

A four-campus effort

UM promotes efforts to educate about AIDS

The University has joined the battle against AIDS.

Its weapon is education.

"The only effective way that we currently can 'innoculate' individuals on our campuses against AIDS is through education," says Nancy A. Marlin, UM assistant vice president for academic affairs.

"All of our campuses are implementing strong educational programs to reach members of the University community. Such education is vital if we are to fight the transmission of AIDS. Effective educational programs will also help us fight the many irrational and unwarranted fears associated with AIDS."

Marlin is quick to add that UM is certainly not experiencing an AIDS epidemic. Yet the number of cases reported in Missouri mandates the University to take a proactive rather than reactive stance regarding AIDS.

As of March 27, the total number of reported cases nationwide was 33,158. The total number of reported deaths from AIDS was 19,192. In Missouri the number of reported AIDS cases has risen from one case reported in 1982 to 92 cases reported last year. Since Jan. 1, there have been 38 cases reported in Missouri. There have been 11 deaths.

"We at the University are a part of

society and statistically we surely have people on our campuses who carry the AIDS virus," Marlin says. "We are trying to do the best job we can of education, particularly because we interact with a vulnerable group — students. Many students are at a time in their lives when they are becoming sexually active and having multiple sex partners."

Marlin serves on Gov. John Ashcroft's Task Force on AIDS, which includes representatives of many government agencies. The task force has adopted a set of guidelines similar to those established by the Center for Disease Control in Atlanta and to those outlined in a special report from the American College Health Association entitled "AIDS on the College Campus."

Marlin says the task force was established partially in reaction to incidents that rose to prominence in the media regarding school children who were prohibited from attending classes. Need arose for a clear-cut policy to deal with incidents as they occurred.

"When these incidents arise, as they inevitably will, we will have a policy based on factual knowledge of AIDS to consult at a time when emotions could run very high," Marlin says.

UM President C. Peter Magrath requested that each UM campus establish an AIDS

committee. The committees are advisory to the chancellors and are composed of students, faculty, staff, student affairs officers and members of the medical community.

While operating within established guidelines, the committees will maintain flexibility in assisting persons who have contracted AIDS. The guidelines stipulate these persons will continue their normal role within the University to the greatest extent possible.

"Extreme confidentiality and sensitivity to the individual's privacy and psychological as well as physical well-being are of the utmost concern," Marlin says.

In response to questions from Curator Peter Raven at a recent Board of Curators meeting, Magrath outlined the various campus efforts toward AIDS education.

At UM-Columbia, the campus task force, chaired by Diane Brukardt, director of Stu-

dent Health Services, sent a letter to all deans, directors and department heads detailing the various AIDS resources available on campus. Student Health Services has also published brochures dealing with AIDS.

In addition, four different videotapes are available from the Student Health Services for use by student, staff and faculty groups.

"The four videotapes are tailored to different audiences within the university setting," Brukardt says. "A great many faculty and staff are interested and have used the tapes already."

Articles about AIDS resources have appeared in campus student and faculty and staff publications.

Gary Widmar, UM-Kansas City vice chancellor for student affairs, currently heads the effort in AIDS education on that campus. UMKC staff members and the editor of the student newspaper participated in a citywide AIDS workshop. Residence hall staff and counseling interns for the University Counseling and Placement Center have been taught about AIDS, and AIDS is included in the human sexuality programs sponsored by the residence halls. In addition, the Counseling and Placement Center has provided pamphlets on AIDS for campus distribution.

At UM-Rolla, brochures have been distributed to the University community through

the library and infirmary and at all campus housing units over the past year.

A videotape is available from the office of the dean of students, Ken Robertson, who heads the UMR committee.

Robertson says a general campus showing of the videotape is scheduled for later this calendar year. In addition, the campus participated in the public information downlink of a teleconference on AIDS.

At UM-St. Louis, the AIDS committee, headed by Phylliss Lee, coordinator of Student Health Services, includes members of the St. Louis Public Health Department. During 1986, the committee, along with the UMSL Psychology Organization and the UMSL Gay/Lesbian Student Union, sponsored several programs.

The Student Health Service devoted four of its "health fit stops" to AIDS. The programs included a filmstrip and distribution of various printed materials. Several hundred students viewed the program.

A live, interactive video teleconference, "National AIDS Forum: Separating Fact from Fiction," was held. Representatives from area hospitals, colleges and universities were in attendance as well as students, faculty and staff from UMSL. Approximately 150 viewed the teleconference and participated in the discussion following.

"An Early Frost," a television drama, was shown on three different occasions. The showings were followed by discussions about the film and about AIDS. An exhibit on AIDS was on display in the Thomas Jefferson Library for a month.

Finally, the American Red Cross of St. Louis visited the UMSL campus to help dispel myths surrounding blood donations and AIDS, and the School of Nursing is planning an educational seminar on AIDS.

The American College Health Association report states there have been few cases of AIDS among college and university students thus far. In fact, only a small proportion of AIDS cases has been identified in the traditional college age group. However, the incubation period for the AIDS virus is unpredictable. Symptoms can appear up to five years after exposure to the disease and may not appear for years following a student's college career.

The report further states that college and university students or employees with AIDS do not pose a health risk to other students or employees in the academic setting.

UM employees enrolled in the University's medical benefit program can receive insurance coverage for AIDS. Mary Ann Tipton, manager of UM employee benefits, says treatment for AIDS is included in the benefit program and would be covered like any other illness. Tests ordered by a physician to confirm a diagnosis of AIDS would be covered under the plan.

"There is no effective vaccine and no effective cure for AIDS," Marlin says. "Our educational efforts are our best hope of dealing with AIDS both in terms of the rights of the individual AIDS patient and in minimizing any disruption on our campuses due to AIDS cases."

"When these incidents arise, as they inevitably will, we have a policy based on factual knowledge of AIDS to consult at a time when emotions could run very high.

Extreme confidentiality and sensitivity to the individual's privacy and psychological as well as physical well-being are of the utmost concern.

—Marlin

UM signs international agreement



A letter of intent to promote the transfer and development of reproductive health technology and to foster educational exchanges in that area has been signed by UM and the People's Republic of China.

Under terms of the agreement, UM-Columbia's Center of Reproductive Science and Technology will make available reproductive health technology to the Office of Science Research, State Family Planning Commission of the People's Republic of China. The PRC science research office will conduct applied research in such areas as fertility control and share the results with UMC's Center of Reproductive Science and Technology.

In addition to cooperative research, the institutions will share faculty expertise through an exchange program for lecturing, study or research purposes.

According to Mostafa S. Fahim (right), director of the UMC Center of Reproductive Science and Technology, he and Qiu Shuhua (second from right), director of the Office of Science Research, State Family Planning Center of the PRC, hope to secure funding for the research from government agencies and non-profit organizations interested in population control in each country.

Also pictured here are Tsong Shu Dong (left), senior scientist and head of the Department of Reproductive Physiology at the National Research Institute for Family Planning, and UM President C. Peter Magrath.

Campus writing programs share same goals

Editorial note: The revised version of UM's long-range plan contains a new objective in the area of student enrichment. That objective reads: "By 1988, each of the campuses will offer special programs to improve the writing skills of undergraduates. To the extent possible these programs will include assessment components."

The following is an in-depth look at the writing programs on the four campuses, where they are today and the plans for the future. Although some components of the writing programs have been in place for some time, new objectives and techniques assure the improvement of students' writing skills.

Teaching students effective writing skills is more than teaching them to define a comma splice.

The problem with student writing is often student thinking.

Doug Hunt, who directs UM-Columbia's campus writing program, shares this view with directors of the writing programs on UM's other three campuses. Together they spearhead a University effort to improve students' written communication skills through a program of course requirements, writing-intensive courses, computer-assisted instruction, computerized writing laboratories and exercises in rigorous thinking.

Although the four programs emphasize different techniques and are in various stages of development, they share the goal of making UM graduates more proficient writers.

The reasons for the development of campus writing programs are many, but two global reasons predominate.

Faculty have been concerned that students' writing skills are declining. Hunt says those skills probably reached a low point sometime during the 1960s. Although there has been some improvement, Marcia Dalbey, who chairs the UM-St. Louis English department, feels there is work still to be done. "Students just don't read or write as well as they used to," she says.

The second concern relates to the undergraduates' entire educational experience.

"College education is in danger of becoming increasingly a matter of cramming in a certain amount of data rather than learning disciplined habits of thought and skills in inquiry and research that will last people for a lifetime," Hunt says.

"Important in the conception of the writing programs is at some point in students' undergraduate degree program, they need to encounter as many courses as possible in which the intellectual initiative is placed on the student rather than on the teacher. It's really a question of whether we want students to produce language and insights or reproduce language and insights."

Inherent in all four UM programs is the desire to keep students writing throughout their undergraduate career. Otherwise writing skills grow stale.

"We know that students' writing skills atrophy if they are not used consistently," says Michael Vivion, director of composition in UM-Kansas City's Department of English. "We need to spread the writing instruction through the four-year program."

"Different disciplines have different writing needs. We want students to have writing proficiency in their discipline as well."

"We stipulate the need for a writing course in the students' junior year," Dalbey says. "We find that after the freshman year when there is a great deal of writing required, writing skills begin to deteriorate. So we try to have writing experiences throughout the students' time at UMSL."

That's the theory behind writing-intensive courses that will eventually appear on all four campuses.

At UMC, writing-intensive courses are developed at the faculty's initiative. Hunt says there are certain guidelines for those classes, and not every course in every curriculum can be adapted to be a writing-intensive class.

"Our guidelines determine that writing should be distributed throughout the course, not all concentrated at the end of the semester in one huge paper," Hunt says.

At present, UMC has 17 courses that are writing-intensive. They cover the disciplines from genetics to child and family development to history to agricultural engineering. When Hunt held a faculty workshop on writing-intensive courses in January, 70 faculty members signed up, representing 50 departments and six colleges.

Writing-intensive courses are approved



by the campus writing board, a group of 24 representatives from UMC schools and colleges. Members of the board are appointed by the provost.

Vivion says UMKC also is developing a program of writing-intensive courses. "Faculty will propose courses to be approved as writing-intensive," he says. "We want to engage people from different disciplines in thought and discussion about what is needed to be proficient writers in their disciplines. We plan to hire a coordinator who will assist faculty in developing writing-intensive courses."

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— Vivion

Although there are now no writing-intensive courses at UMSL, Dalbey says she would eventually like to see four years of writing-intensive courses there. And Jim Wise, chairman of UM-Rolla's English department, says the Rolla program will also include courses from across the curriculum that emphasize written communication skills.

At UMR, faculty workshops will be held once a week for individual departments

during the first year of the program. Led by the director of UMR's writing laboratory, the workshops will provide faculty the opportunity to discuss what constitutes good writing and how they can incorporate those concepts into their classes.

"The major purpose of the workshops will be to get all faculty on the UMR campus concerned not only with quality writing but also with ways to incorporate good writing into all aspects of a student's education," Wise says. "The workshops should help faculty enhance and reinforce the students' learning acquired in the English department's writing courses."

Hunt says the faculty workshops at UMC stress specific techniques that can help make writing assignments more interesting for students and faculty alike.

One of those techniques is the design of more engaging topics. Rather than assigning

an objective test, every student entering the University must write an essay. Based on that result, they are placed in the regular freshman composition course or in a basic writing course. No more than 5 percent have ever tested out completely."

Freshmen entering UMKC who feel they are deficient in composition skills or who do not meet the entrance requirements take a placement essay. Based on the results of the essay, students are placed in either an intense preparatory course or UMKC's first semester writing class emphasizing the transition between high school and college writing. Students are also required to take another composition course. Advisers encourage students to take that course during their sophomore year.

Before beginning their junior year and after completing the second composition course, all students in the College of Arts and Science and the School of Business and Public Administration must take a three-hour English proficiency exam. Students who fail the exam must take a third composition review course at no credit until minimum proficiency is attained. Students who pass the exam take a junior level composition course or a writing-intensive course in their discipline.

Based on placement tests scores, freshmen at UMC must take either English 10 or English 20. After completing English 20, students must take at least one writing-intensive course.

At UMR, freshmen must take composition. Intermediate composition is offered during the sophomore year. In their junior or senior year, students may take either advanced composition or technical writing.

Wise says some UMR students enrolled in the School of Engineering may take only one composition course during their student career.

"Because of the demanding required course load in their major work, students in the School of Engineering usually have little opportunity to take a second course in writing," Wise says. "Some students, those who test out of the required composition course as freshmen, take no writing course before graduating from UMR. Consequently, some of UMR's engineering graduates may be lacking in strong writing skills."

UMR's answer? The writing laboratory.

Although still in the proposal stage, UMR's laboratory is planned to supplement the writing courses offered by the English department.

Wise says students will be able to get editorial instruction and an analysis of their writing skills. A director will supervise a staff of student assistants.

"The writing laboratory will provide the students the experience of assisting others in improving writing skills," Wise says. "In addition, the laboratory will have personal computers and appropriate software for self-instruction in writing techniques."

UMKC is in its third year of computer-based writing instruction. Vivion says the program has two assets.

"We think it's a good idea for students to know how to use computers," Vivion says. "The second asset is the computerized classroom that allows opportunities for peer critiques. The computers are networked so students can send documents back and forth to each other electronically."

"We also have a computer laboratory that is not networked. The computers in the classroom accept either floppy or hard disks, so students can work on a piece in class and then put it on disk to work on it in the lab. Although the program is still experimental, there are about 10 sections a semester taught in the computerized classroom."

one topic at the end of the semester and inviting students to write about it for 10 or 12 pages, Hunt stresses shorter assignments that present a clear question to be answered.

Hunt adds that a great deal of time is spent discussing "true revision," really rethinking what is said in the paper.

"There is also a tendency for faculty to overmark papers," Hunt says. "A student may write a terrible sentence in paragraph 2, and the faculty member spends a great deal of time either rewriting the sentence or describing in detail what is wrong with the sentence. In either case, the faculty member is doing the student's work and robbing the student of the opportunity to learn by just having to deal with the problem. This is why we stress minimal marking."

Collaborative learning is another valuable technique stressed in the faculty workshops.

"What we're trying to do in the classroom is keep the teacher from being the one who does all the acting and the students from being just passive recipients," Hunt says. "Faculty can have students write a short paper and then get students together in small groups to share drafts and critique them. By this we don't mean having them discuss where the semicolon goes; we mean having them discuss the content and say 'I agree with your first paragraph, but I think you're dead wrong in paragraph 2.'"

At present all campuses have different English and writing course requirements for their students.

UMSL has a required writing program for the whole campus. Dalbey says students must take composition in their freshman and junior years.

"We have always had a rigorous testing program for admission into freshman composition classes," Dalbey says. "Rather than

In addition, workshops on specific writing topics are held on the hour from 9 a.m. to 4 p.m. and in the evening in the writing lab. As many of UMKC's older adult and non-resident students must arrange school schedules to accommodate work schedules, the workshops in the lab allow them to take full advantage of program offerings at their convenience.

One unique feature of the UMSL writing program is the certificate in writing program open to both undergraduates and graduates of UMSL and other schools. The certificate is awarded after completion of 18 hours of credit, including one three-hour independent writing internship. The internship may be a writing project directed by faculty or an internship without pay at a local business.

"The certificate in writing program allows students to take courses in their subject matter area and still emphasize writing," Dalbey says. "We offer such courses as business and technical writing, public relations and media writing and creative writing."

"I am most pleased with the internships that are often the culmination of the certification process. About 25 percent of the students who intern with a local business receive job offers. Since most of the UMSL students stay in the St. Louis area, it's often a good way to secure work after graduation. Many of the students who have been through the certification process are letting current students intern with them, so there is a good network."

The University's writing programs don't always stay within the walls of the University. Three of the four programs currently offer an outreach effort through coordination with the National Writing Project, created in 1974 to meet the critical need for highly skilled teachers of writing.

The Missouri Writing Project meets on the Columbia campus under the direction of Ben Nelms, UMC professor of education. Hunt says plans are under way now to create a position for a liaison person to work with both the UMC campus writing program and the Missouri Writing Project.

The Greater Kansas City Writing Project is administered by the UMKC Department of English. The project offers special programs and courses in the teaching of writing.

"We hold graduate workshops every summer and districtwide in-service training for teachers," Vivion says. "In addition, we hold a yearly conference related to the teaching of writing. Last year our programs were attended by more than 350 area teachers."

This year's conference, *New Perspectives on the Teaching of Literature*, will feature speakers from across the United States. All activities are funded by the writing project, the Bernardin Fund and the dean's office in the College of Arts and Sciences.

The Gateway Writing Project in St. Louis promotes better writing in the area schools through specialized training for teachers. Dalbey says teachers in all subject areas are invited to attend the institutes. They, in turn, return to their schools and pass the principles they have learned on to other teachers.

The project also has responded to the introduction of computers into classrooms. In 1984 project staff began working with teachers to develop writing programs using the computer as a writing tool.

In addition, the project has developed the concept of "writing improvement teams" at the public school level. A team consists of one or more administrators, two or more writing project-trained teachers and resource staff. The teams meet regularly at the school site.

The Gateway Writing Project now reaches even more teachers through a partnership between UMSL and Harris-Stowe State College. The writing project efforts are made possible through a grant from the Fund for the Improvement of Postsecondary Education.

Multiple EOBs explained

Why all that insurance paperwork?

As of the week ending Dec. 12, 1986, the University's medical insurance carrier, Provident Life and Accident Insurance Co., had processed 114,787 claims for UM employees for the calendar year.

That's an average of 2,296 claims each week.

It generates a lot of paperwork.

If you file many claims, you undoubtedly receive many checks from Provident, each accompanied by an EOB — explanation of benefits. That's the written statement attached to the check explaining what part of your claim is covered and how Provident's payment to you was calculated.

It's not unusual to get several checks at one time, sometimes in the same envelope. And although it may seem a curious use of paper and time, there are several reasons for it.



According to Michael Paden, director of UM employee benefits, the following are the most common reasons for receiving multiple checks and EOBs.

- Expenses that cross calendar years. Deductibles are accumulated on a calendar year basis. In this situation, you might submit some expenses for the preceding year in which your deductible had been satisfied. At the same time, you might submit expenses for the new year beginning Jan. 1, and some of those expenses might be applied to the new year's deductible.

- These two claims will not be processed on the same EOB," Paden says. "They will be split and separate checks will be issued because you're dealing with two plan years rather than one."

- Claims involving more than one patient. Provident keeps records on each individual covered by their plans. If you submit all the claims for your entire family,

for instance, each of those individual claims will be processed on separate EOBs.

- Claims involving more than five providers.

"There is a physical limitation on the EOB itself in terms of how much data each sheet of paper will hold," Paden says. "So if you submit several claims from more than five providers, Provident will automatically

If you go to a clinic or hospital and see several different physicians each treating you for a different diagnosis, you will receive separate EOBs for the separate treatments for each diagnosis.

Paden says all physicians should be using a universal coding system when identifying their diagnosis on their physician's statement. Each time the Provident system

In case you're wondering . . .

If you think a claim submitted to Provident Life and Accident Insurance Co. should be covered and Provident disagrees, there may be four good reasons why.

From August 1985 to July 1986, there were 35,006 UM claims denied by Provident.

Of that number 11,522 were not covered because the expenses had already been processed.

Another 9,154 claims were not fully covered because actual expenses exceeded the usual and customary charges for the service. Usual and customary charges are those amounts specified as the maximum for certain services. They are based on the average cost for a specific service in a geographical area.

Still another 10,142 claims were not covered because they were not expenses for either illness or injury, the only two areas of expenses the plan covers.

And 4,188 claims submitted exceeded the per visit maximum for certain conditions.

issue another EOB for the remaining providers."

- Claims involving expenses before and after the effective date of a major plan or coverage change. If the University changes its deductible provisions, for example, and your claims occur before and after that effective date, you will receive different EOBs and checks for those two periods.

"Typically we try to make this kind of change at the beginning of the plan year, which is the beginning of the calendar year," Paden says. "This minimizes the impact of plan changes."

In addition, if you initiate a coverage change, different EOBs will be issued for the period preceding that change and the period following.

"For instance, an employee might be single and have employee-only coverage," Paden says. "If that employee marries someone with children, then the employee's coverage may change from single to family."

"In addition, an employee may choose to change from a \$100 deductible option to a \$500 deductible, or vice versa. Any change like this will create separate EOBs if claims are filed that bridge the period of that change."

- Claims for different providers for completely different diagnoses.

recognizes a different code, it issues a different EOB.

"The diagnosis is very important," Paden says. "When employees have concerns over their payments from Provident, it usually has to do with different diagnoses and treatments from different physicians."

- Claim statements that exceed 44 lines. "Again, this is just a physical limitation on the EOB forms," Paden explains. "Some hospital billing statements are quite extensive, so this may account for multiple EOBs."

- Major eligibility changes caused by relocating to another campus.

If an employee changes from active to retired, that would also generate a separate EOB for claims before and after retirement. Likewise, if an employee moves from one campus location to another, or from central administration to a campus affiliation, a change in location also would generate separate documents.

"If such a change occurs," Paden says, "it's important to notify your benefits office to terminate your prior location and identify your new location as quickly and simultaneously as possible. If not, your claims could be erroneously denied because you might be in the system identified as a Columbia employee when you have in fact moved to another location."

Legislature considers wages, investments

Several bills that have been introduced in the 84th General Assembly may be of interest to the University community. Summaries of the proposed legislation were provided by the office of the assistant to the president for governmental relations.

- **Investment of Certain Public Funds in Certain Institutions and Companies (House)** would require four state retirement systems and public trust funds to divest themselves within the next three years of any investments in banks, financial institutions and companies which have outstanding loans to or substantial investments in or with South Africa; would require that funds recouped from the divestiture be invested in firms doing business in Missouri.

- **Law School Accreditation (House)** would require the Commissioner of Education to establish standards of procedure to evaluate graduate law schools in this state which apply for approval of their legal education program. Any approved law school shall be accredited and any graduate of an accredited school shall be eligible to take the bar examination.

- **Missouri State University (House)** would establish by reorganization of the

state colleges and Lincoln University a five-campus Missouri State University with a single board of regents. This board will be established by Jan. 1. It shall appoint a president of the Missouri State University. The campuses of the Missouri State University shall be those currently designated as Central Missouri State College, Warrensburg; Southeast Missouri State College, Cape Girardeau; Southwest Missouri State College, Springfield; Northwest Missouri State College, Maryville; and Lincoln University, Jefferson City.

- **Workers' Compensation-Benefits (House)** would require employers to pay for such medical, surgical, hospital and other health care services, including nursing, ambulance and medicines in such sums of money that are reasonable and necessary for employees covered under the workers' compensation law; would grant to the employee, rather than the employer, the right to select the treating physician, surgeon or other health care provider.

- **Employees-Minimum Wage (House)** would establish a minimum wage of \$5 for

most employees; would establish a minimum overtime pay of one and one half times the regular wage for a work day longer than eight hours of a work week longer than 40 hours.

- **Zero-Based Appropriations (House)** would require every state office, department, subdepartment, division or bureau of each department down to the smallest organization to submit zero-based review estimates to appropriations every fourth year. A rotating schedule of the review procedure and requirements of the procedure are included in the bill.

- **Workers' Compensation-Vocational Rehabilitation (House)** would establish a plan within the workers' compensation laws for the provision of vocational rehabilitation services to injured workers.

- **Requirements for Buildings and Facilities Designated for Public Use (House)** would require adoption of the Uniform Federal Accessibility Standards as the state standard specifications for making buildings and facilities accessible to the physically disabled. These standards apply not only to facilities using state funds but to all places of public accommodations.



Elections

Doris Rowley, business manager for KBIA, UMC's FM radio station, has been elected to the Public Telecommunications Financial Managers Association board of directors for an 18-month term. She has been an active member of PTFMA for six years and has served on several committees.

Joseph F. Singer, UMKC associate professor of business and public administration, is the new president-elect of the American Society for Engineering Management.

Robert Demeritt, UMKC foreign language lecturer, has been elected president of the secondary school section of the Chinese Language Teachers Association.

The American Association of Colleges for Teacher Education has elected **Eugene Eubanks**, UMKC dean of the School of Education, president-elect. Eubanks will as-

sume the presidency in March 1988.

Donn Brolin, UMC professor of educational and counseling psychology and director of the Life-Centered Career Education Program, has been elected secretary of the Commission of Certification of Work Adjustment and Vocational Evaluation Specialists.

Appointments

Marc Dechazal, chairman of the UMC Department of Chemical Engineering, has been appointed a delegate to the Chemical Research Council, which includes representatives of industry and academia who are concerned with the quality of chemical-related research and with production quality control.

James M.A. Weiss, professor and chair-

man of the UMC Department of Psychiatry, was reappointed liaison officer to the Royal College of Psychiatrists of Great Britain by the corresponding professional and honorary society in the United States, the American College of Psychiatrists.

UMR Chancellor **Martin C. Jischke** has been appointed to the Committee on Federal Legislation and the Subcommittee on Research of the National Association of State Universities and Land-Grant Colleges.

Marguerite R. Barnett, UMMSL chancellor, has been appointed to the Study Project on Korea, sponsored by the Asia Society and the Council on Foreign Relations. She has also been appointed to the American Council on Education's Commission on Government Relations. The four-year term runs through December 1990.

George T. Taylor, UMMSL professor of psychology, has been appointed guest professor in the Institut für Experimentelle Pathologie, German Cancer Research Center, Heidelberg, Federal Republic of Germany.

Awards & Honors

Robert C. Crowder, UM coordinator of records and forms management at University Printing and Records Management Services, has earned the designation of "Certified Office Automated Professional" for his work in the field.

Richard N. Loeppky, UMC professor of chemistry, is the recipient of a Merit

Award from the National Cancer Institute in the amount of \$600,000 to be used for research over the next five years.

Adolph E. Schroeder, UMC professor emeritus of Germanic studies, received the 1986 Outstanding Achievement Award in German-American studies at the 10th annual symposium of the Society for German-American Studies.

UMKC men's basketball coach, **Lee Hunt**, was recently honored with an award from the National Council on Alcoholism and Drug Abuse. Hunt was honored for his efforts to battle substance abuse in college athletics.

Connie K. Plessman, UMC assistant professor of marketing education, has received the Neal E. Vivian Award for Research in Marketing Education from the American Vocational Association.

Michael E. Crawford, UMC associate professor of therapeutic recreation, has been named the 1987 recipient of the Mable Lee Honor Award given annually by the American Alliance of Health, Physical Education, Recreation and Dance. Crawford is the first recreation professional to receive the award in the history of the alliance.

Items for Laurels may be submitted to Spectrum, UM University Relations, 828 Lewis Hall, Columbia. Items should be limited to faculty and staff honors, elections and appointments of a national or international nature.

Curators grant UMC emeritus titles

The following emeritus titles for UMColumbia faculty have been approved by the Board of Curators.

College of Agriculture

Thomas S. Baskett, professor emeritus of forestry, fisheries and wildlife, effective Sept. 1, 1987.

Harold Biellier, professor emeritus of animal sciences/poultry science, effective Sept. 1, 1987.

Glenn S. Geiger, associate professor emeritus of animal sciences/poultry science, effective Sept. 1, 1987.

John S. Holik, associate professor emeritus of rural sociology, effective Sept. 1, 1987.

Hugh D. Naumann, professor emeritus of food science and nutrition, effective Sept. 1, 1987.

Marlin N. Rogers, professor emeritus of horticulture, effective Sept. 1, 1987.

College of Arts and Science

Ernst Braun, professor emeritus of Germanic and Slavic studies, effective Sept. 1, 1987.

Robert Breitenbach, professor emeritus of biological sciences, effective Sept. 1, 1986.

Allan B. Burdick, professor emeritus of biological sciences, effective Sept. 1, 1986.

Ebion Delima, professor emeritus of romance languages, effective Sept. 1, 1987.

John P. Doll, professor emeritus of economics, effective Sept. 1, 1986.

Charles Gowans, professor emeritus of biological sciences, effective Sept. 1, 1986.

Louis V. Holmoyd, professor emeritus of physics, effective Sept. 1, 1987.

J. Trenton Kostbade, associate professor emeritus of geography, effective Sept. 1, 1987.

Claudia Kren, professor emeritus of history, effective Sept. 1, 1986.

Clair L. Kucera, professor emeritus of biological sciences, effective Sept. 1, 1987.

James A. Middleton, professor emeritus of music and education, effective Sept. 1, 1987.

Frederick C. Spiegel, professor emeritus of political science, effective Sept. 1, 1986.

Robert F.G. Spier, professor emeritus of anthropology, effective Sept. 1, 1987.

Joseph L. Zemmer, professor emeritus of mathematics, effective Sept. 1, 1987.

College of Business and Public Administration

Robert D. Schooler, professor emeritus of marketing, effective Sept. 1, 1987.

Donald L. Shawver, professor emeritus of marketing, effective Sept. 1, 1986.

Ralph E. Skelly, associate professor emeritus of accountancy, effective Sept. 1, 1986.

College of Education

Veralee Hardin, professor emeritus of special education, effective Sept. 1, 1987.

Paul C. Ritchie, professor emeritus of physical education, effective Sept. 1, 1987.

Allan W. Sturges, professor emeritus of education, effective Sept. 1, 1986.

College of Home Economics

Marilyn W. Caselman, associate professor emeritus of family economics and management, effective Oct. 1, 1986.

Treva C. Kintner, assistant professor emeritus of human nutrition, foods and food systems management, effective Sept. 1, 1986.

School of Journalism

John C. Merrill, professor emeritus of journalism, effective Sept. 1, 1987.

Ernest C. Morgan, professor emeritus of journalism, effective Sept. 1, 1987.

School of Medicine

William C. Allen, professor emeritus of family and community medicine, effective March 1, 1987.

Raymond L. Hodges, professor emeritus of pathology, effective Jan. 1, 1987.

David M. Witten, professor emeritus of radiology, effective April 1, 1987.

Calvin W. Woodruff, professor emeritus of child health, effective Sept. 1, 1987.

College of Public and Community Services

Lee J. Cary, professor emeritus of community development, effective Jan. 1, 1987.

College of Veterinary Medicine

Lawrence G. Morehouse, professor emeritus of veterinary pathology, effective Sept. 1, 1987.

Jobs

The following administrative/professional and academic vacancies were listed with *Spectrum* as of April 3. Anyone interested in a position should contact the appropriate department or personnel office.

UMC: instructor, food science and nutrition; asst. professor, accountancy, pharmacology, geography, veterinary medicine and surgery (2), obstetrics and gynecology, medicine, child and family development; asst. professor-assignment editor, broadcast news; asst./assoc. professor, computer science, statistics, health and physical education, housing and interior design, physics and astronomy, social work; assoc. professor, special education, medicine, child health (2); instructor/asst./assoc. professor, business administration, pharmacology (2); asst./assoc./full professor, mechanical and aerospace engineering, industrial engineering; professor and department chair, educational and counseling psychology; instructor/asst./assoc./full professor, nursing (5); research associate, pathology; postdoctoral research fellow, biological sciences; postdoctoral fellow, Missouri Institute for Psychiatry (2), entomology; postdoctoral research associate, biological sciences; clinical instructor/emergency room physician, surgery/emergency center (4); assoc./full professor, biological sciences; assoc./full professor and chief of surgical services, VA Hospital; language and literature librarian; research associate, microbiology; research specialist (2); sr. research specialist (2); director, development; coordinator, menu/quality control-campus dining services; manager, engineering; asst. director, athletics; director, office of patent development; asst. vice chancellor for development; residence hall coordinator, residential life; staff physician, student health; administrative associate I; computer programmer analyst

I (2); systems programmer II. **UM:** systems analyst.

UMCHC: asst. division director, operations and planning; certified orthotist; computer project manager; audiologist; coordinator, arts program; food service supervisor; manager, hospital accounting, hospital computer center, telecommunications.

UMKC: asst./assoc. professor, basic medical sciences, dental hygiene, oral diagnosis (2), periodontics, pediatric dentistry, accounting; professor and chair, department of pediatric dentistry; visiting professor, theater; asst. professor, pharmacology; instructor/asst. professor, communication studies; theater assistant (10); visiting research associate, physics; research associate, Institute for Human Development, computer science; lecturer, basic life sciences, business and public administration, engineering, administration of justice, history, geography, earth sciences, geology, Chinese, public administration; adjunct faculty, biology; clinical faculty, dentistry; visiting asst./assoc./full professor, computer science; asst./assoc./full professor, computer science; research aide, Institute for Human Development (2); manager, accounting and student loans.

UMR: lecturer, applied arts and cultural studies-music; video communications engineer; sr. information specialist.

UMSL: asst. professor, marketing, statistics, behavioral management (2); asst./assoc. professor, computer science; lecturer and asst. director of forensics, speech; asst./assoc./full professor, accounting, finance, management science/information systems; academic adviser; asst. to vice chancellor for student affairs; computer programmer/analyst.

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