1. Petroleum Engineering 351; Geothermal Resource Engineering
2. Petroleum Engineering 332; Phase Behavior Laboratory
3. Petroleum Engineering 331; Behavior of Hydrocarbon Fluids
4. Petroleum Engineering 305; Underground Storage of Natural Gas

C. CURRICULUM CHANGES:
1. Proposal For Revision of the General Honors Program (see Attachment #1)
2. Mechanical Engineering (see Attachment #2)

Justification: This action is necessary to ensure the proper preparation and academic quality for students continuing in Mechanical Engineering whether they be transfer students or UMR students.

D. COURSE CHANGES:
1. Geological Engineering 371

   Course Title: from: Geological Engineering to: Rock Engineering
   in Civil Construction. Catalog description: from: A survey of the
   principles of geological engineering. Emphasis on engineering aspects
   of earth materials. to: Data requirements for design; engineering
   properties of rock; characterization of fractures and rock masses;
   stereonet analysis of discontinuities; graphic analysis of failure;
   ground stress distribution; tunnel construction methods; ground
   support principles; selection of tunneling equipment; and specifications
   for underground construction.

   Prerequisites: from: None to: Geological Engineering 275.

2. Petroleum Engineering 210

   Course Number: from: 210 to: 310
   Catalog description: from: Discussion of current topics. to: Discussion
   of current topics. (Course cannot be used for graduate credit.)

   Prerequisites: from: None to: Senior standing in Petroleum Engineering.

3. Petroleum Engineering 241

   Course Title: from: Petroleum Reservoir Engr. II to: Petroleum
   Reservoir Engr. Catalog description: from: Petroleum Reservoir
   Engineering II. (Lect. 3) Properties of reservoir fluids;
   reservoir mechanics including fluid flow through reservoir rock,
   capillary phenomena; phase behavior of hydrocarbons. (Math./Stat. 22,
   Pet. 131 and 141). to: Petr. Reservoir Engr. (Lect. 3) Properties
of reservoir fluids; reservoir mechanics including fluid flow through reservoir rock, capillary phenomena; phase behavior of hydrocarbons. (Math./Stat. 22, Pet. 131 and 141).

4. Petroleum Engineering 141

Course Title: from: Petroleum Reservoir Engineering I to: Properties of Hydrocarbon Fluids. Catalog description: from: Petroleum Reservoir Engineering I. (Lect. 3) Physical principles of petroleum engineering. Dimensional analysis; compositional parameters for mixtures; fundamental gas laws; elementary phase behavior; equilibrium vaporization ratios; critical conditions. (Chem. 3, Math./Stat. 21, Phy. 23). to: Hydrocarbon Fluids. (Lect. 3) Physical principles of petroleum engineering. Dimensional analysis; compositional parameters for mixtures; fundamental gas laws; elementary phase behavior; equilibrium vaporization ratios; critical conditions. (Chem 3, Math/State 21, Comp Sc 63 and 73, Phy 23).

Prerequisites: from: Chem 3, Math 21, Phy 23 to: Chem 3, Math 21, Phy 23, Comp Sc 63 and 73.

5. Petroleum Engineering 301

Catalog description: from: Special Topics. (Variable) This course is designed to give the department an opportunity to test a new course. to: Special Topics. (1 to 3) This course is designed to give the department an opportunity to test a new course. (Consent of instructor).

Credit hours: from: Variable to: Lecture 1 to 3 - Total 1 to 3.

6. Geology & Geophysics 341

Course title: from: Applied Petroleum Geology to: Petroleum Development Geology. Catalog description: from: The principles of petroleum geology are applied in solving specific hydrocarbon exploration and developmental problems. Potential hydrocarbon-bearing reservoirs are evaluated both geologically and economically. Various exploration and development programs are investigated. to: The principles of Petroleum Field Development are explored through the use of several "hands on" projects. Students evaluate various forms of geologic data (mainly well logs) with the intent of making reserve evaluations and further development recommendations under conditions of geologic and economic uncertainty.

Prerequisites: from: Geol 241 (241 is obsolete - now called 340) to: Geol 340.

7. Mechanical Engineering 261

Catalog description: from: The philosophy of design is discussed in general along with specific illustrations in the lecture. Individual and group design projects are carried out in the laboratory. These projects serve to illustrate the application of engineering principles to the design and analysis of mechanical systems.
to: The philosophy of design is discussed using specific illustrations in the lecture. Individual and group design projects are carried out in the laboratory. These projects illustrate the application of engineering principles to the design and analysis of mechanical systems. Should be taken in final semester.

Prerequisites: from: none to: ME 208, ME 225, ME 231, EE 283.

8. Engineering Management 361

Prerequisites: from: Senior Status, Mgt. 314 to: Senior or graduate standing.

Respectfully submitted,

Thomas J. Herrick  
Chairman

Attachments (2)
M E M O R A N D U M

March 9, 1984

TO: Academic Council
FROM: Admissions and Academic Standards Committee
SUBJECT: The Committee's Response to the Student Council's Resolution on Mid-semester Grades

Enclosure I is a copy of the Student Council's Resolution of November 8, 1983, pertaining to mid-semester grades. The Committee applauds the Student Council's efforts on behalf of the student body to bring this issue before the Academic Council.

The 1983/84 Manual of Information (VII-4 Page 63) states:

GRADES REPORTED TWICE DURING EACH SEMESTER. All grades will be reported to the Registrar both at mid-semester and at the end of each semester or term except that grades in German 401, undergraduate and graduate seminars and special problems courses at 200, 300, and 400 levels need not be reported at mid-semester.

While the style of the Manual of Information is designed to convey the Collected Rules and Regulations of the University to the student, many of the provisions are directed to faculty, department chairmen, deans, the registrar, and others involved in academic administration. Since students are required to abide by the rules and regulations of the "Manual" it seems only fair that the faculty also abide. The belaboured point is: there is no provision in the current academic regulations for a faculty member to make the reporting of mid-semester grades optional. Furthermore, the practice of submitting a blank grade sheet to the Registrar's Office at mid-semester does not satisfy the requirement that "a grade be reported" since grades are specified as:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>excellent</td>
</tr>
<tr>
<td>B</td>
<td>superior</td>
</tr>
<tr>
<td>C</td>
<td>medium</td>
</tr>
<tr>
<td>D</td>
<td>inferior</td>
</tr>
<tr>
<td>F</td>
<td>failure</td>
</tr>
<tr>
<td>I</td>
<td>incomplete</td>
</tr>
<tr>
<td>S</td>
<td>satisfactory</td>
</tr>
<tr>
<td>U</td>
<td>unsatisfactory</td>
</tr>
</tbody>
</table>

Enclosure II is a report from the Student Affairs Committee and is passed on to the Council for its consideration. The Admissions and Academic Standards Committee in its consideration of this issue is divided on the question of retaining mid-semester grades and therefore cannot make a specific recommendation. The Committee unanimously supports a rigorous enforcement by the Academic Administration of the regulation to submit mid-semester grades should the Council decide to retain the reporting of a student's performance midway through the semester (term).

The Committee encourages all representatives to the Council to explore the issue with their constituents so that an open and complete discussion ensues.

Enclosures

TH/jsp

TH/jsp
MEMORANDUM TO: Academic Council  
c/o RP & A Committee

FROM: Budgetary Affairs Committee  
Arlan DeKock, Chairman

RE: Committee Deliberations and Recommendations to  
Council--March 5, 1984

1. The Committee was asked to consider if Executive Guideline #17  
(4.0004.17.02) requiring "each campus have such a resource/planning  
committee or committees, each including a substantial number of  
faculty members..." was being followed at UM-Rolla. After  
considerable discussion the following motion was moved and passed.

   The Budgetary Affairs Committee interprets the faculty  
representation on the Budget Review Committee as being  
substantial.

2. The Committee was asked to consider and define either a set of  
priorities for program reduction and/or elimination or to  
establish a set of procedures for determining program priorities.  
After considerable discussion the BAC would like to report the  
following: "Criteria for determining program and activity  
priorities (academic and non-academic) are being developed by  
the Board of Curators' Long Range Plan Steering Committee. This  
material is being reviewed by the UM-Rolla Long Range Planning  
Liaison Committee. The process at the campus level is established  
with the Academic Council designated as the faculty body to  
receive and respond to the Chancellor's tentative categorizations.  
July 27, 1984 is the date set for the Academic Council to receive  
this information." The following motion was moved and passed.

   The Budgetary Affairs Committee feels that it is neither  
appropriate nor necessary to develop a second set of  
criteria and review processes.

3. The possibility of year-end funds (1983-84) was discussed.  
Should year-end funds become available the Budgetary Affairs  
Committee expects to participate in prioritizing the possible  
uses of these funds as well as considering and possibly  
proposing other uses.
4. Should new monies become available in 1984-85 budget, the Budgetary Affairs Committee expects to participate in prioritizing uses of these funds.
ATTACHMENT IV. H.I.

MINUTES OF THE IFC MEETING
OF 13 MARCH, 1984

MEMBERS PRESENT: DELBERT DAY, DEBBIE HAIMO, JAMES JOHNSON, DAVID LEUTHOLD, MARILYN PETERSON, JAMES FOGUE, MARIE L. VOBSOCH.

The House Appropriations Committee is recommending for the University $160,744,905; based on the 83-84 appropriation before withholding, this is an 11.6% increase. It exceeds the Governor's recommendation of a 3.8% increase. The Committee vote was 9 to 6.

The Governor's return to the University of the withholding will mean the restoration of lost funds to the students, to the Research Assistance Act Fund, and to the President's Contingency Fund. It seems likely that there may be some year-end funds, which may be earmarked for the libraries.

The transfer of credit bill appears to be dead. The student curator bill will probably not pass this session. A domestic content bill, if passed, will call for certification of items from foreign countries carrying a price tag of over $500.00.

An early retirement-phased retirement proposal, applicable to tenured people only, may be presented at the June Board meeting. It would be offered for a limited period of time. Several options would be available.

David Leuthold reported that gubernatorial candidates McHenry and Rotan had both visited in Columbia, and that both espoused the philosophy of "cutting the fat out."

Changes in the Academic Grievance Procedures are now being discussed, with action likely in the May Cabinet meeting.

The campuses gave updates on their status regarding admissions standards. Columbia is leaning toward "top half of high school class," or an SAT score which would predict a 2.0 average. The present system, a composite score of 75, has a 1.6 cut-off rather than a 2.0 cutoff.

The meeting adjourned at 2 p.m.
MEMORANDUM TO: UMR FACULTY

March 15, 1984

SUBJECT: AGENDA for the Academic Council meeting, Thursday, March 22, 1984, at 1:30 p.m. in G-5 of the Humanities-Social Sciences Building.

I. Approval of the minutes of the February 16, 1984, meeting of the Council.

II. Administrative reports and responses to actions approved by Council.
   A. Administrative report (No Report) J. Marchello
   1. Budget Update
   B. Administrative response (No Report) N. Smith
      1. Construction Projects on Campus
         (Feb. 22, 1984; XIII, 6.17)

III. Reports of Standing and Special Committees
   A. .0406.02 Admissions & Academic Standards (15 min.) T. Herrick
      1. Performance Criteria for UM Admission Requirements
      *2. Student Council Resolution on Mid-Term Grades
         (Dec. 1, 1983; XIII, 4.21)
   B. .0406.04 Budgetary Affairs (No Report) A. DeKock
      1. 1984-85 Budget (Feb. 22, 1984; XIII, 6.5)
   C. .0406.07 Curricula Committee (No Report) T. Herrick
      1. Procedures for Curriculum Changes
         (Jan. 20, 1983; XII, 5.19)
   D. .0406.13 Personnel Committee (No Report) A. Culp
      1. Faculty Photo Directory
         (Dec. 1, 1983; XIII, 4.21)
   E. .0406.15 Rules, Procedures & Agenda (25 min.) R. Schowalter
      *1. General Resolution IX - Clarification of Term "Full-Time Faculty" (Aug. 25, 1983; XIII, 1.19) (Feb. 22, 1984; XIII, 6.8)
      *2. General Resolution X - Representation on the "Intercampus Faculty Council" (Feb. 22, 1984; XIII, 6.16)
      *3. Proposed By-Law Revisions
      *4. Equal Program Reduction Proposal
   F. .0406.17 Student Affairs (No Report) R. Medrow
      1. Final Examination Schedule (Nov. 19, 1981; XI, 4.22)
   G. Long Range Planning (5 min.) H. Sauer
      1. Liaison Committee
      2. Steering Committee
         *a. Endorsement of Section on Administration and Organization
   H. Intercampus Faculty Council (ICFC) (5 min.) D. Day
      1. Minutes of December 15, 1983, meeting
      2. Minutes of January 24, 1984, meeting
      *3. Minutes of February 16, 1984, meeting

IV. New Business

V. Announcements C. A. Smith
   A. Referrals
      * Supplementary materials sent to Academic Council members and department chairmen.
MEMORANDUM TO: Budgetary Affairs Committee  
FROM: Arlan R. DeKock, Chairman  
RE: Summary of Action Taken at 3/19/84 Meeting

Chancellor Marchello met with the committee and summarized the various budget items that are under consideration. After forty-five minutes of discussion the Chancellor excused himself and the committee took the following actions:

1. It was moved and seconded that the Budgetary Affairs Committee concur with the Budget Review Committee in recommending that the $102,000 removed from this year's budget be returned to the originating budget centers. Passed unanimously.

2. It was moved and seconded that the Budgetary Affairs Committee concur with the Budget Review Committee in their prioritization of the proposals for year end funds. Passed unanimously.

3. It was moved and seconded that priority item number two (undergraduate laboratory equipment) include a strongly worded request for microcomputers/terminals for faculty involved in teaching courses that utilize such equipment. Passed unanimously.

4. It was moved and seconded that the Budgetary Affairs Committee concur with the Budget Review Committee in their prioritization of the Program Improvement Proposals. Passed unanimously.

ARDK:pd

cc: RP & A Committee  
Chancellor Marchello
.02 Resource Committees

Faculty must be meaningfully involved through regular on-going mechanisms with the total University fiscal situation.

Appropriate committees with faculty members at the system and campus levels shall be created or designated to advise in educational planning, to appraise resource needs and fiscal conditions, and to advise on allocation and reallocation of resources. Primary responsibility for projections of fiscal resources and their allocation rests with the campuses, with necessary support and coordination functions being provided by central administration offices. Hence, it is especially important that each campus have such a resource/planning committee or committees, each including a substantial number of faculty members designated by a representatively elected faculty governance body, to be informed by and to be involved with the Chancellors and their staffs in dealing with campus fiscal planning and allocation. Similarly structured advisory committees should also be considered within major campus administrative subdivisions. Except for required faculty membership, the composition of such committees is a prerogative of the campus or subunit.

It is essential that all relevant data be made available to these committees. Responsible persons should coordinate their efforts to insure the regular and timely provision of forecasting data to these committees related to programs and to anticipated fiscal resources.

.03 Effective Use of University Resources

A careful examination of resource use must be undertaken by these resource/planning committees on a regular basis. As a part of this review, the University will expand its efforts in the area of performance audits. For instance, productivity in administrative offices, faculty loads, physical plant activities, and research centers will be assessed. The University must look as carefully at its administration and support personnel picture, at the efficiency of certain seasonal offices, at bidding and purchasing operations, as it does at faculty staffing patterns. Each campus and the central administration shall set up a regular procedure by which resource committees can systematically examine such issues. Expert advice from outside the University may be employed if appropriate.

.04 Possible Retrenchment Steps to be Taken if Financial Stringency is Threatening

The University routinely takes steps to improve its financial situation as a part of sound management practices. However, if warning signals of financial stress are detected, the appropriate planning and fiscal resource allocation committees,
March 27, 1984

Mr. Bob Marlow  
Director of Physical Plant  
General Services Building  
University of Missouri - Rolla

Re: Academic Council Statement  
February 22, 1984  
Volume XIII, No. 6, Page 7

Dear Mr. Marlow:

The University's construction personnel endeavor to accomplish the Council's recommendations through several processes:

1. Chairmen or Deans are involved in the design on most projects affecting the facilities in which they are located. Through the normal design development process, the using departments assist in defining the work to be accomplished and the approximate time schedule and financial impact associated with the project.

2. The construction program's field representative attempts to work with the campus Physical Plant administration in notifying the operating and maintenance personnel, and the department Chairman or Dean in the affected area at the start of construction. This is a general notification and would not necessarily relate to immediate concern regarding specific noise issues or inconvenience aspects of a construction project.

3. The campus Physical Plant as well as the local Construction Project Manager or field representative for the construction program, work as a team with the contractor, the owner's representative, and the using departments to accomplish the project construction with the least amount of inconvenience as possible. Depending upon the scope of work on a project, this may require very little notification or may require daily contact with the department affected by the construction.

4. The University's construction program has the academic community's best interests in mind, recognizes that the major objective of the University is to educate, and operates with this direction as a primary concern. We would only reinforce the attempt to keep those affected by construction informed as the need arises, relating to inconvenience, noise, utility interruptions, etc.

5. We would be responsive to discussing this concept in more detail as required.
MEMORANDUM TO: UMR Academic Council
FROM: UMR Curricula Committee
SUBJECT: Curricula Committee (1983-84) Report #5

The following new course additions, course deletions, course and curricula change requests have been made to the UMR Curricula Committee, and after consideration in meeting of March 23, 1984, are herewith recommended to the Academic Council for approval.

A. NEW COURSE ADDITIONS:

1. Mining 402; Environmental Controls for Blasting

   Catalog Description: Advanced Blast Mechanics; overbreak control including comprehensive coverage of perimeter and smoothwall specialist blasting techniques and geotechnical factors affecting; blast vibrations; limits analysis monitoring and control; air blast control including limits, monitoring and atmospheric and topographic effects.

   Justification: The need for a modern progressive postgraduate course in this area of blasting due to the recent volume of legislation past and pending, to complement Mining 307 and 308.

2. Physical Education 105; Aerobics

   Catalog Description: The course intent is to improve the physical condition of the student through various mediums of exercise aimed at demanding more oxygen over an extended period of time to increase the efficiency of the cardio-vascular system and improve muscle tone.

   Justification: To improve one's cardio-vascular conditioning and increase muscle tone through continuous rhythmic movement over an extended time period.

3. Physical Education 106; Camping and Backpacking

   Catalog Description: Course instruction includes choosing appropriate equipment, advance planning necessary for a trip, and outdoor survival skills. After the completion of instruction, an actual camping and backpacking experience will be featured to apply the newly acquired skills.

   Justification: To make one's pursuit of nature and outdoor existence more enjoyable and safer through advance preparation, use of appropriate equipment, and the necessary survival skills.

4. Physical Education 107; Canoeing Fundamentals

   Catalog Description: Imparts the paddling, safety and related skills needed for confident paddling of an open canoe, solo or in either tandem position, on flat water and rivers without whitewater (lower than class II).

   Justification: Provides technique and safety instruction in a very popular recreational activity in this area, which can be pursued at many levels of physical intensity and at any age level.
5. Physical Education 108, Beginning Racquetball

Catalog description: Course instruction familiarizes the student with the rules, playing strategy, and court etiquette of racquetball. Actual playing experience allows the opportunity for skill development in this leisure activity.

Justification: It is the intent of this course to develop the knowledge and skills conducive to recreational play in this life-time sport.

6. Physical Education 110; Weight Training

Catalog Description: Course instruction emphasizes the cognitive aspects of weight lifting, covering such topics as motivation, common injuries, procedures for warm-up and cool down, and safety procedures.

Justification: To provide proper technique and safety instruction in weight training -- a popular recreational activity which can contribute to one's physical development.

7. Chemical Engineering 475, Plasma Polymerization

Catalog Description: Fundamental aspects of polymer formation in plasma (weakly ionized gas), and properties of polymers formed by such a process will be studied.

Justification: Plasma polymerization has become an important process in various applications of ultra-thin coatings and some graduate students are working on projects which require a knowledge of plasma polymerization.

B. COURSE DELETIONS:

1. Mining Engineering 408; Theory of High Explosives II
   Lecture 3 - Total 3

C. CURRICULUM CHANGES

1. Mining Engineering (see attachment #1)

   Justification: Due to a reduction in student enrollment in Mining Engineering the following courses (previously scheduled both semesters) will only be offered in semester indicated, and the curriculum schedule is changed as indicated: Min 221-Fall, Min 220-Winter, Min 226-Winter, Min 270-Winter, Min 322-Winter.

2. Engineering Management (see attachment #2)

   Justification: To increase the level of required material for engineering management majors. This is for accreditation purposes. In order to qualify for re-accreditation we are changing our curriculum to increase the level of required material for engineering management majors. We are doing this by eliminating E. Mgt. 213 Human Relations & Management and the Free Elective and adding the requirement of two additional 300-level courses (one design) thereby making a total of four 300-level elective courses required, two of which are design courses.
D. COURSE CHANGES:

1. Mining Engineering 407; Theory of High Explosives I

   Course Title from: Theory of High Explosives I to: Theory of High Explosives
   Prerequisites: from: None to: Min. 307.

2. Mining Engineering 224; Underground Mining

   Prerequisites: From: Min. 221, 231 accompanied or preceeded by Min. 218 and 220 to: Min. 221, 231 accompanied or preceeded by Min. 218.

3. Mining Engineering 270; Mining Industry Economics

   Prerequisites: From:Econ 110 or 111, Min. 221 to: Econ 110 or 111, accompanied or preceeded by Min. 221.

4. History/Political Science 159

   Course Number: From: History of Missouri 159 to: History of Missouri 259.

5. Applied Arts and Cultural Studies; German 70; Classical and Modern German Readings

   Credit hours: from: 2 to: 4

6. Foreign Language Minor Curriculum in AA/CS

   Catalog description: From: 1. A foreign language minor will consist of 12 hours of course work beyond the language requirement for the B. A Degree. 2. Nine of the 12 hours must include Masterpieces in the foreign language literature and two courses of a survey in that foreign language literature. The minor for foreign languages at UMR conforms with the structure for foreign languages recommended by the Missouri State Department of Education for teacher certification in languages. To: 1. A foreign language minor will consist of 9 hours of course work, chosen or selected in consultation with a faculty advisor, beyond the language requirement for the B. A. Degree. 2. The additional nine hours must include one course of masterpieces and two courses on the 300 level in that foreign language. 3. An additional three hours or a total of 12 hours beyond the language requirement for the B. A. degree will also satisfy the recommendations of the Missouri State Department of Education for teacher certification in languages.

7. Mechanical Engineering 279; Analysis and Synthesis of Mechanical Engineering Systems

   Prerequisites: from: Math/Stat 204 To: Math/State 204, and ME 203 or ME 219.

Catalog Description: From: Special Problems. (Variable) Problems or readings on specific subjects or projects in the department. To: Special Problems (1 to 3). Problems or readings on specific subjects or projects in the department. (Consent of instructor).

Credit Hours: From: Variable. To: Lecture 1 to 3 - Total 1 to 3.


Catalog description: From: Special Topics. (Variable) This course is designed to give the department an opportunity to test a new course. To: Special Topics. (1 to 3) This course is designed to give the department an opportunity to test a new course. (Consent of instructor).

Credit Hours: From: Variable To: Lecture 1 to 3 - Total 1 to 3.


Catalog description: From: Special Problems. (Variable) Problems or readings on specific subjects or projects in the department. To: Special Problems. (1 to 3) Problems or readings on specific subjects or projects in the department. (Consent of instructor).

Credit Hours: From: Variable. To: Lecture 1 to 3 - Total 1 to 3.

Respectfully submitted,

[Signature]

Thomas J. Herrick, Chairman
UMR Curricula Committee

Attachments
SUMMARY of reports, actions, referrals and announcements at the meeting of the Academic Council held on March 22, 1984.

1. Approval of the minutes of the February 16, 1984, Council meeting.

2. Admissions & Academic Standards Committee Report
   Mid-Semester Grades — Student Council Resolution

3. Rules, Procedures & Agenda Committee Report
   General Resolution IX - clarification of "full-time faculty"
   General Resolution X - representation on Intercampus Faculty Council
   Proposed By-Law Revisions
   RP&A Resolution — Equal Percentages Targeted for Program Reduction Among the UM Campuses

4. Long Range Planning
   UMR Campus Goals and Objectives
   Endorsement of UM Administration & Organization statement

5. Intercampus Faculty Council Report

6. New Business
   U-Wide Transfer Task Force
   Campus Ad Hoc Transfer Committee
   Ad Hoc Program Review Committee

7. Announcements

8. Referrals

an equal opportunity institution
XIII, 7 The March 22, 1984, meeting of the Academic Council was called to order at 1:30 p.m. by Professor Carol Ann Smith, Academic Council Chair. Prof. Smith announced the following substitutions: Prof. Xavier Avula for Prof. Floyd Cunningham, Prof. David Oglesby for Prof. Kenneth Oster, Prof. Glen Haddock for Prof. Harry Sauer, Prof. Jerry Westphal for Prof. Jack Emanuel, Major Joe Bussey for Lt. Col. Thomas Bryson and Assoc. Dean Wayne Cogell for Dean Marvin Barker. Prof. Smith also announced that Mr. Brian Ruhmann has been designated by the Student Council to fill the vacant student position on Council. In the absence of Secretary Don Myers, Prof. Daniel Babcock will serve as acting secretary for this meeting.

XIII, 7 Prof. Smith asked for any corrections, additions, or deletions to the minutes of the Feb. 16, 1984, meeting of the Academic Council. Hearing none, the minutes were approved as circulated.

XIII, 7 Prof. Smith asked Council to vote to extend the agenda to include two items for discussion and vote that were not listed on the agenda. The two items are: the appointment of a campus ad hoc transfer committee and representatives to a U-Wide transfer task force; and the formation of an ad hoc program review committee. Council voted unanimously to include these two items for discussion and vote.

XIII, 7 Prof. Smith announced that there are no administrative reports or responses listed on the agenda; however, she did advise Council of the following budget information: The 1983-84 University appropriations amounted to 167.3M$, the 1984/85 appropriations request is 206.4M$, the CBHE recommended amount for 1984/85 is 202M$, the Governor's recommended amount for 1984/85 is 173.6M$, the House Education Committee recommended 187.1M$, and the House spending bill that was recently passed includes 186.7M$ for the University of Missouri appropriations for 1984/85.

XIII.7 ADMISSIONS & ACADEMIC STANDARDS COMMITTEE. Prof. Herrick referred Council to the memorandum from the Committee circulated with the agenda* (Full Copy); and reported that the Committee applauds the Student Council's efforts on behalf of the student body to bring this issue before the Academic Council. The 1983/84 Manual of Information (VII-4 Page 63) states: GRADES REPORTED TWICE DURING EACH SEMESTER. All grades will be reported to the Registrar both at mid-semester and at the end of each semester or term except that grades in German 401, undergraduate and graduate seminars and special problems courses at 200, 300, and 400 levels need not be reported at mid-semester. The point of the A&AS Committee memo was that there is no provision in the current academic regulations for a faculty member to make the reporting of mid-semester grades optional. Furthermore, the practice of submitting a blank grade sheet to the Registrar's Office at mid-semester does not satisfy the requirement that a "grade be reported" since grades are specified as A, B, C, D, F, I (not allowed at mid-semester), S and U. A report from the Student Affairs Committee was also circulated with the agenda* (Full Copy). The A&AS Committee in its consideration of this issue was divided on the question of retaining mid-semester grades and therefore could not make a specific recommendation. The Committee unanimously supported a rigorous enforcement by the academic administration of the regulation to submit mid-semester grades should the Council decide to retain the reporting of a student's performance midway through the term.

XIII, 7 Prof. Herrick reported that in checking with the Registrar's Office only 30% of the mid-semester grades had been picked up by the students. He felt that one of
the reasons for this lack of interest in mid-semester grades is that the mid-
semester grades are, in some cases, less than meaningful. Prof. Herrick stated
that in many cases the students know what their mid-semester grades are and
don't bother to pick them up. The reporting of mid-semester grades is very
burdensome for the departments and for the Registrar's Office; therefore, Prof.
Herrick stated that if this procedure is to be retained it should be meaningful,
and if mid-semester grades are not meaningful, the reporting of these grades
should be discontinued. Prof. Herrick moved that the Academic Council vote to
discontinue the practice of reporting mid-semester grades. The motion was
seconded by Prof. Wade.

Prof. Pursell questioned the meaning in the Student Council Resolution of the
statement: an informal survey of students' response to their midterm grades
revealed that of the grades reported, the majority of the students had at least
one grade incorrect, and asked how a grade could be incorrect. Brian Ruhmann
responded that he conducted the survey and students found that some grades were
incorrectly recorded, and also that in some cases professors have a policy of
not reporting a grade of "A" for mid-semester even though a student may have
earned 95% on all graded material in a class where the grading criteria states
93%-100% = a grade of "A". This was felt to be an incorrect grade. Prof. Leighly
stated that he felt the reporting of mid-semester grades was useful in the advis­
ing of students. Prof. Herrick stated that most universities do not require mid-
semester grades, and UMR is the only campus of the UM system that does report
mid-semester grades. Prof. Westphal spoke in favor of continuing the practice
of reporting mid-semester grades as this is useful in advising students and
also it alerts students of the progress they are making and the areas where they
need to improve. Prof. Marlin spoke in favor of the motion to discontinue mid-
semester grades stating that she felt students were able to judge the progress
they were making in their classes and the grades they were achieving as they were
aware of the grading guidelines and their results on all graded materials for
each class. She stated that the members of her department are strongly in favor
of discontinuing mid-semester grades. Dean Robertson spoke strongly against the
motion stating that his office uses mid-semester grades to determine if a student
is to continue as a student officer, whether or not a student on probation is
allowed to continue, and whether or not recommendations are made for exceptions
for student financial aid. Dean Robertson did not feel that students always know
how they are doing in their classes at mid-semester. Prof. Babcock stated that
mid-semester grades are also one criteria used to determine if a student is
allowed to dually enroll the next semester. Prof. Babcock asked for a student
opinion of mid-semester grades. Kevin Renfro, Student Council President, stated
that the Student Council passed the resolution because the students did not like
the way mid-semester grades were being reported. He personally agreed with Dean
Robertson that mid-semester grades are very important and help students to know
how they stand in their classes, that they are needed for student advisement,
etc. He reported that most of the students are in favor of keeping mid-semester
grades, but want the grades reported correctly. Prof. Bayless stated that as a
freshman adviser he uses mid-semester grade reporting for pre-registration. The
critical issue is whether or not mid-semester grades are of benefit to the
students. Hearing no further discussion on the motion; Prof. Smith called for a
vote on the motion to discontinue mid-semester grades. The motion failed.

Prof. Wilhite suggested that perhaps Council would like to consider having mid-
semester grades for freshmen only. Prof. Parks moved that mid-semester grades
be reported for all classes 200 and below. The motion was seconded by Prof.
Westphal. Prof. Leighly recommended that an editorial change be made to the
motion of reporting mid-semester grades for all courses 199 and below. This was
accepted by Prof. Parks. Prof. Westphal then withdrew his second to the motion. The motion was then seconded by Prof. Pursell. Vice Chancellor Park stated that before Council proceeds further on this matter, he would like to hear from the Registrar as to whether or not this change would cause any difficulty to that Office. Prof. Herrick stated that the Registrar's Office felt that any changes in the reporting format currently used would create a great deal of work and difficulty. Mixed reporting would be especially difficult. Prof. Babcock stated that he felt if the Registrar's Office was now able to report mid-semester grades when not all classes were being submitted, they could report just as easily for a special subset of class such as 199 and below. Prof. Herrick stated he felt reporting mid-semester grades for freshmen and sophomores was important and felt they were of value to them; however, he also felt that some of the transfer students are even more traumatized by the grading procedures on campus than the freshmen and sophomores. Prof. Herrick further stated that in some courses where the professor does not have enough information or where most of the course work is not required until the end of the semester, the professor cannot make a grade determination that is meaningful at mid-semester; therefore, it would be better not to submit a grade than to submit a blanket grade for the entire class. Prof. Parks stated that he felt the interpretation of the rule as it now stands, is that the professor must have sufficient information to give a grade at mid-semester and felt that the administration could interpret the rule as such also. Prof. Smith asked if Council wanted to vote on the motion to report mid-semester grades for only those courses 199 and below or did Council want to table the motion until the Registrar's Office could be consulted. The question was called. Prof. Smith asked for a vote on the motion to report mid-semester grades for only those courses 199 and below. The motion failed.

Prof. Herrick moved that Council vote to institute a new grade of "Y" that will serve as "no grade." The motion was seconded by Brian Ruhmann. Prof. Haddock questioned why it was necessary to adopt the use of a new grade and not just allow the use of "I" (incomplete) for a mid-semester grade. Prof. Haddock felt that an "I" indicated that there was some material missing that a student should have completed, where a "Y" (no grade) would just indicate that a grade was not reported. Prof. Herrick stated that the assigning of an "I" (incomplete) has many restrictions now listed in the Manual of Information. Changing the use of "I" would cause many changes to be made in the "Manual" and would require a lot of work for the A&AS Committee. Assigning a "Y" as no grade given would then allow the professor to state there is no basis at this point in the semester to assign a grade. This is not an incomplete. Prof. Hanna commented that since mid-semester grades are of value to the students, the Dean of Students Office, and the advisers, he recommended that only two grades be reported at mid-term—S and U. Prof. Herrick stated that S and U also carry reporting restrictions in the "Manual." Hearing no further discussion, Prof. Smith called for a vote on the motion to institute a new grade of "Y" (no grade). The motion failed.

RULES, PROCEDURES AND AGENDA. Prof. Schowalter referred Council to General Resolution IX circulated with the agenda* (Full Copy) and stated that this copy is an edited version from the copy distributed at the February Council meeting. Prof. Schowalter stated that the main difference in this statement and the one distributed in February is that this statement definitely eliminates the Chancellor, Vice Chancellor, Deans, Associate and Assistant Deans, and Department Chairmen from being considered as full-time faculty. However, in the case of Directors, Associate and Assistant Directors, they may be considered as full-time faculty if a substantial portion of his/her time is not devoted to administrative duties (nominally not more than 25%). In some cases directors, associate directors, and assistant directors may be assigned to centers for a greater percentage of
their time, but if this additional time were spent in research and other non­administerial duties they would still be considered as full-time faculty. Prof. Haddock recommended an editorial change be made to the statement by adding the words "as representatives of the faculty" after the word "faculty" in the first sentence. Therefore, the statement would read: For those instances that require selection or identification of full-time faculty as representatives of the faculty, the Chancellor,...." This change specifies for which cases this clarification is pertinent. Prof. Schowalter accepted this editorial change. Prof. Edwards moved that the Council adopt General Resolution IX — clarification of the term "full-time faculty" with this modification. The motion was seconded by Prof. Culp and carried by unanimous vote.

Prof. Schowalter next referred Council to General Resolution X distributed with the agenda* (Full Copy), and stated that this Resolution was also distributed at the February Council meeting and no changes have been made to this statement: Representation on the Intercampus Faculty Council shall be composed of the present Chairman of the Academic Council, the past Chairman, and the Chairman-Elect. Prof. Culp moved that Council approve General Resolution X. The motion was seconded by Prof. Bayless. Prof. Elifrits moved that this item be referred back to RP&A with the objective being to reword the resolution to ensure equal representation from the three schools/college, to consider limiting representation to a two-year term of office, and to stipulate that the Chairman of the Academic Council be one of the representatives to ICFC. Dean Robertson stated that it has always been the policy that the ICFC representation was one representative from each school/college; however, this statement does not guarantee equal representation. Prof. Leighly stated that the term of office on the ICFC has always been three years because of the rotation of the members on the Council and to ensure continuity. He did not feel this was a problem. Hearing no further discussion on the motion, Prof. Smith called for a vote on Prof. Elifrits' motion. The motion was defeated.

Prof. Day spoke against the main motion (to approve General Resolution X) for two reasons. First, Prof. Day felt the present procedure used at UMR was working very well. Prof. Day stated that the UMR representatives were perhaps more effective than representatives from other campuses who are representatives from officially recognized faculty governance groups. The second, more important, reason is that by changing the representation one runs the risk of destroying a worthwhile and valuable informal communication with the president of the university. The Intercampus Faculty Council was not established for the president to sit down with the representatives of the faculty governance groups, but is an informal council where the president discusses issues with 12 individual faculty members. There is an opinion that the election of some of the representatives from the officers of the faculty governance bodies has damaged to some degree the effectiveness of ICFC. Prof. Day felt that if UMR was to elect all of its representatives from the Academic Council, the ICFC would move more and more into a formal Council. If the Academic Council feels that it would be of value to establish a university-wide council composed of representatives of the councils and senates from each campus, then that could be recommended; but he felt it was a mistake to change the representation to the ICFC. Prof. Haddock agreed with Prof. Day in certain points and felt the informality was of importance; however, after having served as chairman of the Academic Council two years ago and attending meetings of the Board of Curators with other chairman of campus councils/senates who were also members of the ICFC, he felt it was a disadvantage not to also be a member of ICFC. He felt it is difficult enough for the Academic Council Chairman to keep abreast of the activities of the university, and membership on the ICFC would be
of considerable value to help the UMR council chairman be better informed. Prof. Haddock felt it was an advantage for the chairmen of the two faculty governance groups (UMC and UMKC) who are members of ICFC and an advantage for those they represented. Prof. Johnson, as a current ICFC representative, stated that as the members of the Academic Council receive the minutes of the ICFC meetings, they can see that there is nothing new discussed by ICFC that has not been or is not later discussed by Council. President Olson usually uses the ICFC as a group to give a final check of proposals before presenting them to the Board of Curators and also as a sounding board of subjects of a philosophical nature that do not require an official response. Prof. Johnson felt that if the Academic Council approves General Resolution X, this would weaken the effectiveness of ICFC. Prof. Bayless stated that he did not feel there was an adequate mechanism for the heads of the faculty governance bodies to meet to discuss items of mutual interest. He felt it would be an advantage for these council/senate leaders to have a way of meeting. Prof. Day pointed out that UMC and UMKC have only one of their representatives to the ICFC from their faculty governance bodies, while this resolution would take all three UMR representatives from the Academic Council. Prof. Edwards stated, that as a member of the RP&A Committee who drafted this Resolution, the intent was to send the best informed faculty representatives to ICFC from UMR and the committee felt this was the best way to ensure that the most informed faculty members were representatives on the ICFC. Hearing no further discussion, Prof. Smith called for a vote on the motion to adopt General Resolution X. The motion failed.

XIII, 7

Prof. Schowalter next referred Council to Attachment III.E.3. circulated with the agenda* (Full Copy), Proposed By-Law Revisions. Prof. Schowalter stated that any recommended changes to the By-Laws require the approval of 20 faculty members before the revision can be taken before the General Faculty for discussion and vote by mail ballot; he requested this approval of twenty faculty members for four categories of By-Law revisions. The first category was recommended changes to update the wording of the By-Laws. RP&A felt that since most of the faculty governance bodies in the UM system refer to their group chairmen as president, that UMR should consider this change. The Committee is therefore recommending that the words "Vice Chairman of the General Faculty" and "Chairman of the Academic Council" be changed to "President of the Academic Council." Also the words "Chairman-Elect" should be changed to "President-Elect." The Committee is also recommending that the words "Chairman of the General Faculty" be changed to "Chancellor" since Dr. Marchello is never referred to as the "Chairman of the General Faculty" but is always referred to as the "Chancellor." The Parliamentarian also requests that an order of precedence be established should a conflict arise among the Robert's Rules of Order, the By-Laws, etc. The Committee is recommending the establishment of the following procedure of precedence: First the By-Laws, second the Procedures and General Resolutions of the Academic Council, and third Robert's Rules of Order. Prof. Smith asked for a show of hands for all those who would vote in favor of recommending the above listed By-Law revisions that are in the category of updating of language. Twenty-six faculty members so voted.

XIII, 7

The second category recommended revisions to reflect the administrative reorganization on campus—replacing the words "Vice-Chancellor of Academic Affairs" for "Provost" throughout the By-Laws. Prof. Smith asked for a show of hands of those faculty who would recommend this revision to the By-Laws to the General Faculty. Thirty faculty so voted.
The third category of By-Law revisions was the inclusion of the Campus Exigency Committee in the listing of UMR Faculty Standing Committees and revisions in the committee statements of the RP&A Committee (changing the membership of the committee from the Vice Chairman of the General Faculty who is the Chairman of the Academic Council to the officers of the Academic Council—this has been the practice, but has not been so stated in the By-Laws), the Student Scholastic Appeals Committee (deleting the words "of the University of Missouri" which would change the charge of considering transfer of credit from other campuses to UMR—not just those from the other campuses of UM), and the statement under Special Committees. Two additions have been made to the charge of Special Committees: first, to require reports from the special committees; and second, to require that the special committees be organized each year prior to June 1. A correction has also been recommended to the original statement regarding Special Committees, last sentence. This states that the Secretary of the Academic Council will circulate annually to faculty a listing of existing special committees, this is actually the responsibility of the Secretary of the General Faculty and is so corrected. An editorial change was recommended to the statement for the Campus Exigency Committee. It was pointed out that the word "selected" in the statement: "...and three faculty members from each School/College selected by the Academic Council" should be corrected to "elected." Prof. Smith asked for a show of hands of those faculty members who would vote to recommend these revisions to the committee listings of the By-Laws to the General Faculty. Twenty-seven faculty members so voted.

The last recommended revision to the By-Laws was recommended by a Resolution from the Student Council asking for some of the student members of the Academic Council to have voting privileges on Council. This revision requests that of the student members of the Academic Council, one of every four or fraction thereof have all privileges including voting. Prof. Smith asked for a show of hands of those faculty members who would vote to recommend this revision to the General Faculty. Nineteen faculty so voted. This body, therefore, did not vote to recommend this revision to the General Faculty. Prof. Schwalter stated that if the students desire to further pursue this item, they will need to get a petition signed by twenty members of the General Faculty.

Prof. Schwalter next referred Council members to the memorandum re: Proposal to Have Equal Percentages Targeted for Program Reduction Among the UM Campuses, circulated with the agenda* (Full Copy). This resolution from the RP&A Committee shows state appropriations/student FTE for the following years:

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The resolution states: BE IT RESOLVED THAT: Any attempt to allocate equal percentages of general operating funds for program reductions among the campuses without regard for the disparate situations that currently exist be rejected as inequitable, unfair, and unsound. Prof. Haddock moved that the Council approve this resolution. The motion was seconded by Prof. Wade. Prof. Herrick asked how UMR moved from first place to last place in state appropriations per student. Prof. Smith responded UMR received the same percentage of the state appropriations but also had a large increase in the number of students on campus, and added that the comparative UMR figure for 1983/84 was only $2971 per student FTE.
In the discussion that followed it was brought out that the statement from David Leuthold, Columbia Campus* (Full Copy), states that money freed by each campus from program reductions will stay on that campus; therefore, UMR would not gain any money or lose any money by this statement. Prof. Edwards also commented that the Leuthold document states that if 10% of the funds are needed from the university, this will be taken 10% from each campus. The RP&A Resolution is stating this is unfair. It was stated that if the program evaluations are to be done properly and are to be of any value, the chancellors cannot say that all of the programs on their campuses should be conducted on the same level as they are currently being conducted. It was felt that the evaluation should result in changes in a certain number of the programs on each campus. Prof. Haddock felt that this suggestion from David Leuthold will be rejected because it is inconsistent with the objectives and goals of the University. Prof. Smith called for a vote on the motion that the Academic Council approve the RP&A Resolution concerning Equal Percentages Targeted for Program Reduction. The motion passed unanimously.

**LONG RANGE PLANNING.** Prof. Haddock reported for Prof. Sauer. At their last meeting, the Liaison Committee discussed goals and objectives related to student development, programs, research, service, faculty, and administration and staff for the UMR campus. A sub-committee of the Liaison Committee has prepared a draft of goals and objectives in these areas. This draft will be distributed to the members of the Academic Council as soon as possible. Prof. Haddock requested that Council members review these goals and objectives and submit any recommendations and comments they may have to the sub-committee by April 3. The members of the sub-committee are: Hank Sauer, Glen Haddock, Robert Moore, J. Kent Roberts, and Harry Weart. On April 4, the Liaison Committee will review these goals and objectives and any recommendations received from the faculty.

Prof. Haddock referred Council members to Attachment III.0.2.a. of the agenda* (Full Copy) and asked for endorsement of the section on goals and objectives of the Administration and Organization of the University of Missouri. Prof. Haddock so moved and Prof. Elifrits seconded the motion. The motion passed unanimously.

Prof. Smith asked if the campus goals and objectives will be funded only by program reduction. Prof. Haddock responded that he hoped not. Prof. Haddock stated that the goals and objectives for this campus, as Council can see, are beyond the abilities of this campus to fund. Prof. Smith asked if Council will be able to review these UMR goals and objectives at the April Council meeting. Prof. Haddock replied that he did not have the time schedule for submission and did not know if Council would be able to review the goals and objectives again before they go off campus, but he felt that Council would be able to review them before any action is taken by the Board of Curators.

**INTERCAMPUS FACULTY COUNCIL.** Prof. Day reported that there are three legislative bills of particular interest currently being considered: 1. a bill on teacher testing, 2. the transfer of credit bill, and 3. consideration of appointing a student curator. The ICFC at the February meeting also discussed early retirement options that are being considered. These options are being encouraged by the long-range planning activities. Possibly two broad options will be developed. First, an opportunity may be given to tenured faculty 62 years or over for early retirement. When this will be effective and for how long the opportunity will be extended is unknown at this time. Second, some form of a buy-out program that would result in early retirement may be considered. Two recommendations in this area are a three year leave of absence and a buy-out of one's vested retirement. Prof. Haddock asked if there had been any discussion as to the funding of an early retirement program. Prof. Day answered this is something that is being studied.
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.23  
Prof. Hamblin noted that the minutes of the February ICFC meeting stated: We were also informed that the University had been withholding FICA moneys on Tax Shelters from 1979 to 1983. They will apply for a refund. Prof. Hamblin asked if mistakes had also been made in personal withholding of FICA moneys on Tax Shelters. Prof. Day answered that he did not know, but did not feel that mistakes had been made in personal withholding.

XIII, 7  
.24  
NEW BUSINESS. Prof. Smith reported that the Academic Council has been requested to recommend representatives to a U-Wide Transfer Task Force. This Task Force is being formed as a result of the concern regarding transfer of credit procedures throughout the State. This Task Force will address transfer problems within the University of Missouri. The RP&A Committee felt that it would be advantageous to have a Campus Ad Hoc Transfer Committee to support this U-Wide Task Force—to be the prime committee to respond to the recommendations from this Task Force. RP&A would like to recommend that an Ad Hoc Transfer Committee be established and from this committee the representatives to the Task Force be selected. At the present time it is not known how many representatives UMR will be asked to furnish to the Task Force; probably two or three. Prof. Wade moved that the Academic Council establish a Campus Ad Hoc Transfer Committee consisting of three representatives of experienced people who handle transfer students from each of the schools/college. The motion was seconded by Prof. Edwards and passed unanimously by Council. Prof. Schowalter reported that RP&A felt that the transfer advisers would be the best group from which to select the Ad Hoc Transfer Committee members. There are seven advisers from each school/college. Council members were asked to rank these seven advisers from each school/college in order from one (first choice) to seven (last choice). All individuals not receiving a ranking on a ballot will be given the ranking of seven. RP&A will then rank the individuals from the Council ballots. Those receiving the three lowest numbers in each school/college will be selected as members of the Campus Ad Hoc Transfer Committee. For the U-Wide Transfer Task Force, those receiving the lowest numbers overall will be selected. Since the ballot was prepared, two people have declined to be considered for the Campus Ad Hoc Committee or for the UM Task Force; therefore, Prof. Schowalter requested that the names of Robert Moore and Charlie Edwards be removed from the ballot. Prof. Robert Medrow was nominated from the floor to replace Prof. Charlie Edwards on the ballot under the School of Engineering. Prof. Schowalter also pointed out that at the bottom of the ballot is the statement: If there is more than one representative to be elected to the UM Task Force, David Allen will be one of the representatives. Agree. Disagree. With regard to this statement, Prof. Haddock commented that he felt he would like to see the representation on the Task Force be faculty. He felt the problems the Task Force will discuss will be those of educational philosophy of issues and not the processes and procedures involved in transfer. At present, the mission of the Task Force is not clear. Prof. Wade stated that RP&A felt that it would be an advantage to have an expert on this Task Force and, therefore, recommended that Dave Allen be a member. Prof. Hamblin moved that the wording at the bottom of the ballot be changed to: If there are more than two representatives to be elected to the UM Task Force, Dave Allen will be one of the representatives. The motion was seconded by Prof. Haddock. Hearing no further discussion on the motion, Prof. Smith called for a vote. The motion was defeated.

XIII, 7  
.25  
Prof. Smith reported that RP&A Committee has discussed establishing an Ad Hoc Program Review Committee to be composed of faculty representatives. Since the Campus Exigency Committee is charged under both the Financial Exitency Policy and the Discontinuance of Program Policy, RP&A is recommending using the faculty members of this committee to form an Ad Hoc Program Review Committee that would
become actively involved in program review to provide faculty representation and faculty voice. Prof. Wade so moved. The motion was seconded by Prof. Edwards. Prof. Parks asked for further clarification of the purpose of this ad hoc committee. Prof. Smith responded the purpose of the committee would be to become actively involved with the program and activity review going on on campus: by responding to any proposals or recommendations concerning program and activity review, by reviewing material submitted for review and by recommending a categorization for the programs. Prof. Smith stated that it is not clear at this point who will be making recommendations and decisions, but RP&A is convinced of the need to have a faculty voice in these decisions. Prof. Smith called for a vote on the motion to form an Ad Hoc Program Review Committee. The motion carried.

ANNOUNCEMENTS. Prof. Smith announced that she has received a memorandum from Ron Bohley, Chairman of the administrative review committee charged with the review of the Dean of Students, B. Ken Robertson. Mr. Bohley requested that this statement be read at Council to fulfill the committee responsibility that a public statement be made concerning the procedures of review that will be followed, the membership of the committee and the confidentiality that will be ensured. Mr. Bohley asked that any comments or recommendations regarding this review be forwarded to his office as soon as possible.

The next meeting of the Academic Council will be April 12. The deadline for agenda items for that meeting is March 27. Prof. Smith announced that the May Board of Curators meeting will be held at UMR May 3-4. On the morning of May 4, Prof. Smith is planning to have a breakfast for the Curators and faculty. Academic Council members will be given first chance to attend this breakfast. Reservations for this breakfast should be made by calling the Council Office (4972).

Prof. Schowalter announced that election of new Academic Council officers will be held at the May 3 Council meeting. Nominations should be forwarded to Prof. Schowalter as soon as possible.

Vice President Buchholz will be present at the April 17 meeting of the Chancellor's Council. Questions to be asked of VP Buchholz are to be submitted in writing to Neil Smith by April 10. Prof. Smith encouraged faculty members to submit to her any questions they would like answered by VP Buchholz, and she will submit them to Mr. Smith.

REFERRALS. Prof. Smith reported she has received one referral from Dean B. Ken Robertson which will be made to the Student Affairs Committee for discussion and report to Council on the question of how late students should be allowed to visit one another in university housing units.

The meeting adjourned at 3:35 p.m.

Respectfully submitted,

Daniel L. Babcock
Acting Secretary

Minutes of the Academic Council meetings are considered official notification and documentation of actions approved.
MEMORANDUM

March 9, 1984

TO: Academic Council Members

FROM: Ralph E. Schowalter, Chairman
Rules, Procedures and Agenda Committee

RE: Proposal to Have Equal Percentages Targeted
for Program Reduction among the UM Campuses

As you may know, there has been discussion concerning
all the UM campuses taking an equal percentage of their general
operating funds for program reduction (see attachment). Such
an "equality of reduction" principle assumes that the situation
on all campuses is currently equitable. RP&A will propose the
attached resolution at the March 22nd Council meeting.

Attachment

jsp
WHEREAS the other campuses of the UM system during the time period 1974/75 to 1981/82 received an increase in state appropriations/student of 40% (UMC), 60% (UMSL) and 67% (UMKC), during that same time period UMR had a decrease of 13%.

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WHEREAS the enrollment increases on the UMR campus (55% since 1974/75, 24% since 1979/80) have placed a larger burden on UMR in adjusting to declining state support than the other campuses,

WHEREAS the UMR campus, in an attempt to continue to provide a quality education to its students, has accommodated the student increase by:

- trimming and scaling back operations, reallocating resources, patching and repairing aging laboratory equipment, improving cash flow management and cutting support services in all areas—secretarial, janitorial, police, repair and maintenance, etc.
- increasing the teaching load of faculty, doubling and sometimes tripling class sizes wherever possible, using less costly graduate teaching assistants and part-time faculty, imposing enrollment ceilings on some programs of study, deleting almost all low enrolled classes and decreasing faculty support such as E & E and secretarial staff,
- reducing its administrative component to the lowest in the system,
- eliminating general operating fund subsidies for Auxiliary Services, Extension and Athletics,

WHEREAS the UMR campus has, as indicated by Chancellor Marchello at the January Academic Council meeting, already taken almost all of the retrenchment steps outlined under the Financial Stringency policy (Executive Guideline #17),

AND WHEREAS the UMR campus already offers nothing but the traditional engineering programs, supporting mathematics and science programs, and minimal liberal arts programs,

BE IT RESOLVED THAT:

Any attempt to allocate equal percentages of general operating funds for program reductions among the campuses without regard for the disparate situations that currently exist be rejected as inequitable, unfair and unsound

And that Chancellor Marchello convey this Resolution to the President and the Board of Curators.

*latest data available
Proposed Principles for Program Evaluation to be Conducted as Part of Long Range Planning

1. Decisions on the elimination of major programs because of intercampus duplication should be made as a first step prior to the initiation of program reviews on each campus.

2. All administrative and non-academic functions on the four campuses as well as UMca should be evaluated for possible reduction or elimination.

3. Funds freed as a result of a program elimination or reduction should remain on that campus.

4. Funds saved as a result of the evaluation and reductions at UMca may be reallocated to the campuses or, alternatively, be used to augment the funding of designated "programs of eminence".

5. Prior to the reviews, the Board of Curators or the President should designate the approximate amount, in dollars, to be generated by each campus and UMca through reductions and eliminations. The percentage of general operating funds to be reduced should be similar for each campus and UMca; large deviations from that percentage should be justified.

6. The programs to be reviewed should be budget units (as defined in Policy and Procedure Statement on Discontinuance of Programs or Departments of Instruction adopted by the Board of Curators, adopted February, 1982, primarily as academic departments) rather than degree programs.

7. All academic programs on all campuses should be evaluated using identical criteria.

8. Likewise, all non-academic programs and functions should similarly be reviewed using uniform criteria and procedures.

9. Because the principle effect of the evaluations will be the reallocation of funds, the academic and non-academic program categories should be designated: A. Substantial increase in funds; B. No change in funds or only modest changes to be implemented over time; C. Substantial decrease in funds; and, D. Elimination of funds.
10. The program evaluation process leading to possible elimination should be guided by and be in accordance with the aforementioned Board of Curators Policy and Procedure Statement.

11. Prior to designating any program for decreased funding or elimination, appropriate procedures must be established to minimize the disruption of human life. This includes aiding affected employees in securing other acceptable opportunities and the fulfillment of University commitments to students in a reasonable time frame.

12. The program evaluations should utilize, as much as possible, ongoing program reviews rather than establishing new procedures.
RESOLUTION

November 8, 1983

Whereas, departmental return of midterm grades ranges from approximately seventy percent to one hundred percent,

Whereas, an informal survey of students' response to their midterm grades revealed that of the grades reported, the majority of the students had at least one grade incorrect,

Whereas, the Registrar prepares and distributes eleven copies to such offices as Financial Aid, Minority Engineering Program, Athletic Department and the student's department of study,

Whereas, some departments use midterm grades in advising their students,

Whereas, the Registrar spends an estimated $3000 on the correlation and distribution of midterm grades,

Whereas, the estimated cost of faculty preparation is $10,000,

Whereas, the total estimated cost for preparation, correlation and distribution of midterm grades is $13,000 or approximately $2.00 per undergraduate student,

Whereas, Student Council feels that midterm grades are very useful to the students, as an overall evaluation of their performance,

Whereas, Student Council feels that the faculty response to midterm grades is unsatisfactory,

BE IT RESOLVED THAT:
the faculty is to attempt to make midterm grades more reflective of the student's performance.

BE IT RESOLVED THAT:
if the faculty response cannot be improved, the
administration divert equivalent funds to better other student services.

BE IT RESOLVED THAT:
the President of Student Council notify appropriate offices such as Academic Council, Admissions and Academic Standards Committee, and the Committee of Department Chairmen of this action.

BE IT RESOLVED THAT:
these offices explore ways to correct this situation.
MEMORANDUM TO: Tom Herrick  
Chairman, Admissions and Academic Standards Committee

FROM: Bob Medrow  
Chairman, Student Affairs Committee

DATE: December 2, 1983

RE: Student Council Resolution on Mid-Term Grades

This item was discussed at the Committee's meeting of December 1, 1983. The following statements summarize this discussion:

1. The Committee members present strongly support the general thrust of this resolution. Two questions were raised, however. The first of these was whether or not it should be possible for each student to decide whether or not he or she wished to receive mid-term grades. This type of option was considered to be unaffordable even if it might, possibly, be otherwise desirable. The second had to do with whether or not mid-term grades are practical in all courses. Some upper division and graduate courses do have contents and grading policies such that considerably less than half of the semester total of graded material will have been collected by the mid-point in the semester.

2. Of the options presented in the resolution, the members of the Committee strongly favored having meaningful mid-term grades required in all courses. Among the reasons emphasized in the discussion were these: while no longer a factor in drop decisions, meaningful mid-term grades do provide a useful guide to each student concerning his or her standing at that point; in addition, they are an essential tool for advisement purposes, particularly in those departments having large numbers of student majors.

RAM/ksc
If there is more than one representative to be elected to the CE Task Force, David Allen will be one of the representatives. Agree ___  Disagree ___
TO WHOM IT MAY CONCERN:

Dr. Glen Haddock has my proxy for the Academic Council meeting of March 21, 1984.

[Signature]
Academic Council Meeting -- March 22, 1984

Substitutions: Prof. David Oglesby for Prof. Kenneth Oster

Major Joe P. Bussey for Lt. Col. Thomas E. Bryson
March 16, 1984

Ms. Janet Pearson
Secretary
Academic Council
Room 212 Parker Hall
UMR
Rolla, MO 65401

Re: Academic Council meeting Thursday, March 22, 1984

Dear Ms. Pearson:

Dr. J. A. Westphal will attend and vote for me at the Academic Council meeting on Thursday, March 22, 1984.

Sincerely,

Jack H. Emanuel
Professor of Civil Engineering

cc: Dr. J. A. Westphal
MEMORANDUM TO: UMR FACULTY

SUBJECT: AGENDA for the Academic Council meeting, Thursday, April 12, 1984, at 1:30 p.m. in G-5 of the Humanities-Social Sciences Building.

I. Approval of the minutes of the March 22, 1984, meeting of the Council.

II. Administrative reports and responses to actions approved by Council.
   A. Administrative report
      1. Budget Update
         J. Marchello
   B. Administrative response (5 min.)
      1. Construction Projects on Campus
         (Feb. 22, 1984; XIII, 6.17)
         Mark Langford
         Neil Smith

III. Reports of Standing and Special Committees
   A. .0406.02 Admission & Academic Standards (No Report)
      T. Herrick
      1. Performance Criteria for UM Admission Requirements
   B. .0406.04 Budgetary Affairs (5 min.)
      A. DeKock
      *1. 1984-85 Budget (Feb. 22, 1984; XIII, 6.5)
   C. .0406.07 Curricula Committee (5 min.)
      T. Herrick
      1. Procedures for Curriculum Changes
         (Jan. 20, 1983; XII, 5.19)
      *2. Reports No. 4 & No. 5, 1983-84
   D. .0406.13 Personnel Committee (5 min.)
      A. Culp
      *1. Faculty Photo Directory
         (Dec. 1, 1983; XIII, 4.21)
   E. .0406.17 Student Affairs (No Report)
      R. Medrow
      1. Final Examination Schedule
         (Nov. 19, 1981; XI, 4.22)
      2. Dorm Visitation Hours
         (Mar. 22, 1984; XIII, 7.30)
   F. Long Range Planning (10 min.)
      H. Seuer
      1. Liaison Committee
         a. UMR Goals & Objectives
      2. Steering Committee
         *a. Endorsement of Financial Section
         *b. Tentative Endorsement of Section VII, Guidelines for Future Planning
         *c. Campus Mission (Self-Perception) Statements
         *d. Estimated Costs of Objectives
   G. Intercampus Faculty Council (ICFC) (No Report)
      J. Johnson

IV. New Business

V. Announcements
   A. Referrals
      C. A. Smith

*Supplementary materials sent to Academic Council members and department chairmen.
The minutes of the 13 March 1984 meeting were approved as distributed.

President Olson presented an update on the FY85 appropriations. The Senate approved on 11 April an amount equal to an 8.8% increase over FY84. This is 90% of CBHE recommendation and contains 90% of the "Food For the 21st Century." There will be something in excess of 5% for salary adjustments. The appropriation will go to conference committee and be reported out by the end of April. Amount of appropriation should be between +11.6% and +8.8%. As far as the Capital Budget is concerned, there has been no action on the sale of additional bonds. HB1013 provides for three (3) UM projects: Schweitzer Hall, Ellis Library and Mineral Engineering Building Rolla Phase I.

The President discussed the fact that for purposes of Long Range Planning the University should be compared to the public institutions of the Big 8/Big 10 rather than those institutions suggested by the CBHE. There was extensive discussion and clarification concerning departmental activities for the Long Range Planning Process.

Professor Johnson presented a newspaper article showing the disparity of appropriations/student FTE to the Rolla campus. President Olson refuted this by showing that appropriations for the University from 1978 to 1984 had increased by 33% (UMC up 23%, UMKC - 41%, UMR - 38%, and UMSL - 46%).

Vice President George presented a revised draft of the Policy on Development of Educational Materials.

Professor Burkholder passed out a memorandum entitled "Early Retirement Incentive Program and Program Discontinuance Options." This is to be presented to the Board of Curators in May or June for approval.

Professor Burkholder also presented the standards to be used in awarding the College Preparatory Studies certificate which specified certain courses to be completed, a GPA and above average performance on a college-entrance exam.

Respectfully Submitted,

George R. Young, Secretary

GRY:et
SUMMARY of reports, actions, referrals and announcements at the meeting of the Academic Council held on April 12, 1984.

1. Approval of the minutes of the March 22, 1984, Council meeting.
2. Administrative Report - Budget Update
3. Administrative Response - Construction Projects on Campus
4. Curricula Committee Reports 4 and 5
5. Budgetary Affairs Committee Report
6. Personnel Committee Report
7. Long Range Planning
8. New Business
   Study of Honors Program Performance referred to RP&A for discussion and referral to appropriate committee
   Request for update report on computerization and new facilities at the Library
9. Announcements

IN CONJUNCTION WITH THE BOARD OF CURATORS MEETINGS TO BE HELD IN ROLLA MAY 3 and 4, THE RULES, PROCEDURES, AND AGENDA COMMITTEE IS SPONSORING A BREAKFAST FOR FACULTY WITH THE MEMBERS OF THE BOARD. FOR RESERVATIONS TO ATTEND THIS BREAKFAST CALL 341-4972.
The April 12, 1984, meeting of the Academic Council was called to order at 1:30 p.m. by Professor Carol Ann Smith, Academic Council Chair. Professor Smith announced the following substitutions: Prof. Patrick Hamlett for Prof. Don Oster, Prof. Charles J. Haas for Prof. Ronald Carmichael, and Mr. Joe Ward for Dean B. Ken Robertson. Professor Smith asked for any corrections, additions, or deletions to the minutes of the March 22, 1984, Council meeting. Hearing none, the minutes were approved as circulated.

ADMINISTRATIVE REPORT. Chancellor Marchello distributed a handout entitled: "Budget Update" dated April 12, 1984, and reported that at this time of year the administration is involved in considering three different budgets—the end of the 1983/84 budget, the 1984/85 budget, and requests for the 1985/86 budget. With regard to the 1983/84 budget, President Olson has indicated there will be year-end funds available. President Olson's general interest being library acquisitions and equipment. Dr. Marchello reported the House adopted a higher education budget for 1984/85 of $20M over last year. The Senate adopted an additional $15M for higher education. A joint committee will meet and will probably adopt a budget somewhere between the two above mentioned figures. This recommendation will then be sent to the Governor. This appropriation increase should provide for about a seven percent increase in salaries and wages and about a five percent increase in E&E funds. Deliberations with regard to these increases will be carried out by the President and the Board of Curators at the May Board meeting with final decisions adopted at the June Board meeting. With regard to the 1985/86 budget requests, the Central Administration has established the figures to be used in setting inflation adjustments and the remaining part of the budget request is for program improvements. The UMR campus program improvements request was submitted last week. Dr. Marchello announced that on Wednesday, April 18, at 10:00 a.m., in the Missouri Room of the University Center, President Olson and his staff will meet with the public in an open budget hearing. The May meeting of the Board of Curators will be held in Rolla on May 3 and 4. There will be a dinner recognizing President Olson on Thursday evening, May 3. Dr. Marchello encouraged faculty members to attend the meetings and the dinner.

ADMINISTRATIVE RESPONSE. Mr. Neil Smith, Vice Chancellor, Administrative Services, distributed to the Council copies of a letter from Mr. Mark Langford, Director of Facilities Management, University of Missouri, to Mr. Bob Marlow, Director of Physical Plant, UMR. Mr. Smith reported that Mr. Langford was unable to be present at today's Council meeting. Mr. Smith stated he would attempt to answer any questions raised by Council with regard to this response from Mr. Langford; and if Council desires, will be glad to try to schedule Mr. Langford's presence at the May Council meeting. Prof. Pursell stated that in Mr. Langford's response no mention is made as to the role of the Facilities Planning Committee in this area of construction projects. Mr.
Smith replied that the Facilities Planning Committee is involved in the planning process, but this response from Mr. Langford mainly stresses the role of the department chairmen and deans. Prof. Herrick asked if statements that noise will be abated are included in contracts with outside contractors. Mr. Smith replied, "No, they are not." He further stated this is an area that will need to be looked into if the noise continues to be a problem. The administration works with the contractors with the scheduling and tries to take into consideration times such as test week, etc. The people at Central Administration and particularly the people here at UMR in the Physical Facilities Management Department are aware of this concern and are going to work harder with departments and contractors in the scheduling of these projects. Mr. Smith asked if this letter from Mr. Langford and his comments will answer the question raised by Council at the February meeting. Mr. Smith encouraged faculty and departments to contact his office or Mr. Bob Marlow when problems of this nature arise. Hearing no further discussion or comment, Prof. Smith stated that this report would answer the question raised by Council and the item will be removed from the agenda.

CURRICULA COMMITTEE. Prof. Herrick referred Council members to Committee Reports 4 and 5 circulated with the agenda* (Full Copy), and moved that Council accept the recommendations made by the Curricula Committee. The motion was seconded by Prof. Wade. Prof. Bayless stated that due to a breakdown in the procedure for distribution of the CCI forms, the Civil Engineering Department was unaware of the course changes recommended by the Curricula Committee until the agenda for this meeting was received. Therefore, the Civil Engineering Department requests that an editorial change be made in Report No. 4, Section D., Course Changes, 1. Geological Engineering 371, under "Course Title: from: Geological Engineering to: Rock Engineering in Civil Construction." Prof. Bayless moved that an editorial change be made to the above statement to remove the words "in Civil Construction" from the new course title; therefore, the title would be: "Rock Engineering." Prof. Bayless stated this change has been discussed with the Geological Engineering Department. Prof. Herrick stated that the Committee would accept this as an editorial change to Committee Report No. 4. Prof. Bayless commented that Report No. 4, Section A. New Course Additions, 1. Geological Engineering 337, seems to be a duplication of effort between this course and some courses in civil engineering. The C.E. Department has not had time to thoroughly study this question, therefore, Prof. Bayless moved that this course be referred back to the Curricula Comm. The motion was seconded by Prof. Emanuel. Prof. Herrick commented that Prof. Bayless is correct—the Curricula Committee in their efforts to improve procedures and efficiency overextended and cut the School of Engineering off the list of those receiving the CCI forms. This will be corrected. Prof. Smith called for a vote on the motion to amend the Curricula Committee Report No. 4 by deleting Section A.1. Geological Engineering 337 and sending this item back to the Curricula Committee. The motion passed unanimously.

Prof. Myers requested that an editorial change be made to the Engineering Management statements in Report No. 5, Bachelor of Science in Engineering Management attachments, changing all statements of: "Basic Mil Sci (if elected) to "Basic ROTC (if elected)". This was accepted as an editorial change.
With regard to Curricula Committee Report No. 4, Attachment #1, General Honors Program, Prof. Hamblen moved that this section be deleted from the committee report and referred to the Admissions & Academic Standards Committee for review. The motion was seconded by Prof. Patel. Prof. Wade stated that since this statement has been discussed by committees for such a long time, he would like Prof. Hamblen to be specific as to his objections to this statement. Prof. Hamblen responded that with regard to the section entitled: "Admissions to General Honors Program that the wording be changed from "or" to "and" in the following sentence: The invitation is issued to those incoming freshman students who (1) are in the upper 10% of their high school graduating class, or (change to and) have standardized test scores on the ACT, SAT, or SCAT in the 95th percentile or higher." Prof. Hamblen further stated that on page 3, in the section entitled: "Probations and Withdrawals from General Honors Program" he objected to the statement: "Students who earn semester grade point averages below 3.50 but not below 3.0 will be placed on General Honors probation, while students with semester grade point averages below a 3.0 will be dropped from the General Honors Program. Students who are on General Honors probation for two semesters may be dropped from the program after their scholastic records have been reviewed." Prof. Hamblen stated that he felt the word "probation" has a connotation that should not be used in an honors program, and requested that the word "probation" in this statement be changed to "provisional". He further stated an alternative to this change would be to delete everything in the paragraph after the first sentence.

Assoc. Dean Cogell commented with regard to the first change recommended by Prof. Hamblen that this was discussed in detail when the statement was first distributed to the faculty. The feeling was that UMR would have more students participate in the honors program if the admissions statement was worded as it is currently. With the current requirements for admission, 800 out of 1200 freshmen students qualify for the honors program. If the statement is edited as suggested by Prof. Hamblen 200 to 400 students would qualify. Entering freshmen at UMR are either in the upper 10 percent of their graduating class or score in the 95th percentile of the ACT, SAT, or SCAT tests. Assoc. Dean Cogell stated that the students who come to UMR are good students, there is a great difference in high school preparation, and high school ranking does not always indicate a student's potential. Assoc. Dean Cogell stated that the standard here is not a new standard; it is the standard that was previously approved by the faculty.

With regard to the second concern regarding probation, Assoc. Dean Cogell responded that the General Honors Council debated this point. It was felt that it was important to provide a way for freshmen students to enter the honors program and to be able to remain in the program, though perhaps on probation. Assoc. Dean Cogell stated that the UMR standard of a 3.50 gpa is the highest that he knows of in the United States; and, therefore, since students come from varying high school backgrounds, it may take one semester of work for them to adjust to the 3.50 standard at UMR. Cogell further stated that other honors programs that he has been acquainted with have this type of provision. Prof. Hamblen asked if other honors programs call this provision a "probation period." Assoc. Dean Cogell responded, "yes," and further stated that the committee sat for hours trying to find another term but could not. This proposal has been two years in preparation. Faculty have been kept informed of progress during this time. Hearing no further discussion, Prof. Smith called for a vote on the motion to amend the Curricula
Committee Report No. 4 to delete the General Honors Program statement and refer it to the Admissions & Academic Standards Committee for review. The motion was defeated.

Prof. Pursell requested that with regard to future committee reports, that prerequisites and credit hours be listed for new course additions. Prof. Herrick stated that this could be included in future committee reports to Council. Hearing no further discussion on the main motion, Prof. Smith called for a vote on the motion to approve the Curricula Committee Reports 4 and 5 with the deletion of Geological Engineering 337. The motion passed unanimously.

BUDGETARY AFFAIRS COMMITTEE. Prof. DeKock referred Council to the Committee Report, Attachment III.B.1. circulated with the agenda* (Full Copy) and asked if there were any questions regarding this report. Prof. Wade moved that item 1 of the Committee Report be referred to the RP&A Committee for discussion. The motion was seconded by Prof. Emanuel. Prof. Hamblen asked Prof. Wade's reasons for this request. Prof. Wade replied that since this question was raised by the RP&A Committee, he would like to have that Committee discuss it further. Hearing no further discussion on the motion, Prof. Smith called for a vote on the motion to refer item 1 of the Budgetary Affairs Committee Report to RP&A for discussion. Prof. Smith ruled the motion passed. Prof. Elifrits called for a count of hands vote on the question. Those in favor of the motion numbered 6. Those against the motion numbered 11. The motion was defeated. Prof. Sauer moved that Council accept the Budgetary Affairs Committee Report. The motion was seconded by Prof. Parks and passed unanimously.

PERSONNEL COMMITTEE. Prof. Culp referred Council to the Committee Report circulated with the agenda* (Full Copy). With regard to Resolution I, Prof. Culp stated that the committee was asked to consider the item of a faculty photo directory. The Committee was in favor of the suggestion, but did not know where the funding would be obtained. The Office of Public Information estimated that a faculty photo directory would cost between $2000 and $2500. Prof. Culp reported that it has been suggested that it might be less expensive if the project could be contracted to a firm specializing in church photo directories. The committee also recommends that once the photo directory has been established, that it be updated once every five years. In the intervening years, pictures of new faculty members could be inserted in the back of each new UMR telephone directory. Prof. Culp moved that Council accept Resolution I: "The Academic Council recommends that a faculty photo directory, including prominent members of the administrative staff, be compiled and distributed to the staff, providing financial support can be obtained." The motion was seconded by Prof. Sauer. Prof. Pursell suggested that taking of the necessary photographs could be tied into the I.D. photo process. Mr. Smith commented that the current budget for I.D. photographs would not cover this added expense. Prof. Smith called for a vote on the motion. The motion passed unanimously.
Prof. Culp next moved that Council approve the Personnel Committee Resolution II. "The Academic Council recommends that the University of Missouri-Rolla join the National Faculty Exchange at an annual fee of $200." The motion was seconded by Prof. Marlin. Prof. Culp explained that the National Faculty Exchange (Purdue University at Fort Wayne) brokers faculty and staff exchanges on behalf of US institutions. The exchanges are made from and to member colleges and universities. Vice Chancellor Park commented that the Committee of Deans has looked into this Exchange and had some concerns as to the financial arrangements which are quite ambiguous and felt these could be disadvantageous to some departments. The Committee of Deans also felt that UMR faculty did not have difficulties in finding places to spend sabbatical leaves, but rather our faculty have difficulty in finding the free time and resources within the departments. Prof. Pursell moved that this item be referred back to the Personnel Committee for further discussion and investigation. The motion was seconded by Prof. Herrick. Hearing no further discussion, Prof. Smith called for a vote on the motion to refer the item back to the Personnel Committee. The motion passed unanimously.

LONG RANGE PLANNING. Prof. Sauer reminded Council that copies of the UMR Goals and Objectives Statement were circulated March 26. The Committee received two responses for comments which were minor suggestions. The Campus Liaison Committee has approved the UMR Goals and Objectives Statement and it has been forwarded to the Steering Committee. Prof. Sauer moved that Council endorse the UMR Goals and Objectives Statement. The motion was seconded by Prof. Babcock and passed unanimously.

Prof. Sauer next referred Council to Attachment III.F.2.a., The Financial Section, circulated with the agenda (Full Copy). This financial report will be submitted to the Board of Curators in June. Prof. Sauer called attention to the second sentence of objective 1: "Such sources may be external to the University, but it is also clear that increased attention must be given to the reduction of existing programs and reallocation of resources." Prof. Sauer stated that what this statement will mean still needs to be answered and felt that this question will again be asked after the review of programs process has been completed. Prof. Sauer moved that Council endorse this Financial Section. The motion was seconded by Prof. Elifrits and passed by unanimous vote.

Prof. Sauer referred Council to Attachment III.F.2.b., Section VII. Guidelines for Future Planning, circulated with the agenda (Full Copy), and reported that this section is currently being rewritten. The rewrite will include two changes—the role of the Board of Curators in this planning process will be stated, and the Organization for Planning Section, page 2, currently states that this organization will be the decision of the president. The Committee has suggested that the president will need some flexibility; but, based on the experience of the Steering Committee during this past year, it was felt that the campus liaison committees should be continued and that the university-wide long range planning steering committee should be continued. It was felt that this committee should meet less often, but that the committee should remain in existence for the information exchange that is so very valuable. Prof. Sauer requested that Council consider this section as a concept of what will be followed in this area.
XIII, 8

Prof. Sauer next moved to Attachment III,F.2.c., Drafts of Campus Mission Statements, and commented that these are self-perception statements. The only change in the UMR statement is the removal of mention of specific degree programs—chemistry, physics, geology, mathematics, and computer science. The basic rule the committee adopted was that mention could be made of general programs but mention of specific programs should be removed from the mission statements. This rule was followed by each campus. Prof. Babcock expressed his concern of approving the total package of self-perception statements. Prof. Sauer responded that the committee is not asking for endorsement of these statements. They have been circulated to Council for the purpose of keeping Council informed of the committee's activities. These self-perception statements will not be part of the Steering Committee's report to the Board of Curators, but will be attachments to that report.

XIII, 8

Prof. Sauer referred Council to Attachment III,F.2.d. circulated with the agenda* (Full Copy). This attachment contains the Information Related to Objectives (estimated cost of individual objectives) and a Description of Model Approach to Cost of Objectives (what it will cost year by year to obtain the objectives and what it will do to the university in terms of reallocation if new money cannot be found). In this report, the Committee used a conservative approach in estimating state revenue—the amount that the university will be receiving from the state. It was estimated that the university's percentage of the revenue will slip slightly. The base expenditures are assumed to be equal to revenue through fiscal year 1985. It is felt that there will be insufficient funds in next year's budget to start on any of these objectives with new money, therefore, reallocation will be necessary. The last page is a year by year scenario of how to fund these objectives over a ten year period. To completely fund the objectives at the estimated cost would take reallocation in FY1985 of almost $6M, followed by an additional $15M the second year, an additional $8M the third year, an additional $2M the fourth year, and then the amounts level off for a total of $42M (10½ percent) in reallocation over the 10 year period. Prof. Sauer stated that this was only one scenario reviewed by the Committee, but it was the one the committee felt was the most reasonable.

XIII, 8

NEW BUSINESS. Prof. Hamblen asked if a study could be made of the Honors Program performance and if the Rules, Procedures and Agenda Committee would discuss this item and refer it to the appropriate committee.

XIII, 8

Prof. Pursell requested that Mr. Ron Bohley, Director of the Library, be asked to give an update report to Council on the computerization and new facilities at the Library.

XIII, 8

ANNOUNCEMENTS. Prof. Smith announced that the Academic Council Office has been moved to Room 210B Parker Hall, phone 341-4972.

XIII, 8

The next meeting of the Academic Council will be held May 3. The deadline for agenda items for that meeting is April 17 at noon. RP&A is requesting nominations for Academic Council officers for 1984-85. Elections will be held at the May meeting.
An open budget hearing will be held April 18 at 10:00 a.m. in the Missouri Room, University Center. Prof. Smith urged all faculty members to attend. President Olson, Vice President George, Vice President Buchholz, and three members of the Board of Curators will be in attendance. Prof. George McPherson will be presented the Thomas Jefferson Award at 11:00 a.m.

On May 3-4 the Board of Curators meetings will be held in Rolla. Most of the committee meetings are open to the public. The Academic Affairs Committee will continue their discussion on tenure regulations. Prof. Smith encouraged faculty to attend the committee meetings. In conjunction with these meetings, RF&A is planning a breakfast for faculty with the members of the Board which will be held May 4 from 7:15 or 7:30 a.m. to 8:30 a.m. Reservations for this breakfast may be made by calling the Council Office (341-4972).

The meeting was adjourned at 2:36 p.m.

Respectfully submitted,

Donald D. Myers
Secretary

(There is a referral that I did not announce. Several proposed changes to the Academic Grievance Policy have been referred to the Grievance Hearing Panel — CAS)

*Complete document on file with the smooth copy.

Minutes of the Academic Council meetings are considered official notification and documentation of actions approved.
PROPOSAL FOR REVISION OF THE GENERAL HONORS PROGRAM

UMR CURRICULA COMMITTEE
COURSE ACTION REQUEST

I. ACTION REQUESTED: NEW COURSE DELETION CHANGE OF: Catalog Description, Course Number, Course Title, Credit Hours, Prerequisites, Curriculum X, Other

Effective Date August 1984

II. INFORMATION ON WHICH REQUEST IS BASED:

1. Department NA; Present Course No. NA; Proposed NA
2. Course Title: Present NA Proposed NA
3. Catalog Description (limited to 40 words):
   Present: See attachment # 1 (Present General Honors Program)
   Proposed: See Attachment # 2 (Proposed General Honors Program)

4. Credit Hours: Present: Lecture NA, Lab NA, Total NA
   Proposed: Lecture NA, Lab NA, Total NA
5. Prerequisites: Present NA
   Proposed NA
6. Required for Majors NA; Elective for Majors NA
7. Estimated Enrollment NA; Instructor NA
8. Proposed Text(s) NA
9. Justification: NA

10. Additional Support Information (Attach Sheets as Necessary): a. Course Syllabus NA
    b. Instructor Qualifications NA
    c. Substantiation of need NA
    d. Course previously offered as Special Topics (101, 201, etc.) NA
    e. Other NA

III. RECOMMENDED BY DEPARTMENT:

NA
Chairman Signature

IV. RECOMMENDED BY SCHOOL/COLLEGE:

Dean Signature

V. RECOMMENDED BY UMR CURRICULA COMMITTEE:

Curricula Committee Chairman Signature

RECOMMENDED BY ACADEMIC COUNCIL:

Academic Council Chairman Signature

Date: NA

Department

Date: February 2, 1984

Approve

School/College

Date: MAR 9 1984

Action

Date:

Action

Form UMR CCI - 12/1/71; Revised: 6/16/82
You can get the latest information on job availability and starting salaries as well as receive tips on interviewing know-how. Placement assistance also is given to undergraduates seeking summer employment.

You are urged to use the facilities of the Placement Library for information on careers and employers. Video and audio tape cassettes are available in the campus library for auditions in the areas of job interviewing and employer information.

Credit by Examination

If you are a registered UMR student and have learned enough about a subject to pass an examination in it without taking the course, you may be able to get college credit for this knowledge. There are five different programs included in UMR's credit by examination policy.

These programs include: The Advanced Placement Program, College-Level Examination Program, UMR Placement Testing Program, military experiences, and departmental examinations.

The Advanced Placement Program provides for certain college-level courses to be offered to selected high school students. In the College-Level Examination Program, you may obtain credit for specific courses or you may receive general credit. The UMR Placement Testing Program allows high school students to receive credit for certain scores and to be placed in advanced classes. You also may gain credit for armed service experience according to the recommendations of the Commission on Accreditation of Services Experiences of the American Council on Education. Many of the academic departments at UMR offer departmental examinations and you may quiz out of some of that department's courses.

Most examinations are given through the Counseling and Testing Center. The center will give interested students further information on these programs.

Check with the latest Credit by Examination Brochure.

Honors

The University of Missouri-Rolla has an honors program for undergraduates that allows a deeper look at subjects. For freshmen and sophomores, there are special honors sections of certain courses. This is called the general honors program. For juniors and seniors, there are structured programs designed by each of UMR's schools and college to allow independent studies in your field and, if you desire, to enable you to enter graduate-level work even before your bachelor's degree is attained.

If you are now a high school student in the upper ten percent of your high school class, or if your standardized test scores (ACT, SAT, SCAT) are of no less than the 95th percentile, you are eligible to take general honors courses when you enter UMR. If you are going to transfer here from another college or university, you should consult the dean of your UMR division about taking general honors courses.

UMR's schedule of classes will indicate general honors sections by a "GH" beside the course name. Types
of courses which may offer honors sections at certain times are general physics, general chemistry, masterpieces of hispanic literature and advanced western civilization. Some general honors sections may be offered in philosophy, English, social sciences, mathematics, computer science and life sciences. Some general honors courses will represent several disciplines offered through one class.

There is a divisional honors program for juniors and seniors. If you are eligible for this program, you will want to enroll in it for several reasons. You can be dually enrolled in your senior year courses and in graduate school for two semesters (other seniors can be dually enrolled in graduate school for only one semester). You will do independent work with faculty involved in research. You will do an honors paper which will be permanently placed in the UMR Library. You will have an honors designation on your diploma, will receive a divisional honors certificate, and will take part in an honors seminar.

The College of Arts and Sciences and the Schools of Engineering and Mines and Metallurgy all have slightly different structured divisional honors programs for you. See your department chairman for the program in your discipline.

In general, you qualify for the divisional honors program when you have completed at least sixty hours with a cumulative grade point average of 3.50 and have been accepted for the divisional honors program by the department in which you are majoring. If you are a transfer student, you must have one semester in residence at UMR before entering the divisional honors program. You remain in the program by maintaining a cumulative grade point average of 3.50 and completing the designated divisional honors courses. You must have a minimum of three semesters of participation in the divisional honors program, and you will do an honors paper on an independent project.

In each honors program for juniors and seniors and in some freshman and sophomore general honors sections, your involvement in special projects of research, design or study with your honors adviser will help you develop your initiative, creativity and professional abilities. In the program, you will receive extra recognition of outstanding accomplishments. You will associate even more with other outstanding students, and you will have even closer ties with the faculty.

For more information, contact your department chairman.

Or, if you are not yet enrolled at UMR, contact the Director of Admissions, University of Missouri-Rolla, Rolla, Missouri 65401.

Transferring to UMR

If you are considering transferring to UMR from another college or university, you might ask our director of admissions about the Transfer Assistance Program (TAP).

TAP is a program designed to assist you during your first two years of college at another institution and then help you complete your education at UMR.
GENERAL HONORS PROGRAM

Purpose of General Honors Program

The General Honors Program at UMR enables students of high intellectual ability and achievement to develop their individual potentials more fully, effectively, and intensely.

The individuality of the General Honors student is stressed. The schedules of studies worked out through the students' consultations with their academic advisors and the staff of the General Honors Program reflect the talents, needs, and goals of each student.

The General Honors Program offers the opportunities; the students exert the initiative to take advantage of them. These opportunities and the students' initiatives make possible an exceptional undergraduate education at UMR.

Admissions to General Honors Program

Eligible students are invited to submit applications for admission to the General Honors Program. A General Honors freshman class is selected from those who accept the General Honors invitation and submit applications.

The invitation is issued to those incoming freshman students who (1) are in the upper 10% of their high school graduating class, or (2) have standardized test scores on the ACT, SAT, or SCAT in the 95th percentile or higher. Selection of the General Honors freshman class is based on a combination of class rank, test scores, and an interview.

Other students, including transfer students, who have completed 15 credit hours of course work at UMR and have earned 3.50 cumulative grade point averages are eligible to apply for admission to the General Honors Program.

In exceptional cases, students who do not meet the requirements stated above may submit applications to take General Honors courses with the written recommendations of the instructors.

General Honors Program Requirements

The General Honors Program requires the completion of a minimum of 15 credit hours of General Honors courses. All General Honors
**General Honors Recognition**

Students who complete the requirements for the General Honors Program will receive General Honors Certificates at the Honors Week Banquet. Their official university transcripts will also state that they have completed the General Honors Program.

**General Honors Courses**

1. **General Honors Seminars.** These courses explore the great ideas and traditions in fine arts, literature, philosophy, science, and technology. These courses are listed under the departments that offer them. (Required - 3 credit hours for two semesters for a total of 6 credit hours.)

2. **General Honors Lectures.** Faculty members may be invited by the faculties in departments to prepare and offer courses that reflect their current scholarly interests. (Variable credit.)

3. **General Honors Courses, Discussion Sections, or Laboratories so designated by departments.** A variety of General Honors designated courses, discussion sections, or laboratories may be offered by departments, for example, English 1CH or Physics 27GH. (Credit hours assigned to course.)

4. **General Honors Contract Courses.** Contract courses may be arranged by General Honors students with the consent of their departmental advisors and their instructors. Contracts may be arranged for non-General Honors courses, Special Problems General Honors courses, and the General Honors Great Books courses. Students may earn a maximum of 6 credit hours by means of General Honors Contract courses.

   a. **Non-General Honors Courses for General Honors Credit.** Credit is conferred on the basis of a General Honors contract. To initiate the contractual process, students must consult with the faculty members who are teaching the courses. The contracts agreed to by students and the faculty members teaching the courses must be approved by the students' departmental advisors.

   b. **General Honors Great Books Courses.** These courses are designed to encourage students to read major works by great authors. Credit is conferred on the basis of General Honors contracts worked out by students and faculty members in the departments in which the courses are offered. The contracts agreed to by students and faculty members must be approved by the students' departmental advisors.
c. Special Problems General Honors Courses. Credit is granted on the basis of contracts for independent work completed in Special Problems General Honors courses which usually bear a 100GH or a 200GH number. To initiate the contractual process students must consult with the faculty members with whom they plan to work. The contracts agreed to by students and faculty members must be approved by the students' departmental advisors.

Probations and Withdrawals from General Honors Program

Once admitted to the General Honors Program, students remain in the program as long as they maintain semester grade point averages of 3.50 or above. Students who earn semester grade point averages below 3.50 but not below 3.0 will be placed on General Honors probation, while students with semester grade point averages below a 3.0 will be dropped from the General Honors Program. Students who are on General Honors probation for two semesters may be dropped from the program after their scholastic records have been reviewed.

Students may withdraw from the General Honors Program by completing the General Honors withdrawal form.

Readmission

Students who have withdrawn or have been dropped from the General Honors Program may apply for readmission whenever they have cumulative grade point averages of at least 3.50.
UMR CURRICULA COMMITTEE
COURSE ACTION REQUEST

I. ACTION REQUESTED: NEW COURSE , DELETION , CHANGE OF: Catalog Description , Course Number , Course Title , Credit Hours , Prerequisites , Curriculum X , Other

Effective Date Fall 1984

II. INFORMATION ON WHICH REQUEST IS BASED:

1. Department Mechanical Engineering; Present Course No. ; Proposed
2. Course Title: Present ; Proposed
3. Catalog Description (limited to 40 words): Present:

Proposed: on the Mechanical Engineering Curriculum sheet the following note will be added.
g) A grade of C or better in ME 203 and ME 219 will be required before enrolling in any courses which require ME 203 and ME 219 as prerequisites.

4. Credit Hours: Present: Lecture , Lab , Total
   Proposed: Lecture , Lab , Total
5. Prerequisites: Present
   Proposed
6. Required for Majors ; Elective for Majors
7. Estimated Enrollment; Instructor
8. Proposed Text(s)
9. Justification:

This action is necessary to ensure the proper preparation and academic quality for students continuing in Mechanical Engineering whether they be transfer students or UMR students. SEE ATTACHED CURRICULUM SHEETS

10. Additional Support Information (Attach Sheets as Necessary): a. Course Syllabus
     b. Instructor Qualifications , c. Substantiation of need
     d. Course previously offered as Special Topics (101, 201, etc.)
     Enrollment history , Semester(s) offered , e. Other

II. RECOMMENDED BY DEPARTMENT:

Chairman Signature

IV. RECOMMENDED BY SCHOOL/COLLEGE:

Dean Signature

V. RECOMMENDED BY UMR CURRICULA COMMITTEE:

Curricula Committee Chairman Signature

RECOMMENDED BY ACADEMIC COUNCIL:

Academic Council Chairman Signature

Date: October 31, 1983

Mechanical and Aerospace Engineering Department

Date: January 26, 1984

School of Engineering

Date: MAR 9 1984

Action

APPROVED

Action

Form UMR CCI - 12/1/71: Revised: 6/16/82
## CURRENT
### MECHANICAL ENGINEERING CURRICULUM

#### Freshman Year

<table>
<thead>
<tr>
<th>First Semester</th>
<th>Credit</th>
<th>Second Semester</th>
<th>Credit</th>
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<tbody>
<tr>
<td>ME 10 - Intro to Mech Engr</td>
<td>1</td>
<td>EG 10 - Engr. Dr. &amp; Descr. Geom.</td>
<td>3</td>
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<tr>
<td>Chem 1 - General Chemistry</td>
<td>4</td>
<td>Chem 3 - General Chemistry</td>
<td>3</td>
</tr>
<tr>
<td>Elective - Hum. or Soc. Sci. b</td>
<td>3</td>
<td>Phy. 23 - Engr. Physics I c</td>
<td>4</td>
</tr>
<tr>
<td>Math 8 - Calc with Anal. Geom. c</td>
<td>5</td>
<td>Elective - Hum. or Soc. Sci. b</td>
<td>3</td>
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#### Sophomore Year

<table>
<thead>
<tr>
<th>First Semester</th>
<th>Credit</th>
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<th>Credit</th>
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<tbody>
<tr>
<td>Comp. Sci. 73 - Basic Sci. Prog.</td>
<td>2</td>
<td>EM 150 - Engr. Mech. - Dynamics</td>
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</tr>
<tr>
<td>Math 22 - Cal with Ana Geo III c</td>
<td>4</td>
<td>ME 219 - Thermodynamics c</td>
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<tr>
<td>Comp. Sci. 63 - Comp. Prog. Lab.</td>
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<td>Met 121 - Metallurgy for Engrs.</td>
<td>3</td>
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<tr>
<td>Phy. 24 - Engr. Physics II</td>
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<td>ME 53 - Intro to Mfg. Processes</td>
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<tr>
<td>EG 25 - Graphical Design</td>
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<td>Elective - Communications d</td>
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#### Junior Year

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<tr>
<td>EE 281 - Electrical Circuits</td>
<td>3</td>
<td>EE 283 - Electronics for Instrumentn.</td>
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<tr>
<td>EM 110 - Mechanics of Maths.</td>
<td>3</td>
<td>ME 204 - Dynamics of Machinery</td>
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<td>EM 120 - Materials Lab</td>
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<td>ME 225 - Heat Transfer</td>
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<tr>
<td>ME 203 - Kinematics c</td>
<td>3</td>
<td>ME 231 - Thermofluid Mechanics I</td>
<td>3</td>
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<tr>
<td>ME 221 - Applied Thermodynamics</td>
<td>3</td>
<td>ME 208 - Machine Design I</td>
<td>3</td>
</tr>
<tr>
<td>Elective - Math/Comp. Sci. e</td>
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<td>ME 240 - Mech. Instrumentation Lab</td>
<td>2</td>
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#### Senior Year

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<th>Credit</th>
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<tr>
<td>ME 279 - Anal. &amp; Des. of ME Systems</td>
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<td>ME 261 - Anal. &amp; Synth. in Engr. Des.</td>
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<tr>
<td>Elective - Technical</td>
<td>6</td>
<td>ME 280 - Control Systems Lab</td>
<td>1</td>
</tr>
<tr>
<td>Elective - Hum. or Soc. Sci. b</td>
<td>6</td>
<td>Elective - Technical</td>
<td>3</td>
</tr>
</tbody>
</table>

(a) Students without high school chemistry must take Chem 1 and Chem 2 (5 hours)
(b) To include at least one course in each of the following areas: Economics, Literature, American History or Political Science (see School of Engineering requirements). History 112, 175, 176, or Political Science 90 will satisfy state requirement as to Missouri Constitution. All electives must be approved by the student's advisor.
(c) An average academic grade point of 2.0 or better in Math/Stat 8, 21, 22 and Physics 23 is required for enrollment in ME 203 and ME 219.
(d) This course must be selected from the following: Engl. 60, Engl. 85, Engl. 160, or the complete four course sequence in Advanced Military Science (H. Sc. 105, 106, 107, and 108).
(e) This course must be selected from the following: Comp. Sci. 218, Math 203, Math 208, Math 215, or any 300 level Math or Comp. Sci. course approved by the student's advisor.
(f) Electives must be approved by the student's advisor. Honors students have special requirements for technical electives. Six hours of technical electives must be in the Mechanical and Aerospace Engineering Department. Three hours of technical electives must be at the 300 level.
### PROPOSED

#### MECHANICAL ENGINEERING CURRICULUM

#### Freshman Year

<table>
<thead>
<tr>
<th>First Semester</th>
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<tbody>
<tr>
<td>ME 10 - Intro to Mech Engr</td>
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<tr>
<td>Chem 1 - General Chemistry</td>
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<tr>
<td>Engl. 1 - Rhetoric &amp; Comp.</td>
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<tr>
<td>Elective - Hum. or Soc. Sci.</td>
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<tr>
<td>Math 8 - Calc with Anal. Geom</td>
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#### Second Semester

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<tr>
<td>Comp. Sci 73 - Basic Sci. Prog.</td>
<td>2</td>
</tr>
<tr>
<td>EM 50 - Engr. Mech. - Statics</td>
<td>3</td>
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<tr>
<td>Math 22 - Cal with Ana Geo III</td>
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<tr>
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#### First Semester

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<tr>
<td>EM 120 - Materials Lab</td>
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<tr>
<td>ME 203 - Kinematics &amp; Gas</td>
<td>3</td>
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<td>ME 221 - Applied Thermodynamics &amp; Gas</td>
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<td>Elective - Math/Comp. Sci.</td>
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#### Second Semester

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<td>Elective - Technical</td>
<td>6</td>
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<tr>
<td>Elective - Hum. or Soc. Sci.</td>
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#### First Semester

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#### Second Semester

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(f) Electives must be approved by the student's advisor. Honors students have special requirements for technical electives. Six hours of technical electives must be in the Mechanical and Aerospace Engineering Department. Three hours of technical electives must be at the 300 level.
(g) A grade of C or better in ME 203 and ME 219 is required before enrolling in any courses which require ME 203 and ME 219 as prerequisites.
UMR CURRICULA COMMITTEE
COURSE ACTION REQUEST

FILE NO. 2221-84-4030-00000

I. ACTION REQUESTED: NEW COURSE___, DELETION___, CHANGE OF: Catalog Description___
Course Number___, Course Title___, Credit Hours___, Prerequisites___
Curriculum ___, Other ___

Effective Date Fall 1984

II. INFORMATION ON WHICH REQUEST IS BASED:

1. Department Mining Engineering ___; Present Course No. ___; Proposed ___
2. Course Title: Present ___

Proposed ___

3. Catalog Description (limited to 40 words):

Present: ___

Proposed: ___

4. Credit Hours: Present: Lecture ___, Lab ___, Total 143

Proposed: Lecture ___, Lab ___, Total 143

5. Prerequisites: Present ___

Proposed ___

6. Required for Majors ___; Elective for Majors ___
7. Estimated Enrollment ___; Instructor ___
8. Proposed Text(s) ___
9. Justification: Due to a reduction in student enrollment in Mining Engineering the following courses (previously scheduled both semesters) will only be offered in semester indicated, and the curriculum schedule is changed as indicated: Min 221-Fall, Min 220-Winter, Min 226-Winter, Min 270-Winter, Min 322-Winter

10. Additional Support Information (Attach Sheets as Necessary): a. Course Syllabus ___

b. Instructor Qualifications ___

c. Substantiation of need ___

d. Course previously offered as Special Topics (101, 201, etc.) ___

e. Enrollment history ___, Semester(s) offered ___

III. RECOMMENDED BY DEPARTMENT:

[Signature]
Date: 2-10-84
Mining Engineering Department

IV. RECOMMENDED BY SCHOOL/COLLEGE:

[Signature]
Date: 2-10-84
School of Mines and Metallurgy

V. RECOMMENDED BY UMR CURRICULA COMMITTEE:

[Signature]
Curricula Committee Chairman Signature

RECOMMENDED BY ACADEMIC COUNCIL:

[Signature]
Academic Council Chairman Signature

Date: MAR 23 1984
Action ___

Form UMR CCl-1/12/171; Revised: 6/16/82
# CURRENT MINING ENGINEERING CURRICULUM
Effective Fall Semester, 1983-84

## FRESHMAN YEAR

<table>
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<th>First Semester</th>
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<tbody>
<tr>
<td>Chem 001 Gen Chemistry</td>
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<td>Chem 003 Gen Chemistry</td>
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<td>Chem 002 Gen Chem Lab</td>
<td>1</td>
<td>Elective Humanities</td>
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<tr>
<td>Hist 175 Amer History (a)</td>
<td>3</td>
<td>ET 010 Engr Drawing</td>
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<td>Math 008 Calc w/Anal Geom I</td>
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<td>GeE 050 Geol for Engineers</td>
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<tr>
<td>Min 001 Entro to Min Engr</td>
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<td>Math 021 Calc w/ Anal Geom II</td>
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<td>Min 002 Intro to Min Engr</td>
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<td><strong>Total</strong></td>
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## SOPHOMORE YEAR

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<tr>
<td>Geol 112 Intr Cryst &amp; Mineral</td>
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<td>Min 110 Surv for Min Engrs</td>
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<td>Min 151 Intro to Min Safety</td>
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## JUNIOR YEAR

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## SENIOR YEAR

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Engl 1 Entrance Requirement
(a) Pol Sci 90, Hist 176 or 112 may be substituted
(b) Math/Stat 204, 208, 215, or 229 (c) With approval of Advisor
# MINING ENGINEERING CURRICULUM

**Effective Fall Semester, 1984-85**

## FRESHMAN YEAR

**First Semester**

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**Second Semester**

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<td>ET 010</td>
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Total Credits: 17

## SOPHOMORE YEAR

**First Semester**

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<td>Princ Econ I</td>
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Total Credits: 18

## JUNIOR YEAR

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<td>Min Atmos Control</td>
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<td>Min 231</td>
<td>Rock Mech I</td>
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Total Credits: 19

## SENIOR YEAR

**First Semester**

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<td>Min Power &amp; Drainage</td>
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<td>Met 241</td>
<td>Prin Min Proc</td>
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<td>Min 224</td>
<td>Underground Mining</td>
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<td>Min 391</td>
<td>Mine Design Project</td>
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**Second Semester**

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<td>Min 307</td>
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<td>Bulk Matls Handling</td>
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<td>Min 351</td>
<td>Mine Hgy &amp; Safety</td>
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<td>Min 392</td>
<td>Mine Design Report</td>
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Total Credits: 18

Engl 1 Entrance Requirement
(a) Pol Sci 90, Hist 176 or 112 may be substituted
(b) Math/Stat 204, 208, 215, or 229  (c) With approval of Advisor
I. ACTION REQUESTED: NEW COURSE, DELETION, CHANGE OF: Catalog Description, Course Number, Course Title, Credit Hours, Prerequisites, Curriculum

Effective Date: Immediately

II. INFORMATION ON WHICH REQUEST IS BASED:

1. Department: Engineering Management; Present Course No.: ______; Proposed: ______
2. Course Title: Present: ___________________________; Proposed: ___________________________
3. Catalog Description (limited to 40 words):
   Present: ___________________________
   Proposed: (See attached curriculum sheet)

4. Credit Hours: Present: Lecture, Lab, Total 132
   Proposed: Lecture, Lab, Total 132
5. Prerequisites: Present: ___________________________
   Proposed: ___________________________
6. Required for Majors: ______; Elective for Majors: ______
7. Estimated Enrollment: ______; Instructor: ______
8. Proposed Text(s): _______________________________________________________________________

9. Justification: To increase the level of required material for engineering management majors. This is for accreditation purposes. In order to qualify for re-accreditation, we are changing our curriculum to increase the level of required material for engineering management majors. We are doing this by eliminating E. Mgt. 213 Human Relations & Management and the free elective and adding the requirement of ______

    b. Instructor Qualifications: ______
    c. Substantiation of need: ______
    d. Course previously offered as Special Topics (101, 201, etc.): ______
    e. Other: ______

III. RECOMMENDED BY DEPARTMENT:

[Signature]

Chairman Signature

IV. RECOMMENDED BY SCHOOL/COLLEGE:

[Signature]

Dean Signature

V. RECOMMENDED BY UMR CURRICULA COMMITTEE:

[Signature]

Curriculums Committee Chairman Signature

RECOMMENDED BY ACADEMIC COUNCIL:

[Signature]

Academic Council Chairman Signature

Date: 11/16/83

Engineering Management

Department

Date: January 31, 1984

School of Engineering

School/College

Date: MAR 23 1984

Action

Date: __________

Action

Form: UMR CC1 - 12/1/71; Revised: 6/16/82
additional 300-level courses (one design) thereby making a total of four 300-
level elective courses required, two of which are design courses.
## BACHELOR OF SCIENCE IN ENGINEERING MANAGEMENT

**1/30/84**

### FRESHMAN YEAR

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<td>Math 21 - Calc w/Analytical Geom II</td>
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<td>Engl 1 - Composition</td>
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<td>Phy 23 - Engineering Physics</td>
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<td>Hist 112, 175, 176 or Pol Sci 90</td>
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<td>Econ 110 - Prin of Economics I</td>
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<td>C Sc 63 - Lab</td>
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<td>E Me 50 - Eng Mec - Statics</td>
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<td>E Mgt 211 - Indust Org &amp; Mgt</td>
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<td>E Mgt 252 - Financial Management</td>
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<td>E Mgt 282 - Production Management</td>
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<td>C Sc 260 - Intro to Oper Res</td>
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**Note:** All electives must be chosen in conference with the student's advisor.

(a) The following substitutes may be approved by the student's advisor: Psy 154 for Psy 50; E Me 110 for E Me 150 except for those taking M.E. preference; Engl 60 or 85 for Engl 160; Math 204 for Math 229.

(b) 6 credit hours must be in approved non-skill courses in Humanities such as Literature or Philosophy (see advisor for list).

(c) Two must be an approved engineering management design elective.

(d) See advisor. These 27 elective credits must consistute an approved engineering preference program, and normally include 3 credits science, 18 credits engineering science, and 6 credit design.
## BACHELOR OF SCIENCE IN ENGINEERING MANAGEMENT

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### SENIOR YEAR

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**NOTE:** All electives must be chosen in conference with the student's advisor.

(a) The following substitutes may be approved by the student's advisor: Psy 154 for Psy 50; E Me 110 for E Me 150 except for those taking M.E. preference; Engl 60 or 85 for Engl 160; Math 204 for Math 229.

(b) 6 credit hours must be in approved non-skill courses in Humanities such as Literature or Philosophy (see advisor for list).

(c) One must be an approved engineering management design elective.

(d) See advisor. these 27 elective credits must consistute an approved engineering preference program, and normally include 3 credits science, 18 credits engineering science, and 6 credit design.
MEMORANDUM TO: Academic Council Members  
FROM: Archie W. Culp, Jr., Chairman, Personnel Committee  
DATE: March 27, 1984  
RE: Faculty Photo Directory and the National Faculty Exchange

At a recent meeting, the Personnel Committee approved the following material for consideration by the Academic Council. The committee proposes the following resolutions.

RESOLUTION I. The Academic Council recommends that a faculty photo directory, including prominent members of the administrative staff, be compiled and distributed to the staff, providing financial support can be obtained.

RESOLUTION II. The Academic Council recommends that the University of Missouri-Rolla join the National Faculty Exchange at an annual fee of $200.

Preliminary cost estimates of the photo directory indicate that the total cost will run from $2,000 to $2,500, if done on campus. It has been suggested that it might be less expensive if the project could be contracted to a firm specializing in church photo directories.

The committee also recommends that once the photo directory has been established, that it be updated once every five years. In the intervening years, pictures of new faculty members could be inserted in the back of each new UMR telephone directory.

The National Faculty Exchange (Purdue University at Fort Wayne) brokers faculty and staff exchanges on behalf of US institutions. Exchanges are made from and to member colleges and universities.
Financial

Goal 1:
To meet its responsibilities in teaching, research, and extension, the University must secure appropriate levels of financial support from the State Government, the Federal Government, student fees, grants and contracts, and private gifts.

Goal 2:
The University must utilize its resources efficiently in accord with established program priorities and must demonstrate this accountability to its internal and external publics.

Consistent with these general goals, the following specific objectives will be accomplished.

Objective 1:
Given present resource levels, it is imperative that the University take steps to secure funds to overcome current deficiencies and for new initiatives. Such sources may be external to the University, but it is also clear that increased attention must be given to the reduction of existing programs and reallocation of resources.

Objective 2:
At the February 1985 meeting of the Board of Curators, the President will discuss with the Board a strategy for communicating as effectively as possible to the citizens of Missouri the unique strengths and financial needs of the University and its campuses.

Objective 3:
At the February 1985 meeting of the Board of Curators, the President will discuss with the Board a plan to double private giving to the University of Missouri, both for restricted and unrestricted purposes of the institution as a whole.

Objective 4:
As a part of the University's regular annual report to the Board of Curators, the President will provide performance measures for the campuses and central administration in administrative, instructional, and support areas and indicate the results of steps taken during the year to utilize resources more efficiently.
VII. Guidelines for Future Planning

This report completes the first phase of an ongoing planning process for the University of Missouri. With the help of many groups and individuals, the Long Range Planning Steering Committee has revised the mission statement for the University and is recommending in this report broad goals and several specific objectives to be accomplished in the years ahead. These are important steps, yet they are only the beginning of what the Committee hopes will be an ongoing process of strategic planning for the future.

Planning Principles

The development of a planning process for the University should be guided by several basic principles.

-- Planning should be decision-focused. Planning and decision making are not separate processes; planning requires making decisions now about the future.

-- Planning must be information-based. Planning for the future must be supported by information and analyses which illuminate the potential consequences of alternative courses of action. Effective planning requires accurate and timely flows of information related to the University's external environment and its strengths, weaknesses, values, and opportunities.

-- Planning must be timely and structured. The planning process must insure that decisions are made in an orderly, timely fashion and that responsibility and authority are understood by all involved groups and individuals.

-- Effective planning requires widespread involvement and participation. Widespread involvement and participation by knowledgeable individuals and groups lead to better decisions in organizations, and the timetable for planning should allow sufficient time to secure appropriate inputs.

-- The planning process must drive budgetary decisions. Although often difficult to put into practice, budgetary allocations should reflect planning decisions.

-- Planning is a continuing process. Some decisions (e.g., determination of mission) are relatively enduring and require only infrequent review. Other decisions (e.g., a specific, time-bound objective) need more frequent review to incorporate evaluation of progress and new circumstances.
These principles, taken together, provide an overall context for future planning efforts at the University of Missouri. The principles can be implemented in various ways and, indeed, diversity of approach is to be encouraged. It is through these principles, however, that diverse approaches find their common origins. It is therefore recommended that these principles provide a foundation for structuring specific approaches to planning by the Board, central administration, and the campuses.

**Suggested Responsibilities for Central Administration and the Campuses**

In addition to providing the leadership discussed in the section below, central administration should coordinate the overall planning process. With support of staff, the President should develop guidelines and a timetable for the annual planning calendar. In addition, central administration should: (1) annually review and update goals and objectives established for the total system; (2) annually review campus objectives; (3) monitor the processes established on each campus to identify program priorities; (4) periodically review and update the mission statement and other elements of the overall plan established for the University; and (5) provide staff support for monitoring and analyzing appropriate external and internal data. Thus, central administration would have both proactive and reactive roles, the former to identify strategic initiatives for the University as a whole and the latter to insure a sense of coherency and integration across the four campuses.

Campuses should be responsible for: (1) development of an overall plan which takes cognizance of University goals and objectives but is also responsive to the conditions unique to each campus; (2) annual evaluation, review, and update of the plan, with special attention to establishing new objectives and priorities in response to changing external and internal conditions; (3) implementation of procedures which insures that plans and priorities established for the campuses are reflected in budgetary decisions; and (4) submission of annual reports of progress toward achievement of objectives and priorities to central administration. The plans initially established for each campus should articulate campus mission, clientele to be served (their needs, demographic characteristics, and overall numbers), the distinctive elements of the campus, objectives (for student development, enrollment/admissions, research, service to the community, faculty and staff development, program development, finances, facilities, and organization), and priorities for the future (priorities among programs as well as priorities among the objectives established for the coming year). In addressing issues within these categories and making decisions about the future, each campus should utilize the principles established above as an overall frame of reference, as well as the directions charted for the total University in this document.

**Organization for Planning**

It is important that the University develop specific administrative procedures to continue and improve the planning process initiated during 1983-84. The Long-Range Planning Steering Committee considered recommending to the Board such procedures, but, for several reasons, the Committee has decided not to do so. Foremost among these reasons is the appointment of a new President scheduled for June. Planning activities
must be closely integrated with the primary decision-making processes of the University, including programming and budgeting. In the design and implementation of these processes, we believe the new President should play a key role. The President must provide the leadership necessary to insure effective communication, coordination, and decision-making on the part of all those who should be involved, including the Board of Curators, the Chancellors, faculty, staff, and students. In addition, the President must work closely with the Board to secure understanding and support for the University's missions and goals by the Legislature and the public. Given the need to integrate planning and decision-making and the diversity of the various approaches that will satisfy the principles discussed in the previous section, the Committee recommends that the new President be given the opportunity to provide leadership in the selection of the specific procedures to be used by the University.

This recommendation is consistent with another aspect of the Committee's work. As the result of an objective included in this report, the University and the Board are now engaged in a study "to determine the appropriate structure for the University, with special emphasis on the appropriate division of labor between central administration and the campuses." In addition to the Board and University administrators, several outside consultants are involved in this study, which should lead to recommendations directly related to decision-making processes for the University.
MEMORANDUM TO: UMR Academic Council

FROM: UMR Curricula Committee

SUBJECT: Curricula Committee (1983-84) Report #6

The following new course additions, course and curricula change requests have been made to the UMR Curricula Committee, and after consideration in meeting on April 20, 1984, are herewith recommended to the Academic Council for approval.

A. NEW COURSE ADDITIONS:

1. Chemical Engineering 387; Interfacial Phenomena in Chemical Engineering

   **Catalog description:** The course deals with the effects of surfaces on transport phenomena and on the role of surface active agents. Topics include fundamentals of thermodynamics, momentum, heat and mass transfer at interfaces and of surfactants. Some applications are included.

   **Justification:** The important chemical engineering phenomena, like heterogeneous catalysis, mass transfer, etc., take place at interfaces. Consequently, much research is directed towards their understanding and modification, including at the Chem. Eng Dept., UMR. Chemical Engineering requirements (and prerequisites) are distinctive, and not covered in any other courses at UMR. This course is needed, at 1st semester graduate/senior undergraduate level, to support our ongoing research program and to introduce students to an active field.

   **Credit hours:** Lecture 3, Lab 0, Total 3
   **Prerequisites:** ChE 335.

2. Chemical Engineering 476; Polymer Membranes for Separation

   **Catalog description:** Basic principles of transport through a polymer membrane and transport characteristics of some polymers are studied. The selection of polymers and the method of preparing functional membranes for some separation processes are also studied.

   **Justification:** Membrane separations have become important processes in chemical engineering. This course offers basic knowledge on polymer membranes to be used for such purposes. The department would like to take advantage of Dr. Yasuda's expertise and have instruction available for its students in this area.

   **Credit hours:** Lecture 3, Lab 0, Total 3
   **Prerequisites:** ChE 375.

B. DELETIONS:

None.
C. CURRICULUM CHANGES:

Ceramic Engineering (see Attachment #1)

Justification: To impress a formalized requirement for sophomores, juniors and seniors to attend the departmental seminars, this course is added to both semesters of the sophomore years. Total curricula increases by one credit hour.

D. COURSE CHANGES:

1. History/Political Science 159; History of Missouri

   Course number: from 159 to 259. Prerequisites: from none to History 175 or 176.

2. Ceramic Engineering 151; Phase Equilibria

   Course number: from 151 to 251. Prerequisites: from Chemistry 241 to Chemistry 3.

3. Chemistry (To add a minor curriculum in Chemistry).

   Catalog description: A minor in chemistry requires a minimum of 29 hours of chemistry coursework selected in conjunction with a chemistry faculty advisor. This may include Chem 8 or 14 but not both and must include at least 3 credit hours of laboratory coursework above the freshman level.

4. Physics 4; Concepts in Physics

   Catalog description: from Concepts in Physics. (Lect. 3) A non-mathematical course for non-science majors. The evolution and current statement of the basic laws of physics are presented. These include conservation laws in mechanics, relativity principles, laws of thermodynamics, electricity and magnetism, light and quantum physics. to Concepts in Physics. (Lect. 3) A non-mathematical description of the evolution and current status of the basic laws of physics, intended for non-science majors. Mechanics, relativity, thermodynamics, electromagnetics, and quantum physics are studied.

5. Physics 9; Introductory Astronomy

   Catalog description: from Introductory Astronomy. (Lect. 3) This is a descriptive astronomy course primarily for humanities and social studies students. Current facts and theories concerning the sun, moon, planets, stars and other astronomical objects such as pulsars and quasars are explored in a non-mathematical manner. to Introductory Astronomy. (Lect. 3) A non-mathematical introduction to astronomical objects, structures, and processes. The course is designed primarily for humanities and social science students. Topics include the history and cultural impact of astronomy, planetary and stellar evolution, galaxies, black holes and other exotic objects, the birth and large-scale structure of the cosmos, and life in the universe.
6. Physics 11, Descriptive Astronomy

**Catalog description:** *from:* Descriptive Astronomy. (Lect. 3) This is a descriptive course including the fundamental facts concerning the sun, moon, planets, stars, nebulae, and astronomical objects such as pulsars and quasars. The lectures are supplemented with problems.

*to:* Descriptive Astronomy. (Lect. 3) A fundamental survey course in modern astronomy. Topics include: history, celestial mechanics, the earth and sky, time, the solar system, telescopes, stellar structure and evolution, black holes, neutron stars, the Galaxy, galaxies, and the origin and structure of the universe.

7. Physics 21, General Physics I

**Catalog description:** *from:* General Physics I. (Lect. 4) This course represents the fundamental ideas in physics including a study of the mechanics of solids, liquids, and gases; of heat, and of sound. Lectures are illustrated by demonstrations, and there are recitations. (Must be preceded or accompanied by Math./Stat. 21)

*to:* General Physics I. (Lect. 4) An introduction to the fundamental ideas of physics, including mechanics, heat, and sound. (Preceded or accompanied by Math./Stat. 21).

8. Physics 22, General Physics Laboratory

**Catalog description:** *from:* General Physics Laboratory. (Lab. 1) In this laboratory, the experiments performed are related to some of the topics studied in Phy. 21. (Accompanied by Phy. 21)

*to:* General Physics Laboratory. (Lab. 1) Experiments related to topics studied in Physics 21. (Accompanied by Phy. 21).

9. Physics 23, Engineering Physics I

**Catalog description:** *from:* Engineering Physics I. (Lect. 3 and Lab. 1) This course presents the study of mechanics, heat and sound. (Preceded or accompanied by Math./Stat. 21)

*to:* Engineering Physics I. (Lect. and Lab 4). An introduction to mechanics, heat, and sound, with emphasis on topics needed by engineering students. (Preceded or accompanied by Math./Stat. 21).

10. Physics 24, Engineering Physics II

**Catalog description:** *from:* Engineering Physics II. (Lab. 1 and Lect. 3) This course presents the study of electricity, magnetism, and light. (Phy. 23, preceded or accompanied by Math./Stat. 22)

*to:* Engineering Physics II. (Lect. and Lab. 4) An introduction to electricity, magnetism, and light, with emphasis on topics needed by engineering students. (Phy. 23, preceded or accompanied by Math./Stat. 22).
11. Physics 25, General Physics II

Catalog description: from: General Physics II. (Lect. 4) This course presents the fundamental ideas in physics which include a study of electricity, magnetism, and light. There are three recitations and one demonstration lecture per week. (Phy. 21 or 30, Math./Stat. 22). 
to: General Physics II. (Lect. 4) An introduction to the fundamental ideas of physics, including electricity, magnetism, and light. (Phy. 21 or 30, Math./Stat.22).

12. Physics 26, General Physics Laboratory

Catalog description: from: General Physics Laboratory. (Lab. 1) In this laboratory, the experiments performed are related to some of the topics studied in Phy. 25. (Must be preceded or accompanied by Phy. 25). 
to: General Physics Laboratory. (Lab. 1) Experiments related to topics studied in Phy. 25. (Accompanied by Phy. 25).

13. Physics 27, General Physics Laboratory

Catalog description: from: General Physics Laboratory. (Lab. 1) This is an enriched Phy. 22 laboratory offered to superior students. (Phy. 21 or 23). 
to: General Physics Laboratory. (Lab. 1) An enriched Phy. 22 laboratory offered to superior students. (Accompanied by Phy. 21 or 23).

14. Physics 28, General Physics Laboratory

Catalog description: from: General Physics Laboratory. (Lab. 1) This is an enriched Phy. 26 laboratory offered to superior students. (Phy. 24 or 25). 
to: General Physics Laboratory. (Lab. 1) An enriched Phy. 26 laboratory offered to superior students. (Accompanied by Phy. 24 or 25).

15. Physics 30, Introduction to Physics I

Catalog description: from: Introduction to Physics I. (Lect. 3 and Lab. 1) Newtonian mechanics, conservation of energy and momentum, gravitation, fluid mechanics, oscillations, wave motion, and sound are studied. There are three lectures and one three-hour laboratory per week. 
to: Introduction to Physics I. (Lect. 3 and Lab. 1) Newtonian mechanics, conservation of energy and momentum, gravitation, fluid mechanics, oscillations, wave motion, and sound are studied. There are three lectures and one three-hour laboratory per week.

16. Physics 107, Introduction to Modern Physics

Catalog description: from: Introduction to Modern Physics. (Lect. 3) In this course wave particle duality, the Bohr atom, atomic structure, solid state physics, and nuclear concepts are discussed. (Math./Stat. 22 and Phy. 24 and 25). 
to: Introduction to Modern Physics. (Lect. 3) An elementary survey of the modern concepts in physics and their applications relativity, blackbody radiation, Bohr atom, particles and waves, quantum
mechanics, atoms, molecules, solids, statistical mechanics, radioactivity, nuclei, and elementary particles.

17. Physics 111, Physics and Man's Environment I

Catalog description: from: Physics and Man's Environment I. (Lect. 3) A study is made of the environment as governed by the basic interactions of energy and matter. The nature of energy and matter are discussed and the energy requirements of man and his society are considered (Sophomore standing). to: Physics and Man's Environment I. (Lect. 3) A study of the environment as governed by the basic interactions of energy and matter. The nature of energy and matter are discussed and the energy requirements of man and his society are considered. (Sophomore standing).

18. Physics 113, Physics and Man's Environment II

Catalog description: from: Physics and Man's Environment II. (Lect. 3) This course is a continuation of Phy. 111 in which emphasis is placed on the physics of the mechanisms man uses to adjust to his environment. Topics included are energy production, storage, and use; habitation; communication; computers; and waste disposal. (Phy. 111). to: Physics and Man's Environment II. (Lect. 3) A continuation of Phy. 111 in which emphasis is placed on the physics of the mechanisms man uses to adjust to his environment. (Phy. 111).


Catalog description: from: Physical Mechanics I. (Lect. 3) Motion of particles in one, two and three dimensions, motion in a central force field; conservation laws; statics of extended systems; and motion of rigid bodies are studied. (Math./Stat. 204, 322; Phy. 24 or 25). to: Physical Mechanics I. (Lect. 3) Motion of particles in one, two and three dimensions; motion in a central force field; conservation laws; statics of extended systems; and motion of rigid bodies. (Math./Stat. 204, 322; Phy. 24 or 25).

20. Physics 212, Intermediate Physics Laboratory

Catalog description: from: Intermediate Physics Laboratory. (Lect. 1 and Lab. 2) This laboratory acquaints the student with the principles of instrumentation used in all modern branches of physics. Analogue and digital methods of data gathering are surveyed. Laboratory practice evolves from elementary operations to the design and assembly of a simple instrument. to: Intermediate Physics Laboratory. (Lect. 1 and Lab. 2) A laboratory study of the principles of instrumentation used in all modern branches of physics. Analog and digital methods of data gathering are surveyed. Laboratory practice evolves from elementary operations to the design and assembly of simple instruments.
21. Physics 221, Electricity and Magnetism I

Catalog description: from: Electricity and Magnetism I. (Lect. 3) This course is a study of electrical and magnetic phenomena, leading to Maxwell's equations. The topics covered include static fields in vacuum and in dielectric media. Electric and magnetic potentials and the energy density of electromagnetic fields are covered. (Math./Stat. 322 and Phy. 25). to: Electricity and Magnetism I. (Lect. 3) A study of electrical and magnetic phenomena, leading to and using Maxwell's equations. The topics covered include static fields in vacuum and in dielectric media, electric and magnetic potentials, and the energy density of electromagnetic fields. (Math./Stat. 322 and Phy. 25).

22. Physics 303, Planetary Physics

Catalog description: from: Planetary Physics. (Lect. 3) Recent facts about the solar system, theories of the origin and development of the solar system, solar and planetary models, physical properties of all members of the solar system, their atmospheres and interiors, and interplanetary matter are discussed. (Phys. 107). to: Planetary Physics. (Lect. 3) Recent facts about the solar system, theories of the origin and development of the solar system, solar and planetary models, physical properties of all members of the solar system, their atmospheres and interiors and interplanetary matter. (Phy. 107).

23. Physics 305, Astrophysics


24. Physics 307, Modern Physics

Catalog description: from: Modern Physics. (Lect. 3) This course is a continuation of Phys. 107. Topics studied include relativity, quantum theory, atomic structure, solid state physics, and nuclear structure. (Math./Stat. 204 and Phys. 107). to: Modern Physics. (Lect. 3) A continuation of Phy. 107. Topics studied include quantum theory, atomic structure, solid state physics, nuclear structure, and elementary particle physics. (Math./Stat. 204 and Phy. 107).

25. Physics 309, Physical Mechanics II

Catalog description: from: Physical Mechanics II. (Lect. 3) This course is a continuation of Phys. 209 and covers the topics of rigid body motion in the three dimensions; moving coordinate frames, relativistic mechanics, conservation laws, small oscillations, generalized coordinates, and Lagrange's and Hamilton's equations. (Phys. 209).
26. Physics 311, Thermal Physics

Catalog description: from: Thermal Physics. (Lect. 3) In this course the use of statistical inference to deduce the fundamental principles of thermostatics and thermodynamics are developed. These principles are applied to ideal and real gases, solids, closed and open systems, blackbody radiation, and selected irreversible processes. (Phys. 107).
to: Thermal Physics. (Lect. 3) The use of statistical inference to deduce the fundamental principles of thermostatics and thermodynamics. These principles are applied to ideal and real gases, solids, closed and open systems, blackbody radiation, and selected irreversible processes. (Phys. 107).

27. Physics 321, Electricity and Magnetism II

Catalog description: from: Electricity and Magnetism II. (Lect. 3) This course is a continuation of Phys. 221. Maxwell's equations are applied to the theory of wave propagation, both free and guided, with reflection and transmission at boundaries. (Math./Stat. 325 recommended and Phys. 221).
to: Electricity and Magnetism II. (Lect. 3) A continuation of Phy. 221. Maxwell's equations are applied to the theory of wave propagation, both free and guided, with reflection and transmission at boundaries. (Math./Stat. 325 recommended and Phys. 221).

28. Physics 322, Advanced Physics Laboratory I

Catalog description: from: Advanced Physics Laboratory I. (Lab. 2) This laboratory acquaints the student with the principles of basic experiments in all major branches of physics. The experiments stress design of apparatus, procedures and analysis in projects involving electronic, optical, mechanical and vacuum techniques. (Phys. 212).
to: Advanced Physics Laboratory I. (Lab 2) A laboratory study of the principles of basic experiments in all major branches of physics. The experiments stress design of apparatus, and procedures and analysis in projects involving electronic, optical, mechanical, and vacuum techniques. (Phys. 212).

29. Physics 331, Optics

Catalog description: from: Optics. (Lect. 3) In this course advanced topics in geometrical optics are covered. Examples include lens aberrations, camera lenses, telescopes, microscopes, and laser optical hardware. Introductory topics in physical optics, interference, diffraction and polarization are stressed. (Math./Stat. 22 and Phys. 24 or 25).
to: Optics. (Lect. 3) Physical optics and advanced topics in geometrical optics. Examples include lens aberrations, fiber optics,
telescopes, microscopes, Fourier spectrometers, and laser optical hardware. Introductory topics in physical optics, interference, diffraction and polarization are stressed. (Math./Stat. 22 and Phy. 24 or 25).

30. Physics 332, Advanced Physics Laboratory II

Catalog description: from: Advanced Physics Laboratory II. (Lab. 2) This is a senior laboratory course in experimental design in which the student must specify objectives, assemble apparatus, take measurements, analyze the results, form conclusions, write a report, and deliver an oral presentation of the results. (Phys. 212). to: Advanced Physics Laboratory II. (Lab. 2) A senior laboratory involving experimental design. The student must specify his objectives, assemble apparatus, take measurements, analyze the results, form conclusions, write a report, and deliver an oral presentation of the results. (Phys. 212).

31. Physics 341, Electromagnetic Theory of Optics

Catalog description: from: Electromagnetic Theory of Optics. (Lect. 3) An introduction to Maxwell's equations with particular emphasis upon the study of dielectrics, the optical properties of metals and thin films, and polarization. There is also a discussion of quantum optics. (Phys. 221, 331). to: Electromagnetic Theory of Optics. (Lect. 3) An introduction to Maxwell's equations with particular emphasis upon the study of dielectrics, the optical properties of metals, thin films, diffraction, and polarization. There is also a discussion of quantum optics and Fourier spectroscopy.

32. Physics 345, Acoustics

Catalog description: from: Acoustics. (Lect. 3) Theory of oscillating mechanical systems, wave propagation, the production and transmission of sound, acoustical holography, seismic waves, and ultrasonics are studied. (Math./Stat. 22 and Phy. 24 or 25). to: Acoustics. (Lect. 3) Theory of oscillating mechanical systems, wave propagation, the production and transmission of sound, and ultrasonics. (Math./Stat. 22 and Phy. 24 or 25).

33. Physics 357, Subatomic Physics

Catalog description: from: Subatomic Physics. (Lect. 3) This course is a study of the atomic nucleus and fundamental particles. Topics include nuclear models, nuclear interactions, and the conservation laws of fundamental particles. The apparatus of subatomic physics is described. (Phys. 307). to: Subatomic Physics. (Lect. 3) A study of the atomic nucleus and fundamental particles. Topics include nuclear models, nuclear interactions, and the conservation laws of fundamental particles. The experimental techniques used in subatomic physics research are described.
34. Physics 361, Introduction to Quantum Mechanics

Catalog description: from: Introduction to Quantum Mechanics. (Lect. 3)
Basic postulates of quantum mechanics and solution of Schrodinger's wave
equation for simple systems are studied. Topics include the one-
dimensional infinite and finite square well, harmonic oscillator, hydrogen
atom, and time-independent perturbation theory. (Phys. 107).
to: Introduction to Quantum Mechanics. (Lect. 3) Basic postulates
of quantum mechanics and solutions of Schrodinger's wave equation for
simple systems. Topics include the one-dimensional infinite and finite
square well, harmonic oscillator, hydrogen atom, and time-independent
perturbation theory. (Phys. 107).

35. Physics 371, Quantum Electronics

Catalog description: from: Quantum Electronics. (Lect. 3) The
generation of coherent radiation by lasers and the interaction of laser
radiation with matter are studied. Topics include stimulated emission,
population inversion, optical cavities, optical gain, properties of laser
media and other applications. (Phys. 107). to: Quantum Electronics. (Lect. 3)
The generation of coherent radiation by lasers and the interaction of laser
radiation with matter. Topics include stimulated emission, population
inversion, optical cavities, optical gain, properties of laser media
and other applications. (Phys. 107).

36. Physics 381, Elementary Solid State Physics

Catalog description: from: Elementary Solid State Physics. (Lect. 3)
This course is an introductory study of the structure and physical
properties of crystalline solids. Included are topics in crystal structure,
x-ray diffraction, crystal binding, thermal properties of
solids, free electron theory and elementary energy band theory. (Math./
An introductory study of the structure and physical properties of crystalline
solids. Included are topics in crystal structure, x-ray diffraction,
crystal binding, thermal properties of solids, free electron theory
and elementary energy band theory. (Math./Stat. 204 and Phy. 107).

Respectfully submitted,

[Signature]

J. Herrick
UMR Curricula Committee Chairman
MEMORANDUM TO: UMR FACULTY

SUBJECT: AGENDA for the Academic Council Meeting, Thursday, May 3, 1984, at 1:30 p.m. in G-5 of the Humanities-Social Sciences Building.

I. Approval of the minutes of the April 12, 1984, meeting of the Council.

II. Academic Council Elections
   *A. Election of Council Officers for 1984-85
   *B. Election of Council Student Member to the Student Affairs Committee 1984-85
   *C. Election of Faculty Members to Standing Committees

III. Administrative reports and responses to actions approved by Council.
   A. Administrative report
      1. Budget Update (No Report) J. Marchello
   B. Administrative Response
      1. Progress of Computerization at the Library (Apr. 12, 1984; XIII, 8.19) R. Bohley
      2. Administrative Response (5 min.) J. Eisenman

IV. Reports of Standing and Special Committees
   A. .0406.02 Admission & Academic Standards (5 min.) T. Herrick
      *1. Performance Criteria for UM Admission Requirements (No Report)
      2. Review of the Honors Program (Apr. 12, 1984; XIII, 8.18) J. Marchello
   B. .0406.07 Curricula Committee (5 min.) T. Herrick
      1. Procedures for Curriculum Changes (Jan. 20, 1983; XII, 5.19)
      *2. Curricula Committee Report No. 6 (5 min.)
   C. .0406.13 Personnel Committee (No Report) A. Culp
      1. Resolution II "National Faculty Exchange" (Apr. 12, 1984; XIII, 8.12) J. Marchello
   D. .0406.17 Student Affairs (5 min.) R. Medrow
      1. Final Examination Schedule (Nov. 19, 1981; XI, 4.22)
      2. Dorm Visitation Hours (Mar. 22, 1984; XIII, 7.30)
      3. Recognition of Student Organization Constitutions
         *a. The UMR Toastmasters Club
         *b. The National Society of Pershing Rifles, Company K, Seventh Regiment
         *c. The English Club at UMR
         *d. The UMR Skotokan Karate Club
   E. Long Range Planning (10 min.) H. Sauer
      1. Liaison Committee
      2. Steering Committee
   F. Ad Hoc Program Review Committee (No Report) P. Leighly
   G. Grievance Hearing Panel (No Report)
      1. Proposed Grievance Policy Changes
   H. Intercampus Faculty Council (ICFC) (5 min.) J. Johnson
      *1. Minutes of March 13, 1984 meeting
      *2. Minutes of April 12, 1984, meeting
   I. U:Wide Staff Benefits Committee (No Report) W. Brooks

V. New Business

VI. Announcements
   A. Referrals H. Sauer

*Supplementary materials sent to Academic Council members and department chairmen.
I. Drafts of Campus Mission Statements

University of Missouri-Columbia Mission

The University of Missouri-Columbia is the oldest and most comprehensive of the University's four campuses. As a public institution of higher education it has as its primary purposes the education of students and the development of new knowledge. Through its programs in teaching, research, extension, and service, the Columbia campus serves as a resource for the citizens of the State and participates in the national and international scholarly, scientific, and economic communities.

UM-C is committed to providing high quality, undergraduate education in the arts, sciences and humanities to prepare students for advanced graduate and professional study and to foster self-expansion and fulfillment. As the largest and most diverse campus within the system it will continue its unique role as the principal campus offering opportunities for advanced graduate study and as a major campus offering professional degree programs.

The University of Missouri-Columbia maintains a broad range of program offerings, which enhances its ability to respond to new societal needs and priorities. The combination of diversity and a residential student environment promotes interdisciplinary study and research and enhances the cultural and intellectual development of students, faculty and staff.

Among its unique responsibilities, the Columbia campus maintains the State's major, public research library and the University Hospital. UM-C also offers a major, intercollegiate athletics program and serves as a local and regional resource for the fine arts and other cultural activities.

University of Missouri-Kansas City Mission

The University of Missouri-Kansas City (UMKC), the primary source of university education in the Kansas City metropolitan area, will provide a broad spectrum of programs in the arts and sciences and have a number of professional schools, including schools of law and medicine. It will emphasize the health sciences and necessary related fields, the creative and performing arts, and programs appropriate for a major metropolitan campus. The UMKC campus will cooperate with other campuses in the University System to provide programs in Kansas City which would not otherwise be accessible to citizens of the area because of their employment, financial status or
for other reasons that would prevent full-time enrollment at a residential campus.

UMKC must be prepared to extend its campus beyond its present boundaries in the metropolitan area and to think in terms of education transcending the concept of the campus as a limited geographical area.

University of Missouri-Rolla Mission

Established in 1870 as the mechanical arts institution in Missouri under the Morrill Act, the University of Missouri-Rolla is the land-grant school for energy, materials, and other technological programs. Thus, the campus will be the center in the state for the study of engineering and related sciences.

The University of Missouri-Rolla has, and will continue to strive for, excellence as a resident campus with its major strength being high-quality engineering programs which include activities and responsibilities in teaching, research, extension, and public service. A quality arts and sciences program must complement engineering and provide opportunity for baccalaureate degrees and for appropriate graduate degrees.

The University of Missouri-Rolla has principal responsibility within the University of Missouri system for professional and graduate education and research in the fields of engineering and the allied sciences. It shall maintain its reputation as the technological center for the University and shall strive to achieve even greater national and international recognition for its engineering education and research activities. The campus shall serve in a leadership role for pre-college science and technology education in the State of Missouri.

The University of Missouri-Rolla shall continue to assist the state in attracting high-technology business and industries. The campus shall have an educational delivery system which serves not only on-campus students, but practicing professionals, and industry, as well as agencies of the local, state, and federal government. It will cooperate with other campuses in furthering the availability of engineering education throughout the state.

University of Missouri-St. Louis Mission

In an increasingly urbanized America, a major accomplishment of twentieth century higher education has been the establishment of public urban universities. That development is an educational benchmark comparable to the creation of the land-grant institutions of the nineteenth century. Fundamental to that development are the premises that the university should be accessible to the people in major population centers, and that particular kinds of research are conducted best in population centers with an available urban laboratory. The people of Missouri have subscribed to the concept of
a public urban university by creating the University of Missouri-St. Louis (UMSL), located in the largest population center of the State.

As an urban campus of a traditional land grant university, UMSL has a basic responsibility to provide all qualified persons, regardless of socio-economic status and ethnic background, the opportunity to pursue a high quality university education. This broad mission includes the following closely interwoven functions of teaching, research, and service:

Teaching

Meet the higher education needs of the St. Louis metropolitan area by providing access to a variety of baccalaureate and graduate liberal arts, sciences, and professional programs.

Meet the higher education needs of the region and nation with the provision of programs in specially selected fields.

Provide for citizens meeting university entrance requirements, but not fully prepared in specific areas of background knowledge, to have opportunities to partake of university study.

Develop and coordinate academic programs based on continuous monitoring and evaluating of current and future societal trends.

Remain sensitive to the educational needs of non-traditional students.

Take advantage of the diverse cultural advantages, and varied commercial opportunities, of this major metropolitan region in order to enrich the educational experiences of our students.

Research

Conduct research contributing to the full development of the University, as well as benefiting the people of Missouri and the nation.

Provide the optimal environment for inquiry and creative expression.

Serve as a catalyst in identifying, analyzing, and developing solutions to problems of the region through basic and applied research.

Utilize the varied and rich resources of the urban environment for research.
Service

Develop the human and community resources of the metropolitan area through a wide variety of academic, professional and cultural activities.

In response to the unique needs of the urban environment, provide a broad range of extension and continuing education opportunities utilizing both traditional and innovative approaches.

Provide for the St. Louis metropolitan region a cultural center with opportunities for a wide variety of achievements in the full range of artistic expression.

Explore and, when appropriate, develop cooperative arrangements with private, public, and other organizations in the St. Louis area to meet compatible goals and needs.

II. University of Missouri Revision of the Academic Plan, 1975-1985, as adopted by the Board of Curators, November 21, 1980.

See attached.
<table>
<thead>
<tr>
<th>Action</th>
<th>Due</th>
<th>Comments</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Campus enrollment plans.</td>
<td>Annual</td>
<td>The preparation of annual reports will require time by faculty, staff, and administrators. These costs will be absorbed within the present resource base, although it is recognized that other activities will have to be reduced to some extent.</td>
<td>--</td>
</tr>
<tr>
<td>Increase efforts to attract outstanding students.</td>
<td>--</td>
<td>Additional costs difficult to estimate until campus plans are developed. Special programs would be supported, at least in part, by fees and grants.</td>
<td>--</td>
</tr>
<tr>
<td>Increase efforts to attract minority students.</td>
<td>--</td>
<td>Additional costs for financial aid programs to be implemented by campuses. Supportable at many levels, although the potential expenditure is high.</td>
<td>($200,000/yr.)</td>
</tr>
<tr>
<td>Campuses to insure appropriate policies and procedures for transfer credit.</td>
<td>--</td>
<td>No additional costs.</td>
<td>--</td>
</tr>
<tr>
<td>Grants program for innovation in instruction.</td>
<td>5/1/85</td>
<td>Level of expenditure is quite flexible. Probable low cost for individual projects, which often require only summer salary support.</td>
<td>($300,000 to $400,000/yr.)</td>
</tr>
</tbody>
</table>

*Parentheses indicate that costs are difficult to estimate until specific plans for implementation of objectives are developed.*
### Student Development (cont.)

<table>
<thead>
<tr>
<th>Objective</th>
<th>Description</th>
<th>Due Date</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Objective 6</td>
<td>Improve ability to assess educational outcomes.</td>
<td>--</td>
<td>Modest development costs to be absorbed within present resource base. There is the potential for some additional operating costs.</td>
</tr>
</tbody>
</table>

#### Programs

<table>
<thead>
<tr>
<th>Objective</th>
<th>Description</th>
<th>Due Date</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Objective 1</td>
<td>Evaluate process for reviewing academic programs.</td>
<td>12/1/84</td>
<td>No additional costs.</td>
</tr>
<tr>
<td>Objective 2</td>
<td>Propose mechanisms for more cooperative academic programs.</td>
<td>1/1/85</td>
<td>Although implementation of the proposal may involve additional costs, they are likely to be small and absorbable within existing resource base.</td>
</tr>
<tr>
<td>Objective 3</td>
<td>Set priorities for academic programs.</td>
<td>10/15/84</td>
<td>Will result in recommendations to reallocate resources. Implementation will involve costs in terms of faculty, staff, and administrative time, but will be absorbable within existing resource base.</td>
</tr>
<tr>
<td>Objective 4</td>
<td>Select 10 programs to achieve eminence by 1995.</td>
<td>3/15/85</td>
<td>Costs of identifying these programs will be absorbed within existing resource base. Costs of achieving eminence by 1995 will vary significantly with the mix of programs selected. Estimate at right assumes that the University will build on existing strengths, but will augment the budgets of selected programs by an average of $250,000 each. ($2,500,000/yr.)</td>
</tr>
<tr>
<td>Objective 5</td>
<td>Provide increased funding for program enhancements and additions.</td>
<td>--</td>
<td>--</td>
</tr>
</tbody>
</table>


### Research

<table>
<thead>
<tr>
<th>Objective</th>
<th>Description</th>
<th>Timeline</th>
<th>Additional Costs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Objective 1</td>
<td>Campuses to enhance research and creativity.</td>
<td>--</td>
<td>Plans to be developed by campuses. Potential additional costs, particularly to achieve other related objectives, e.g., improve support services for faculty.</td>
</tr>
<tr>
<td>Objective 2</td>
<td>Double sponsored research funding.</td>
<td>1990</td>
<td>Although the University does not fully recover estimated indirect expenses associated with grant projects, grants partially support salaries that would otherwise be paid by the University. No additional cost is estimated for this objective.</td>
</tr>
<tr>
<td>Objective 3</td>
<td>Identify centers for applied research.</td>
<td>--</td>
<td>Although high additional costs are possible, these centers will build on existing programs and substantial grant support is possible.</td>
</tr>
<tr>
<td>Objective 4</td>
<td>Task force to develop strategies for joint research projects with industry and other agencies.</td>
<td>3/1/85</td>
<td>Probably no additional costs associated with the task force recommendations.</td>
</tr>
<tr>
<td>Objective 5</td>
<td>Continue development of library research collections and technology for utilizing these collections.</td>
<td>--</td>
<td>Likely to entail some one-time, catch-up expenditures as well as additional annual support.</td>
</tr>
</tbody>
</table>

### Extension and Service

<table>
<thead>
<tr>
<th>Objective</th>
<th>Description</th>
<th>Timeline</th>
<th>Additional Costs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Objective 1</td>
<td>Task force to develop ways to assist the State to improve quality of education in public schools.</td>
<td>10/1/84</td>
<td>Recommendations probably supportable by existing resource base.</td>
</tr>
<tr>
<td>Objective 2</td>
<td>Subject-matter, in-service programs for teachers.</td>
<td>8/85</td>
<td>Probably supportable through fees and existing resource base.</td>
</tr>
</tbody>
</table>
## Extension and Service (cont.)

**Objective 3**
- Inform citizens of benefits of participating in higher education.
- 
  - 9/1/84
  - Probably supportable by existing resource base.

**Objective 4**
- Evaluate extension programs.
  - Annual
  - The preparation of annual reports will require time by faculty, staff, and administrators. These costs will be absorbed within the present resource base.

### Faculty

**Objective 1**
- Increase faculty salaries to Big 8/Big 10 average.
  - 1988
  - $17,000,000/yr.

- Increase faculty salaries to Big 10 average.
  - 1993

**Objective 2**
- Double number of named professorships.
  - 1988
  - Development costs only, as reflected in financial objective 3.

**Objective 3**
- Increase support services for faculty.
  - --
  - Potential expense is high. In addition to technical and support staff, additional E&E is needed. The estimate to the right represents a one-third increase.

**Objective 4**
- Develop early retirement options.
  - 10/15/84
  - There are a wide range of possible programs with associated costs and possible savings. Net savings may result. No additional costs are estimated.

**Objective 5**
- Evaluate processes for performance evaluation.
  - 1/1/85
  - No additional costs.
| Staff | | |
|---|---|---|---|---|
| **Objective 1** | Increase administrative salaries to Big 8/10 average. | 1988 | The estimate shown to the right is the amount that would be required to achieve the Big 10 average, with staff benefits, as of 1983-84. Implementation of this objective by 1993 will require that the University cover inflationary adjustments as well as this deficit. The estimate is based on the present number of positions. | $7,000,000/yr. |
| | Increase administrative salaries to Big 10 average. | 1993 | | |
| **Objective 2** | Increase staff salaries to averages for comparable positions in relevant markets. | 1988 | The estimate shown to the right is the amount that would be required to achieve this objective, with staff benefits, as of 1983-84. Implementation of this objective by 1988 will require that the University cover inflationary adjustments as well as this deficit. The estimate is based on the present number of positions. | $8,000,000/yr. |
| **Objective 3** | Review processes for performance evaluation of administrative and support staff. | 1/1/85 | No additional costs. | -- |

| Administration, Organization, and Support Services | | |
|---|---|---|---|---|
| **Objective 1** | Conduct study to determine appropriate organizational structure. | 9/85 | One-time costs for consultants to be covered within present budgets. | -- |
| **Objective 2** | Set resource priorities for administrative and support services. | 10/15/84 | One-time costs for consultants to be covered within present budgets. | -- |
| **Objective 3** | President to insure continuing planning process. | -- | No additional costs. | -- |
DESCRIPTION OF MODEL APPROACH TO COST OF OBJECTIVES

BASE EXPENDITURES

Base expenditures are assumed to be equal to revenue thru FY1985 (including House recommendation) then are inflated at 5% per year.

STUDENT DEVELOPMENT OBJECTIVE 2

$10,000 fixed amounts were added each year for 5 years, beginning in FY1986. Each increment has been inflated at 5% after the first year it was added.

STUDENT DEVELOPMENT OBJECTIVE 3

$40,000 fixed amounts were added each year for 5 years as above.

STUDENT DEVELOPMENT OBJECTIVE 5

$200,000 was added in FY1986 and inflated at 5% thereafter.

PROGRAMS OBJECTIVE 4

$2,500,000 was added beginning in FY1986 and inflated at 5% thereafter.

RESEARCH OBJECTIVE 3

$375,000 was added in FY1986 and inflated at 5% thereafter.

RESEARCH OBJECTIVE 5

$363,800 fixed amounts were added each year for 5 years (representing 33% for Acquistions and E & E). Each increment has been inflated at 5% after the first year it was added.

SERVICE OBJECTIVE 3

$35,000 was added in FY1986 and inflated at 5% thereafter.

FACULTY OBJECTIVE 1

Fixed amounts equal to the scheduled salary goal amount were added each year beginning in FY1985. Each increment has been inflated at 5% after the first year it was added.

FACULTY OBJECTIVE 3

Fixed amounts of $2,190,000 were added each year for 5 years beginning in FY1986 (representing 5% for staffing increases and 33% for E & E increases in Instruction, Research, and Public Services). Each increment has been inflated at 5% after the first year it was added.

STAFF OBJECTIVES 1 AND 2

Same as for Faculty Objective 1, above.

ADMINISTRATION OBJECTIVE 5

$50,000 was added beginning in FY1986 and inflated at 5% thereafter.
<table>
<thead>
<tr>
<th>Objective</th>
<th>Description</th>
<th>Time</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Objective 4</td>
<td>President to monitor and report to Board on progress toward achievement of goals and objectives.</td>
<td>Annual</td>
<td>No additional costs.</td>
</tr>
<tr>
<td>Objective 5</td>
<td>Establish process for needs assessment and trend monitoring.</td>
<td>--</td>
<td>Probably supportable by existing resource base.</td>
</tr>
<tr>
<td>Objective 6</td>
<td>Reduce time for consideration of new programs.</td>
<td>--</td>
<td>No additional costs.</td>
</tr>
</tbody>
</table>

**Financial**

<table>
<thead>
<tr>
<th>Objective</th>
<th>Description</th>
<th>Time</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Objective 1</td>
<td>Secure incremental funding.</td>
<td>--</td>
<td>No additional costs.</td>
</tr>
<tr>
<td>Objective 2</td>
<td>Communication of strengths and needs.</td>
<td>2/85</td>
<td>Report from President--no additional costs.</td>
</tr>
<tr>
<td>Objective 3</td>
<td>Plan to double private giving.</td>
<td>2/85</td>
<td>Report from President--no additional costs.</td>
</tr>
<tr>
<td>Objective 4</td>
<td>Provide performance measures.</td>
<td>Annual</td>
<td>Report from President--no additional costs.</td>
</tr>
</tbody>
</table>
## UNIVERSITY OF MISSOURI LONG RANGE PLANNING
### PRELIMINARY FINANCIAL PLAN—GENERAL OPERATIONS

### (Dollars in Thousands)

<table>
<thead>
<tr>
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<tbody>
<tr>
<td><strong>REVENUES</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>State Appropriations</td>
<td>186,149</td>
<td>195,248</td>
<td>209,009</td>
<td>223,740</td>
<td>239,510</td>
<td>256,391</td>
<td>274,461</td>
<td>293,806</td>
<td>314,513</td>
<td>336,681</td>
</tr>
<tr>
<td>Tuition and Fees</td>
<td>84,116</td>
<td>86,230</td>
<td>88,328</td>
<td>90,096</td>
<td>92,799</td>
<td>96,079</td>
<td>100,076</td>
<td>103,186</td>
<td>105,856</td>
<td>108,592</td>
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<tr>
<td>Other Sources</td>
<td>42,168</td>
<td>44,277</td>
<td>46,400</td>
<td>48,815</td>
<td>51,256</td>
<td>53,818</td>
<td>56,509</td>
<td>59,335</td>
<td>62,301</td>
<td>65,417</td>
</tr>
<tr>
<td><strong>TOTAL REVENUES</strong></td>
<td>313,333</td>
<td>325,754</td>
<td>343,777</td>
<td>362,651</td>
<td>383,474</td>
<td>406,280</td>
<td>431,047</td>
<td>456,329</td>
<td>482,671</td>
<td>510,689</td>
</tr>
</tbody>
</table>

| **EXPENDITURES**    |        |        |        |        |        |        |        |        |        |        |
| Student Develop. 2   | 0      | 10     | 21     | 32     | 43     | 55     | 61     | 64     | 67     |        |
| Student Develop. 3   | 0      | 40     | 62     | 82     | 102    | 122    | 142    | 162    | 182    | 202    |
| Student Develop. 5   | 0      | 200    | 210    | 221    | 232    | 243    | 255    | 265    | 285    | 305    |
| Programs 4           | 0      | 2,500  | 2,625  | 2,756  | 2,894  | 3,039  | 3,191  | 3,350  | 3,518  | 3,694  |
| Research 3           | 0      | 350    | 390    | 411    | 434    | 456    | 479    | 503    | 528    | 554    |
| Research 5           | 0      | 354    | 746    | 1,147  | 1,560  | 2,010  | 2,511  | 3,015  | 3,521  | 4,143  |
| Services 1           | 0      | 15     | 37     | 91     | 141    | 211    | 262    | 322    | 392    | 52     |
| Faculty 1            | 2,612  | 5,445  | 8,640  | 12,096 | 13,729 | 15,549 | 17,489 | 19,503 | 21,643 | 22,936 |
| Faculty 3            | 0      | 1,826  | 3,747  | 7,075  | 7,869  | 10,088 | 10,592 | 11,122 | 11,678 | 12,262 |
| Staff 1              | 1,520  | 3,192  | 5,028  | 7,039  | 7,481  | 7,949  | 8,445  | 8,972  | 9,529  | 10,006 |
| Staff 2              | 1,810  | 3,601  | 5,986  | 8,380  | 8,799  | 9,239  | 9,701  | 10,186 | 10,695 | 11,230 |
| Administration 5     | 0      | 50     | 51     | 55     | 58     | 61     | 64     | 67     | 70     | 74     |
| **TOTAL OBJECTIVES** | $5,942 | $17,878 | $27,562 | $38,098 | $43,345 | $48,952 | $52,661 | $56,618 | $60,839 | $63,881 |
| **TOTAL EXPENDITURES** | $319,175 | $346,772 | $372,901 | $400,665 | $424,081 | $448,726 | $472,423 | $497,368 | $521,627 | $549,008 |
ACADEMIC COUNCIL
April 12, 1984

Budget Update

-- 1983-84   Prospect of year-end funds for library acquisitions and equipment. Expect to know how much next week.

-- 1984-85   Expect an increase in state appropriations that will provide about a 7% increase in S&W and a 5% increase in E&E funds.

-- 1985-86   Campus submitted its program improvements request last week.

-- President Olson and his staff will hold public budget hearings at 10 a.m. on Wednesday, April 18, in the University Center. Please plan to attend.

-- Board of Curators' meeting on campus May 3-4, 1984.
SUBSTITUTION FOR APRIL 12 MEETING OF THE ACADEMIC COUNCIL

PROF. PATRICK HAMLETT WILL SUBSTITUTE FOR PROF. DON OSTER

PROF. CHARLES J. HAAS FOR PROF. RONALD L. CARMICHAEL

Mr. Joe Ward for Dean B. Ken Robertson
SUMMARY of reports, actions, referrals and announcements at the meeting of the Academic Council held on May 3, 1984.

1. Approval of the minutes of the April 12, 1984, Council meeting.

2. Academic Council Elections

3. Administrative Response — Library Computerization

4. Admissions & Academic Standards Committee
   Performance Criteria for Entrance to UMR

5. Curricula Committee Report No. 6

6. Personnel Committee
   Early Retirement Incentives Program
   Program Discontinuance - Transition Benefits for Faculty

7. Student Affairs Committee

8. Long-Range Planning

9. Ad Hoc Committee of UMR Grievance Hearing Panel

10. Intercampus Faculty Council

11. Results of Academic Council Elections for 1984-85
    Chairman-Elect  Secretary  Parliamentarian
    D. Ray Edwards  C. Dale Elifrits  William F. Parks

    Student Member of Student Affairs Committee - Ron Fey

    Faculty Members of Campus Exigency Committee
    C. A. Smith, J. W. Johnson, A. H. Harvey

    Five Members of Grievance Hearing Panel selected by lot:

12. Resolution of the Academic Council (In Honor of James C. Olson, President)

13. New Business

14. Announcements

   If the program review process results in any recommendations to eliminate programs at UMR, there will be special meetings of the Council held August 10, August 24, and possibly September 21.
The May 3, 1984, meeting of the Academic Council was called to order at 1:30 p.m. by Prof. Carol Ann Smith, Academic Council Chair. Prof. Smith announced the following substitutions: Prof. Howard Pyron for Prof. John Hamblen; Prof. Troy Hicks for Prof. Jagdish Patel; Prof. Catherine Riordan for Prof. Nancy Marlin; Prof. Jim Johnson for Prof. Jean-Christopher Hajduk, and Mr. Joe Ward for Dean B. Ken Robertson. Prof. Smith asked for any corrections, additions, or deletions to the minutes of the April 12, 1984, Council meeting. Hearing none, the minutes were approved as circulated.

ACADEMIC COUNCIL ELECTIONS. Prof. Ralph Schowalter, Chairman, Rules, Procedures, and Agenda Committee, distributed the ballot for election of Academic Council Officers for 1984-85, election of a student member to the Student Affairs Committee, election of faculty members to the Grievance Hearing Panel, and election of faculty members to the Campus Exigency Committee. Prof. Schowalter requested that Professors Elifrits and Wade assist him in the tabulation of the ballots. Prof. Schowalter reported that as Chairman of RP&A, he had this morning distributed the ballots regarding the recommended By-Law revisions to all departments and encouraged Council members to encourage their colleagues to complete their ballots and return them.

ADMINISTRATIVE RESPONSE. As requested by Council, Mr. Ron Bohley, Director of the Library, reported on the computerization of the library facilities. The computerization system used at the Library is called UMIN (Libraries in the University of Missouri Information Network). This is a four-campus system and includes (1) catalog of all UM Libraries (some of the other campus libraries are not as yet computerized), (2) multiple in-library locations, (3) remote campus locations, (4) user-friendly searching, and (5) enhanced search capabilities. All of these features are not yet operative. The UMR Library is currently serving as a test site, and is the only library in the UM system that has an on-line catalog of all books available at the library. Mr. Bohley explained the capabilities of the on-line catalog and how to use the keyword searching functions. Prof. Herrick asked if the current practice of keeping current periodicals on the first floor of the library is satisfactory. Mr. Bohley responded that the current practice is not an ideal situation, but that they have received more positive comments than negative. Prof. Johnson asked if the library staff has felt that the library has become a center for social functions and if this is interfering with the library function. Mr. Bohley responded that they have taken action to control the noise and food in the library. All food and drink have been banned from certain areas that have been designated as intensive quiet areas. The library staff is monitoring these areas.

Prof. Smith reported that two items that were received after the agenda was prepared need to be added to the agenda—the material circulated on Early Retirement and the materials on the Proposed Changes to the University of Missouri Academic Grievance Procedures. Prof. Leighly moved that these two committee reports be added to the agenda. The motion was seconded by Prof. Carmichael and passed unanimously.
RUN-OFF BALLOT. Prof. Schowalter reported that a run-off ballot was necessary in the election of the Campus Exigency Committee between J. B. Ridley and C.A. Smith and between A.H. Harvey and R.E. Moore.

ADMISSIONS & ACADEMIC STANDARDS COMMITTEE. Prof. Herrick referred Council to the material from the Committee circulated with the agenda* (Full Copy). Prof. Herrick reminded Council that last spring extensive discussion was held in Council meetings concerning the entrance requirements for the University of Missouri. The required high school preparatory course work was proposed by the four campuses and approved by the Board of Curators. The second part of the Admissions Requirement—the establishment of performance criteria—remains to be completed. In actions taken last spring, the Academic Council approved a sum of 120 rather than 75 for entering freshmen at UMR. Approximately 90 percent of UMR graduates attain a combined percentile of 120 or greater as entering freshmen. Prof. Herrick referred to the enclosure to the committee report, also circulated with the agenda* (Full Copy), and expressed the committee's gratitude to Dr. Parry and Carol Heddinghaus for supplying this information. These data include the combined high school rank and standard test percentiles, the high school rank (tabulated separately) and the ACT composite scores (tabulated separately) for the May 1983 graduates. On the matter of course work all the campuses had essentially a common vision of what constitutes a reasonable preparatory effort. However, the matter of what performance criteria a student should have achieved in preparatory course work so that minimal academic success on a particular campus can be achieved should be left to the campuses and not negotiated by a consensus committee. Prof. Herrick reported that the Committee has studied the data, has counseled with admissions staff and departments and recommends very strongly that for the UMR campus the combined percentile score of 120 be retained as a performance requirement for entering freshmen. The Committee also felt that each campus best knows the thrust and mission of their campus and can best decide the performance level to be required for students entering their campus.

With regard to transfer students, the Committee realizes that establishing a performance requirement for this group is more difficult than establishing a requirement for entering freshmen. The Committee has considered the data, discussed the problems with transfer advisors and has had conversations with community college instructors. The Committee recommends that the previously approved cumulative grade point average of 2.5 or greater (with a minimum of 24 credit hours) be retained. For transfer students with less than 24 hours of course work, the freshmen entrance requirements would be applicable.

Prof. Herrick moved that the Academic Council approve the admission requirements for the University of Missouri at Rolla—the University in general would have the same preparatory course work requirements, but the specific requirements of performance be the decision of the individual campuses. The specific performance requirements for entrance to UMR should be a combined percentile score of 120 for entering freshmen and a cumulative grade point average of 2.5 or greater for transfer students (with a minimum of 24 credit hours). The motion was seconded by Prof. Leighly. Prof. Eliffrits asked if, since the recommended GPA of 2.5 for transfer students is recommended to be flexible, would it be desirable to amend the statement to read that this is only a guideline and not a specific recommendation of a 2.5 GPA. Prof. Herrick responded that anytime a number is stated, it soon becomes an absolute requirement for some people. The Committee,
however, feels that this recommended GPA of 2.5 should be adhered to in most cases, but that there will always be those students who, because of individual circumstances, need to be considered on an individual basis and these decisions need to be left to the deans and department chairmen. Prof. Plummer asked for an explanation as to the establishment of the 120 percentile figure. Prof. Herrick responded that the 120 is a total of the high school ranking (60 percent or above in the graduating high school class) and the ACT, SAT, etc. test percentile (60 percent or higher). Mr. Lewis asked if the transfer GPA would apply to students who register for a course or two during the summer while they are in the area working, but who during the regular school year attend other institutions. Prof. Herrick asked if these students fill out entrance forms or if they are accepted as special students. Mr. Lewis stated that they are considered as entering students. Prof. Herrick stated that these students would have to be considered on an individual basis if they did not meet the 2.5 GPA requirement. Prof. Herrick reported that the Board of Curators stated, after the passage last fall of the required high school course work for entrance to the University, that students who do not meet these requirements are still encouraged to apply to the campus of their choice where their credentials will be considered on an individual basis. Prof. Smith stated that it was her understanding that this statement of the Board was concerned with the entrance course work requirements and was not listed under the transfer student section. She recommended that perhaps an editorial suggestion should be made to include this statement in the transfer section also. For clarification, Prof. Smith asked if the 2.5 GPA would be a requirement. Prof. Herrick answered that the Committee can only make recommendations, but they are recommending that the 2.5 GPA be a requirement.

Prof. Herrick reported that it is his understanding that the recommended performance requirements for UMR will be much higher than those recommended by the other campuses. It is his understanding that UMKC and UMSL feel that since the changes in the required course work for entrance to the University will be drastic changes for many of their students, they feel it would be most unjust to increase the performance requirements as well. Prof. Herrick stated that the Committee felt that this is a decision to be left to each of the campuses, but for Rolla it would be cruel to admit students with a combined percentile of less than 120 because 95 percent of the students at Rolla have a combined percentile of over 120. Prof. Smith reported that the Columbia campus has passed a two-stage performance requirement. They will accept everyone in the top one-half of their graduating high school class, and if they cannot satisfy that requirement; they will accept anyone who achieves an ACT, SAT, etc. test score in the top 50 percent. Prof. Herrick stated that UMSL has a great deal of difficulty in accepting the 24 credit hour requirement for transfer students, but the Committee felt this requirement was important and transferring students who could not meet the 24 hour credit requirement could be considered as entering freshmen. Prof. Parks asked if some of the students at UMR who do not meet the 120 combined score are local students who want to attend UMR for one or two years before transferring to another school. Mr. Lewis responded that there are some local students who attend UMR for this reason, but also there is a group of local residents who are older students who want to go back to school. Some of these individuals did not graduate from high school. Prof. Parks stated he realized we will always have special students on any campus, but he wondered if by changing the requirement we are really changing the
practice. He felt there is a certain amount of politics in increasing the performance criteria and asked if we are changing the status. Prof. Herrick stated that the Board of Curators has stated that a number indicating performance criteria for entrance to the campuses will be chosen that gives a student a reasonable chance of success in a program at the campus. UMR is a specialized campus and it would be cruel not to explain this situation to entering students. Hearing no further discussion, Prof. Smith called for a vote on the motion to first require that entering freshmen meet a combined score of 120 and that each campus set their own performance requirements, and second that transfer students meet a 2.5 GPA (with a minimum of 24 credit hours) also to be established individually by each campus. The motion passed unanimously.

XIII, 9 CURRICULA COMMITTEE. Prof. Herrick referred Council to Curricula Committee Report No. 6, circulated with the agenda* (Full Copy) and brought to the attention of the Council one correction in Item 15, Page 4, Physics 30, Introduction to Physics I. It was pointed out by Prof. Herrick that there is no difference in the catalog description between that listed under "from" and that listed under "to". Prof. Herrick asked if this could be handled editorially— if Council would be satisfied to allow Prof. Herrick to discuss this with the Physics Department and make the necessary changes. If this requires any change of substance, Prof. Herrick will bring the item before Council at the June meeting. Prof. Herrick moved that Council accept the Curricula Committee Report No. 6. The motion was seconded by Prof. Wade. Prof. Riordan asked with regard to Items 17 and 18, Page 5, the Committee's feelings regarding the use of "man's environment" instead of "human's environment" and asked if non-sexist language could be incorporated in these two statements. Prof. Herrick responded that this question never occurred to the Committee, but that he would be willing to work with the Physics Department in this regard and asked if Prof. Riordan would be willing to assist the Committee. Prof. Riordan so agreed. Hearing no further discussion, Prof. Smith called for a vote on the motion; the motion passed unanimously.

XIII, 9 PERSONNEL COMMITTEE. Prof. Culp reported that he was asked to convene the Committee that they might consider the items regarding Early Retirement and Program Discontinuance - Transition Benefits for Faculty that were added to the agenda* (Full Copy). The Committee met last week and asked Prof. Brooks a member of the U-Wide Staff Benefits Committee to meet with them. The Committee had many concerns regarding the early retirement program—is this an effort to reduce staffing in certain areas, will the program be totally optional, does this meet with the discussion of the long-range planning committee, and finally how will the program be financed. The Committee would like to recommend that the Academic Council take no action at the present time on either the Early Retirement Incentives Program or the Program Discontinuance - Transition Benefits for Faculty and that both items be referred to the U-Wide Staff Benefits Committee for review. Prof. Culp so moved and the motion was seconded by Prof. Leighly. Prof. Smith reported that it was her understanding that the UMC faculty council requested that early retirement incentives and transition benefits for faculty in program discontinuance be put in place prior to program elimination.

XIII, 9 Prof. Brooks stated that the founding pension document stated that the pension benefits would be administered by a committee composed of 60 percent faculty. At the present time that committee is composed of two faculty members from each campus, two members from central administration, and the head of central administration staff benefits. In 1979 this committee approved an early retirement
program with two basic differences from this new program. The first difference is that the age for early retirement was recommended to be 55 and the second difference is that funding was to be provided before the program was established. The committee has not recommended an early retirement program because funding is unavailable from the current pension fund. This new early retirement document has by-passed the U-Wide Staff Benefits Committee. Prof. Brooks reported that it is his understanding that the funding for this program will come from the unit that hired the individual—the departments.

Prof. Johnson stated that the Intercampus Faculty Council has discussed this document in length and if Council so desires he will give that part of his report at this time. Prof. Johnson reported that the early retirement program discussion began several years ago. This new request is being made in conjunction with the review of programs currently underway. One of the reasons for this program is that the faculty of the University of Missouri is growing older at a time when enrollment is dropping and this would be a way of reducing the number of older faculty. This would also reduce the number of tenured faculty. From some viewpoints this may be desirable, but the ICFC felt that while a percentage of the older faculty may mark time there are those who are in this age group who are very productive and may take this opportunity to enter new areas of accomplishment. Their loss to the University would be great. There will be one opportunity only for faculty to take advantage of this option. The individual who elects to take advantage of this program will be given the equivalent of one-half year's salary. The department will have to pay this one half year's salary. Then the next year the department will have the entire salary to use. Since the original discussion of this item, there has been some additional discussion of possibly a second opportunity being available for faculty turning 62 between 10/15/85 and 1/86. Prof. Leigthy expressed the concern that this program must be totally voluntary and that there should be no attempt made to force individuals to either retire early or to pressure faculty to remain with the university. Prof. Emanuel stated that he did not feel that the statement that you could take early retirement at 62 with one-half year's salary, purchase an annuity with that money to be added to the university retirement benefit to total an amount equal to that an individual would receive at age 70 if they had remained with the university until that age was accurate. According to his figures an early retirement would cause an individual to receive a significant reduction in the benefit received at age 70. Prof. Smith asked Council if the consensus of opinion was that they could go on discussing this matter indefinitely, but that perhaps Council should move on to other business. Prof. Smith asked Prof. Culp to restate his motion—that the Academic Council take no action on the early retirement incentives or the transition benefits for faculty in program discontinuance and that both items be sent to the U-Wide Staff Benefits Committee for review and recommendation.

Prof. Laudon recommended that the motion be defeated and that a subsequent motion be made that the Academic Council at UMR is strongly opposed to the early retirement program as written in this document. Prof. Brooks stated that the current motion states that there are appropriate procedures that should be followed in establishing an early retirement program and these procedures have been overlooked. Prof. Johnson stated that it is his understanding that in the current retirement program there is no provision for early retirement. Prof. Brooks stated that there is currently a provision for early retirement at age 62 with 80 percent benefits. This new program cannot be financed under the current
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Professor Hicks spoke in favor of the motion stating that after these items have been reviewed by the U-Wide Staff Benefits Committee, Council will have another opportunity to discuss and to vote on them. There was a request to call the question. This request was seconded and passed. Prof. Smith asked for a vote on the motion; the motion passed.

Prof. Culp moved that if the new Early Retirement Incentive Program does go into effect that the Academic Council go on record as stating: The Academic Council at UMR deplores any action resulting in the intimidation of individual faculty to accept or decline early retirement. The motion was seconded by Prof. Leighly and passed unanimously. Prof. Smith expressed her thanks to the Personnel Committee members and Professors Culp and Brooks for their efforts in quickly reviewing this material for Council.

Prof. Medrow referred Council to the four student constitutions circulated with the agenda and moved that Council recognize the following student organizations: The UMR Toastmasters Club; the National Society of Pershing Rifles, Company K, Seventh Regiment; the English Club at UMR; and the UMR Skotokan Karate Club. The motion was seconded by Brian Ruhmann and passed unanimously.

Prof. Sauer distributed a handout to Council entitled, Target Financial Plan and Comparative Assumptions on Revenue Forecasts. Prof. Sauer reported that it is anticipated that the general operating revenue for 1994 will be $520M. It is assumed that the general revenue for Missouri will increase as it has in the last ten years—2.38 percent above inflation. It is assumed that the university's share of the revenue will remain constant. The objectives that have been proposed by the Long-Range Planning Steering Committee will in 1994 cost $585M. If you subtract the projected $520M that is assumed to be the university operating budget for 1994, a deficit of $65M is projected. It is also projected that an additional $20M can be obtained from gifts and grants. This leaves $45M to be found to fund the recommended objectives for the university. The Steering Committee has discussed many options of how to cover the additional $45M. The committee accepted the option that the first $15M should come from reallocation and the remaining $30M should come from additional state allocation or reduction of the expenditure for the objectives. The objectives that are not covered by the $15M reallocation will not be funded unless additional revenue is received from the state.

Prof. Sauer next referred to the minutes of the last Steering Committee Meeting. The committee reviewed briefly a draft of Part IV of the final report which is the Financial Plan for Achievement of Objectives. It was agreed that the introduction of the section of projected costs is acceptable as written but the rest of the section needs to be rewritten in light of the committee discussion at this meeting. Committee members were particularly concerned about the sentence: Each campus should bear its proportionate share of the overall reduction and funds thereby released can be used by each campus to realize its share of the quality enhancements called for in this report. The committee agreed that the first part of the sentence dealing with proportionate reduction should be eliminated, but the second part of the sentence indicating that each campus should retain its own reductions stands. Prof. Sauer stated he did not know where that leaves UMR. The committee also looked at student fee policies and some conclusions are that there is no inherent reason for common fees across campuses, also in establishing professional fees the value added to the earning
potential of the student should be considered. Social implications of accessibility should also be considered in arriving at student fees. The committee also recommended that the president conduct a comprehensive study of the student fee policy and make appropriate recommendations to the Board. The committee discussed campus objectives. Campus objectives are not to appear as a part of the committee's final report and will not be considered again at the system level until after program reviews have been completed. The committee agreed with the recommendation of the president that the university should continue to use the Big 8/Big 10 universities for peer group comparisons. The committee considered a revised draft of Part VII of the report, Guidelines for Future Planning. After discussion it was agreed that the draft was too specific in recommending the creation of a long range planning steering committee and identifying specific roles for various groups. The committee requested a redraft that would provide more flexibility for the new president.

The final Steering Committee report is to go to the Board of Curators at their June 21 meeting. The committee will finalize the report at the May 25-26 meeting. Since the Academic Council meeting is also June 21, Prof. Sauer asked if a special Council meeting could be called to review this final report. Prof. Smith suggested that the final report could be submitted to RP&A and they could make the decision as to whether a special meeting should be called in early June. Prof. Leighly moved that this item be referred to the RP&A Committee to consider a special meeting of Council to be called June 7th. The motion was seconded by Prof. Edwards and passed unanimously. Prof. Smith also suggested that RP&A consider the statement that the campuses retain the funds from reduction. Prof. Sauer stated that he particularly brought up this question and it was stated that each campus will receive a share of new money received but funds released from reallocation and program elimination will remain for use by the releasing campus. Prof. Johnson requested that the committee reconsider the proportionate student fees. He felt the philosophy in this statement is detrimental and will limit those going into high paid professions to those who can afford to pay for the training and may eliminate some who have the ability to do the work.

AD HOC COMMITTEE OF UMR GRIEVANCE HEARING PANEL. Prof. Emanuel referred Council to the materials from the Grievance Hearing Panel circulated with the agenda* (Full Copy) and moved that the report be accepted by Council and that the Academic Council Chair forward the feelings of the Council to the appropriate administrators. The motion was seconded by Prof. Elifrits. Prof. Emanuel reported that the Committee suggested that the RP&A Committee reexamine Section 8.0513.03, and that the term faculty member for the purpose of the hearing panel, as opposed to faculty who may use the Academic Grievance Procedures, be clarified. Hearing no further discussion, Prof. Smith called for a vote on the motion; the motion passed unanimously. Again Prof. Smith thanked Prof. Emanuel and the Grievance Hearing Panel for their efforts in examining these materials at such short notice.

INTERCAMPUS FACULTY COUNCIL. Prof. Johnson reported the ICFC discussed the recommended peer groups for comparison for the individual campuses. The peer groups suggested for UMR include the Colorado School of Mines, South Dakota School of Mines, New Jersey Institute of Technology and Georgia Tech; however, President Olson prefers to use the Big 8/Big 10 universities as peer groups for comparison for the University of Missouri campuses. Long range planning was discussed in detail. Funds will not be moved from campus to campus when programs are eliminated, but will be used to enhance other programs on the campus from which the programs are eliminated. There may be some exceptions
to this in the elimination of duplicate programs. The program review process is to include a recommendation from each campus of three or four programs to enhance. Some state funds will be available for this, but likely financing of the enhancement will depend on elimination, diminishing or reallocation on the campuses. The article from the Rolla Daily News, "Larger Burden Placed on UMR" was distributed. Pres. Olson felt these were self-serving numbers. He felt all campuses had received increased funds between 1978 and 1984 and did not feel provisions should be made for increases in enrollment. ICFC discussed a revised draft of the Policy on Development of Educational Materials regarding the claim the university has to materials produced by faculty—textbooks, etc. One point of contention in the past has been that the use of library facilities and secretarial help might be used as a claim that the university has a basis for sponsorship. The university has a distribution of profits policy of fifty-fifty. With regard to the admission performance, it is probable that the university as a whole will have an entrance requirement of a combined percentile of 100 but schools and departments may be free to have a separate requirement.

Prof. Smith requested that Council approve the addition to the agenda of the following resolution from the Rules, Procedures and Agenda Committee. Council so voted. (SEE NEXT PAGE FOR RESOLUTION)

Prof. Sauer moved that Council endorse the above resolution. The motion was seconded by Prof. Wade and passed by unanimous Council vote. The resolution and a picture of President and Mrs. Olson will be presented to them at the dinner to be held in their honor. Prof. Smith thanked the committee who helped select the picture and frame—Professors Elfrits, Schowalter and Wade. She also thanked Prof. Jim Pogue who prepared the first draft of the resolution.


NEW BUSINESS. Prof. Herrick requested that RP&G consider referring to the appropriate committee a study and report to Council of a recommended change in the current academic regulation requiring that students register for nine credit hours of course work per semester before they can be removed from probation. This regulation as currently written makes it impossible for part-time students to be removed from probation as an appeal process does not presently exist.

Prof. Smith expressed her appreciation to Prof. Sauer, Chairman-Elect, Prof. Myers, Secretary, Prof. Elfrits, Parliamentarian, the RP&G Committee (who have worked very hard this year) and Prof. Schowalter, Chairman of RP&G, and the chairman of all the committees for their efforts during the past year. Prof. Smith also expressed her appreciation to Prof. Pogue who routinely debriefed her after each IGFC meeting and to Janet Pearson, office secretary. Prof. Smith asked for a show of appreciation for these individuals. She then turned the meeting over to Prof. Harry J. Sauer, Jr., Academic Council Chair for 1984-85.
Resolution of

The Academic Council
University of Missouri-Rolla

WHEREAS, James C. Olson has served the University of Missouri for over sixteen years, first as Chancellor of the University of Missouri-Kansas City and then as President of the University of Missouri System, and

WHEREAS, he will retire from the office of President on July 1, 1984, after eight years of leadership and service to that office and to the University, its faculty and students, and

WHEREAS, during his service as President he sought to involve faculty in University policy decisions, to consult with them on all matters relating to the academic mission of the University, and

WHEREAS, he sought and endorsed policy decisions that serve to define more clearly the relationship of the University to the faculty, such as improved leave policies, grievance procedures, and faculty opportunities for professional advancement, and

WHEREAS, he was instrumental in the establishment of the Weldon Spring Fund for "faculty creativity and research," for which more than $4.5 million has been awarded since the fund was established, and

WHEREAS, he has worked to improve the effective quality of the University during a period of declining State support for higher education, and

WHEREAS, he has established an admirable sense of respect for the office of President throughout the state, specifically at the capitol, and has strived diligently to keep the University intact and credible despite a period of intense scrutiny, and

WHEREAS, he and Mrs. Olson have worked unceasingly to enhance the University throughout the state and nation, and abroad, have always been effective and gracious representatives of the University, and have participated in literally hundreds of University and community events, and

WHEREAS, they have, in both their private and public lives, endeavored and encouraged accomplishments in the fine arts for the lasting benefit of both students and faculty, as well as the citizenry of Missouri:

NOW, THEREFORE, BE IT RESOLVED THAT THE FACULTY OF THE UNIVERSITY OF MISSOURI-ROLLA do hereby proclaim, that, upon the occasion of his retirement, Dr. James C. Olson, President of the University of Missouri, is hereby designated an honorary member of the Academic Council, University of Missouri-Rolla with "all rights, privileges, and responsibilities appertaining thereto."


this 3rd day of May 1984

URM Academic Council Chair
Prof. Sauer thanked Prof. Carol Ann Smith for her efforts on behalf of the Council during the past year and asked for a vote of appreciation for her.

Prof. Sauer asked the new student representatives to Council for 1984-85 to stand and introduce themselves. The new student representatives are: John Klorer, Rick Maness, Kent Lynn, Charles Martin, Rhonda McCulley, Julie Rogaczewski, and Brian Ruhmann.

ANNOUNCEMENTS. The next Academic Council meeting will be held June 21. The agenda deadline for items for that meeting is June 5. The next Board of Curators meeting will be held June 21-22 in Kansas City.

IMPORTANT NOTE: If the program review process results in any recommendations to eliminate programs at UMR, there will be special meetings of the Council during the summer months on the following dates: August 10, August 24, and possibly September 21. Prof. Sauer asked if Council members are unable to attend these meetings if they will please designate substitutes to attend and vote in their stead.

The meeting adjourned at 3:38 p.m.

Respectfully submitted,

[Signature]

Donald D. Myers
Secretary

*Complete document on file with the smooth copy.

Minutes of the Academic Council meetings are considered official notification and documentation of actions approved.
The minutes of April 12, 1984 were approved and distributed.

President Olson reported on a workshop he attended with the CBHE and some legislators. Three (3) items emerged; (1) education is not a high priority among legislators' constitutes; (2) a lack of communication among the various sectors of education precludes the ability of education to communicate; (3) legislators approve of the coordinating principle of the CBHE. He opined that in budget allocations the following should be considered as legislative intent: (1) enhancement of veterinary sciences at Columbia, (2) improvement of the Dental School in Kansas City, and (3) enhancement of engineering research at Rolla. The president also said that a minimum of seven (7) percent would be allocated to the campuses for salary and wage improvement (could be as high as 8.2% on some campuses).

Comments on the early retirement document were reported: incentives should be increased; windows should be wider; cost of the program would be prohibitive at Rolla.

Admission requirements were reported by Rolla and Columbia. Rolla would require a combined percentile of 120 (class rank plus admittance exam). Columbia would require applicant to be in the top 50% of class and score 50% or better on entrance exam (1000 on SAT or 23 on ACT).

Vice President George presented three (3) options for dispersal of Weldon Spring funds for 1984-85 (attached). These are for discussion and comments from campuses are invited.

There was extensive discussion of the Board of Curators process for selection of a president. The council felt that faculty should be involved in screening and selection of applicants and offered the council as a body representative of the faculty.

Meeting adjourned at 2:25 p.m. to attend a reception for President Olson at the Alumni Center.

Respectfully submitted

George R. Young, Secretary

ceb
April 26, 1984

MEMORANDUM TO: Members of the Academic Council
FROM: Professor Ralph E. Schowalter, Chairman
Rules, Procedures, and Agenda Committee

RE: Academic Council Elections

At the May 3, 1984, meeting of the Academic Council, the following names will be placed in nomination for the respective offices and committees:

A. Election of Council Officers for 1984-85

Chairman-Elect
EDWARDS, D. RAY

Secretary
ELIFRITS, C. DALE

Parliamentarian
PARKS, WILLIAM F.

B. Election of Council Members to Standing Committees for 1984-85

.0406.17 Student Affairs (Student Member) (one to be elected)

FEY, RON
RUHMANN, BRIAN
C. Election of Faculty Members to Standing Committees

.0406.09 Grievance Hearing Panel
(one to be elected from each department. Five of those elected will be selected by lot to serve for three years.)

Applied Arts & Cultural Studies
Bogan, J.
Epstein, E.

Chemical Engineering
Cresser, O.K.
Poling, B.E.

Computer Science
Gillett, B.E.
Rigler, A.K.

Electrical Engineering
Betten, J.R.
McPherson, G.

Engineering Management
Brooks, A.B.

Engineering Mechanics
Cunningham, F.M.
Keith, H.D.

English
Patrick, M.P.
Vonalt, L.

Geological Engineering
Elfrits, C.D.
Hattheway, A.W.

Mechanical & Aerospace Engr.
Look, D.C.
Medrow, R.A.

Metallurgical Engineering
Askeland, D.R.
Weart, H.W.

Mining Engineering
Erten, H.M.
Beasley, C.A.

Philosophy
Miller, R.W.
Smith, C.A.

Physics
Hill, O.H.
Gerson, R.

Psychology
Kellog, R.T.
Riordan, C.A.

.0408.03 Campus Exigency Committee
(three to be elected from each school/college)

Arts & Sciences
Bertrand, G.L.
Bryant, R.R.
Gale, N.L.
Geonetta, S.C.
Haemmerlie, F.
Hughes, L.K.
Key, B.A.
Parks, W.F.
Ridley, J.B.
Smith, C.A.

Engineering
Johnson, J.W.
Lentz, R.W.
Sarchet, B.R.
Vandoren, T.P.

Mines and Metallurgy
Bolter, E.
Harvey, A.H.
Kohser, R.A.
Moore, R.E.
Smith, N.S.

A ballot will be circulated at the May 3, 1984, meeting of the Academic Council.
MEMORANDUM TO: The Academic Council

FROM: The Admissions and Academic Standards Committee

SUBJECT: Performance Criteria of the Admissions Requirements to the University of Missouri

At the April, May, and June 1983 regular meetings of the Academic Council, as well as the special meeting of the Council on May 25, 1983, extensive discussions on the Proposed Admissions Requirements to the University of Missouri occurred.

It is perhaps best to review briefly what has already been completed and what remains to be done.

A. The required high school course work to be admitted to the University of Missouri was proposed by the four campuses and approved by the Board of Curators. A special plea by the UMR campus to include a foreign language requirement was not approved by the Board.

B. The second part of the Admissions Requirements was a performance criteria which remains to be completed by January 1985.

The overriding concept of the Admissions and Academic Standards Committee in recommending proposals to the Council on this issue is as follows:

"As a practical matter, the four campuses of the University should have the same course work requirements. Anything else would be a disaster. Nevertheless, after all the effort, what was approved is essentially the same college preparatory program that has been used for more than 50 years (less a foreign language requirement)."

However, on the matter of performance requirements, the Committee is completely and forever committed to the concept that each campus of the University of Missouri set a performance requirement that is consistent with the tradition and thrust of each campus. On the matter of course work all the campuses had essentially a common vision of what constitutes a reasonable preparatory effort. But, the matter of what performance criteria a student should have achieved in preparatory course work so that minimal academic success on a particular campus can be achieved — THIS SHOULD BE LEFT TO THE CAMPUSES and not negotiated by a consensus committee.
By January 1985, the performance requirements must be established. The current requirement for entering freshmen is that the sum of the high school rank percentile and major scholastic aptitude test percentile (ACT, SAT, etc.) be 75 or greater.

In actions taken last spring, the Academic Council approved a sum of 120 rather than 75 for entering freshmen. Enclosed is a report from Myron Perry and Carol Heddinghaus on a study of 1983 graduates and their entering credentials. (Incidentally, I have been instructed by the Committee to publicly express their admiration and gratitude for the very great effort that was expended in collecting and compressing this data.) Clearly a combined percentile of 120 as an entering credential includes approximately 95% of our graduates. What is most impressive in this data is the measure of the very high quality of our students. It is frankly cruel to admit a freshman with a combined score of less than 120.

The Committee unanimously recommends to the Council that the combined percentile score of 120 be retained as a performance requirement for entering freshmen.

TRANSFER STUDENTS

Establishing a performance requirement for transfer students is more difficult than establishing a requirement for entering freshmen. The Committee recognizes the inherent problem. After considering the data, and after discussions with transfer advisors, conversations with community college instructors, we recommend that the previously approved cumulative grade point average of 2.5 or greater (with a minimum of 24 credit hours) be retained. For transfer students with less than 24 hours of course work, the freshman entrance requirements would be applicable.
COMBINED HIGH SCHOOL RANK AND STANDARD TEST PERCENTILES

MAY 1983 GRADUATES

<table>
<thead>
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<th>Percent in Range</th>
<th>Cumulative Percent</th>
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</thead>
<tbody>
<tr>
<td>170-198</td>
<td>61.4</td>
</tr>
<tr>
<td>150-169</td>
<td>23.5</td>
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<tr>
<td>130-149</td>
<td>8.4</td>
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<tr>
<td>110-129</td>
<td>3.0</td>
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Numbers:

- Known: 298
- Total: 348

Notes:

- Minimum Combined Percentile = 81
- 94% of students with combined scores above 125
- 98.6% of students with combined scores above 100
### HIGH SCHOOL RANK

#### Fall 1979 Enter Freshman

<table>
<thead>
<tr>
<th>Decile</th>
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#### May 1983 Graduating Class

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#### Numbers:

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<td>1040</td>
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</table>
I. ACTION REQUESTED: NEW COURSE ☒ DELETION ☐ CHANGE OF: Catalog Description ☒, Course Number ☒, Course Title ☒, Credit Hours ☒, Prerequisites ☒ Curriculum ☒, Other ☐ To add to sophomore curriculum

Effective Date Fall 1984

II. INFORMATION ON WHICH REQUEST IS BASED:

1. Department Ceramic Engineering ☐; Present Course No. 210 ☐; Proposed ☒

2. Course Title: Present ☒ seminar
Proposed ☒

3. Catalog Description (limited to 40 words):
Present:

Proposed: Discussion of current topics. Required each semester for sophomores, juniors and seniors.

4. Credit Hours: Present: Lecture 0.5, Lab ☐, Total 0.5
Proposed: Lecture ☐, Lab ☐, Total 0.5

5. Prerequisites: Present ☐
Proposed ☐

6. Required for Majors ☒; Elective for Majors ☐

7. Estimated Enrollment ☐; Instructor ☐

8. Proposed Text(s) ☐

9. Justification:
To impress a formalized requirement for sophomores, juniors and seniors to attend the departmental seminars, this course is added to both semesters of the sophomore years. Total curricula increases by one credit hour.

10. Additional Support Information (Attach Sheets as Necessary): a. Course Syllabus ☐
b. Instructor Qualifications ☐
c. Substantiation of need ☐
d. Course previously offered as Special Topics (101, 201, etc.) ☐
Enrollment history ☐, Semester(s) offered ☐, e. Other ☐

III. RECOMMENDED BY DEPARTMENT:

[Signature]

Date: January 26, 1984

Department of Ceramic Engineering

IV. RECOMMENDED BY SCHOOL/COLLEGE:

[Signature]

Date: February 3, 1984

School of Mines and Metallurgy

V. RECOMMENDED BY UMR CURRICULA COMMITTEE:

[Signature]

Date: APR 20 1984

[Signature]

Action

Academic Council Chairman Signature

Action
## CERAMIC ENGINEERING CURRICULUM

### FRESHMAN YEAR

<table>
<thead>
<tr>
<th>Course</th>
<th>Credit</th>
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<tbody>
<tr>
<td>Cer 1 -- Intro to Ceramic Engineering</td>
<td>1</td>
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<tr>
<td>Chem 1,2 -- General Chemistry</td>
<td>5</td>
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<tr>
<td>Engl 1 -- Rhetoric and Composition</td>
<td>3</td>
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<tr>
<td>Hist 175, 176 -- American History</td>
<td>3</td>
</tr>
<tr>
<td>Math 8 -- Cal with Anal Geom I</td>
<td>5</td>
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<tr>
<td>Basic ROTC -- Military Fundamentals (if elected)*</td>
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### Second Semester

<table>
<thead>
<tr>
<th>Course</th>
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<tbody>
<tr>
<td>Cer 2 -- Intro to Ceramic Engineering</td>
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<td>Chem 3, 14 -- General Chemistry</td>
<td>7</td>
</tr>
<tr>
<td>Econ 110 -- Principles of Economic I</td>
<td>3</td>
</tr>
<tr>
<td>Math 21 -- Calculus with Anal Geom II</td>
<td>5</td>
</tr>
<tr>
<td>C Sc 73 -- Basic Scientific Programming</td>
<td>2</td>
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<td>Basic ROTC -- Military Fundamentals (if elected)*</td>
<td></td>
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<tr>
<td></td>
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</table>

### SOPHOMORE YEAR

### First Semester

<table>
<thead>
<tr>
<th>Course</th>
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<tr>
<td>Cer 102 -- Atomic Structure</td>
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<tr>
<td>Math 22 -- Calculus with Anal Geom III</td>
<td>4</td>
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<tr>
<td>Cer 111 -- Cer Matl Lab I, Characterization</td>
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</tr>
<tr>
<td>Basic ROTC -- Military Fundamentals (if elected)*</td>
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</tr>
<tr>
<td>Electives -- Humanities or Social Sciences</td>
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### Second Semester

<table>
<thead>
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<th>Course</th>
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<tbody>
<tr>
<td>Cer 103 -- Atomic Structure</td>
<td>3</td>
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<td>Cer 122 -- Cer Matl Lab II, Rheology and Plasticity</td>
<td>1</td>
</tr>
<tr>
<td>Cer 151 -- Phase Equilibria</td>
<td>3</td>
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<tr>
<td>Phy 25 -- General Physics</td>
<td>4</td>
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<tr>
<td>Phy 26 -- General Physics Lab</td>
<td>1</td>
</tr>
<tr>
<td>Math 204 -- Differential Equations</td>
<td>3</td>
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<td>Basic ROTC -- Military Fundamentals (if elected)*</td>
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</tr>
<tr>
<td>Electives -- Humanities or Social Sciences</td>
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</table>
## Junior Year

### First Semester

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<tr>
<td>Cer 210</td>
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<td>Cer 231</td>
<td>Cer Matl Lab III, Fabrication</td>
<td>1</td>
</tr>
<tr>
<td>Cer 252</td>
<td>Ceramic Raw Materials</td>
<td>3</td>
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<tr>
<td>Chem 241</td>
<td>Physical Chemistry</td>
<td>3</td>
</tr>
<tr>
<td>Cer 221</td>
<td>System Energetics</td>
<td>3</td>
</tr>
<tr>
<td>Phy 107</td>
<td>Atomic and Nuclear Physics</td>
<td>3</td>
</tr>
<tr>
<td>EM 50</td>
<td>Statics</td>
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</table>

**Total Credit:** 16.5

### Second Semester

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit</th>
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<tbody>
<tr>
<td>Cer 210</td>
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<td>Cer 223</td>
<td>System Energetics</td>
<td>3</td>
</tr>
<tr>
<td>Cer 242</td>
<td>Cer Matl Lab IV, Thermal</td>
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<td>Cer 259</td>
<td>Ceramic Thermodynamics</td>
<td>3</td>
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<td>Chem 243</td>
<td>Physical Chemistry</td>
<td>3</td>
</tr>
<tr>
<td>Electives</td>
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<tr>
<td>EM 110</td>
<td>Mechanics of Materials</td>
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**Total Credit:** 16.5

## Senior Year

### First Semester

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<tr>
<td>Cer 210</td>
<td>Seminar</td>
<td>½</td>
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<tr>
<td>Cer 261</td>
<td>Ceramic Engr Design Lab</td>
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<td>Cer 286</td>
<td>Behavior of Materials I</td>
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<td>Cer 351</td>
<td>Cer Matl Lab V, Engineering Properties</td>
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**Total Credit:** 14.5

### Second Semester

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<tr>
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<td>Cer 260</td>
<td>Ceramic Engineering Design</td>
<td>2</td>
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<tr>
<td>Cer 262</td>
<td>Ceramic Engr Design Lab</td>
<td>1</td>
</tr>
<tr>
<td>Cer 362</td>
<td>Cer Matl Lab VI, Engineering Properties</td>
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<tr>
<td>Engl 60</td>
<td>Exposition</td>
<td>3</td>
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<td>Electives</td>
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<td>Electives²</td>
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**Total Credit:** 15.5

---

*Basic ROTC (Military Fundamentals) may be elected in the freshman and sophomore years, but are not creditable toward a degree.

¹ See page on requirements for engineering in humanities and social sciences.

² Technical Electives must be selected from 200 and 300 level courses with the advisor's approval.
# CERAMIC ENGINEERING CURRICULUM

## FRESHMAN YEAR

**First Semester**

<table>
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<tr>
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<tbody>
<tr>
<td>Cer 1 -- Intro to Ceramic Engineering</td>
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<tr>
<td>Engl 1 -- Rhetoric and Composition</td>
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<tr>
<td>Hist 175, 176 -- American History</td>
<td>3</td>
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<tr>
<td>Math 8 -- Cal with Anal Geom I</td>
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<tr>
<td>Basic ROTC -- Military Fundamentals (if elected)*</td>
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**Second Semester**

<table>
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<tr>
<td>C Sc 73 -- Basic Scientific Programming</td>
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<td>Chem 3, 14 -- General Chemistry</td>
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<td>Econ 110 -- Principles of Economic I</td>
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<tr>
<td>Math 21 -- Calculus with Anal Geom II</td>
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## SOPHOMORE YEAR

**First Semester**

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**Second Semester**

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<tr>
<td>Math 204 -- Differential Equations</td>
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### JUNIOR YEAR

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<td>Cer 252 -- Ceramic Raw Materials</td>
<td>3</td>
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<td>Chem 241 -- Physical Chemistry</td>
<td>3</td>
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<tr>
<td>Cer 221 -- System Energetics</td>
<td>3</td>
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<tr>
<td>Phy 107 -- Atomic and Nuclear Physics</td>
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<tr>
<td>EM 50 -- Statics</td>
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<td><strong>Total Credit</strong></td>
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<th>Credit</th>
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<tr>
<td>Cer 210 -- Seminar</td>
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<tr>
<td>Cer 223 -- System Energetics</td>
<td>3</td>
</tr>
<tr>
<td>Cer 242 -- Cer Matl Lab IV, Thermal</td>
<td>1</td>
</tr>
<tr>
<td>Cer 259 -- Ceramic Thermodynamics</td>
<td>3</td>
</tr>
<tr>
<td>Chem 243 -- Physical Chemistry</td>
<td>3</td>
</tr>
<tr>
<td>Electives -- Humanities or Social Sciences</td>
<td>3</td>
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<tr>
<td>EM 110 -- Mechanics of Materials</td>
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<td><strong>Total Credit</strong></td>
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### SENIOR YEAR

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<td>Cer 210 -- Seminar</td>
<td>$\frac{1}{2}$</td>
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<tr>
<td>Cer 261 -- Ceramic Engr Design Lab</td>
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<tr>
<td>Cer 286 -- Behavior of Materials I</td>
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<td>Cer 351 -- Cer Matl Lab V, Engineering Properties</td>
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<tbody>
<tr>
<td>Cer 210 -- Seminar</td>
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<td>Cer 260 -- Ceramic Engineering Design</td>
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<td>Cer 262 -- Ceramic Engr Design Lab</td>
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<td>Cer 362 -- Cer Matl Lab VI, Engineering Properties</td>
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<td>Engl 60 -- Exposition</td>
<td>3</td>
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<td>Electives -- Humanities or Social Sciences</td>
<td>3</td>
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<tr>
<td>Electives$^2$</td>
<td>5</td>
</tr>
<tr>
<td><strong>Total Credit</strong></td>
<td>15.5</td>
</tr>
</tbody>
</table>

*Basic ROTC (Military Fundamentals) may be elected in the freshman and sophomore years, but are not creditable toward a degree.*

$^1$See page on requirements for engineering in humanities and social sciences.

$^2$Technical Electives must be selected from 200 and 300 level courses with the advisor's approval.
MEMORANDUM

April 24, 1984

TO: Academic Council Members

FROM: Carol Ann Smith
       Academic Council Chair

RE: Agenda for the May 3rd Council Meeting

Colleagues, two items require our attention before May 18th but did not reach RP&A for inclusion on the Agenda.

The attached report from the Ad Hoc Committee of the UMR Grievance Hearing Panel will be on the Agenda and supercedes the "no report" notice there.

The second item (Early Retirement Incentive Program and Program Discontinuance—Transition Benefits for Faculty) has been referred to the Personnel Committee. I have asked the Personnel Committee to discuss this item and, if possible, to report at the May 3rd Academic Council meeting. The Personnel Report will be added to the Agenda at the meeting and the material for this item is also attached.

Attachments

CAS/jsp
April 20, 1984

MEMORANDUM

TO: Academic Council

FROM: Ad Hoc Committee of UMR Grievance Hearing Panel

RE: Proposed Changes to University of Missouri Academic Grievance Procedures

The Ad Hoc Committee of the UMR Grievance Hearing Panel convened on April 19, 1984, to consider the Proposed Changes to the UM Academic Grievance Procedures. The following motions were made and unanimously approved:

8.0502.2: That the section be forwarded to the Academic Council with no objection.

8.0513.03: That the section be forwarded to the Academic Council with no objection.

8.0513.03.1.a: That the proposed change be rejected and the existing language be affirmed.

8.0513.05: That the proposed addition be rejected.

That the proposed change (as revised) be rejected.

It is suggested that the Academic Council reexamine Section 8.0513.03, and that the term faculty member for the purpose of the hearing panel, as opposed to faculty who may use the Academic Grievance Procedures, be clarified.

For the Committee,

Jack H. Emanuel
Convener

JHE/cro
University of Missouri Academic Grievance Procedures

It is proposed that the policy and procedures remain unchanged with the exceptions indicated. Proposed additions are underlined. Proposed deletions are in brackets.

8.0502.2 The faculty member has been discriminated against [on the basis of sex, race, religion, national origin, age, or disability] in violation of section 3.0806, Equal Employment Opportunity Program, of the Collected Rules and Regulations of the University of Missouri, or

8.0513.03 If a mutually satisfactory resolution is not reached by the process described in Step 2, each attempt to be limited in time to twenty-one (21) days, within fifteen (15) days following the final attempt a Hearing Committee shall be chosen from a Hearing Panel, as described below.

8.0513.03.1.a. By October 1 of each year, a Grievance Hearing Panel shall be selected for each campus. The panel shall consist of thirty (30) [University faculty] members[.], of the University academic community: fifteen (15) faculty selected by the appropriate [campus] faculty governance body and fifteen (15) persons with academic appointments selected [appointed] by the Chancellor.

8.0513.05 Termination of Review Process

At such time as the grievant should file a complaint with an administrative agency or body, whether federal or state, or the grievant should initiate litigation against the University, its governing board, or an employee thereof, related to the grievance, the review process described above shall terminate.
UNIVERSITY OF MISSOURI ACADEMIC GRIEVANCE PROCEDURES

It is proposed that the policy and procedures remain unchanged with the exceptions indicated. Proposed additions are underlined. Proposed deletions are in brackets.

1. 8.0502.2 The faculty member has been discriminated against [on the basis of sex, race, religion, national origin, age, or disability] in violation of section 3.0806, Equal Employment Opportunity Program, of the Collected Rules & Regulations of the University of Missouri, or

2. 8.0513.03 If a mutually satisfactory resolution is not reached by the process described in Step 2, each attempt to be limited in time to twenty-one (21) days, within fifteen (15) days following the final attempt a Hearing Committee shall be chosen from a Hearing Panel, as described below.

3. 8.0513.05 Suspension, Termination, or Continuation of Review Process following Initiation of Citation or a Complaint to an External Agency

It is not appropriate for two different avenues of remedy for a grievance to be pursued actively at the same time. Therefore, if the grievant files a complaint with an administrative agency or body, whether federal or state, or the grievant initiates litigation against the University, its governing board, or an employee thereof, related to the grievance, and the action appears to be abandoning the University procedure, the Chancellor will ask the grievant to indicate whether he or she wants to abandon the University procedure or hold it in abeyance while actively pursuing an external remedy, or whether he or she will request the outside body to hold its proceedings in abeyance until the University grievance procedure has been completed.

4/17/84
April 20, 1984

MEMORANDUM

To: Dr. Carol Ann Smith
   Vice Chancellor John T. Park
   Dr. Robert E. Moore
   Chancellor's Council

From: Joseph M. Marchello
   Chancellor

Subject: Early Retirement

Attached is a copy of the Vice Presidents' memorandum about the Early Retirement Incentive Program. They ask for fairly rapid response. Please send me your personal comments as well as those of the members of the Academic Council, Committee of Deans, and Committee of Department Chairmen. I shall seek the advice of the Chancellor's Council at the May 1 meeting. These comments are needed no later than May 14.

JMM/mlc

Enclosure
TO: ChancellorS
Academic Affairs Council
Intercampus Faculty Council
BFMAC

FROM: James Buchholz
Melvin George

Jim Buchholz and I are pleased to forward for your consideration the report of the Ad Hoc Committee on Early Retirement Incentives/Program Discontinuance Options. As you know, we are committed to having a plan presented to the Board as part of the June 22 report of the Long-Range Planning Steering Committee. Consequently, we would like to make a final recommendation to the Steering Committee at its May 26 meeting. We ask, therefore, that you let one of us know no later than May 18 if you have concerns or questions. We ask that the Chancellors ensure that there is discussion with appropriate faculty and administrative groups on campuses as time will permit to meet this very tight timetable.

We deeply appreciate the very effective work of the ad hoc committee, chaired by Mike Reese, and including Ron Bunn, Mark Burkholder, Don Holm, Marie Vorbeck, and Ken Hutchinson.

MG:JR/MG
Enclosure

cc: President James C. Olson
Members of the Ad Hoc Committee
EARLY RETIREMENT INCENTIVE PROGRAM

A. Eligibility Requirements

1. Tenured Faculty Members
2. Birthdate Prior to September 1, 1923
3. Eligible for benefits from the University Retirement Disability and Death Benefit Plan (Five Years Creditable Service)
4. Written Application for the program between October 15, 1984 and January 31, 1985

B. Incentive Payment

1. Faculty electing to participate in the program will be provided additional compensation between January 1, 1985 and September 1, 1985. The additional compensation could be used to purchase an annuity that when added to the University retirement benefit will provide a total retirement benefit more closely approximating the benefit they would receive from the University had they worked until the mandatory retirement age of seventy.

2. The additional compensation will range from 50% of the current base salary for faculty at age 62 to 15% of the base salary for faculty at age 69.

The following matrix provides examples of the amount of additional compensation that would be paid at different salary levels and retirement ages:

<table>
<thead>
<tr>
<th>PERCENTAGE OF SALARY TO BE PAID</th>
</tr>
</thead>
<tbody>
<tr>
<td>50%</td>
</tr>
<tr>
<td>---------------------------------</td>
</tr>
<tr>
<td><strong>Salary 1/1/85</strong></td>
</tr>
<tr>
<td><strong>Age September 1, 1985</strong></td>
</tr>
<tr>
<td>$20,000</td>
</tr>
<tr>
<td>25,000</td>
</tr>
<tr>
<td>30,000</td>
</tr>
<tr>
<td>35,000</td>
</tr>
<tr>
<td>40,000</td>
</tr>
<tr>
<td>45,000</td>
</tr>
<tr>
<td>50,000</td>
</tr>
</tbody>
</table>

C. Additional Benefits Available to Retirees

1. Medical and Dental benefits can be continued with the University paying the same percentage of the cost as is paid for active employees.

2. Life insurance continues until age 70 with applicable reduction factors.
PROGRAM DISCONTINUANCE - TRANSITION BENEFITS FOR FACULTY

A. Eligibility for Faculty:

1. Faculty with a minimum of five years creditable service in the Retirement, Disability and Death Benefit Plan.

2. Employed in an area of the University which has been mandated for program discontinuance by the Board of Curators.

B. Benefits available to Faculty meeting the eligibility requirements:

1. The right to an unpaid leave of absence prior to termination. Benefits available during the leave of absence with continued University contributions to include:

   a. Medical Benefits
   b. Dental Benefits
   c. Life Insurance
   d. Accidental Death and Dismemberment Insurance
   e. Educational Assistance

The unpaid leave of absence may be extended each year up to a maximum of three years. However, participation in University benefit programs will not be continued if the faculty member becomes eligible for other benefit programs as a result of their employment outside of the University.

2. A thirteen month notice prior to termination.

3. The payment of one year's salary for retraining purposes in exchange for tenure rights.

4. The right to a major medical conversion policy upon termination of employment.

5. The right to a life insurance conversion policy upon termination of employment.

6. Out-placement counseling.

7. A lump-sum "cash-out" of vested retirement benefits. The lump-sum to be calculated on the basis of the actuarial equivalent of the benefits accrued in the University Retirement, Disability and Death Benefit plan at termination of employment which would have been paid in the form of a monthly annuity beginning at age 65. The lump-sum to be distributed upon termination as follows:

   a. Taxable cash income, or
   b. A before tax individual retirement account "rollover".
<table>
<thead>
<tr>
<th></th>
<th>1984</th>
<th>1994</th>
</tr>
</thead>
<tbody>
<tr>
<td>Base Budget</td>
<td>$300,000,000</td>
<td>$490,000,000</td>
</tr>
<tr>
<td>Cost of Objectives</td>
<td>60,000,000</td>
<td>95,000,000</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>$360,000,000</td>
<td>$585,000,000</td>
</tr>
<tr>
<td>Projected Revenue</td>
<td>NA</td>
<td>520,000,000 (Middle/ Constant)</td>
</tr>
<tr>
<td>Projected Deficit</td>
<td>NA</td>
<td>$65,000,000</td>
</tr>
<tr>
<td>Revenue Enhancement (Option 2)</td>
<td></td>
<td>$20,000,000 (Gifts/grants objectives)</td>
</tr>
<tr>
<td>Cost Savings and Reallocation (Option 4)</td>
<td></td>
<td>45,000,000 (9% of base)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>$65,000,000</td>
</tr>
<tr>
<td>Year</td>
<td>Operating Revenue (gain or (loss))</td>
<td>Operating Revenue</td>
</tr>
<tr>
<td>------</td>
<td>----------------------------------</td>
<td>------------------</td>
</tr>
<tr>
<td>1980</td>
<td>$4,105,000.00</td>
<td><strong>Midterm</strong></td>
</tr>
<tr>
<td>1981</td>
<td>$4,105,000.00</td>
<td><strong>Midterm</strong></td>
</tr>
<tr>
<td>1982</td>
<td>$4,105,000.00</td>
<td><strong>Midterm</strong></td>
</tr>
<tr>
<td>1983</td>
<td>$4,105,000.00</td>
<td><strong>Midterm</strong></td>
</tr>
<tr>
<td>1984</td>
<td>$4,105,000.00</td>
<td><strong>Midterm</strong></td>
</tr>
</tbody>
</table>

Note: Based on growth in state appropriation equal to inflation minus 2.6% per year plus growth of inflation plus 0.22% per year as experienced in FY 1979. See "Midterm" below for amounts (ranging from growth of state appropriation equal to inflation plus 0.22% per year as experienced in FY 1979) due to tax increase. 

Alternatives:
- University of Missouri: General Revenue
- Missouri General Revenue

Comparative Assumptions of Revenue Forecasts
University of Missouri: Long Range Planning

4-7-84
<table>
<thead>
<tr>
<th>Alternative</th>
<th>Missouri General Revenue</th>
<th>University of Missouri Share</th>
<th>FY1994 General Operating Revenue</th>
<th>Gain or (Loss) vs. Inflation</th>
</tr>
</thead>
<tbody>
<tr>
<td>&quot;High Plus&quot;</td>
<td>Same growth as in &quot;High&quot; except $250 Million is added to base in FY 1987 due to tax increase.</td>
<td>Increase from current level of 6.945% to 7.945% in 5 years (1.2% per year).</td>
<td>$682,258,000</td>
<td>$212,607,000</td>
</tr>
<tr>
<td>&quot;High&quot;</td>
<td>Growth of specified amounts (ranging from 9% to 10% per year).</td>
<td>Remains constant at 6.945%.</td>
<td>$585,417,000</td>
<td>$115,766,000</td>
</tr>
<tr>
<td>&quot;Middle&quot; with Constant Share</td>
<td>See &quot;Middle&quot; below.</td>
<td>Remains constant at 6.945%.</td>
<td>$519,157,000</td>
<td>$49,504,000</td>
</tr>
<tr>
<td>&quot;Middle&quot;</td>
<td>Growth of inflation plus 2.381% (total 7.381%) per year, as experienced in FY 1975 thru FY 1985. (10 years).</td>
<td>Decline from 6.945% by 0.31% per year, as experienced in FY 1975 thru FY 1985. (10 years).</td>
<td>$510,689,000</td>
<td>$41,038,000</td>
</tr>
<tr>
<td>&quot;Low&quot; with Constant Share</td>
<td>See &quot;Low&quot; below.</td>
<td>Remains constant at 6.945%.</td>
<td>$475,983,000</td>
<td>$6,330,000</td>
</tr>
<tr>
<td>&quot;Low&quot;</td>
<td>Growth of inflation plus 1.608% (total 6.608%) per year, as experienced in FY 1973 thru FY 1983 (10 years).</td>
<td>Decline from 6.945% by 0.222% per year as experienced in FY 1978 thru FY 1983 (5 years).</td>
<td>$469,346,000</td>
<td>($305,000)</td>
</tr>
<tr>
<td>&quot;Low Minus&quot;</td>
<td>Not Applicable</td>
<td>Not Applicable</td>
<td>$410,530,000</td>
<td>($59,121,000)</td>
</tr>
</tbody>
</table>

Note: Based on growth in state appropriations equal to inflation minus 2.34% per year, (net growth of 2.66%) as experienced in FY 1975 thru FY 1983 (9 years).
BALLOT

A. Election of Council Officers for 1984-85

Chairman-Elect

___ EDWARDS, D.R.

Secretary

___ ELIFRITS, C.D.

Parliamentarian

___ PARKS, W.F.

B. Election of Council/Student Member to Standing Committees for 1984-85

.0406.17 Student Affairs (Student)  
(vote for one)

___ FEY, RON

___ RUHMANN, BRIAN

C. Election of Faculty Members to Standing Committees

.0406.09 Grievance Hearing Panel  
(vote for one from each department to serve as member and the other person will serve as his alternate. Five of the members will be selected by lot to serve on the Panel for three years)

Applied Arts & Cultural Studies

___ BOGAN, J.

___ EPSTEIN, E.

Chemical Engineering

___ CROSSTER, O.K.

___ POLING, B.E.

Computer Science

___ GILLETTE, B.E.

___ RIGLER, A.K.

Electrical Engineering

___ BETTEN, J.R.

___ MCPHERSON, G.

Engineering Management

___ BROOKS, A.B.

Engineering Mechanics

___ CUNNINGHAM, F.M.

___ KEITH, H.D.

English

___ PATRICK, M.P.

___ VONALT, L.

Geological Engineering

___ ELIFRITS, C.D.

___ HATHWAY, A.W.

Mechanical & Aerospace Engineering

___ LOOK, D.C.

___ MEDROW, R.A.

Metallurgical Engineering

___ ASKELAND, D.R.

___ WEART, H.W.

Mining Engineering

___ ERTEN, H.M.

___ BEASLEY, C.A.

Philosophy

___ MILLER, R.W.

___ SMITH, C.A.

Physics

___ HILL, O.H.

___ GERSON, R.

Psychology

___ KELLOG, R.T.

___ RIORDAN, C.A.
**BALLOT**

C. Election of Faculty Members to Standing Committees (continued)

.0408.03 Campus Exigency Committee
(three to be elected—vote for one from each school/college)

<table>
<thead>
<tr>
<th>Arts &amp; Sciences</th>
<th>Engineering</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>BERTRAND, G. L.</strong></td>
<td><strong>JOHNSON, J.W.</strong></td>
</tr>
<tr>
<td><strong>BRYANT, R.R.</strong></td>
<td><strong>LENTZ, R.W.</strong></td>
</tr>
<tr>
<td><strong>GALE, N.L.</strong></td>
<td><strong>SARCHET, B.R.</strong></td>
</tr>
<tr>
<td><strong>GEONETTA, S.C.</strong></td>
<td><strong>VANDOREN, T.P.</strong></td>
</tr>
<tr>
<td><strong>HAEMMERLIE, F.</strong></td>
<td>Mines and Metallurgy</td>
</tr>
<tr>
<td><strong>HUGHES, L.K.</strong></td>
<td></td>
</tr>
<tr>
<td><strong>KEY, B.A.</strong></td>
<td><strong>BOLTER, E.</strong></td>
</tr>
<tr>
<td><strong>PARKS, W.F.</strong></td>
<td><strong>HARVEY, A.H.</strong></td>
</tr>
<tr>
<td><strong>RIDLEY, J.B.</strong></td>
<td><strong>KOHSER, R.A.</strong></td>
</tr>
<tr>
<td><strong>SMITH, C.A.</strong></td>
<td><strong>MOORE, R.E.</strong></td>
</tr>
<tr>
<td></td>
<td><strong>SMITH, N.S.</strong></td>
</tr>
</tbody>
</table>
B. Election of Council/Student Member to Standing Committees for 1984-85

0406.17 Student Affairs (Student)
(vote for one)

- FEY, RON
- RUHMANN, BRIAN

C. Election of Faculty Members to Standing Committees

0406.09 Grievance Hearing Panel
(vote for one from each department to serve as member and the other person will serve as his alternate. Five of the members will be selected by lot to serve on the Panel for three years)

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<tr>
<th>Discipline</th>
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<tbody>
<tr>
<td>Applied Arts &amp; Cultural Studies</td>
<td>Bogan, J.</td>
</tr>
<tr>
<td></td>
<td>Epstein, E.</td>
</tr>
<tr>
<td>Chemical Engineering</td>
<td>Crosser, O.K.</td>
</tr>
<tr>
<td></td>
<td>Poling, B.E.</td>
</tr>
<tr>
<td>Computer Science</td>
<td>Gillett, B.E.</td>
</tr>
<tr>
<td></td>
<td>Rigler, A.K.</td>
</tr>
<tr>
<td>Electrical Engineering</td>
<td>Betten, J.R.</td>
</tr>
<tr>
<td></td>
<td>McPherson, G.</td>
</tr>
<tr>
<td>Engineering Management</td>
<td>Brooks, W.A.</td>
</tr>
<tr>
<td>Engineering Mechanics</td>
<td>Cunningham, F.M.</td>
</tr>
<tr>
<td></td>
<td>Keith, H.D.</td>
</tr>
<tr>
<td>English</td>
<td>Patrick, M.P.</td>
</tr>
<tr>
<td></td>
<td>Vonalt, L.</td>
</tr>
<tr>
<td>Geological Engineering</td>
<td>Elifrits, C.D.</td>
</tr>
<tr>
<td></td>
<td>Hatheway, A.W.</td>
</tr>
<tr>
<td>Mechanical &amp; Aerospace Engineering</td>
<td>Look, D.C.</td>
</tr>
<tr>
<td></td>
<td>Medrow, R.A.</td>
</tr>
<tr>
<td>Metallurgical Engineering</td>
<td>Askeland, D.R.</td>
</tr>
<tr>
<td></td>
<td>Weart, H.W.</td>
</tr>
<tr>
<td>Mining Engineering</td>
<td>Ertten, H.M.</td>
</tr>
<tr>
<td></td>
<td>Beasley, C.A.</td>
</tr>
<tr>
<td>Philosophy</td>
<td>Miller, R.W.</td>
</tr>
<tr>
<td></td>
<td>Smith, C.A.</td>
</tr>
<tr>
<td>Physics</td>
<td>Hill, O.H.</td>
</tr>
<tr>
<td></td>
<td>Gerson, R.</td>
</tr>
<tr>
<td>Psychology</td>
<td>Kellogg, R.T.</td>
</tr>
<tr>
<td></td>
<td>Riordan, C.A.</td>
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0408.03 Campus Exigency Committee
(three to be elected—vote for one from each school/college)

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<td>Gale, N.L.</td>
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<tr>
<td></td>
<td>Geonetta, S.C.</td>
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<td></td>
<td>Haemmerlie, F.</td>
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<td></td>
<td>Hughes, L.K.</td>
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<td></td>
<td>Key, B.A.</td>
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<tr>
<td></td>
<td>Parks, W.F.</td>
</tr>
<tr>
<td></td>
<td>Ridley, J.B.</td>
</tr>
<tr>
<td></td>
<td>Smith, C.A.</td>
</tr>
<tr>
<td>Engineering</td>
<td>Johnson, J.W.</td>
</tr>
<tr>
<td></td>
<td>Lentz, R.W.</td>
</tr>
<tr>
<td></td>
<td>Sarchet, B.R.</td>
</tr>
<tr>
<td></td>
<td>Vandoren, T.P.</td>
</tr>
<tr>
<td>Mines and Metallurgy</td>
<td>Bolter, E.</td>
</tr>
<tr>
<td></td>
<td>Harvey, A.H.</td>
</tr>
<tr>
<td></td>
<td>Kohser, R.A.</td>
</tr>
<tr>
<td></td>
<td>Moore, R.E.</td>
</tr>
<tr>
<td></td>
<td>Smith, N.S.</td>
</tr>
</tbody>
</table>
SUBJECT: AGENDA for the Academic Council Meeting, Thursday, June 21, 1984, at 1:30 p.m. in G-5 of the Humanities-Social Sciences Building.

I. Approval of the minutes of the May 3, 1984, meeting of the Council.

II. Administrative reports and responses to actions approved by Council.
   A. Administrative report
      1. Budget Update (5 min.) N. Smith
   B. Administrative Response - None

III. Reports of Standing and Special Committees
   A. .0406.02 Admissions & Academic Standards (No Report) T. Herrick
      1. Review of the Honors Program (Apr. 12, 1984; XIII, 8.18)
   B. .0407.07 Curricula (No Report)
      1. Procedures for Curriculum Changes (Jan. 20, 1983; XII, 5.19)
   C. .0406.13 Personnel (No Report) A. Culp
      1. Resolution II "National Faculty Exchange" (Apr. 12, 1984; XIII, 8.12)
   D. .0406.16 Rules, Procedures & Agenda (5 min.) R. Schowalter
      *1. Approval of 1984-85 Academic Council Meeting Dates
      *2. Results of Mail Ballot - Proposed By-Law Changes
   E. .0406.17 Student Affairs (No Report) R. Medrow
      1. Final Examination Schedule (Nov. 19, 1981; XI, 4.22)
      2. Dorm Visitation Hours (Mar. 22, 1984; XIII, 7.30)
   F. Long Range Planning (10 min.) H. Sauer
      *1. Liaison Committee
      *2. Steering Committee
         *a. Presentation of the Draft of the Final Report
            (for preliminary information refer to Spectrum Vol. 11, No. 9, June 7, 1984 -- copies of the final report will be distributed at the meeting
   G. Ad Hoc Program Review (5 min.) P. Leighly
      1. Progress Report
   H. Grievance Hearing Panel (No Report) J. Emanuel
      1. Proposed Grievance Policy Changes
         a. Definition of "Faculty" for purposes of serving on Grievance Hearing Panel
   I. Intercampus Faculty Council (ICFC) (5 min.) J. Pogue
      *1. Minutes of May 15, 1984, meeting
   J. U-Wide Staff Benefits (5 min.) W. Brooks

IV. New Business

V. Announcements
   A. Referrals

*Supplementary materials sent to Academic Council members and department chairmen.
SUMMARY of reports, actions, referrals and announcements at the meeting of
the Academic Council held on June 21, 1984.

1. Approval of the minutes of the May 3, 1984, Council meeting.

2. Rules, Procedures and Agenda Committee Report
   - Academic Council Meeting Dates for 1984-85
   - Results of General Faculty Ballot—Recommended By-Law Revisions

3. Long Range Planning
   - Revised Schedule for Program Categorization
   - Long-Range Planning Steering Committee Final Report

4. Ad Hoc Program Review

5. Administrative Report
   - Budget Update

6. Intercampus Faculty Council
   - Early Retirement Incentive Program
   - Interview with President C. Peter Magrath

7. U-Wide Staff Benefits

8. New Business

9. Referrals

ACADEMIC COUNCIL MEMBERS: If you did not receive a copy of the Long-Range Planning Steering Committee of the Board of Curators, final report, "Toward Excellence: The Next Decade of the University of Missouri," and desire to have a copy, contact the Academic Council Office, 210B Parker Hall, 341-4972.
XIII, 10 The June 21, 1984, meeting of the Academic Council was called to order at 1:30 p.m. by Prof. H. J. Sauer, Jr., Academic Council President. President Sauer announced the following substitution: Prof. Michael Patrick for Prof. Clyde Wade. Prof. Sauer asked for any corrections, additions, or deletions to the minutes of the May 3, 1984, Council meeting. Hearing none, the minutes were approved as circulated.

XIII, 10 RULES, PROCEDURES, AND AGENDA COMMITTEE: President Sauer referred Council members to Attachment III.D.1 circulated with the agenda* (Full Copy) and asked if there was any discussion regarding the recommended Academic Council Meeting Dates for 1984-85. Prof. Parks moved that Council approve the recommended 1984-85 Council meeting dates. The motion was seconded by Prof. Edwards and passed unanimously.

XIII, 10 President Sauer next referred Council members to Attachment III.D.2 circulated with the agenda* (Full Copy). This official ballot was sent to all members of the General Faculty and the results of the voting on the proposed By-Law Revisions is as follows: The first recommended change, updating of wording of the By-Laws, passed by 86.9 percent. The second proposed By-Law change, recognition of the administrative reorganization, passed by 82.76 percent. The third item, inclusion of the Campus Exigency Committee, passed by 77.9 percent. The fourth recommended By-Law revision, description change for the RP&A Committee and the Student Scholastic Appeals Committee, passed by 90.34 percent. Item five, giving voting privileges to student members of the Academic Council failed, receiving only 46.90 percent (68 votes in favor of the revision and 75 votes against).

XIII, 10 LONG RANGE PLANNING: Prof. Sauer reported that the Campus Liaison Committee will meet on June 22 to discuss the cost of implementing campus objectives year by year. This may possibly involve some reallocation of funds. Prof. Sauer referred to the handout, Process for Review of Programs and Activities, revised June 5, 1984* (Full Copy) distributed at the beginning of this meeting. A memo from Chancellor Marchello dated June 6, 1984, states that this change of scheduling was made to comply with the University policy on discontinuation of programs. Because of the time schedule for the external review of duplicated programs the announcement of tentative program categorization must be delayed until October. To provide the time required for due process application of University policy, the final decision on programs to be discontinued, where tenured faculty are involved, cannot be made until February 1985. By this schedule appointments of affected tenured faculty would end in June 1986. To allow time for appropriate review of duplicate programs the schedule must be changed. The preliminary Program Categorization forms from the Campus Liaison Committee now will not be due until July 10. A revised schedule is as follows:

April 2 to Sept. 11 - The Chancellor will accept suggestions for program and activity categorization from anyone wishing to submit them. Priority recommendations may be made anonymously.

Sept. 11 - Sept. 25 - Files are closed. Chancellor and Long Range Planning Liaison Committee review and assess all information and recommendations.

an equal opportunity institution
Oct. 15 - Program and activity review completed. Tentative categorizations submitted to Board of Curators Long Range Planning Steering Committee.

Oct. 15 - Chancellor announces tentative categorization of programs and activities file information about programs and all recommendations are open to public review.

Oct. 15 - Feb. 1 - Units and Academic Council review and comment on tentative categorization.


Prof. Babcock pointed out that according to the new schedule, the tentative categorization is submitted to the Long Range Planning Steering Committee at the same time that it is available for Council review. Prof. Parks asked if the names of those who will serve on the external review committee to review duplicate programs have been announced. Prof. Sauer responded that names have been suggested by the academic deans, but that to his knowledge no announcement of the committee members has as yet been made. Vice Chancellor Park replied that a list of names has been compiled and that Vice President George’s office is in the process of contacting these individuals. Prof. Babcock asked what departments at UMR are involved in this review. Vice Chancellor Park replied that the UMR departments of Chemistry, Mathematics & Statistics, Physics, Geology, and the School of Engineering as a unit are scheduled for this duplicate program review.

Prof. Sauer next referred Council members to the Long-Range Planning Steering Committee of the Board of Curators, final report, “Toward Excellence: The Next Decade of the University of Missouri,” submitted June 22, 1984, distributed at the beginning of this meeting* (Full Copy). Prof. Sauer reported that the Committee members were in general agreement with this report. There was some disagreement mainly concerning the financial part of the report. Prof. Sauer referred to Attachment III.F.2.a. circulated with the agenda* (Full Copy) which contains three scenarios for 100 percent achievement of the goals and objectives listed in the Committee report. The first scenario is the one that has been recommended by the Committee. The Committee did not unanimously agree with this recommendation but did agree by majority. The first scenario “Accelerated Achievement of Salary Objectives” shows a $22 million deficit over the first three years which will need to be met by increased revenue or reallocation. The second scenario “Constant Percentage Increase in Salaries” also accomplishes 100 percent achievement of the objectives, but at a slower timetable, and projects a $10 million deficit over the first five years. The first two scenarios are based on the University's share of state revenue remaining constant. The third scenario is based on the University’s share of state revenue declining by 0.222 percent per year and projects a deficit of funds for nine years. The parts of the final report that did not meet with unanimous approval of the Committee are: Page vi, “Financial Plan for Achievement of Objectives”—Achieving the objectives requires a higher revenue, and the Committee recommends that the University make a major commitment to reallocation of funds ($22 million over a three-year period) and to increasing gifts, grants, and contracts (approximately $20 million over the planning period)—was not agreed to unanimously by the Committee, but was accepted by the majority of the Committee. Page 16, Objective 1—but it is also clear that increased attention must be given to the
reduction of existing programs and to the reallocation of resources—and Page 18, Recommendation for Achieving Equilibrium—It is concluded, however, that to modify the objectives further would seriously compromise the quality improvements which are necessary if the University is to fulfill its role as the major graduate and research institution in the State of Missouri—were again not agreed upon unanimously. However, a suggestion made by the UMR Liaison Committee since the last Steering Committee meeting was incorporated affected the following sentence: Page 19—The University of Missouri central administration should work closely with the Board of Curators and the Chancellors to identify the precise dollar savings which should flow from the academic and administrative reviews in order to fund the salary increases and other program enhancements—originally the sentence ended with the following words, "on each campus." It was felt by the Rolla Campus Liaison Committee that the deletion of "on each campus" was a definite improvement to the plan.

Prof. Sauer reported that the Campus Liaison Committee feels that the program reviews at UMR will show that the Rolla campus has strong programs and that there is a definite need to continue each of these programs. The implication of the removal of the words "on each campus" from the Steering Committee's report is that additional funds could be made available to the Rolla campus. Prof. Sauer reported that some of the Steering Committee members felt that it was not necessary to accomplish 100 percent of the objectives especially if this was achieved at the cost of other successful and important programs. The Rolla Liaison Committee felt that 60 percent of the objectives were essential. Prof. Babcock asked where the pressure was coming from to support the $20 million reallocation recommendation. Prof. Sauer replied that the Columbia campus, Central Administration, and the Board of Curators' members are all strongly in favor of reallocation. The Kansas City, Rolla, and St. Louis campuses do not favor this recommendation. Prof. Smith asked what category of objectives would be cut if 100 percent of the objectives was not slated for attainment. Prof. Sauer replied that in general each category would be cut some, ranging from 30 to 50 percent. Prof. Sauer reported that the Campus Liaison Committee felt that the Final Report was generally acceptable. Prof. Smith moved that this report of the Long-Range Planning Steering Committee be referred to the RP&A Committee for their review and report to Council at the August 23, 1984, Council Meeting. The motion was seconded by Prof. Parks. Prof. Sauer stated that the Board of Curators are not scheduled to take any action on this report at the June 21-22 meeting, but that the Board will meet again (July 26-27) before Council meets in August and may take action on the report at that time. Hearing no further discussion on the motion, Prof. Sauer called for a vote on the motion to refer the Long-Range Planning Steering Committee report to the RP&A Committee for review. The motion passed unanimously.

AD HOC PROGRAM REVIEW: President Sauer reported for Prof. LeBlanc who was unable to attend the meeting. Prof. Sauer stated that the program review files are kept in Room 212, Parker Hall, and are open for perusal. Council members, and all faculty members, were encouraged to review these files and make comments and recommendations.
ADMINISTRATIVE REPORT. Vice Chancellor Smith gave a budget update to Council. Mr. Smith reported that during the past three to four weeks, his office has been working on the 1984-85 operating budget for the campus. This request includes an 8.2 percent salary and wage adjustment and an overall increase in E&E of 5 percent. Some special adjustments in E&E are necessary—an increase of 22 percent is needed for fuel and utilities in order to balance that budget.

The 1985-86 preliminary budget request includes inflationary increases established by Central Administration of 6 percent salary and wage adjustment, 9.2 percent staff benefits increase, 8 percent library acquisitions request, 14.86 percent for fuel and utilities (UMR will require 17.2 percent) and 6 percent overall E&E increase. The 1985-86 budget contains an overall fee increase of 7.5 percent. Budgeting is to include reallocation of $2.7 million for the University and $680,000 for UMR.

INTERCAMPUS FACULTY COUNCIL: Prof. Pogue referred Council members to the minutes of the May 15, 1984, ICFC Meeting* (Full Copy) circulated with the agenda and reported that the paragraph on admissions should be corrected to read as follows: Admission requirements were reported by Rolla and Columbia. Rolla would require a combined percentile of 120 (class rank plus admittance exam). Columbia would require applicant to be in the top 50% of class and score 1000 on SAT or 23 on ACT. Prof. Pogue went on to report that the Cabinet voted to use the same Weldon Spring award process for 1984-85 as was used for 1983-84. Three options were considered and this process may be changed for 1985-86.

With regard to the early retirement document, Prof. Marlin asked why the cost of the program would be prohibitive at Rolla. Prof. Pogue replied that if a faculty member chose to retire early, the first year his salary would be needed to purchase the annuity and that the second year the salary would be available for the department to hire a replacement. However, this cost could make the program prohibitive. Prof. Brooks responded that he felt this statement that the cost of the early retirement program would be prohibitive at Rolla was made not only because most faculty who are eligible for this program at Rolla would need to be replaced and this would be costly to the departments, but also because the UMR Academic Council did not endorse this program and referred it to the U-Wide Staff Benefits Committee for discussion. Prof. Pogue reported that at their June meeting, the ICFC discussed the Early Retirement Incentive Program. Faculty elective to participate in the program will be provided with an annuity that when added to the University retirement benefit will provide a total retirement benefit more closely approximating the benefit they would receive from the University had they worked until the mandatory retirement age of seventy. The additional amount used to purchase the annuity will range from 120 percent of the current base salary for faculty at age 62 to 15 percent of the base salary for faculty at age 69. The early retirement benefit is estimated using the retirement benefit amount plus the annuity to be paid. The estimated retirement benefit at age 70 assumes the faculty member works until age 70 and receives no salary increase between ages 62 and 70. Prof. Brooks asked if the annuity was purchased at age 62 and stopped at age 70 or if the annuity was purchased at age 62 and began at age 70. Prof. Brooks also asked if the retirement allotment, the amount from the pension fund plus the annuity, would stop at age 70. Prof. Brooks stated he did not feel the Early Retirement
Incentive Program answered these questions. Prof. Pogue stated that the retirement allotment from the pension fund is based on the individual's salary and length of service. Both of these figures could change dramatically between ages 62 and 70.

Prof. Pogue next reported that the proposed changes of the Academic Grievance Procedures were discussed. The lawyer for the University is concerned with Section 8.0513, "Suspension, Termination, or Continuation of Review Process." His concern is with the suspension of dates and whether this would conflict with the law governing such procedures. Section 8.0513.05 states: It is not appropriate for two different avenues of remedy for a grievance to be actively pursued simultaneously. Therefore, in the event the grievant files a complaint with an administrative agency or body, whether federal or state, or the grievant initiates litigation against the University, its governing board, or an employee thereof, related to the grievance, (and the action appears to be abandoning the University procedure), the chancellor will request the grievant to indicate whether he or she wants to abandon the University procedure or hold it in abeyance while actively pursuing an external remedy, or whether he or she will request the outside body to hold its proceedings in abeyance until the University grievance procedure has been completed.

Prof. Pogue reported that the ICFC and other faculty met with the new University President, Dr. C. Peter Magrath, in St. Louis. UMR faculty members attending the meeting were Prof. Pogue, Prof. Johnson and Prof. Sauer. The faculty were provided copies of Dr. Magrath's vitae and copies of some of his publications which they were able to review for 30-40 minutes prior to the meeting with Dr. and Mrs. Magrath. The meeting lasted for 1 hour and 15 minutes. Prof. Pogue reported that the faculty group in general were very positive in their evaluation of the meeting with Dr. and Mrs. Magrath.

Prof. Herrick asked if in the future ICFC would be discussing admission performance requirements for the university system. Prof. Pogue answered, "NO." He stated that he personally did not feel that he was charged to discuss and represent the Rolla campus in making decisions concerning admission requirements. However, he did state that if the Academic Council did request that he do so, he would accept this charge. Prof. Herrick stated that if the Board of Curators required that the university system have one set standard for admission performance requirements, he felt a university-wide committee (an ad hoc committee) should be formed and so charged. Prof. Smith stated that the chairs of the four faculty governance bodies discussed this issue and felt that the Rolla statement that "it was unfair to accept students on the Rolla campus with a combined score less than 120 when 95 percent of the students at UMR have a combined score of 120 or greater" was a point well taken. This group also felt that problems concerning establishing university-wide admission performance requirements should be discussed by representatives from each campus; however, the procedure and group to hold these discussions was not defined. Prof. Babcock stated that even if the Board requires one set standard for the university, cannot individual departments set their own standards of performance requirements? Prof. Parks asked if the Columbia campus School of Engineering had a higher standard than the entire campus? Prof. Herrick stated that the problem is that the Rolla campus is unique in that we do not have a general education
group of students who attend this campus. Our campus is specialized, and we, therefore, admit freshmen to departments. One set standard of performance for the university would benefit high school counselors in their advising of students; however, this campus is a specialized campus and needs to have a higher performance requirement.

U-WIDE STAFF BENEFITS: Prof. Brooks stated that the U-Wide Staff Benefits Committee is scheduled to meet later this summer. They have not discussed the Early Retirement Incentive Program. The U-Wide Committee is charged to administer the retirement program and to plan ahead to recommend changes in the benefits program. Prof. Brooks reported that with regard to the medical benefits covered by the university medical program, the actuaries have recommended the following changes: First, that chiropractic services payment be limited to $30.00 per treatment, but not to exceed fifty percent, with a $900.00 per year allowance. Second, that psychiatric treatment be as follows: in-patient allowance changed to $10,000 per year, and out-patient allowance limited to $30.00 per treatment, not to exceed fifty percent. Also, it has been recommended that the maximum yearly medical benefit be increased from $500,000 to $1,000,000.

Prof. Brooks next answered the questions raised by the Academic Council with regard to derivative benefits. Individuals can choose either of the two following options: if a person vests in the retirement program and then leaves the University, he/she can either take full benefits with no derivative benefits; or the individual can take 80 percent benefits with 50 percent derivative benefit. The Academic Council also asked the cost of offering retirement benefits after 35 years of service. This would increase the cost of the program by 100 percent, mainly due to the number of clerical and service staff who begin working for the university at a young age. The cost of changing the program to 35 years service with a 60 year age requirement would be an additional 15-20 percent above the present costs. Prof. Brooks reported that there is a misconception on the Rolla campus as to how extra compensation credit is calculated towards retirement benefits. The following criteria must be met for extra compensation to be credited: the extra compensation amount must be at least 10 percent of the nine-months salary, but not more than 20 percent of the nine-months salary can be credited, and must be for a minimum of four weeks. If the appointment paper is not written to cover a four-week period, the extra compensation is not credited.

NEW BUSINESS: President Sauer asked Council if they were of a consensus of opinion that he, as Council President, write to Curator Tom Smith thanking him for conducting the search for a new president of the university and for its success; and also that he write to President Peter Magrath pledging the support and allegiance of the UMR Academic Council. Prof. Herrick so moved. The motion was seconded by Prof. Edwards and passed by unanimous Council vote.

Prof. Herrick reported that at the last Council meeting, he stated that he would contact the Physics Department to see if they would accept an editorial change in the language of their course "Man's Environment" as reported in Curricula Committee Report No. 6. Prof. Herrick stated that he contacted the Physics Department and Chairman Alexander stated that the Physics Department was in total agreement with the proposed change and the course will now be entitled, "Human's Environment."
REFERRALS: President Sauer reported that two referrals are being made to the Admission and Academic Standards Committee. The first is a study and report to Council of a recommended change in the current academic regulation requiring that students register for nine credit hours of course work per semester before they can be removed from probation. This regulation as currently written makes it impossible for part-time students to be removed from probation as an appeal process does not exist. Second, a study and report to Council of the current procedure of cancellation of registration for students whose records are referred for action.

The meeting adjourned at 3:03 p.m.

Respectfully submitted,

H. J. Sauer, Jr.
Acting Secretary

*Complete document on file with smooth copy.

Minutes of the Academic Council meetings are considered official notification and documentation of actions approved.
ACADEMIC COUNCIL MEETINGS  
(1:30 p.m. in G-5, Humanities-Social Sciences)

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AGENDA DEADLINES (1:30 p.m.)

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GENERAL FACULTY MEETINGS  
(4:00 p.m. in the Aaron Jefferson Miles Auditorium)

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RULES, PROCEDURES AND AGENDA COMMITTEE MEETINGS  
(1:30 p.m. in Room 210 of the Mechanical Engineering Building)

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May 4, 1984

UNIVERSITY OF MISSOURI-ROLLA
OFFICIAL BALLOT

TO: MEMBERS OF THE GENERAL FACULTY

Please

(1) Mark your ballot.
(2) Return to the Chairman of the Rules, Procedures and Agenda Committee by May 25, 1984.

Proposed BY-LAW Changes:


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<td>86.90%</td>
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I approve.

I approve with the following exceptions: ____________________________________________

I disapprove.

2. Recognition of the administrative reorganization.

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I approve.

I approve with the following exceptions: ____________________________________________

I disapprove.

3. Inclusion of the Campus Exigency Committee.

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<td>77.93%</td>
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I approve.

I disapprove.

4. Description change for the Rules, Procedures and Agenda Committee and the Student Scholastic Appeals Committee.

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I approve.

I disapprove.

5. Giving voting privileges to student members of the Academic Council.

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I approve.

I disapprove.

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On or before May 25, 1984, please fold, staple, and return to -
Option 1: Continue the process used this year (with possible changes in percentages):

27% open systemwide competition, internal committee (75 proposals for this competition submitted 1984)

19.5% UMC
15.5% UMKC
15% UMR
15% UMSL
8% Multicampus and Presidential Award for Research and Creativity

Option 2: Invite proposals from individuals—to be judged by external peers (2 per proposal?), with final ranking by an internal group (?). Assuming 200 proposals, $50 per reviewer honorarium addition out-of-pocket cost of $20,000.

Option 3: (Chancellor Grobman). Invite proposals from individuals to be reviewed with awards made by a group of three external graduate deans. Estimate additional out-of-pocket cost of $5,000 ($1,000 each, plus expenses).
Target Financial Plan

"Middle" Revenue Forecast

Accelerated Achievement of Salary Objectives

(Dollars in Millions)

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Projected Surplus (Def.)

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* Base is adjusted annually to reflect reallocations to cover deficits in prior year.

** University's share of state revenue remains constant**
## Target Financial Plan

"Middle" Revenue Forecast

Constant Percentage Increase in Salaries

(Dollars in Millions)

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| **Projected Revenues** |       |       |       |       |       |       |       |       |       |       |
| Middle Forecast    | $308  | $326  | $344  | $364  | $386  | $409  | $435  | $462  | $490  | $519  |
| Increased Giving   | --    | 2     | 3     | 5     | 7     | 9     | 12    | 14    | 17    | 20    |
| Total Available    | $308  | $328  | $347  | $369  | $393  | $418  | $447  | $476  | $507  | $539  |

| **Projected Surplus (Def.)** | $0    | ($2)  | ($3)  | ($1)  | ($2)  | ($2)  | $1    | $1    | $1    | $1    |

* Base is adjusted annually to reflect reallocations to cover deficits in prior year.
## Target Financial Plan

"Low" Revenue Forecast

Constant Percentage Increase in Salaries

(Dollars in Millions)

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| **Projected Revenues**     |      |      |      |      |      |      |      |      |      |      |
| Low Forecast               | $308 | $318 | $333 | $349 | $366 | $385 | $406 | $426 | $447 | $469 |
| Increased Giving           |      |      |      |      |      |      |      |      |      |      |
| Total Available            | $308 | $320 | $336 | $354 | $373 | $394 | $418 | $440 | $464 | $489 |

| **Projected Surplus (Def.)** |      |      |      |      |      |      |      |      |      |      |
|                             | $0   | ($10)| ($6) | ($5) | ($6) | ($5) | ($2) | ($7) | ($6) | ($4) |

* Base is adjusted annually to reflect reallocations to cover deficits in prior year.

** University's share of state revenue decline by 0.222% per year.
Toward Excellence:
The Next Decade of
The University of Missouri

A Report of
the Long-Range Planning Steering Committee
of the
Board of Curators

Submitted June 22, 1984
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This report is the product of many months of effort on the part of numerous groups and individuals. The Long-Range Planning Steering Committee was appointed by the University of Missouri Board of Curators in March, 1983, to accomplish two major tasks: to chart future directions for the University of Missouri and to establish an ongoing planning process. Recognizing that effective planning requires widespread participation, the Board also created liaison committees for each campus and for the Cooperative Extension Service. The liaison committees have provided suggestions to the Steering Committee and have reacted throughout the planning process to major recommendations. The result of this approach has been the involvement of a large number of people, and future planning efforts should continue to solicit such widespread participation. Members of the Steering Committee and of the five liaison committees are listed in Appendix A.

In the course of preparing its recommendations, the Steering Committee recognized that the environment of higher education in Missouri and in the nation is changing rapidly. There are numerous economic, technological, demographic, political, social, and competitive forces that greatly affect the institution's future, and the Steering Committee has done its best to take cognizance of such forces in framing its recommendations. On the other hand, this report has been prepared in the spirit of taking the initiative to chart and control the University's destiny. Through planning, one can hope to influence the future positively, and it is the Committee's belief that the University of Missouri has many more reasons to be optimistic than pessimistic. The years ahead pose significant challenges in the maintenance of enrollments, budgetary support, and the level of quality to which Missourians have been accustomed, and these challenges should not be underestimated. They can be met most effectively by an institution which has clearly articulated its goals, objectives, and implementation strategies for the future. It is recommended that, when considering the plan proposed by this Committee, the Board of Curators work closely with the Governor, the General Assembly, the Coordinating Board for Higher Education, and other appropriate groups and individuals to determine its overall feasibility.

Part I of this report presents the mission of the University of Missouri. Building on the Mission Statement, Part II of the report identifies in more detail the clientele to be served. Part III focuses on the ways in which the University of Missouri is different, its elements of distinctiveness. Within this context, Part IV identifies the goals and objectives to be pursued by the University over the next several years. These goals and objectives are for the entire system and provide a foundation for the development of mission statements, goals, and objectives by each of the four campuses. Part V provides a financial plan for achievement of the objectives, with special emphasis on strategies for balancing future revenues and expenditures. Part VI recommends policies for student fees. Part VII recommends the planning principles to be employed in the future to insure that the recommendations of the present report are implemented and that individual campuses establish ongoing planning processes. Each of the parts of the report is purposefully brief.
to facilitate concentration on the major issues and directions established for the system.

It should be emphasized that this is only the first step of an ongoing process. Individual campuses are now using this plan in setting resource priorities for their academic programs and support services; system administration will be launching major initiatives in response to the recommendations contained in this report; campuses will be articulating their own responses to system objectives--these and other actions will necessitate widespread participation and commitment to the task. Shaping the future is one task of a body corporate, and the Steering Committee invites reactions to this first report as the process continues to unfold.
EXECUTIVE SUMMARY

The Long-Range Planning Steering Committee was appointed by the University of Missouri Board of Curators to accomplish two major tasks: to chart future directions for the University of Missouri and to establish an ongoing planning process.

Mission and Clientele

The University of Missouri is a single institution with four campuses. In Missouri, the University is the only public institution which offers doctoral and advanced professional programs and which has a major and expanding commitment to research, scholarly work, and creative activity. As a land-grant institution with an extension mission, the University is responsible for extending knowledge to the people in order to improve the quality of life for Missourians.

The University of Missouri serves principally the citizens of Missouri and shares a responsibility with other Missouri institutions to bring educational opportunities to students throughout the State. Through its educational programs, which are available to those who meet admission standards, the University educates students broadly and also prepares a capable work force to meet the needs of employers. The University is a part of the international scholarly community and engages in research and creative programs to improve the quality of life and to contribute to a higher standard of living throughout the world.

The University has a long tradition of offering clinical and cooperative educational programs in order to meet more effectively the needs of Missouri citizens and to provide educational experiences for students. Diversity across the University's four campuses also contributes to the University's ability to respond to the educational needs of Missourians. The University builds on the distinctive elements of its four campuses, ever mindful that the institution is but one part, albeit the keystone, of Missouri's higher education system.

Goals and Objectives

The goals presented in the report represent major responsibilities and focal points for action for the University; the objectives describe the major steps that are to be taken toward achievement of these goals. Goals and objectives are presented in the following categories:

Student Development - The goals and objectives presented in this section focus principally on the University's commitment to provide both a general and a specialized education to students and to attract and retain the types of students required for an effective learning environment. It is recommended that special attention be given in the near future to recruiting students with outstanding academic ability and to achieving the University's affirmative action commitments through scholarships and other programs designed to attract and retain students. Objectives also focus on the maintenance of high quality instruction, including the development
of a special fund to encourage experimentation and innovation in the classroom.

Programs - Goals and objectives in this section focus on the need to maintain high quality in all program offerings, to achieve special recognition in selected fields, to extend geographic accessibility, and to utilize appropriate technology in the classroom. Two objectives worthy of particular note are determination of academic program priorities by October 15, 1984, and the identification of at least ten programs within the University for maintenance or achievement of national and international eminence by 1995.

Research - Consistent with the statement of mission, the goals and objectives in this section are intended to strengthen research activities and to increase the visibility of the University on local, national, and international scales. A major objective is to double sponsored research funding by 1990. Special attention is also given to development of focused research programs which respond to problems of concern to the State of Missouri and to the nation and to pursuit of joint research projects with industry and other external organizations. It is also recommended that services in support of research be improved.

Extension and Service - The status of the University as a land-grant institution requires that it provide practical information derived from strong instructional and research programs; therefore, the goals and objectives in this section respond directly to the needs of the State and of its local communities. For example, one objective recommends the formation of a task force to determine ways in which the University might assist the State in improving the quality of education in the public school system. In general, the goals and objectives in this section seek to increase the University's interaction with citizens and organizations that may be served effectively by the programs and services of the institution.

Faculty - The principal resource of any university is the faculty, and the goals and objectives presented in this section attempt to maintain and strengthen this critical resource. A high priority for the University during the coming decade is to increase faculty salaries to competitive levels in order to attract and retain highly qualified teachers and scholars. Another objective of the University is to facilitate excellence in teaching and research, particularly through the provision of increased supplies, support staff, and access to library and computer resources. The objectives also call for special attention to performance evaluation and to other elements of the environment necessary to facilitate excellence in teaching and research.

Staff - The University of Missouri is committed to the attraction and retention of high quality staff who can contribute to the attainment of the goals and objectives listed throughout the report. A high priority of the University is to increase staff salaries to competitive levels and to make major commitments to overall professional development opportunities for staff. Special emphasis also is placed on performance evaluation.
Administration, Organization, and Support Services - The goals and objectives established in this category focus on the need for an ongoing planning process, both at the system level and on individual campuses, and on the need to give special attention to determining the appropriate organizational structure for the University. It is also recommended that special efforts be made to continue the search for increased effectiveness and efficiency in administration.

Financial - The goals and objectives in this section focus on the need to secure additional funds for the University in order to overcome current deficiencies and to respond to new opportunities in the future. Objectives focus on doubling the amount of private giving to the University of Missouri and on utilizing resources more efficiently.

Financial Plan for Achievement of Objectives

This section of the report identifies the cost of achieving the objectives, the future revenues estimated to be available, and strategies by which projected revenues and costs may be brought into balance over the next ten years. Working within a range of alternative revenue forecasts, the Committee targeted a "most likely" revenue estimate of $520 million annually by 1994. Achieving the objectives requires a higher revenue, and the Committee recommends that the University make a major commitment to reallocation of funds ($22 million over a three-year period) and to increasing gifts, grants, and contracts (approximately $20 million over the planning period). These funds provided by the University, in conjunction with the projected increases in revenues from the State, will enhance significantly the quality and stature of the University as a major graduate and research institution.

Recommended Policy for Student Fees

The Committee recommends continuation of the existing fee policy until a more comprehensive study of possible alternatives is completed during the next two years. It is recommended that student fee levels be determined annually based on accessibility, cost of program, and charges at other institutions. The Committee also concludes that there is no inherent reason for uniformity of fees on all University campuses.

Guidelines for Future Planning

This report completes the first phase of an ongoing planning process for the University of Missouri. It is important that future planning be: decision-focused, information-based, timely and structured, and participatory. Further, planning must be directly tied to budgetary decisions, and it must be a continuing process. These principles, taken together, provide a blueprint for future planning efforts at the University of Missouri. The President of the University is responsible for developing a mechanism for monitoring progress toward goal attainment and for making revisions to the overall plan in close consultation with the Board of Curators.
PART I: MISSION OF
THE UNIVERSITY OF MISSOURI AND ITS CAMPUSES

University Mission

[The University Mission Statement in this section was approved by the Board of Curators on February 10, 1984.]

As a single public institution of higher education, the University of Missouri will continue to fulfill its responsibilities in teaching, research, and extension as a part of the national/international academic and scientific community. The University also will provide other services which are by-products of instruction and research or needed as the result of the University's unique knowledge base. In all these activities, the University will be responsive to the citizens of the State.

The University will continue to offer a wide range of high quality baccalaureate, professional, graduate, and extension programs designed to prepare students to achieve positions of leadership and responsibility and to fulfill their potential. In the public sector of higher education in Missouri, the University is the only institution offering doctoral and advanced professional programs. The University will provide the best possible education for those who meet its admission requirements, which are designed to insure a reasonable probability of achieving appropriate educational goals.

As the only public research institution in the State, the University has a major and expanding commitment to research, scholarly work, and creative activity. This commitment enriches and supports teaching and extension educational programs by making available to students the intellectual excitement and challenge found only at the frontiers of learning, as well as producing new knowledge and new understandings which benefit the people of the State. In its research and creative activities, the University will seek and respond to opportunities for cooperative projects with external organizations where such projects are consistent with the University's basic educational missions.

As a land-grant institution with an extension mission, the University is responsible for using its educational resources to extend knowledge to the people in order to improve the quality of life for Missourians.

The campuses are deliberately diverse. Each campus has unique responsibilities for teaching, research, extension, and public service programs. Yet each campus also maintains a strong arts and sciences program, essential to the University's commitment to provide a liberal education. The University is committed to cooperative efforts among its individual units to provide the optimal contribution by the total University to the citizens of the State.

To fulfill its responsibilities to the State and its various constituencies, the University will regularly assess the quality, effectiveness, and efficiency of its programs and services.
In meeting its responsibilities, the University is committed to the important principle of academic freedom. Academic freedom and the related responsibilities protect the search for truth and its open expression, which are indispensable to the success of the University.

As an equal opportunity/affirmative action institution, the University will provide the greatest possible access to those qualified to benefit from its programs.

Campus Missions

Mission statements for individual campuses will not be approved by the Board of Curators until the program review process is completed in October, 1984 (see Appendix B for details on the program review process). For purposes of conducting the program reviews, each campus is assuming that its role and scope is the same as stated in the Revision of the Academic Plan, 1975-1985 adopted by the Board of Curators in November, 1980. In addition, campuses have prepared draft mission statements which will guide their evaluations of programs (see Appendix D).
PART II: CLIENTELE TO BE SERVED

Through its instructional, research, and service programs, the University of Missouri serves principally the citizens of Missouri. In doing so, the University responds selectively to the educational needs of a diverse clientele. This section of the document identifies the clientele to be served; the goals and objectives to be pursued on behalf of the clientele are presented in Part IV.

-- The University's primary responsibility is to serve students and citizens of Missouri. The University enrolls students from other states and countries to contribute to greater world understanding and to provide a richer learning environment for Missouri residents.

-- The University's educational programs are available to those who meet its admission standards. Entering students are expected to have educational skills of sufficient breadth and depth for successful completion of University work. These admission standards are to be rigorous enough to screen out those with little chance of success, yet flexible enough to provide access to able but educationally disadvantaged students.

-- Employers constitute an important clientele of the University. As the University produces educated citizens, it also provides a capable work force to meet the needs of employers.

-- As part of an international research community, the University engages in research and creative programs to improve the quality of life and to contribute to a higher standard of living throughout the world. Through these programs, the University also directly serves Missouri citizens, businesses, government and service agencies, and cultural organizations.

-- The University has a responsibility, shared with other educational institutions in the State, to bring educational opportunities to students who are unable to leave the areas of their residences. In addition to the programs provided on its four campuses, the University serves Missouri citizens located throughout the State through its extension and continuing education programs.

-- As by-products of its instructional and research programs, the University provides direct services to a large number of Missouri citizens, businesses, organizations, and governmental agencies.

Given limited resources, no single institution can address all the needs of its constituents. Thus, it is incumbent upon the University to identify the needs of highest priority. In determining these priorities, the University will depend heavily on the extent to which its clients have significant and demonstrable needs that can be addressed by programs of high quality.
PART III: ELEMENTS OF DISTINCTIVENESS

In serving the needs of its clientele, the University emphasizes its unique features and strengths as Missouri's largest and most comprehensive public institution of higher education. The distinctive features of the University include the following:

-- The size and comprehensiveness of the institution make possible a wide variety of undergraduate, graduate, and professional programs.

-- The multi-campus nature of the University increases its ability to offer programs to citizens of the State in various locations.

-- The University is the only public institution in the State which emphasizes research and doctoral education as major academic missions. This emphasis on advanced education and research attracts faculty who are at the forefront of knowledge in their disciplines.

-- The University continues its long-standing tradition of offering clinical and cooperative educational programs, emphasizing the creative integration of theory and application.

-- The land-grant status of the institution provides opportunities and responsibilities to which the University continues to respond.

-- The University has sufficient strength in some program areas for the achievement of national and international recognition. These strengths continue to be identified and enhanced.

-- The strong emphasis on quality that has characterized the University's programs and services in the past is being given even greater attention.

-- The University's four campuses are, purposefully and by virtue of their historical development, quite diverse in their missions, clientele served, and areas of programmatic strength. This diversity enhances the University's ability to respond to the educational needs of Missourians and provides opportunities for cooperative programs.

In continually modifying and enhancing the quality and effectiveness of its programs, the University builds on these distinctive elements in an imaginative manner, ever mindful that the University is but one part, albeit the keystone, of Missouri's higher education system.
PART IV: GOALS AND OBJECTIVES

The goals presented below represent major responsibilities and focal points for action for the University; the objectives describe the initial steps that are to be taken toward achievement of these goals. Through accomplishment of these goals and objectives, the mission of the University will be fulfilled and the needs of students and other constituents will be met. It is expected that the University's goals will be reviewed and revised as necessary every few years. The University's objectives will be reviewed and updated annually. Objectives to achieve more of the goals will be added in the years ahead.

Even though the people of Missouri must determine for themselves the investment to be made in the University, the Committee found it helpful to utilize a comparative group of educational institutions in developing several of the specific objectives in this section. In doing so, the Committee decided to continue the established University practice of using the public Big Eight/Big Ten institutions. These institutions have served historically as the comparative model for the University, and it is a group that is generally understood by State officials and one to which Missourians generally relate and understand.

**Student Development**

**Goal 1:**
All baccalaureate graduates of the University should have a sound intellectual foundation in the liberal arts and sciences which provides the ability to reason and think critically, to write and speak coherently, to understand important issues confronting society, to understand the importance of international affairs in an increasingly interdependent global environment, to continue learning throughout life, to understand our culture and history, to appreciate the fine arts and the humanities, and to understand major scientific and technological influences in society.

**Goal 2:**
In addition to a general education, graduates of the University should have a sound background in their areas of specialization to enable them to pursue their chosen goals.

**Goal 3:**
The University should provide an environment which will contribute to the personal and social development of its students.

**Goal 4:**
The University is committed to reducing economic and physical barriers for students.

**Goal 5:**
The University strives to attract a student body that is diverse in race, age, and sex.
Consistent with these general goals, the following specific objectives will be accomplished:

Objective 1:
Each campus should prepare and submit to the President annually an enrollment plan. Such plan should reflect expected changes in the State's demography and include the projected mix of the student body on a variety of dimensions, e.g., graduate/undergraduate, age distribution, in-state/out-of-state.

Objective 2:
The University should increase its efforts to attract outstanding students through faculty, student, and alumni visits to middle schools, high schools, and community colleges, by designation of special scholarships, by utilization of extension centers in each county, and by other means. The University should provide leadership for identifying talented students at an early age and should facilitate the educational experiences of such students.

Objective 3:
The University will increase its efforts to achieve its affirmative action commitment through scholarships and other programs designed to attract and retain students.

Objective 4:
Each campus should insure that, within generally accepted prerogatives of the faculty, appropriate policies and procedures exist for the handling of transfer credit.

Objective 5:
In order to provide incentives for experimentation and innovation in instruction, the University will dedicate resources and award grants annually on a competitive basis. The University of Missouri central administration (UMca) will develop the guidelines for such a program during 1984 and will obtain the funding for implementation by May 1, 1985.

Objective 6:
The campuses, with the assistance of UMca, will improve the University's ability to assess the extent to which it accomplishes its instructional mission. In particular, the University will improve its information in regard to: the extent to which students' skills and knowledge are improved by the University; the placement of graduates; the percentage of graduates who choose to pursue advanced study; the achievements of alumni; and the results of self-assessments by students of their educational experiences and outcomes. This information will be incorporated in the University's internal process of academic program review.
Programs

The University is committed to offering programs of high quality and to attaining special recognition in selected fields. The following goals and objectives reflect this commitment to qualitative development:

Goal 1:
The University will strive to improve the quality of its programs and thereby serve Missourians more effectively and enhance its national and international reputation.

Goal 2:
The University will aspire to the achievement of eminence in selected fields.

Goal 3:
The University should emphasize graduate and professional education in selected fields.

Goal 4:
In order to provide geographic accessibility to a broad array of programs, the University will continue to develop cooperative programs across its various campuses.

Goal 5:
Through developing technology, the University will endeavor to provide increasing access to educational offerings and information on a state-wide basis.

Goal 6:
In addition to offering high quality in all of its programs, the University should expand its honors and other special programs of particular interest to outstanding students.

Goal 7:
The University should initiate an ongoing evaluation process to determine its program offerings and priorities for the future. Principal focal points for evaluation should be quality, need for the program, contribution to mission, financial considerations, and comparative advantage.

Consistent with these general goals, the following specific objectives will be accomplished:

Objective 1:
The President will evaluate the University's present internal process for reviewing academic programs and will make recommendations for improvement to the Cabinet by December 1, 1984.
Objective 2:
By January 1, 1985, the President will propose specific mechanisms for developing more cooperative efforts in academic programs both within the University and with other institutions, where such cooperative efforts can effectively increase quality or serve unmet needs in an efficient way.

Objective 3:
The campuses and Cooperative Extension are to set priorities for academic programs consistent with the criteria and procedures in Appendix B. Priorities are to be determined by October 15, 1984.

Objective 4:
By March 15, 1985, at least ten programs will have been selected to maintain or to achieve national and international eminence by 1995. Such programs should draw on the strengths available throughout the University, including the development of formal cooperative programs where appropriate.

Objective 5:
The University should provide increased funding for program enhancements and additions.

Research

As indicated in the statement of mission, the University has a "major and expanding commitment to research, scholarly work, and creative activity." Fulfillment of this commitment serves the needs of the State and nation and also enriches ongoing instructional and extension activities. The following goals will be pursued:

Goal 1:
The University's primary goal in research is to discover, expand, and apply knowledge.

Goal 2:
The University has a special responsibility to respond to the research needs of the State to the extent that such needs can be met competently with available resources.

Goal 3:
A goal of the University for the coming decade is to strengthen its research and to increase its visibility on a national and an international scale.

Goal 4:
Without infringement upon academic freedom and the need for a diverse array of research activities, the University will provide focused research programs which respond to societal needs and take advantage of the University's unique resources.
Goal 5:
Major efforts will be made by the faculty of the University to incorporate research into educational programs in order to insure the maximum possible benefit for students.

Consistent with these general goals, the following specific objectives will be accomplished:

Objective 1:
The individual campuses and UMca are encouraged to take the necessary steps to increase both the quantity and quality of research and creative activity. Recommendations for changes in policies and procedures to facilitate achievement of this objective should be made to the Chancellors and the Vice President for Academic Affairs.

Objective 2:
The University will double its sponsored research funding by 1990. The President will report annually on progress toward reaching this goal.

Objective 3:
Based on recommendations from the campuses and Cooperative Extension, the University will identify outstanding applied research programs which will focus on major problems of concern to the State of Missouri and the nation.

Objective 4:
The Vice President for Academic Affairs, with the advice of the Chancellors, will appoint a faculty task force to recommend strategies and incentives for increasing the number of joint research projects with industry and national or international agencies or organizations. The task force is to submit its recommendations by March 1, 1985.

Objective 5:
University libraries will continue to place a high priority on the development of research collections and on the use of advanced technology for intercampus sharing of such resources.

Extension and Service
All of the programs and activities of the University are provided for the benefit of the citizens of Missouri. Thus, accomplishment of the goals and objectives listed above will constitute service of the highest order to Missourians. There are, however, several additional goals which will be pursued in order to meet the University's responsibilities to the State and to local communities.
Goal 1:
The University will continue to seek the goals stated in the Morrill, Hatch and Smith-Lever Acts, which constitute the basis of its status, as well as that of Lincoln University, as a land-grant institution.

Goal 2:
Through its instruction, research, and service, the University will continue to contribute to the economic vitality of the State.

Goal 3:
Through the various extension programs of the University, special emphasis should be placed on providing practical information derived from strong research programs.

Goal 4:
The University will provide leadership in assisting the State to improve the quality of education in the public school system and will encourage faculty, especially within the Colleges of Arts and Sciences and Education, to work as partners with the Missouri Department of Elementary and Secondary Education, public school administrators, and public school teachers.

Goal 5:
Special efforts will be made to increase collaborative efforts with the professions in order to enhance overall quality of instruction and practice.

Goal 6:
The University will continue to provide opportunities for intellectual, artistic, aesthetic, cultural, and athletic experiences to the general public.

Goal 7:
The University will seek to increase the participation of Missouri citizens in all levels of education.

Consistent with these general goals, the following specific objectives will be accomplished:

Objective 1:
A University task force is to be appointed by the Vice President for Academic Affairs by October 1, 1984, to determine ways in which the University might assist the State in improving the quality of education in the public school system. The task force is to submit its report by no later than July 1, 1985.
Objective 2:
By the Fall semester of 1985, the University will have in place a series of in-service programs in subject-matter areas for elementary and secondary teachers. Such programs should capitalize on the strengths available within the University system.

Objective 3:
The University will initiate a special program designed to inform more effectively Missouri citizens of the benefits of participating in higher education programs. This program will be developed by UMca in close consultation with public and private secondary schools. The initial design of such a program is to be completed by November 1, 1984.

Objective 4:
The University will evaluate the performance of extension programs in contributing to the achievement of the University's mission. The President will report the results of such evaluations annually to the Board.

Faculty

The principal resource of any University is the faculty. As indicated by the following goals and objectives, the University of Missouri is committed to high standards of accomplishment:

Goal 1:
The University will facilitate excellence in teaching and research in all ways possible, including the provision of a supportive environment.

Goal 2:
The University will insure that its policies and procedures facilitate the attainment of high quality and enable faculty to concentrate their time on teaching, research, extension, and public service.

Goal 3:
It is important to emphasize standards and expectations for faculty performance which reflect the University's commitment to excellence. Standards and reviews of performance developed for salary adjustments, promotion, tenure, and other rewards must reflect the relative quality of faculty contributions. To the extent that expected levels of quality are not achieved, appropriate action should and will be taken.

Goal 4:
A high priority is to increase faculty compensation to levels befitting a university which seeks to be competitive on a national scale.
Goal 5:
A stronger commitment will be made to professional development of faculty.

Consistent with these general goals, the following specific objectives will be accomplished:

Objective 1:
By 1988, the University will have achieved an average faculty salary equivalent to the average salary in the Big Eight/Big Ten. By 1993, the University will have achieved an average faculty salary equivalent to the average salary in the Big Ten.

Objective 2:
The University will double the number of named professorships by 1988. Achievement of this objective is to be considered in the development of a plan to double private giving to the University (see Financial Objective 3).

Objective 3:
The University will seek to increase substantially the support services available to faculty. Special emphasis will be placed on equipment and expenses, adequate clerical and technical support staff, and access to library and computer resources.

Objective 4:
As soon as possible, the University will develop a proposal to provide early and phased retirement options that are in the best interests of faculty and the University.

Objective 5:
The President, in consultation with the Chancellors, will evaluate existing processes for performance evaluation and determine if improvements can be made. A description of the evaluation and its results will be presented to the Board no later than January 1, 1985.

Staff

The University of Missouri is committed to the attraction and retention of high quality staff who can contribute to the fulfillment of mission and attainment of the goals and objectives listed elsewhere in this document. The goals to be pursued in this area are as follows:

Goal 1:
The compensation of administrative and support staff should be competitive.

Goal 2:
Performance reviews should be conducted on a regular basis to enhance long-range development, as well as to provide an information base for
salaries and promotions. To the extent that satisfactory performance is not achieved, appropriate action will be taken.

Goal 3:
A commitment will continue to be made to the professional development of staff.

Goal 4:
The overall administrative environment of the University should encourage consultation with staff in decisions which affect them and to which they can contribute important and knowledgeable advice.

Consistent with these general goals, the following specific objectives will be accomplished:

Objective 1:
By 1988, the University will have achieved an average salary for administrative personnel equivalent to the average salary for comparable positions in the Big Eight/Big Ten. By 1993, the University will have achieved an average salary for administrative personnel equivalent to the average salary for comparable positions in the Big Ten.

Objective 2:
By 1988, the average salary for office and technical staff employed by the University should be equivalent to the average salary for comparable positions in the relevant employment markets.

Objective 3:
The President, in consultation with the Chancellors, will evaluate existing processes for performance evaluation of the administrative and support staff to determine if improvements can be made. The President will provide a description of the evaluation and its results to the Board by January 1, 1985.

Administration, Organization, and Support Services

Several critical principles govern the operation of the University: (1) the University of Missouri is a single institution, operating on multiple campuses; (2) decentralization of authority is encouraged so that decisions are made, wherever feasible, by the faculty and administrative authorities most closely involved; (3) system administrators should continue to be sensitive to the differential impact which decisions may have on the various campuses; and (4) the University will utilize ongoing planning and evaluation processes to insure effectiveness, efficiency, and responsiveness to changing conditions.

The Board of Curators has ultimate authority and responsibility for the overall direction and major policies of the University. In exercising this authority, the Board establishes broad policies that enable the diverse units of the University to carry out effectively their individual
missions. The Board also evaluates the effectiveness and efficiency of the University's programs and administrative procedures.

The central administration of the University has several critical roles: (1) to provide overall leadership in establishing educational and administrative policy for the system; (2) to provide staff support to the Board of Curators, including submission of recommendations with respect to matters requiring Board action and other information for Board consideration; (3) to provide support services in those areas where, by reason of scope, cost effectiveness, and/or legal status, such services are inappropriately provided at the campus level; (4) to encourage and support the development of cooperative programs across the campuses; (5) to serve as the voice of the single University to address the citizens and governance of the State as a whole; and (6) to provide a forum for sharing information, facilitating professional growth and development, identifying new opportunities, and resolving intercampus conflicts.

Within this overall framework, the campuses operate with significant autonomy in implementing broad system policies and in the development of strategic initiatives that respond to the conditions unique to each campus.

The general goals to be pursued are:

**Goal 1:**
The University seeks to provide an administrative environment noted for its excellence in the support of faculty and students and in the overall management of the University.

**Goal 2:**
The University should establish an ongoing planning process at the system level and on individual campuses to insure that the institution as a whole is responsive to changing needs and conditions in the State and nation.

**Goal 3:**
The University and its campuses should continue to search for ways to increase effectiveness and efficiency in administration.

Consistent with these general goals, the following specific objectives will be accomplished:

**Objective 1:**
The University should conduct a study to determine the appropriate structure for the University, with special emphasis on the appropriate division of responsibility between central administration and the campuses. This study, to be conducted under the aegis of the Board of Curators, should utilize the expertise of outside consultants who have knowledge of other university systems. Such study should be completed by September, 1985.
Objective 2:
The campuses and central administration are to evaluate all administrative and support services for effectiveness and efficiency by October 15, 1984. Criteria and procedures for these evaluations are provided in Appendix D.

Objective 3:
The President will insure that the present planning effort becomes an ongoing process involving curators, administrators, faculty, staff, students, alumni, and community leaders. This objective is addressed more fully in Part VII of this report.

Objective 4:
The President should monitor the progress made toward achievement of the goals and objectives contained herein and report periodically to the Board. The timetable for reporting will vary according to the specific objective but generally should be on an annual basis.

Objective 5:
The central administration should establish a process of needs assessment and trends monitoring and provide appropriate data to the Board and to the campuses to serve as a basis for planning.

Objective 6:
The present procedures for adding programs, which typically result in a substantial time lag between identification of a clear need and the matriculation of students, must be streamlined for responsiveness. The President will initiate discussions with the campuses and with the Coordinating Board for Higher Education to identify ways in which this objective might be realized.

Financial

Achievement of many of the goals and objectives recommended in this report will depend on the success of the University in securing the necessary funding. The goals and objectives in this section are directed toward achieving the most effective use of the University's resources and to increasing its resource base. Part V of this report focuses on strategies to fund the objectives.

Goal 1:
To meet its responsibilities in teaching, research, and extension, the University must secure appropriate levels of financial support from the State Government, the Federal Government, county governments, student fees, grants, contracts, and private gifts.

Goal 2:
The University must utilize its resources efficiently in accord with established program priorities and must demonstrate this accountability to its internal and external publics.
Consistent with these general goals, the following specific objectives will be accomplished:

**Objective 1:**
Given present resource levels, it is imperative that the University take steps to secure the funds necessary to overcome current deficiencies and to finance its priorities for the future. Such sources may be external to the University, but it is also clear that increased attention must be given to the reduction of existing programs and to the reallocation of resources.

**Objective 2:**
At the February 1985 meeting of the Board of Curators, the President will discuss with the Board a strategy for communicating as effectively as possible to the citizens of Missouri the unique strengths and financial needs of the University and its campuses.

**Objective 3:**
At the February 1985 meeting of the Board of Curators, the President will discuss with the Board a plan to double private giving to the University of Missouri, both for restricted and unrestricted purposes of the institution as a whole.

**Objective 4:**
As a part of the University's regular annual report to the Board of Curators, the President will provide performance measures for the campuses and central administration in administrative, instructional, and support areas and will indicate the results of steps taken during the year to utilize resources more efficiently.
PART V: FINANCIAL PLAN FOR ACHIEVEMENT OF OBJECTIVES

The purpose of this part of the report is to (1) identify costs associated with the objectives stated in Part IV, (2) estimate future revenues available, and (3) recommend ways by which projected revenues and costs may be brought into balance over the next ten years.

Projected Costs

Two major elements of cost will be addressed in this section: (1) increases in costs as the result of inflation over the next ten years, and (2) those costs beyond inflation which will be incurred if the objectives stated in Part IV are implemented. Each of these cost categories is discussed briefly below.

The University of Missouri's 1984-85 base budget, excluding auxiliary enterprises, gifts and grants, hospital and clinics, and other restricted activities, is expected to be approximately $308 million. Assuming an inflation rate of 5 percent per annum, the base budget in 1993-94 would be approximately $480 million. This is the amount which would be required to maintain programs and services at present levels, with no allowance for real growth in faculty and staff salaries, equipment purchases, materials and supplies, and other items. Yet it is clear from the goals and objectives stated in Part IV that real improvements are needed along a number of dimensions, most notably in salaries and direct support of academic programs.

Although many of the objectives can be achieved within the University's present base budget, the additional cost of achieving the objectives in Part IV is estimated to be almost $47 million per year in 1984 dollars and, when adjusted for inflation, $75 million per year in 1994 (see Appendix E for detailed cost estimates). Even though 60 percent of this total is attributable to improvements in faculty and staff salaries, the Committee's purpose in recommending these increased expenditures is to improve the quality of academic programs. The University is very labor intensive, with almost 80 percent of the base budget devoted to employee compensation. Improvement of program quality requires competitive salaries and wages, and the University of Missouri's average salaries are presently far below those of peer institutions.

In total, the University of Missouri needs $480 million in 1994 in order to adjust for inflation and an additional $75 million in order to achieve the objectives stated in Part IV. The following section examines the revenues estimated to be available to meet this total budgetary need of $555 million.

Projected Revenues

After considerable deliberation, the Committee decided that the most likely revenue estimate for 1994 is approximately $520 million (see Appendix F for assumptions underlying this estimate). Recognizing the considerable uncertainty involved in revenue forecasting, however, the Committee agreed that future planning should allow for a range of plus
and minus ten percent. Hence, the revenue estimates considered by the Committee range from a low of $470 million to a high of $570 million in 1994.

The Committee does not believe that the "high" revenue forecast of $570 million is likely to occur by 1994. Achievement of this level of revenue is desirable, as it would permit full funding of the objectives and, in addition, further program enhancement during the latter part of the ten-year planning horizon. More realistically, however, it was decided that the estimate of $520 million in 1994 should be adopted for planning purposes, and this figure was used to compute, in detail, the year-by-year relationship of revenues and expenditures between 1984 and 1994. In examining the results of such calculations, it became apparent to the Committee that there would be significant shortfalls in revenue during the early portion of the ten-year period. The projected shortfalls will be even greater, of course, if the "low" revenue forecast of $470 million by 1994 is realized. Thus it became apparent to the Committee that strategies will be needed to eliminate these projected shortfalls, even in the case of a fairly optimistic revenue assumption of $520 million by 1994. The following section offers a set of recommendations for achieving the objectives and, at the same time, maintaining an overall balance between revenues and expenditures.

Recommendations for Achieving Equilibrium

There are three basic options for achieving an equilibrium position with respect to revenues and expenditures: (1) reduce the costs associated with the objectives stated in Part IV of this report; (2) increase the revenues available to the University beyond the "most likely" estimate of $520 million already projected for 1994; and (3) reduce the costs projected for the future by increasing efficiency and/or narrowing the range of programs and services offered by the University.

With regard to the first option, reducing the scope of the objectives called for in this report, the Committee believes that the University should not compromise its responsibility for providing high quality academic programs. The Committee reviewed the objectives in light of the anticipated budgetary deficit, and some revisions were made in order to reduce anticipated costs. It is concluded, however, that to modify the objectives further would seriously compromise the quality improvements which are necessary if the University is to fulfill its role as the major graduate and research institution in the State of Missouri.

With regard to the second option, increases in revenues, it is projected that the increased emphasis now being placed on fund raising by the University will provide an additional $20 million over the next ten years which can be directly allocated toward accomplishment of the objectives stated in this report. This is a major objective of the University, and it is hoped that additional gifts, grants, and contracts can be generated in the very near future. While many of these new funds may be restricted to specific purposes, it is assumed that $20 million can be targeted directly to achievement of the objectives stated in Part IV.
When one adds this $20 million to the $520 million already projected, a total of $540 million would be available on an annual basis by 1994. This sum is insufficient to fund the objectives and the present base, which, as noted earlier, would require approximately $555 million annually by 1994. This deficit of $15 million projected for the end of the planning period must be eliminated if the University is to improve significantly in quality. Moreover, when one allows for time-phasing the implementation of the objectives and examines the year-by-year cash flows, a figure closer to $22 million is required in order to make significant progress toward achievement of the objectives during the earlier part of the ten-year planning period.

The third option, reducing costs through a combination of increased efficiencies and reductions in programs and services, is the approach recommended by the Committee to provide the remaining $22 million needed for achievement of the objectives. To implement the objectives, the Committee recommends that the University set as a target the reallocation of approximately this amount (about seven percent of the base budget) during 1985-86, 1986-87, and 1987-88. This approach will make possible the significant improvements in quality called for in this report and, in conjunction with the projected increases in revenues from the State, will move the University significantly toward increased stature as a major graduate and research university. In order to generate these funds, administrative efficiencies, the early retirement incentive plan, and wise use of positions opened through normal attrition will be helpful. In addition, it will be necessary to reduce and perhaps in selected cases eliminate programs. The program review process now under way on the four campuses must face squarely this need for reduction in order to make possible the qualitative improvements sought for the University. Academic programs and administrative services rated high on the criteria of centrality, quality, need, cost-effectiveness, and comparative advantage should be targeted for maintenance of present resource levels or further enhancements. Programs and services not rated high on these criteria (and not capable of being strengthened significantly) should be reduced or eliminated.

The reviews currently under way on each campus are due to be completed by October 15, 1984. The University of Missouri central administration should work closely with the Board of Curators and the Chancellors to identify the precise dollar savings which should flow from the academic and administrative reviews in order to fund the salary increases and other program enhancements.

The Committee is thus recommending that the University itself assume significant responsibility for achievement of the objectives contained in this report. Through a combination of increased emphasis on fund raising and internal reallocation, the University will make the hard choices necessary to permit attainment of the level of excellence which is sought. It should be emphasized, however, that the overall financial plan contains a significant challenge to the State as well, for without attainment of the "most likely" revenue forecast there is little hope of achieving the goals and objectives in the near future. If, for example, the "low" revenue forecast materializes, the objectives could only be achieved over a more extended time horizon, increasing the probability of further losses in faculty and further erosion in program quality. In short, the
University is proposing a major reallocation of its base budget and much greater emphasis on private fund raising in order to achieve a level of excellence of significant benefit to all Missourians; without a comparable commitment by the State, the University cannot realize its full potential in teaching, research, and service.
PART VI: RECOMMENDED POLICY FOR STUDENT FEES

Current University principles in regard to student fees are summarized in Appendix G. As an interim policy, the Committee recommends continuation of these principles as supplemented by the following statement:

Student fee levels will be determined annually by the Board of Curators upon recommendation by the President. Such recommendation is to be based upon careful consideration of annual changes in:

-- **Accessibility:** the price of a University education relative to the ability of Missourians to pay and the availability of student financial aid.

-- **Cost:** fee revenue relative to the cost of instruction, currently at about 33 percent.

-- **Market:** the level of the University's fees relative to those of other institutions.

The basic fee structure, as distinct from fee level, will be reviewed periodically but at intervals of not less than three years. In addition to conforming to the principles in Appendix G, fee structure is to be determined without assuming any inherent reason for uniform fees on all University campuses.

The Committee also recommends that the President be responsible for the conduct of a comprehensive study of student fee policies and that a report and recommendations based on this study be presented to the Board of Curators by May, 1986. During discussions of this issue, the Committee concluded that a careful consideration of the many complex issues related to fee policies, e.g., accessibility, instructional costs, elasticity of demand, were beyond the scope of its charge and the time available for completion of its report. It also became apparent that such a comprehensive study is needed as the University moves into a decade of increasingly scarce resources and renewed commitment to achievement of affirmative action goals. The study should build on the research that is being devoted to this issue nationally and should involve representatives of the various groups within the University who have a strong interest in the level and structure of student fees.
PART VII: GUIDELINES FOR FUTURE PLANNING

This report completes the first phase of an ongoing planning process for the University of Missouri. With the help of many groups and individuals, the Long-Range Planning Steering Committee has revised the Mission Statement for the University and is recommending in this report broad goals and several specific objectives to be accomplished in the years ahead. These are important steps, yet they are only the beginning of what the Committee hopes will be an ongoing process of strategic planning for the future.

Planning Principles

The development of a planning process for the University should be guided by several basic principles.

-- **Planning should be decision-focused.** Planning and decision making are not separate processes; planning requires making decisions now about the future.

-- **Planning must be information-based.** Planning for the future must be supported by information and analyses which illuminate the potential consequences of alternative courses of action. Effective planning requires accurate and timely flows of information related to the University's external environment and its strengths, weaknesses, values, and opportunities.

-- **Planning must be timely and structured.** The planning process must insure that decisions are made in an orderly, timely fashion and that responsibility and authority are understood by all involved groups and individuals.

-- **Effective planning requires widespread involvement and participation.** Widespread involvement and participation by knowledgeable individuals and groups lead to better decisions in organizations, and the timetable for planning should allow sufficient time to secure appropriate inputs.

-- **The planning process must drive budgetary decisions.** Although it is a premise often difficult to put into practice, budgetary allocations should reflect planning decisions.

-- **Planning is a continuing process.** Some decisions, e.g., determination of mission, are relatively enduring and require only infrequent review. Other decisions, e.g., a specific, time-bound objective, need more frequent review to incorporate evaluation of progress and new circumstances.

These principles, taken together, provide an overall framework for future planning efforts at the University of Missouri. The principles can be implemented in various ways and, indeed, diversity of approach is to be encouraged. It is through these principles, however, that diverse approaches find their common origins. It is therefore recommended that
these principles provide a foundation for structuring specific approaches to planning by the Board, central administration, and the campuses.

Suggested Responsibilities for the Board of Curators, Central Administration, and the Campuses

It is important that the University develop specific administrative procedures to continue and improve the planning process initiated during 1983-84. Planning activities must be closely integrated with the primary decision-making processes of the University, including programming and budgeting. In the design and implementation of these processes, the President must provide the leadership necessary to insure effective communication and coordination with all those who should be involved, including the Board of Curators, the Chancellors, faculty, staff, and students. In addition, the President must work closely with the Board to secure understanding and support for the University's missions and goals by the General Assembly and the public. The Committee recommends that the new President develop the specific procedures to be used in accomplishing these tasks. The Committee further recommends that the Board of Curators request a report from the new President on implementation of such procedures at its first meeting in 1985.

It is recommended that, in exercising its authority and responsibility for establishing overall policies, the Board of Curators continue to oversee the long-range planning process for the University. On behalf of the Board, the President should develop guidelines and a timetable for the annual planning calendar. It is important that the process make possible the following: (1) provision of staff support for monitoring and analyzing appropriate external and internal data; (2) periodic review and update of the Mission Statement established for the University as a whole; (3) annual review and update of the goals and objectives established for the total system; and (4) development of plans by each of the four campuses. Thus, the system-level planning effort should focus on University-wide concerns, thereby providing a general framework for planning by individual campuses.

Each campus should be responsible for: (1) development of an overall plan which is responsive to the conditions unique to each campus; (2) annual evaluation, review, and update of the plan, with special attention to establishing new objectives and priorities in response to changing external and internal conditions; (3) implementation of procedures which insure that campus plans and priorities are reflected in budgetary decisions; and (4) submission of periodic progress reports to central administration and to the Board of Curators. The plans initially established for each campus should articulate campus mission, clientele to be served (their needs, demographic characteristics, and overall numbers), objectives, and priorities for the future (priorities among programs as well as priorities among the objectives established for the coming year). In addressing issues within these categories and making decisions about the future, each campus should utilize the principles established above as an overall frame of reference, as well as the directions charted for the total University in this document. Beyond this general framework, it is expected that the rich diversity of the campuses will be reflected in the individual plans and priorities which are established. Because of this
rich diversity, it is recommended that campuses be given considerable
discretion in preparation of their plans, as the overall goals and
objectives for the system can be achieved in different ways.

In conclusion, it is proposed that future planning at the University
of Missouri occur in accordance with the overall principles and
organizational framework established above. At the same time, it is
important to emphasize one of the common failings of institutional
planning processes: a preoccupation with structure and form rather than
substance. What is sought, ideally, is an appropriate balance between
creative, free-form thinking on the one hand and the need to harness and
organize those thoughts on the other. The framework outlined above will
hopefully achieve that balance and facilitate the development of
innovative plans for the future.
APPENDIX A

MEMBERSHIP OF LONG-RANGE PLANNING STEERING COMMITTEE
AND FIVE LIAISON COMMITTEES

The members of the Long-Range Planning Steering Committee acknowledge with appreciation the advice of the five liaison committees in the development of this report. However, the Steering Committee assumes full responsibility for the content of the report.
UNIVERSITY OF MISSOURI
LONG-RANGE PLANNING STEERING COMMITTEE

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Doug Russell (Chair)
Tom Smith

Administrators

James Buchholz, Vice President for Administrative Affairs
Melvin George, Vice President for Academic Affairs
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Ron Poor, Chairman, Missouri Council for Research, Extension, and Teaching
Darryl Sanders, Director of Agriculture Programs, UMC
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APPENDIX B

CRITERIA AND PROCEDURES FOR DETERMINING ACADEMIC PROGRAM PRIORITIES
Criteria and Procedures for Determining Academic Program Priorities

Criteria

I. Quality of the program.

A. Faculty.

1. Experience (breadth and depth of experiences relevant to the program being evaluated).

2. Training (degrees and other indicators of educational qualifications).

3. Teaching ability (as indicated by student evaluations, peer evaluations, feedback from graduates, etc.).

4. Research and other professional achievements (as indicated by publications, grants, awards and honors, etc.).

B. Students.

1. Ability of students in the program (as indicated by admission and achievement test scores, retention rates, etc.).

2. Achievements of the graduates of the program (as indicated by graduate school attendance, success in employment, etc.).

C. Library and other support services (breadth and depth of library collection, computer support, and other special services).

D. Facilities and equipment (adequacy of each to support the program, including consideration of quality and replacement costs).

E. Curriculum (as indicated by ability to offer core courses, availability of supporting courses in the arts and sciences).

F. Staff (adequate in numbers and expertise to support the activity of the program).

II. Contribution of the program to campus and University missions.

A. Importance of the program for achievement of campus and University missions (an evaluation of the centrality of the program).

B. Importance of the program for other programs or activities on the campus and in the University (a consideration of intellectual interrelationships across various disciplines).

C. Ability of the program to increase access to the University while maintaining quality (extent to which the program contributes importantly to the overall goal of student access).
III. Need for the program.

A. Student demand for the program (as reflected by current and projected enrollments of students with the necessary qualifications for admission).

B. Anticipated societal needs, including employment and other opportunities, for graduates (as indicated by projections in various fields and/or industries).

C. Significance to society of research and scholarly activity produced within the program (as indicated by external reviews of quality and other indicators).

D. Extent to which the program makes a positive contribution to the University's affirmative action goals (as indicated by the unit's success in attracting qualified minority and female students and faculty).

E. Extent to which there are unique conditions suggesting that a program should be offered at a particular campus (as indicated by locational advantage, special needs of the population, and other factors).

IV. Financial considerations.

A. Cost.
   1. For faculty, staff, E&E, equipment, and space.
   2. For improving quality or increasing size and scope.
   3. Savings which could be achieved through reduction or elimination.

B. Revenue.
   1. Student fees.
   2. External support for the program.

C. Efficiency.
   1. Cost per student credit hour.
   2. Faculty/student ratios.
   3. Other measures of efficiency as appropriate for research, extension, and service activities.
D. Other.

1. Opportunities to share costs of a program by joint operation with other campuses or institutions.

2. Ability to pass the costs of a program or activity on to other parties, such as full costing of auxiliary enterprises.

3. Contribution of the program to cost reductions in other areas, e.g., the use of graduate TA's in undergraduate instruction.

4. Can program quality and/or cost-effectiveness be increased by a different resource mix at the campus or system level?

V. Comparative advantage.

A. Extent to which the program is available at other institutions in the State and region. Are there significant segments of the population who have access to only one campus for the program?

B. Extent to which the University has unique advantages in offering the program.

Procedures for Campus Reviews

By October 15, 1984, each campus is to submit to the President the results of a review of all degree, research, and other academic programs. In conducting this review, the following guidelines are to be followed.

1. The academic budgetary units through which programs are offered, e.g., departments, centers, colleges, schools, are to be the focal points for the review process. Each of the various degree programs offered by a unit is to be reviewed but within the context of a review of the unit as a whole.

2. Program reviews on each campus should draw on data sources such as its own internal academic program review process, accreditation reports, reports by external consultants, reputational studies, and other indicators as appropriate.

3. All programs are to be evaluated by the criteria described in the section above.

4. Based on the results of step 3, resource allocation priorities are to be established for programs in the categories of enhancement, maintenance, reduction, or elimination. These resource priorities should reflect, and be justified by, the campus priorities for qualitative development and/or changes in size of various programs.

By the October 15, 1984, deadline, campuses are to provide the results of step 4 for every academic program and a brief explanation of the rationale on which these results were based.
Procedures for Reviews of Duplicated Programs

These procedures, which were developed by the Academic Affairs Council, were distributed by President Olson to the Chancellors on April 18, 1984.

1. Only the following programs will be included in this special intercampus review:
   - Law
   - Medicine
   - Business (graduate and undergraduate)
   - Education (graduate and undergraduate)
   - Engineering (graduate and undergraduate)
   - Social Work (graduate and undergraduate)
   - All other duplicated Ph.D. programs (mathematics, chemistry, physics, geology, psychology)
   - Nursing (graduate and undergraduate)

2. For each of these programs an external team of 3-5 persons (depending on the size and complexity of the program) will be selected by the General Officers. Each unit being reviewed will have the opportunity to submit names of suggested consultants and to recommend striking the name of any it deems unsuitable.

3. The consultants will be sent by August 6 the following materials:
   - A. Criteria established by the Long Range Planning Steering Committee.
   - B. Campus review data for each program, following a relatively common format, with a brief introduction providing the history and development of the program (one page) and a brief self-assessment of unique purposes and strengths and weaknesses (two pages).
   - C. Mission statement adopted by the Board of Curators in February 1984.
   - E. Bulletin for each campus whose program is being reviewed.
   - F. Vitae for faculty in program being reviewed.
   - G. Certain data to supplement those provided in program reviews. These data will be supplied by the Vice President for Academic Affairs for each program reviewed, with school or college summaries where applicable.
   - H. Most recent accreditation report for the program (when appropriate).
4. The charge to the consultants will be to assess the following:

A. Need for the programs.
   (1) Opportunities for graduates in the near future.
   (2) Importance for other programs within unit and with other units.

B. Strengths and weaknesses of the programs.
   (1) Faculty.
   (2) Curriculum.
   (3) Students.
   (4) Physical facilities.
   (5) Resources (financial, library, etc.).

C. Distinctive attributes of each program.

D. Possibilities for cooperation among programs and/or complementarity of programs.

E. Comparative and locational advantages.

5. The consultants will visit each of the campuses offering the particular program area during the period August 27 - September 7. At the conclusion of the visit, there will be an oral team exit interview (using conference telephone for those campus persons not able to attend). Written reports from individual consultants will be due September 17. The units involved and their campus administrations will be able to review the reports (without names attached) after that. The Chancellors will make final recommendations by October 1 to the President about the categories in which to place their programs and any other matters germane to cross-campus collaboration or complementarity.
APPENDIX C

CRITERIA AND PROCEDURES FOR REVIEW OF ADMINISTRATIVE AND SUPPORT SERVICES
Criteria and Procedures for Review of
Administrative and Support Services

In recognition of the need to utilize the criteria of the University Long Range Planning process to maximum advantage in reviewing administrative service and support activities a set of generic questions and a model process have been developed as a guide for use by each campus and for the central administration.

Long Range Planning Criteria
Quality, contribution, need

Questions to be Addressed by Administrative, Service and Support Units
1. Are the administrative services in scope and quality appropriate to the missions of the University?

Financial considerations
2. Are the services efficient? Could the services be provided more efficiently by vendors?

Unique to administrative/service/support reviews
3. Is the structure effective? That is, are the administrative units organized appropriately and are they in optimal relationship to each other?

Unique to administrative/service/support reviews
4. Is the administrative division of labor optimal between what is done centrally and at the unit level? (System and Campus)

I. Self-Study (Baseline): Critical to a useful review is the completion of a self-study encompassing all activities which may take a divisional or unit approach indicating:

- the division/unit and its purposes;
- resources consumed to achieve the purposes: salaries and wages and expense and equipment;
- recent history (5 years) including a description of significant changes in policy, organization, and operational style.

NOTE: It is understood that this approach will be consistent with campus process.

II. Use of Consultants: Use of external personnel should be considered from a variety of perspectives such as business and industry, independent and public higher education, state university systems, and professional consultants. Where appropriate, such as in technical fields, specialized assistance should be considered.
III. Review Panel: The Central Administration and each campus will establish a review panel(s) which may consist of internal or external resources or a combination thereof to perform the following:

- interviews and on-site visits with appropriate administrators and staff;
- interviews with principal users of services;
- preliminary findings will be prepared by the review panel(s) and shared with the reviewed units. Administrative units will then offer comments on the findings;
- following receipt of the comments, a completed report will be provided to campus and UMca leadership, as appropriate, and the Liaison Committees.

IV. Format for Findings and Recommendations: Depending on the campus planning approach, the findings will be presented in the following general format. Each unit (division) should be considered for the following:

A. Recommendations

1. Enhanced - cost and expected benefit
2. Maintained - justification for same
3. Reduce - savings and effect on services (if any)
4. Eliminated - impact of elimination

B. Future directions and targets of opportunities. A list should be developed of issues to be pursued beyond the October 15 report along with general statements as to the expected yield in productivity and/or improvements.
APPENDIX D

DRAFTS OF CAMPUS MISSION STATEMENTS
University of Missouri-Columbia Mission

The University of Missouri-Columbia is the oldest and most comprehensive of the University's four campuses. As a public institution of higher education it has as its primary purposes the education of students and the development of new knowledge. Through its programs in teaching, research, extension, and service, the Columbia campus serves as a resource for the citizens of the State and participates in the national and international scholarly, scientific, and economic communities.

UM-C is committed to providing high quality, undergraduate education in the arts, sciences and humanities to prepare students for advanced graduate and professional study and to foster self-expansion and fulfillment. As the largest and most diverse campus within the system it will continue in its role as the principal campus offering opportunities for advanced graduate study and as a major campus offering professional degree programs.

The University of Missouri-Columbia maintains a broad range of program offerings, which enhances its ability to respond to new societal needs and priorities. The combination of diversity and a residential student environment promotes interdisciplinary study and research and enhances the cultural and intellectual development of students, faculty and staff.

Among its other responsibilities, the Columbia campus maintains the State's major, public research library and the University Hospital. UM-C also offers a major, intercollegiate athletics program and serves as a local and regional resource for the fine arts and other cultural activities.

As a research institution, UM-C is committed to addressing, through basic and applied research, the needs of the citizens of Missouri specifically and of society in general. Special resources including highly trained technical staff and sophisticated research equipment make possible the generation of new knowledge, creative work and scholarship. Through publication, resident instruction and extension education, the outcomes of research and creativity are made available to all.

As a traditional, land-grant institution, UM-C is responsible for using its educational resources to extend knowledge to the people of Missouri so as to improve the quality of their lives.

The University of Missouri-Columbia actively seeks through affirmative action to educate and employ those who are considered among minority or under represented populations. A special commitment to equal opportunity will be continued in the development of programs and human potential.
University of Missouri-Kansas City Mission

The University of Missouri-Kansas City (UMKC), the primary source of university education in the Kansas City metropolitan area, will provide a broad spectrum of programs in the arts and sciences and have a number of professional schools. It will emphasize the health sciences and necessary related fields, the creative and performing arts, and programs appropriate for a major metropolitan campus. The UMKC campus will cooperate with other campuses in the University System to provide programs in Kansas City which would not otherwise be accessible to citizens of the area because of their employment, financial status or for other reasons that would prevent full-time enrollment at a residential campus.

UMKC must be prepared to extend its campus beyond its present boundaries in the metropolitan area and to think in terms of education transcending the concept of the campus as a limited geographical area.

University of Missouri-Rolla Mission

Established in 1870 as the mechanical arts institution in Missouri under the Morrill Act, the University of Missouri-Rolla is the land-grant school for energy, materials, and other technological programs. Thus, the campus will be the center in the state for the study of engineering and related sciences.

The University of Missouri-Rolla has, and will continue to strive for, excellence as a resident campus with its major strength being high-quality engineering programs which include activities and responsibilities in teaching, research, extension, and public service. A quality arts and sciences program must complement engineering and provide opportunity for baccalaureate degrees and for appropriate graduate degrees.

The University of Missouri-Rolla has principal responsibility within the University of Missouri system for professional and graduate education and research in the fields of engineering and the allied sciences. It shall maintain its reputation as the technological center for the University and shall strive to achieve even greater national and international recognition for its engineering education and research activities. The campus shall serve in a leadership role for pre-college science and technology education in the State of Missouri.

The University of Missouri-Rolla shall continue to assist the state in attracting high-technology business and industries. The campus shall have an educational delivery system which serves not only on-campus students, but practicing professionals, and industry, as well as agencies of the local, state, and federal government. It will cooperate with other campuses in furthering the availability of engineering education throughout the state.
University of Missouri-St. Louis Mission

In an increasingly urbanized America, a major accomplishment of twentieth century higher education has been the establishment of public urban universities. That development is an educational benchmark comparable to the creation of the land grant institutions of the nineteenth century. Fundamental to that development are the premises that the university should be accessible to the people in major population centers, and that particular kinds of research are conducted best in population centers with an available urban laboratory. The people of Missouri have subscribed to the concept of a public urban university by creating the University of Missouri-St. Louis (UMSL), located in the largest population center of the State.

As an urban campus of a traditional land grant university, UMSL has a basic responsibility to provide all qualified persons, regardless of socio-economic status and ethnic background, the opportunity to pursue a high quality university education. This broad mission includes the following closely interwoven functions of teaching, research, and service:

Teaching

Meet the higher education needs of the St. Louis metropolitan area by providing access to a variety of baccalaureate and graduate liberal arts, sciences, and professional programs.

Meet the higher education needs of the region and nation with the provision of programs in specially selected fields.

Provide for citizens meeting university entrance requirements, but not fully prepared in specific areas of background knowledge, to have opportunities to partake of university study.

Develop and coordinate academic programs based on continuous monitoring and evaluating of current and future societal trends.

Remain sensitive to the educational needs of non-traditional students.

Take advantage of the diverse cultural advantages, and varied commercial opportunities, of this major metropolitan region in order to enrich the educational experiences of our students.

Research

Conduct research contributing to the full development of the University, as well as benefiting the people of Missouri and the nation.

Provide the optimal environment for inquiry and creative expression.
Serve as a catalyst in identifying, analyzing, and developing solutions to problems of the region through basic and applied research.

Utilize the varied and rich resources of the urban environment for research.

Service

Develop the human and community resources of the metropolitan area through a wide variety of academic, professional and cultural activities.

In response to the unique needs of the urban environment, provide a broad range of extension and continuing education opportunities utilizing both traditional and innovative approaches.

Provide for the St. Louis metropolitan region a cultural center with opportunities for a wide variety of achievements in the full range of artistic expression.

Explore and, when appropriate, develop cooperative arrangements with private, public, and other organizations in the St. Louis area to meet compatible goals and needs.
APPENDIX E

INFORMATION RELATED TO OBJECTIVES
<table>
<thead>
<tr>
<th>Student Development</th>
<th>Action</th>
<th>Due</th>
<th>Comments</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Objective 1</td>
<td>Campus enrollment plans.</td>
<td>Annual</td>
<td>The preparation of annual reports will require time by faculty, staff, and administrators. These costs will be absorbed within the present resource base, although it is recognized that other activities will have to be reduced to some extent.</td>
<td>--</td>
</tr>
<tr>
<td>Objective 2</td>
<td>Increase efforts to attract outstanding students.</td>
<td>--</td>
<td>Additional costs difficult to estimate until campus plans are developed. Special programs would be supported, at least in part, by fees and grants.</td>
<td>--</td>
</tr>
<tr>
<td>Objective 3</td>
<td>Increased commitment to affirmative action in recruitment of students.</td>
<td>--</td>
<td>Additional costs for financial aid programs to be implemented by campuses. Supportable at many levels, although the potential expenditure is high.</td>
<td>$200,000/yr.</td>
</tr>
<tr>
<td>Objective 4</td>
<td>Campuses to insure appropriate policies and procedures for transfer credit.</td>
<td>--</td>
<td>No additional costs.</td>
<td>--</td>
</tr>
<tr>
<td>Objective 5</td>
<td>Grants program for innovation in instruction.</td>
<td>5/1/85</td>
<td>Level of expenditure is quite flexible. Probable low cost for individual projects, which often require only summer salary support.</td>
<td>$300,000 to $400,000/yr.</td>
</tr>
</tbody>
</table>
### Student Development (cont.)

**Objective 6**  
Improve ability to assess educational outcomes.  
--  
Modest development costs to be absorbed within present resource base. There is the potential for some additional operating costs.  
--

### Programs

**Objective 1**  
Evaluate process for reviewing academic programs.  
12/1/84  
No additional costs.  
--

**Objective 2**  
Propose mechanisms for more cooperative academic programs.  
1/1/85  
Although implementation of the proposal may involve additional costs, they are likely to be small and absorbable within existing resource base.  
--

**Objective 3**  
Set priorities for academic programs.  
10/15/84  
Will result in recommendations to reallocate resources. Implementation will involve costs in terms of faculty, staff, and administrative time, but will be absorbable within existing resource base.  
--

**Objective 4**  
Select 10 programs to achieve eminence by 1995.  
3/15/85  
Costs of identifying these programs will be absorbed within existing resource base. Costs of achieving eminence by 1995 will vary significantly with the mix of programs selected. Estimate at right assumes that the University will build on existing strengths, but will augment the budgets of selected programs by an average of $250,000 each.  
$2,500,000/yr.

**Objective 5**  
Provide increased funding for program enhancements and additions.  
--  
To be achieved through other goals and objectives.  
--
<table>
<thead>
<tr>
<th>Research</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Objective 1</strong></td>
<td>Enhance research and creativity.</td>
<td>--</td>
</tr>
<tr>
<td></td>
<td>UMca and campus plans to be developed. Potential additional costs, particularly to achieve other related objectives, e.g., improve support services for faculty.</td>
<td>--</td>
</tr>
<tr>
<td><strong>Objective 2</strong></td>
<td>Double sponsored research funding.</td>
<td>1990</td>
</tr>
<tr>
<td></td>
<td>Although the University does not fully recover estimated indirect expenses associated with grant projects, grants partially support salaries that would otherwise be paid by the University. No additional cost is estimated for this objective.</td>
<td>--</td>
</tr>
<tr>
<td><strong>Objective 3</strong></td>
<td>Identify centers for applied research.</td>
<td>--</td>
</tr>
<tr>
<td></td>
<td>Although high additional costs are possible, these centers will build on existing programs and substantial grant support is possible.</td>
<td>$250,000 to $500,000/yr.</td>
</tr>
<tr>
<td><strong>Objective 4</strong></td>
<td>Task force to develop strategies for joint research projects with industry and other agencies.</td>
<td>3/1/85</td>
</tr>
<tr>
<td></td>
<td>Probably no additional costs associated with the task force recommendations.</td>
<td>--</td>
</tr>
<tr>
<td><strong>Objective 5</strong></td>
<td>Continue development of library research collections and technology for utilizing these collections.</td>
<td>--</td>
</tr>
<tr>
<td></td>
<td>Likely to entail some one-time, catch-up expenditures as well as additional annual support.</td>
<td>$2,000,000/yr.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Extension and Service</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Objective 1</strong></td>
<td>Task force to develop ways to assist the State to improve quality of education in public schools.</td>
<td>Report due 7-1-85</td>
</tr>
<tr>
<td></td>
<td>Recommendations probably supportable by existing resource base.</td>
<td>--</td>
</tr>
<tr>
<td><strong>Objective 2</strong></td>
<td>Subject-matter, inservice programs for teachers.</td>
<td>8/85</td>
</tr>
<tr>
<td></td>
<td>Probably supportable through fees and existing resource base.</td>
<td>--</td>
</tr>
</tbody>
</table>
### Extension and Service (cont.)

<table>
<thead>
<tr>
<th>Objective</th>
<th>Description</th>
<th>Start Date</th>
<th>End Date</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>Inform citizens of benefits of participating in higher education.</td>
<td>9/1/84</td>
<td>--</td>
<td>Probably supportable by existing resource base.</td>
</tr>
<tr>
<td>4</td>
<td>Evaluate extension programs.</td>
<td>Annual</td>
<td>--</td>
<td>--</td>
</tr>
</tbody>
</table>

### Faculty

<table>
<thead>
<tr>
<th>Objective</th>
<th>Description</th>
<th>Start Date</th>
<th>End Date</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Increase faculty salaries to Big 8/Big 10 average.</td>
<td>1988</td>
<td>1993</td>
<td>The estimate shown to the right is the amount, after estimated salary adjustments for 1984-85, required to achieve the Big 10 average, with staff benefits. Implementation by 1993 will require that the University cover inflationary adjustments as well as this deficit. The estimate is based on the present number of positions, including graduate teaching assistants.</td>
</tr>
<tr>
<td>2</td>
<td>Double number of named professorships.</td>
<td>1988</td>
<td>--</td>
<td>To be achieved as part of financial objective 3.</td>
</tr>
<tr>
<td>3</td>
<td>Increase support services for faculty.</td>
<td>--</td>
<td>--</td>
<td>The estimate to the right is a combination of projected needs in all types of support services.</td>
</tr>
<tr>
<td>4</td>
<td>Develop early retirement options.</td>
<td>10/15/84</td>
<td>--</td>
<td>There are a wide range of possible programs with associated costs and possible savings. Net savings may result. No additional costs are estimated.</td>
</tr>
<tr>
<td>5</td>
<td>Evaluate processes for performance evaluation.</td>
<td>1/1/85</td>
<td>--</td>
<td>No additional costs.</td>
</tr>
</tbody>
</table>
### Staff

<table>
<thead>
<tr>
<th>Objective 1</th>
<th>Increase administrative salaries to Big 10/10 average.</th>
<th>1988</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Increase administrative salaries to Big 10 average.</td>
<td>1993</td>
</tr>
</tbody>
</table>

The estimate shown to the right is the amount that would be required to achieve the Big 10 average, with staff benefits, after estimated salary adjustments for 1984-85. Implementation by 1993 requires that the University cover inflation as well as this deficit. The estimate is based on the present number of positions.

**Objective 2**  
Increase staff salaries to averages for comparable positions in relevant markets.  

The estimate shown to the right is the amount that would be required to achieve this objective, with staff benefits, after estimated salary adjustments for 1984-85. Implementation by 1988 requires that the University cover inflation as well as this deficit. The estimate is based on the present number of positions.

| Objective 3 | Review processes for performance evaluation of administrative and support staff. | 1/1/85 |

No additional costs.

### Administration, Organization, and Support Services

<table>
<thead>
<tr>
<th>Objective 1</th>
<th>Conduct study to determine appropriate organizational structure.</th>
<th>9/85</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

One-time costs for consultants to be covered within present budgets.

<table>
<thead>
<tr>
<th>Objective 2</th>
<th>Set resource priorities for administrative and support services.</th>
<th>10/15/84</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

One-time costs for consultants to be covered within present budgets.

<table>
<thead>
<tr>
<th>Objective 3</th>
<th>President to insure continuing planning process.</th>
<th>--</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

No additional costs.
<table>
<thead>
<tr>
<th>Objective</th>
<th>Description</th>
<th>Frequency</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>President to monitor and report to Board on progress toward achievement of goals and objectives.</td>
<td>Annual</td>
<td>No additional costs.</td>
</tr>
<tr>
<td>5</td>
<td>Establish process for needs assessment and trend monitoring.</td>
<td>--</td>
<td>Probably supportable by existing resource base.</td>
</tr>
<tr>
<td>6</td>
<td>Reduce time for consideration of new programs.</td>
<td>--</td>
<td>No additional costs.</td>
</tr>
<tr>
<td>Financial</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Secure incremental funding.</td>
<td>--</td>
<td>No additional costs.</td>
</tr>
<tr>
<td>2</td>
<td>Communication of strengths and needs.</td>
<td>7/85</td>
<td>Report from President--no additional costs.</td>
</tr>
<tr>
<td>3</td>
<td>Plan to double private giving.</td>
<td>7/85</td>
<td>Report from President--no additional costs.</td>
</tr>
<tr>
<td>4</td>
<td>Provide performance measures.</td>
<td>Annual</td>
<td>Report from President--no additional costs.</td>
</tr>
</tbody>
</table>
APPENDIX F

ASSUMPTIONS FOR REVENUE ESTIMATE
Assumptions for Revenue Estimate

In developing forecasts of future revenues, the Committee utilized various assumptions in regard to state revenues, student fee revenue, and other revenues. The assumptions listed in this appendix are those used in deriving the "middle" estimate of approximately $520 million by 1994. This estimate does not include revenues from auxiliary enterprises, hospitals and clinics, grants, contracts, gifts, and other restricted revenue sources. The "high" and "low" estimates discussed in Part V of the report are plus and minus ten percent of the $520 million "middle" estimate. The assumptions underlying the $520 million estimate are:

1. State general revenue will increase relative to inflation in the same manner as it has done over the last 10 years (FY1975 to FY1985), which was inflation plus 2.381 percent on the average.

2. The University's share of State general revenue will remain constant at its FY1984 level of 6.945 percent throughout the forecast period.

3. In estimating student fee revenue, it was assumed that (a) enrollments will decline as projected by data from the Missouri Department of Higher Education in conjunction with Demographic Trends in Missouri's Population and Enrollment Trends and Projections, Master Plan III Assessment Project Report Number Three, Missouri Coordinating Board for Higher Education, June, 1983, and (b) the level of average fees will increase at the rate of inflation, assumed to average 5 percent per year over the planning period.

4. Other revenues are assumed to increase at the expected rate of inflation--5 percent per year.
APPENDIX G

STUDENT FEE POLICIES
TO: Long Range Planning Committee
FROM: James R. Buchholz, Vice President for Administrative Affairs
SUBJECT: Principles and Considerations Associated with the Setting of UM Student Fees: Amends Note of April 2, 1984

In reflecting upon the request for information regarding factors influencing the setting of student fees, I've decided to provide you with source materials as follows:

- Report of the Fee Structure Task Force (first four pages) - Attachment 1

- Salient Features of the Existing Fee Structure and Principles Underlying Each Feature - Attachment 2 - Written by Dr. Joe Saupe

Since the principles noted above were put in place these additional modifications have been made:

- an engineering surcharge was established in recognition of special revenue needs.

- fee differentiation was made at the professional level between programs for legal education at UMC and UMKC.

- the credit hour plateau has been changed to 14 hours.

Finally, three years ago UM declared that an appropriate level of fees for undergraduates would approximate those of the average of major mid-western institutions as represented by the Big 8/Big 10.

If additional information should be desired, we would be pleased to respond.

JRB:bkw
UNIVERSITY OF MISSOURI

REPORT AND RECOMMENDATIONS
OF THE
FEE STRUCTURE TASK FORCE

Prepared for
President James C. Olson

Prepared by
Task Force Members

James R. Buchholz, Chairman
Thomas B. Baird, UMR
James H. Banning, UMC
Rick Elam, UMC
David Ganz, UMSL
Jeanne Grossman, UMSL
Randy James, UMKC
Doug Liljegren, UMC
Paul E. Ponder, UMR
Steve Treis, UMR
Bruce Wenner, UMKC
Joy E. Whitener, UMSL
Gary Widmar, UMKC

Assisted by
Resource Persons
Mary S. Haggans
Joe L. Saupe

July 1978
As requested, the Fee Structure Task Force has reviewed the existing student fee structure and the report and recommendations of the previous Student Fee Structure Task Force chaired by Vice President George, as well as other appropriate material with a view toward recommending a structure for 1979-80 that will:

- generate revenue sufficient to offset the amount anticipated from all student fees for 1978-79 plus a possible reasonable adjustment for inflation;

- alleviate insofar as it is feasible to do so with a common fee structure the special situation in the part-time student area on the metropolitan campuses and at the same time do so in a manner that reflects the interests of all students served by UM;

- encompass the full set of student charges including Extension and supplemental fees for students in the health professions; and,

- address the important questions of access.

The charge addresses certain assumptions. Namely:

- uniform incidental and non-resident fees for all campuses;

- the fact that restructuring and a fee increase could and very likely will occur in 1979-80; and,

- allocation principles associated with fee income did not fall within the purview of the Student Fee Task Force.

Additionally, the task force has assumed that it should not consider certain other fees such as student activity, union, parking, and other similar fees.

In the process of developing this report, the Group studied materials and developed papers on each of the following topics:

- the relationship of fees and personal or family income over time;
• who benefits and who pays for the educational process;

• the existing UM student fee structure as well as the recommendations of the Student Fee Structure Task Force chaired by Vice President George compared to fee structures at other public institutions with similar missions and scopes of operation as well as other institutions in Missouri within the four-year public sector and competing institutions in neighboring localities;

• designed relationships between student fees and educational costs at other institutions; and,

• the relationship of college attendance and available students over time at UM compared to other institutions.

Copies of the papers which were developed by the task force members themselves and which provided much insight and information concerning our task are available for review should interested individuals wish to read them.

Following the development of the above reports, the deliberations of the group reflected a sensitivity to:

• access to the institution - if possible the fee structure should improve access, in particular, future rate changes should not on the average deter access;

• market - the structure should be sensitive to the competition - in general the group feels that the student, and in particular the part-time student, is very sensitive to price;

• cost of education - in general the group feels that if carried to the extreme, designed relationships between student fees and the cost of the educational process are contra to the public land-grant philosophy;

• public/state needs - the group feels that the State should be and is willing to subsidize needed state programs;

• internal equity - any restructuring should work toward alleviating inequities inherent in the existing structure whereby two students, one part-time and the other full-time, in effect pay different costs for taking the same course; and,
• changing demographic patterns - the group feels that the restructuring effort should be looking to the future whereby forecasters indicate that the traditional college age population will decline and other non-traditional student markets will be increasing and needs to be addressed.

In the process of developing recommendations the task force examined the following elements of structure:

• a straight per credit hour model vs a modification of current plateau;

• differentiation by undergraduate, upper and lower division;

• differentiation by undergraduate vs graduate, with the assumption that the differential would be offset by a corresponding increase in the stipend for graduate teaching and research assistants;

• supplemental fees for medicine, veterinary medicine, pharmacy, dentistry, and law students;

• Extension fees including non-credit and correspondence instruction;

• relationship of fees to academic calendars;

• miscellaneous fees; and,

• special program fees.

After considerable discussion, the following specific fee structure models were developed:

• 12 credit undergraduate plateau with a 9 credit graduate and first professional plateau;

• 15 credit undergraduate plateau with a 12 credit graduate and first professional plateau;

• 15 credit undergraduate plateau with a 9 credit graduate and first professional plateau;

• 12 credit plateau for all students;

• per credit with no differentiation by level;
• per credit with differentiation by lower division, upper division, graduate/first professional;

• plateau at 12 with differentiation by undergraduate, graduate/first professional;

• plateau at 12 with differentiation by lower division, upper division, graduate/first professional;

• 15 credit undergraduate plateau with a 12 credit graduate/first professional plateau differentiation by undergraduate, graduate/first professional;

• per credit with differentiation by undergraduate, graduate/first professional;

• 12 credit undergraduate plateau with a 9 credit graduate/first professional plateau with differentiation by undergraduate, graduate/first professional; and,

• 15 credit plateau with differentiation by undergraduate, graduate/first professional with a lower (one-half) per credit charge at 12 and 9 credits respectively.

Within all of the above models, the following assumptions were included:

• the existing policy of no non-resident fee for 0 - 6 credits should be continued until such time as the feasibility of developing reciprocal programs among neighboring states can be explored;

• the practice of doubling rates for non-residents beyond the 0 - 6 range should be continued;

• factors were applied to the basic graduate per credit hour charge to arrive at a total professional per credit hour charge as follows:

  • medicine - 3
  • dentistry - 3
  • veterinary medicine - 2
  • pharmacy - 1.25
  • law - 1.25
Salient Features of the Existing (Since 1979) Fee Structure and Principles Underlying Each Feature

1. The Incidental Fee structure follows the "per-credit-to-plateau" model with the plateau beginning at 12 credits per semester.
   - The Incidental Fee is a payment by the student which assists in providing the educational and related activities and environment available to the student.
   - The choices among available educational and related opportunities made by full-time students are not restricted or otherwise influenced by differential amounts of fees.
   - Because the Incidental Fee has become substantial in amount, the preceding principle applies only to full time students. Part-time students, clearly taking less than full advantage of available opportunities, pay the Incidental Fee on a "per credit" basis.
   - The "plateau" begins at 12 credits, in conformity with the convention for identifying full-time undergraduate students.

2. Incidental Fee rates are modestly (10 per cent) higher for graduate and first professional than for undergraduate students.
   - By any measure, the cost of providing educational opportunities to graduate and first professional students exceeds the comparable undergraduate level costs.
   - An exact measure of the true differential in costs is not known and is probably not knowable without undue expenditures of resources.
   - The 10 per cent differential recognizes the difference in cost without setting the rates for graduate and first professional student at a level which would probably decrease access to the University for education at these advanced levels.
   - The "plateau" for graduate and first professionals students begins at 12 credits for consistency with the convention used to identify full-time undergraduate students. The 12-credit rule, in fact, benefits the many graduate students who may be fully engaged in graduate study while enrolled for less than 12-credits of formal course work and recognizes both the substantial costs, including forgone income, borne by the graduate student and the modest stipends available for graduate teaching or research assistantships.

3. The structure, per-credit-to-plateau (at 12 credits) of the Incidental Fee is also used for assessing Nonresident Tuition and the Supplemental Fees.
   - Consistency and simplicity in the absence of more compelling criteria,
dictate this feature.

4. Nonresident Tuition rates for full-time students are set at two times the Incidental Fee rates; the undergraduate or graduate nonresident student pays three times as much as the Missouri resident student.

- The University exists principally to provide opportunities to residents of Missouri and is supported principally by appropriations of State of Missouri general revenue.

- The factor of two provides a simple guideline for setting rates for Nonresident Tuition and results in the situation in which the payment by the nonresident student approaches, on the average, the "full cost" of providing the educational and related opportunities utilized.

5. Non-resident tuition is not assessed nonresident students enrolled for six or fewer credits.

- The barrier of nonresident tuition should not exist for students in the Kansas City and St. Louis metropolitan areas who wish to enroll in one or two University courses.

- Also, this is a traditional feature of the structure.

6. Supplemental fees are assessed students enrolled in first professional programs (or in selected similar undergraduate and graduate programs) and the rates are set at multiples of the Incidental Fee.

- The costs of providing first professional programs in the health professions are clearly and substantially higher than are the costs of other offerings. The Supplemental Fees recognize this salient difference in costs.

- The Supplemental Fees also recognize that enrollments are controlled by highly selective admission standards in the first professional programs and that the expected benefits for graduates of these programs are unusually large.

- The relationships between Supplemental Fees and the Incidental Fee serve to maintain consistency in the structure from year to year.

7. Levels of charges for the Incidental Fee, Nonresident Tuition, and Supplemental Fees are not set on the basis of cost analyses.

- Cost analysis is not an exact science; agreement on how to carry out cost analysis does not exist.

- It is not at all clear at what level (program, school or college, department, student level) fees might be set on the basis of cost; carried to the logical extreme, fees would be different for each course and would change differentially each year, a clearly unmanageable procedure.
FALL SEMESTER 1984

Freshmen orientation  
New student orientation  
Student registration 8:15 a.m. - 4:30 p.m.  
Registration ends 3:00 p.m.  
Classwork begins 7:30 a.m.  
Labor Day Holiday  
Mid-Semester  
Thanksgiving vacation begins 7:30 a.m.  
Thanksgiving vacation ends 7:30 a.m.  
Last Class Day  
Reading Day  
Final Examinations begin 8:00 a.m.  
Final Examinations end 5:30 p.m.  
Fall semester closes 5:30 p.m.  
Fall Commencement  

SPRING SEMESTER 1985

Student registration 8:15 a.m. - 4:30 p.m.  
Classwork begins 7:30 a.m.  
Mid-Semester  
Spring recess begins 7:30 a.m.  
Spring recess ends 7:30 a.m.  
Spring break begins 7:30 a.m.  
Spring break ends 7:30 a.m.  
Last Class Day  
Reading day  
Final Examinations begin 8:00 a.m.  
Final Examinations end 5:30 p.m.  
Spring semester closes 5:30 p.m.  
Annual Commencement  

SUMMER SESSION 1985

*Summer Session begins  
Memorial Day Holiday  
Independence Holiday  
*Summer Session closes 12:00 noon  

*The summer sessions on the Rolla campus are of variable length. Registration times and dates for specific sections to be announced.

CLASS SESSIONS

(Excluding examinations) Fall  
Spring  

NOTE: For the St. Louis Graduate Center, all class sessions/holidays/examinations will coincide with the calendar of the University of Missouri-St. Louis evening program. Registration times and dates to be announced later.

The attention of the faculty is called to the respective religious and other holidays that a substantial number of students may wish to observe, such as:

- 27 September 1984: Rosh Hashana  
- 6 October 1984: Yom Kippur  
- 19 December 1984: Hanukkah  
- 20 February 1985: Ash Wednesday  
- 6 April 1985: Passover  
- 4 April 1985: Maundy Thursday  
- 5 April 1985: Good Friday
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<td>University Day</td>
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<td>Homecoming</td>
<td>October 26-27, 1984</td>
<td>Lincoln University</td>
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<td>Parent's Day</td>
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<td>Science &amp; Engr. Fair</td>
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<td>Commencement</td>
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<td>Commencement</td>
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<td>Summer Open House</td>
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Process for Review of Programs and Activities

At its meeting on February 10, 1984, the University of Missouri Board of Curators mandated that programs and activities should be reviewed by October 15, 1984, using criteria established by the Long Range Planning Steering Committee. Priorities for the University's programs and activities will be established in the categories of enhancement, maintenance, reduction or elimination.

The criteria developed by the Long Range Planning Steering Committee provides for assessment in five areas:

I. Quality of the Program
II. Contribution to Campus and University Missions
III. Need for the Program
IV. Financial Considerations
V. Comparative Advantage

The process of review and categorization will employ the following steps and schedule:

March 5 The Vice Chancellor for Academic Affairs establishes an open file for each program and activity. Each unit is responsible for providing criteria information in the five areas to the Vice Chancellor.

The Program Review Subcommittee of the Long Range Planning Liaison Committee will review the submitted material and place it in the file. The Director of Resource Management and Administrative Planning will maintain the files and make them available to all interested parties.

April 2 to September 11 The Chancellor will accept suggestions for program and activity categorization from anyone wishing to submit them. Priority recommendations may be made anonymously.

September 11 to September 25 Files are closed. Chancellor and Long Range Planning Liaison Committee review and assess all information and recommendations.

October 15 Program and activity review completed. Tentative categorizations submitted to Board of Curators Long Range Planning Steering Committee.

October 15 Chancellor announces tentative categorization of programs and activities. File information about programs and all recommendations are open to public review.

October 15 to February 1 Units and Academic Council review and comment on tentative categorization.

February 1 to March 1 Files are closed. Chancellor prepares final categorization.