

University of Missouri System

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Grappling with assessment continues to be a major effort of the UM System Board of Curators, administration and faculty. Although assessment is admittedly expensive and time-consuming, administrators say, the University System is already witnessing instances in which assessment has helped improve student instruction—its major goal. As the University community adapts to assessment and adopts certain testing instruments and other assessment methodologies, the questions remain—is uniform assessment possible and preferred, will assessment ultimately be worth the high price tag it carries and will students, faculty and administration come to accept it as a somewhat necessary evil to ensure enhanced education? Read about the latest on assessment inside on page 1. Photo by Pat Nichols.

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Board reviews assessment's past, methods, results

"Assessment was and I believe continues to be a manifestation about the public concern for educational quality," said Nancy Marlin, assistant vice president for academic affairs, in a report on assessment to the UM System Board of Curators.

"Such a concern is fueled by the continuing reports of poor performance nationally in critical academic areas such as math, science and geography."

Marlin, who was updating curators on the assessment programs being implemented at the four UM System campuses, said campus administrators had been able, in a relatively short time, to successfully implement a major program of assessment as discussed by the Board of Curators.

"Few other institutions of the size and complexity of the University of Missouri System have implemented such a broad-based assessment program,"

'The lack of appropriate instruments for general education has been a particular challenge to the assessment program at the University.'

Marlin told curators. "I hasten to add the program has not been without controversy which has, in many cases, obscured the substantial efforts put forth by the campuses."

Assessment was initially called for in the University System's long-range plan, first adopted in 1984. The Board of Curators approved a policy on assessment in January 1987. Students were first assessed in the 1987-88 academic year.

"The policy charged the president and the chancellors to be sure assessment procedures were put in place, required the involvement of faculty in designing the evaluation strategies and recognized that, given the range and diversity of the University's missions and programs, assessment procedures must be diverse, sophisticated and multiple," Marlin said.

The first goal of the student enrichment section of the long-range plan calls for a sound intellectual foundation in the liberal arts and sciences. The second goal states graduates should show a sound background in their areas of specialization. However, as Marlin noted, such goals, especially those regarding general education, are not necessarily amenable to standardized testing.

"There are severe limitations to standardized multiple choice tests in assessing general education," Marlin told the board. "The lack of appropriate instruments for general education has been a particular challenge to the assessment program at

the University of Missouri and indeed at all other universities involved in similar assessment activities."

Marlin emphasized that the guidelines approved by the curators were designed to enhance the University System's undergraduate education through programmatic evaluation — that is, assessment was to be made at the program or institution level rather than at the individual student level.

The price of assessment is high. Marlin reported the direct costs of assessment during the 1987-88 academic year were in excess of \$733,000, not including countless faculty hours to develop, administer, score and interpret the results.

"All campuses reported above national averages and in some cases well above national averages on measures of general education," Marlin said. "The results were publicized and communicated to the state's leadership, including the governor and his staff. However, the goal of assessment is not only public accountability, but improvements in undergraduate education. That improvement cannot come about by simply reporting, in Lake Wobegon fashion, that all the students are above average. The greatest potential for improvement in undergraduate education is in the assessment efforts in the students' major fields of study."

Marlin cited examples from each campus.

At UM-Rolla, assessment efforts in metallurgical engineering indicated students were not doing as well as the faculty expected in electrical circuitry. As a result, the course dealing with electrical circuitry was changed from an elective course to one required by all metallurgical engineering majors.

- At UM-Kansas City, as part of the process of developing the exam for students in the English major, faculty realized the curriculum did not include as much common coursework as they thought appropriate. As a result, the faculty increased the requirements for English majors.

- In the administration of justice department at UM-St. Louis, faculty wanted students to have a more global perspective of justice systems; a course titled World Justice Systems has been introduced. In addition, faculty discovered students needed criminology theory early in their course sequence. As a result, the criminology theory course has been changed to a freshman- or sophomore-level course rather than a junior- or senior-level course.

- At UM-Columbia, the faculty of the Department of Political Science found their students did not meet the faculty expectations in statistical skills. The department now requires more math and statistics for its majors. In the Department of Agronomy, assessment results revealed students often were not taking the basic science courses in the freshman and sophomore years; the curriculum has been revised so students benefit from a more thorough foundation in science courses before they reach the more advanced agronomy courses. In addition, the same department found students' writing skills did not always meet faculty expectations, so an additional emphasis on writing is being introduced in the curriculum.

Each campus has designed its own unique assessment procedures, according to Marlin. However, she



summarized her report with five major statements related to assessment in general.

1. Assessment, due to the size of the University System, is a complex operation involving assessment of thousands of students and work from hundreds of faculty to develop and administer assessment instruments.

2. The University System has encountered difficulty in the area of

Assessment has resulted in improved student learning.

assessment of general education. No established instrument exists for this purpose, and the University has been extensively involved in piloting certain tests on the national level.

3. Another concern about assessment is its cost. At a time of extremely limited resources, the program is quite expensive. There is also concern about inappropriate use of simple numerical results in comparison of the University with other institutions.

4. The most beneficial aspect of assessment has been the assessment of students in their major fields of study. "It is in the assessment of the major I think we are most likely to achieve the goal of assessment — improved student learning," Marlin says.

5. The University System is committed to the assessment program in policy and in practice and will continue to use the results not only to demonstrate public accountability but also to improve student learning.

"I'm particularly pleased with the way assessment is used as more than just a methodology for evaluating certain results, which is assessment in its crudest form," said Curator Peter Raven. "This use really reflects a change in attitude. The faculty are

actively involved in innovation and change based on the results of what is actually being accomplished. It is certainly a financial burden and a programmatic one, but it has some good aspects as well."

However, Curator John Lichtenegger expressed concern that UMC's assessment methodology might not be as comprehensive as that of some of the other campuses. At UMC, a general education test is given to all sophomores and juniors applying for professional standing in the College of Education, to juniors in the basic program in the School of Nursing and to sophomores in the College of Engineering. All departments measure proficiency of students in their major fields.

At UMSL, by contrast, all entering freshmen and graduating seniors take a test of general education.

"I would like to compliment you on your assessment program," Lichtenegger told UMSL Chancellor Marguerite Barnett. "I think it is what the curators had in mind, and I'm appreciative of that."

"On the other hand, at Columbia, if there are only 500 to 600 students being tested for general education, I assume there are several thousands not taking any kind of standardized test whatsoever. In my opinion there was a strict guideline that there should be some type of uniform and standardized approach to this. Chancellor Barnett has been able to implement a mandatory, standardized, uniform test based on the guidelines the curators approved. Kansas City and Rolla have done well also."

"But in Columbia the faculty's opinion of assessment is that they are absolutely diametrically opposed to any type of uniform, standardized and mandatory testing. I would like to suggest that the Academic Affairs Committee develop a uniform program similar to what they are doing in St. Louis. I think using assessment to improve the curriculum is great, but

(Continued on page 8.)

Thomas Jefferson award goes to UM-Rolla professor

A University of Missouri-Rolla professor noted for his achievements as a scholar, scientist and educator is the 1989 recipient of the Thomas Jefferson Award presented by the UM System's Board of Curators.

William James was given the award and a \$1,000 grant from the Robert Earl McConnell Foundation by curators at their March meeting. The honor is given annually to a University System faculty member who "best exemplifies the principles and ideals of Thomas Jefferson."

James best fits that description, a UMR nominating committee wrote, because "his achievements and his vision of a better society and a more rational world underscore his true commitment to Jeffersonian values and ideals."

James, who has been associated with UMR since 1953, is a professor emeritus of chemistry and research scientist. Among his many achievements at UMR is his establishment of the school's Graduate Center for Materials Research. During his tenure as director of the center, James attracted more than \$2.5 million in research grants. The center is testament to his skills as an administrator and researcher.

In 1961 James was named a Fulbright Research Fellow at the

University of Grenoble in France where he collaborated on research projects with Nobel Laureate Louis Neel at the Centre National de la Recherche Scientifique. It was experience like this and activities at UMR that earned James an international reputation in X-ray and neutron diffraction, crystallography, crystal imperfections and electrochemistry. He has published more than 180 scholarly publications related to his work.

Carol Ann Smith, who chaired the UMR nominating committee, said James' broad range of life experiences goes beyond teaching and research. She said James is a businessman, community leader, civil liberties activist, inventor and amateur thespian.

"Bill James is regarded by his colleagues, by students, by administrators and by private citizens as the best a university can offer," Smith wrote. "His unassuming manner veils his record of accomplishments, his broad knowledge, his international standing and his consuming interest both in man and in the physical and natural world. James, like Jefferson, has greatly contributed to scholarly research, to the community, to international cooperation, to the advancement of knowledge and, perhaps most importantly, to the quest for rationality, reason, toleration and understanding among men."



James

Financial plan will help state reap economic benefits

by Sharon Reid

University Relations

Investing in education is investing in the economy, says Thomas Hussey, executive director of the University's research parks.

examples of states investing heavily in research universities and seeing economic results. "The states that are investing, those are the ones that are leading," he says.

The five-year financial plan would help research by investing money in faculty and staff and in the physical resources such as libraries and computing.

"The UM System represents one of the few major means the state has for economic development," says Jim Snider, assistant to the president for governmental affairs. "Our challenge is how to innovatively assist the state in that effort. We can view ourselves as the research and development arm of the state."

"Every student takes value-added intellect from education into the marketplace," Hussey says.

The UM System's five-year plan for funding would benefit economic development by providing a better education.

"The people of this state must realize — as I think this plan points out vividly — that quality higher education is an investment in future prosperity," says UM System President C. Peter Magrath. "Economic development will increasingly depend on quality education."

The report from the Missouri Opportunity 2000 Commission says: "The state will need highly educated and continuously educated citizens to staff and lead the knowledge economy. Missouri's higher education institutions will have a full agenda. But they are underfunded for their task."

A University Planning Council reported concurred, saying "changing technology is increasing the importance of higher education, and if the importance of an adequately trained work force for the increasingly complex jobs of the future is not recognized, the economy and tax potential of the state will suffer."

Increasing faculty compensation is one way the five-year financial plan would help raise the quality of education in the state. An additional \$51.4 million annually in increased funding for compensation would increase the average UM System faculty member's salary and benefits to the Big Ten average to allow the University System to better compete and retain quality faculty.

Financial plan would improve University's student instruction

by Sharon Reid

University Relations

Student instruction, a primary mission of the University of Missouri System, would benefit from more financial aid, better resources such as libraries and computers and better academics if the five-year financial plan is fully funded.

During the past 10 years, the UM System has allocated substantially more of its operating budget to financial aid to reflect the policy of providing educational opportunity to those who have the capability but lack the financial resources to attend, UM System President C. Peter Magrath says. The five-year plan calls for an additional \$5 million annually in aid either through UM System, state or federal programs.

The five-year plan seeks to help students by improving the academic infrastructure.

"One of the items in our agenda is the high cost to the student," says Orrin Crosser, UM-Rolla professor of chemical engineering and president of the UMR academic council. "As late as 1980, a working resident student could complete his four years with a debt corresponding to about two or three months of his disposable income

after graduation. Now it would correspond to at least a year, and the debt threatens to become larger."

Besides increasing financial aid, the five-year plan seeks to help students by improving the academic infrastructure such as libraries and computers. The plan asks for an additional \$6 million to raise the UM System's libraries to competitive levels with comparable universities.

"The acquisition of books and periodicals has been substantially cut, thereby restricting faculty and student access to important current information in many fields," Magrath says.

The additional \$10 million in funding for academic computing proposed by the five-year financial plan would benefit students by providing better access to computers. "Students today should have routine access to microcomputing as an integral part of their higher education," Magrath says.

"Money is needed to alleviate the computer time crunch," says John Moll, a junior in the UM-Columbia College of Engineering. "Because of the lengthy time waits for certain computers, area businesses have started selling computer time. Students should not have to go outside the University for those services."

The five-year plan also proposes increasing the compensation for faculty and staff to the average of the Big Ten, an additional \$51.4 million. "The quality of a university mirrors the quality of its faculty and staff," Magrath says. "The talent of our faculty and staff will determine the quality of our teaching."

"We are not merely seeking this money as an appropriation for the University," Magrath says. "We are seeking this money as an investment in the future of Missouri."



5 YEAR PLAN

In addition to improving the quality of instruction for students, a first-rate faculty also improves economic development in the state through research and technology.

The University Planning Council suggested "the University must continue to demonstrate to the people of Missouri its role in discovering, developing and applying new technology in order to make clear the relationship between investment in the University's research and graduate programs and state's economic health."

"Where there is an investment and the quality of students is high, experience and history show that those fertile minds creating new ideas through research help transfer those ideas of the marketplace," Hussey says.

The research climate around top-notch research universities attracts new firms and helps retain old ones.

"A strong faculty not only increases the opportunities for close cooperation, especially in research, with existing Missouri businesses, but helps the state attract new firms," states the long-range plan.

Hussey uses Texas, California, Massachusetts and a few other states as

UM-Columbia nuclear engineer receives Weldon Spring award

An internationally recognized scholar in nuclear engineering is the 1989 recipient of the prestigious Weldon Spring Presidential Award for Research and Creativity.

Sudarshan Loyalka, UM-Columbia professor of nuclear engineering, received the award at the University of Missouri System Board of Curators March meeting.

The nominating committee cited Loyalka for his status as an international scholar, his scholarly contributions to many areas related to nuclear engineering, his collaboration with peers, his productivity and his recognition by being named a fellow in the American Physical Society.

Loyalka has been a member of the UMC faculty since 1967. He is recognized for his work in the fields of aerosol mechanics, the kinetic theory of gases, nuclear reactor safety and neutron transport.

During the past 20 years, Loyalka has completed significant research in rarefied gas dynamics. Together with his students and colleagues, he has published more than 100 papers in refereed journals such as the *Physics of Fluids*, *Journal of Chemical Physics*, *Journal of Aerosol Science*, *Zeitschrift für Naturforschung* and the *International Journal of Heat and Mass Transfer*.

In 1985, Loyalka was elected a fellow of the American Nuclear Society, cited for "contributions to the mechanics of aerosols, rarefied gas dynamics and neutron transport theory."

According to Richard Warder, chairman of the UMC Department of Mechanical and Aerospace Engineering, Loyalka's efforts have had and continue to have major impact on both the basic

research community as well as the applied and industrial sectors.

"His research results are being utilized to aid in the studies of aerosol reactors being developed for industrial manufacturing, the deposition of aerosols and particulates in both industrial piping and human lungs and in clean room technology for manufacturing processes," Warder writes.

"Prof. Loyalka also shares his talents freely with students," Warder states. "He has guided 22 Ph.D. and 16 master's students and currently works with six Ph.D. candidates and five master's candidates. He also encourages undergraduate students to participate in research."

Loyalka's expertise and scholarship are recognized by his colleagues nationally and internationally.

"Prof. Loyalka is one of the

'Dr. Loyalka's success as an educator and scholar is due to the rapport he has with his students and colleagues.'

world's foremost researchers in the area of transport processes of aerosol systems. I know he continues to be



Loyalka

Photo by Pat Nichols

very active and is, I believe, on the verge of solving some long-standing problems on the diffusion of vapor molecules to aerosol particles in the rarefied gas regime," says John Seinfeld, the Louis E. Nohl Professor and chairman of the Department of Chemical Engineering at California Technological Institute. "If anything, his rate of productivity is actually increasing."

J.R. Brock, the Kenneth A. Kobe Professor of Chemical Engineering at the University of Texas at Austin, states: "Rare for many theoreticians, Prof. Loyalka has maintained a consistent regard for experimental verification. His work has, therefore, always been most useful to other workers in the field."

"Prof. Loyalka's research of aerosol mechanics and of heat transfer processes is characterized by its mathematical rigor, but I do not believe the value of these results is yet adequately appreciated by the reactor safety community," says A.P. Malin-auskas, director of NRC programs at Oak Ridge National Laboratory. "I have yet to observe any loss of originality or of enthusiasm in Prof. Loyalka, and look forward with anticipation to the results of his continuing efforts to clarify the many complex phenomena associated with severe reactor accident analysis."

Finally, one of Loyalka's master's candidates, Chaiporn Haley, states: "Besides his own expertise, Dr. Loyalka's success as an educator and scholar is due to the rapport he has with his students and colleagues. He makes a point of meeting socially with both his undergraduate and graduate students. I have been invited to his home where I had the opportunity to get better acquainted with his colleagues and other students. Because of his commitment to excellence in his field, his genuine interest in education and his graciousness to students, Dr. Loyalka has my deep respect and admiration."

Committee selects Weldon Spring endowment award winners

Eighteen proposals for multi-campus research projects have been named winners in the 1989 Weldon Spring Endowment Fund competition.

The projects, chosen from 41 proposals, will share \$1,130,000 with campus research projects and the recipient of the Weldon Spring Presidential Award (see story on this page). This year's intercampus awards total \$385,500.

Earnings from the Weldon Spring Endowment Fund, created by the 1979 sale of the University's Weldon Spring property in St. Charles County, are used to support scholarly, artistic and creative activities of faculty.

The campuses will allocate \$734,500 for research proposals from the money set aside for the 1989 Weldon Spring Awards. Campus distribution of the \$734,500: UMC, \$220,350; UMKC, \$175,150; UMR, \$169,500; and UMSL, \$169,500.

Winners of this year's intercampus competition:

- "Computer Modeling of the Articulated Human Body for Patient Evaluation and Treatment in Rehabilitation Medicine and Post-operative Orthopaedics," Xavier J.R. Avula, UMR; Robert Gaines and Paul Kaplan, UMCHC, \$16,499.

- "Research and Symposium on Fiber Arts of Africa, Oceania, and the Americas," Janet Berlo and Ken Anderson, UMSL; David Binkley and Patricia Darish, UMKC, \$11,635.

- "Intercampus Humanities Seminar," Larry Clark, UMC; Marvin Barker, UMR; E. Terrence Jones,

- UMSL; Max Skidmore, UMKC, \$10,000.

- "Longitudinal and Cross-Sectional Analyses of an Early Learning Deficit in Mathematics," David C. Geary and V.A. Samaranyake, UMR; Sam Brown, UMC, \$27,026.

- "Petrographic and Geochemical Studies on the Bonnetterre Dolomite (Cambrian), Southeast Missouri," Jay Gregg, UMR; Kevin Shelton, UMC, \$19,768.

- "The Applications of Modern Digital Signal Processing Techniques to Veterinary Medicine," Allen Hahn and Ross Cowart, UMC; William Tranter and Randy Moss, UMR, \$24,500.

- "Community-Based Long Term Care for the Aged: Access and Service Issues for the Post-Acute and Chronically Ill," Stanley Ingman, UMC; Steven Wallace, UMSL, \$18,930.

- "Aerodynamic and Heat Transfer Analysis of Waverider Configurations," K.M. Isaac, UMR; John Miles, UMC, \$27,085.

- "Investigations of Electron Momentum Densities in High Temperature Superconductors," Y.C. Jerry Jean and Wai-Yim Ching, UMKC; William Yelon, MURR; Hollis Leighly, UMR, \$27,905.

- "Missouri Policy Choices," Kimberly Kempf, UMSL; Edward Jennings, UMC; J. Fred Springer and G. Ross Stephens, UMKC, \$20,358.

- "Analysis and Synthesis of the Slider-Crank Mechanism in a Diesel Engine," Frank W. Liou, UMR; Sam

- Haddad, UMC, \$32,355.

- "The Individual and the Community: Public and Private Action," Michael MacKuen, UMSL; Thad Brown, UMC, \$24,437.

- "Hydrogen Embrittlement in Steel Characterization of Hydrogen," William Miller, UMC; Arvind Kumar, UMR, \$30,274.

- "Mitigation of Property Damage from Windstorms in Missouri," Joseph E. Minor, UMR; Henry Liu, UMC, \$14,861.

- "Design of Robust and Adaptive Controllers for Multivariable Systems," S. Vittal Rao, UMR; Robert McLaren, UMC, \$25,117.

- "Centrifuge Modeling of Blast Effects on Underground Openings in Cemented Sands," Richard Stephenson and Charles Haas, UMR; Teresa Taylor, UMC, \$26,775.

- "Structure, Thermodynamics and Dynamics of Manganese Impurities in Copper-Manganese Alloys," Giovanni Vignale, UMC; Wai-Yim Ching, UMKC, \$16,375.

- "Enhancement of Adhesion at Metal-Polymer Electronic Material Interfaces," H.K. Yasuda, UMC; Thomas O'Keefe, UMR, \$11,600.

Members of the Weldon Spring Endowment Review Committee are Daryl Hobbs and Judson Sheridan, UMC; Marian Peterson and Marvin Querry, UMKC; Walter Gajda and Harry Sauer, UMR; Sylvia Cook and Charles Kuehl, UMSL; and Nancy Marlin, UM System assistant vice president for academic affairs, convenor and committee chairwoman.

Risk, insurance staff offices move to Clark Hall

The UM System Department of Risk and Insurance Management moved from its offices in 225 University Hall to 6 Clark Hall effective April 13.

The new main departmental telephone number is 882-6205. Staff moved are Edward D. King, director (882-3735); Charles Cottingham, insurance manager (882-4473); Connie Jeffcoat, administrative associate (882-4633); and Jan Runyan, administrative assistant (882-6205).

The UM System Office of the Assistant Vice President for Computing and Information Technology moved from 501 Clark Hall to 225 University Hall effective April 17. CIT staff members who have moved to University Hall are Chuck Shomper, assistant vice president for computing and information technology (882-9200); Betty Roberts, assistant to the assistant vice president (882-9236); Patricia Touzeau, executive staff assistant (882-9215); June Britt, administrative assistant (882-9311); and Angie Gilpin, senior secretary (882-2705). The remaining members of CIT's staff are still housed in Lewis and Clark halls.

From one curator's perspective...

Editor's note: In the second of our series of reprints of curators' presentations at the Board of Curators meetings, we have condensed Curator Sam Cook's presentation to the board.

For more than 30 years, I have had a deep and sincere interest in this university. I attended the University of Missouri in Columbia. I have served on Missouri University advisory boards. My children earned several degrees on this campus, and my service on the governing boards of other academic institutions had the effect of focusing my attention here.

Serving on this board for these past months has been a challenging experience, but it also has involved frequent frustrations. Some of the problems facing this institution are seemingly insoluble, and few indeed have obvious answers. On the other hand, there are so many positive factors pertaining to this University, to have the privilege of participating in moving it forward is something to be cherished.

Friends of the University of Missouri have much for which to be thankful — a proud heritage, a solid faculty and a strong administration. I admire Peter Magrath as an articulate, prestigious educator. The fact he is able to attract and retain people of the caliber of Haskell Monroe, Martin Jischke, Marguerite Ross Barnett and George Russell convinces me we have a quality leader as our president. We curators must rely on President Magrath and his fine administrative staff working with our excellent chancellors to move the University of Missouri toward the standards of excellence the people of Missouri deserve. This will take strong, courageous leadership by leaders who have the determination to bite the bullet in order to move this potentially great university to the position of excellence we all desire. A caretaker administration cannot achieve this vital objective.

There has been a growing crescendo of criticism of this university to which we must, in some manner, respond. We hear calls for "retrenchment," for "restructuring," for "reallocation" and for "reform." These pleas come from columnists, from editors, from government leaders and from professional education planners.

It is important to note that, for the most part, it comes from those who love and support this institution and who want to see it prosper and succeed, rather than from those who have a record of denigrating it.

However, it is not possible for this board to decide imminent issues or to propound long-range plans and policies in an atmosphere insulated from public opinion.

When the newly elected president of the United States, in a recent speech to educators, calls for "education reform and improvement" with emphasis on "rewarding excellence in education," we should listen.

When the governor of our state, shortly after re-election by an overwhelming majority, tells us we must show evidence of greater accountability and productivity to merit increased funding, we should listen.

When the speaker of the Missouri House of Representatives says retrenchment makes sense "irrespective of whether there is more money," we should listen.

When the president pro tem of the Missouri Senate and the Senate Appropriations Committee chairman announce higher education reform and reorganization are necessary requisites for receiving the funding we need and the reform will come from them if it doesn't come from us, we should listen.

When the minority leader of the Missouri Senate says, "When you work for the state, it's your job to work efficiently" and "After we see the reallocation and retrenchment working, then the legislature should pass a tax measure," we should listen.



Cook

"But," one might respond, "don't we as curators have a higher obligation? Aren't we, after all, vested by the constitution with the responsibility of governing the state University? Don't we have the responsibility for determining the structure and form of the University, for determining the financial needs of the University and for convincing the governmental leaders of our state of those needs? And failing that, don't we have the option or, indeed, the obligation to go around or over the heads of these politicians to take our case directly to the people and to obtain from them the funds required to carry forward the role and mission of this institution with the governance of which we have been charged?"

Major shifts in public attitudes, which become the stuff of history, are difficult for most of us to identify contemporaneously — particularly as they relate to endeavors in which we are deeply involved or to which we are deeply committed.

If the public mood was able to bring about welfare reform, Social Security reform and tax reform, the possibility that Missouri politicians are perceiving and reacting to a very real and fundamental shift in public opinion to demand higher education reform does not seem so far-fetched. When executives and legislators, leaders of both parties, all begin to sing the same lyrics, they're hearing something. They're feeling something. There's a grass-roots consensus beginning to develop. As politicians, they can ignore it only at their peril. When it relates to the future of public higher education, we can ignore it only at the peril of the institution we serve and govern.

For the moment, let's assume the authenticity of my syllogism that there is growing public support for higher education reform, that someone is going to lead it and if we don't, someone else will. What is it exactly

that needs to be responded to? What reforms are called for and what do we need to do about them?

Everyone seems to agree that we want better quality. There seem to be two choices for achieving quality.

Upgrading the quality of everything the University tries to do obviously involves a lot more money — more money than we can realistically hope to achieve. Doing fewer things and doing them better is cheaper, but involves some difficult decisions.

The history of the University of Missouri has been one of almost constant expansion in scope. Each new discipline, new program, new degree, new department, school or college quickly develops its own constituency consisting of enthusiastic graduates, dedicated faculty and affected or related industry or special interests. Each of these diverse groups of loyal supporters is devoted to the retention or expansion of its own special niche within the University System. The elimination of some of these programs, degrees or disciplines probably would result in loss of some of this loyal support. That makes such decisions all the more painful and difficult. Nevertheless, that is clearly what is expected by those who call for "reform through retrenchment" or "reallocation," and such actions are anticipated by implication by those who demand greater accountability and productivity.

On the other hand, we cannot ignore the developments that have occurred outside the University during the last century and a half. The fact that the people of this state have created a plethora of other schools, colleges and universities is clear evidence of their willingness to relieve us of the responsibility of being everything to everyone in the field of public higher education.

In addition to the four campuses of the 1862 land-grant University of Missouri system we have

- four comprehensive regional universities
- three public four-year colleges
- one statewide liberal arts university
- one residence center at West Plains
- one 1890 land-grant university (Lincoln University)
- 16 public community colleges

for a total of 30 separate public universities and colleges in Missouri financed by Missouri taxpayers. Many of these universities and colleges have additional teaching facilities at locations in communities away from their main campuses.

We also are blessed in Missouri with a total of 28 independent institutions of higher learning, including three independent universities — Washington University, St. Louis University and Webster University — 21 independent four-year colleges and four independent two-year colleges, for a total of 28 independent non-tax-supported institutions of higher learning.

Many of those who want the University System to achieve academic excellence have been confused and frustrated by what seems to have been a dichotomous message from those of us representing that institution. On one hand, we emphasize we are the state's only public research university offering superior undergraduate and graduate programs through the

doctoral degree in most major academic disciplines. This message is intended to imply we are the state's leading public academic institution of higher learning and therefore deserve significant financial support.

On the other hand, we have been making much about serving all the people throughout the state with a vast number of programs, many of which can be euphemistically referred to as semi- or quasi-professional undergraduate programs, sometimes referred to by academic faculty leaders as "trade school courses." Many of these non-academic programs were begun years ago before our state regional universities, four-year colleges and community colleges began offering essentially the same programs, duplicating programs offered at this campus and through our extension organization.

At UM-Columbia, we have 278 separate degree programs with an additional 145 emphasis areas offered within degree programs, for a total of 423 degree programs and emphasis areas. At UM-Kansas City, the total is 262 degree programs and emphasis areas; at UM-Rolla, 141; and at UM-St. Louis, 162.

If we are to assume the full obligation of being the state's only public research university with all that entails, we must concentrate on those academic areas the University of Missouri is uniquely equipped and staffed to serve and not spread our resources in areas now being well-served by our associated public regional universities, four-year colleges and community colleges.

If we conclude the proper road to greatness for this University involves reallocation of resources, who should do it? It is not fair to expect the impetus or the implementation of such reform to come from faculty. If we have the kind of people we want and should have, each of them is convinced his or her course, program or department is vital to the University's mission.

The board could make those decisions. I have some definite ideas along those lines, and I'm sure each of the curators does also. But we have little better credentials for the task than do the politicians who threaten to take on the role if the University fails to do so. We should not try to be educators; we should set policy.

I believe the job of reallocation properly belongs to the administration. I believe the president accepts that; indeed he has been about the task of reallocation.

Not nearly enough has been accomplished in that regard to establish our credibility with the people, but the president has accomplished a good deal when measured against the weak mandate he has received from us, and we should applaud his efforts.

Our role in this endeavor should be to establish the direction and goal of reform and then to circle the wagons around the administration.

If we choose this path, does it mean we are abandoning or compromising our historical heritage as a land-grant institution? Not at all.

Congressman Morrill never intended such universities to provide every imaginable course and every possible degree at every available location,

(Continued on page 5.)

From one curator's perspective. . . (Continued from page 4.)

irrespective of the higher education opportunities provided by other state institutions. Certainly his goal was not duplication and competition. Rather it was a universal assurance of an opportunity to learn.

Though the state legislature has seen fit to constitute us as a single system with four separate campuses, each campus presents a unique blend of needs, opportunities and challenges. Each is entitled to have its own special variation of the overall role, mission and goal of the University System. And each merits our attention. For this occasion, I choose to omit discussion of the Rolla, St. Louis and Kansas City campuses. When challenging dragons, real or imaginary, discretion dictates the calling forth of only a modest few, while leaving many out there in the woods for another fray on another day.

The Columbia campus offers sufficient challenges for the moment. Sufficient challenge and sufficient opportunity. For here, I would suggest, lies the best chance for achieving true greatness as a university with the least expenditure of scarce resources. At the same time, it is this campus, in the minds of the public and critics, that stands in need of the

greatest reform. They perceive, or perhaps just have a deep-seated feeling, there is much to do here for greater efficiency and productivity.

The mathematics of probability would tend to support their suppositions. This campus is the oldest, the largest, the most diverse. It has had the greatest opportunity to develop the kind of bureaucratic inefficiencies and inflexibilities that tend to germinate and reproduce over time in large organizations.

I do not know whether the proposal of the higher education commissioner for reallocation of resources on this campus is the right one or not. And I've already said I don't think we curators should engage in educational fine-tuning. But if forced to a vote on that part of the reform proposal, I would vote to effect it, confident we would stand closer to greatness afterward than before. Dramatic change is needed to restore the faith, confidence and support of the people to the point where they will open their pocketbooks for our use. Given the choice, I would opt for being great on this campus in a number of things rather than being average in many.

If I have any special field of

interest, I would consider myself a lobbyist for undergraduate arts and sciences, an academic area that does not enjoy the organized professional and political support it deserves. No university can be considered great without a strong academic arts and sciences program.

While paring offerings, I would raise admission requirements on this campus. I do not see this as shrinking from our obligations as a land-grant institution. Not everyone is entitled to admission to law school or medical school, and not everyone is entitled to admission on this campus. I'm aware some students develop and mature later than others. A beginning at another institution and a later transfer to this campus may be the appropriate path for the students.

Elevated entrance requirements probably would result in increased applications. It certainly would result in increased applications from highly qualified students. And, of equal importance, the best faculty is attracted to those universities with the best students.

If I seem to criticize the University, it is meant to be as Webster defines "criticism," which is "to make judgments as to merits and

faults." That, I think, is our job. It is also the rightful province of everyone who, like us, has a deep and abiding love for this University — for all that it has been, for all that it is and, even more important, for all it can be.

I am convinced greatness is attainable. It will require more money. I am also convinced in order for us to obtain more scarce resources for our purposes, and perhaps in order for us to deserve them, it is necessary for us to convince the people we are doing the best job with the funds they have provided.

Such a course involves strong leaders who have the courage and ability to make tough decisions. We must be prepared to receive the slings and arrows that will surely come down upon us, and we must be prepared to protect our administrators from the retribution which will be sought against them. But the objective is well worth the struggle. What appears to be a crisis may in reality be the opportunity to begin the fulfillment of this University's true destiny — the opportunity to create true greatness.

Let us get on with it.

Revenue shortfall could gouge System's appropriation

A plan announced April 24 by Gov. John Ashcroft to raise revenue to cover a \$192 million shortfall in the state's 1990 fiscal budget could cancel most cuts the governor proposed a few days earlier for the University of Missouri System's budget. But the plan would not generate enough money to stop the governor from withholding 3 percent of the University's operating appropriation for the fiscal year that begins July 1.

The governor proposed an 8-cent per pack tax increase on cigarettes, a 15 percent state excise tax on other tobacco products and a doubling of the corporate franchise tax on companies with more than \$200,000 in assets. He also would tax all pensions after exempting the first \$6,000 from state taxation. Currently, all federal and private pensions are subject to full state taxation; state pensions are exempted from any state taxes. The tax increases proposed would be temporary.

Even if his plan is adopted entirely, Ashcroft said some cuts would still be made somewhere in the state's 1990 fiscal budget and he would withhold funds. The tax plan, which would raise an estimated \$151 million, goes to the General Assembly for debate.

University System President C. Peter Magrath, who attended the meeting Ashcroft held to outline his plan, said he agrees with the governor that "there is no way out of the budget crisis without some type of revenue replacement." He hopes the governor and General Assembly can reach agreement soon on raising enough state revenue to avoid any cuts or withholdings in higher education and other important state services.

Ashcroft said April 18 he would be forced to veto more than \$160 million — including about \$45 million in appropriations to higher education — to pay tax refunds to federal pensioners. The U.S. Supreme Court recently ruled that no state can

tax federal pensions while exempting state pensions from state taxes. Missouri is one of several states affected by the decision.

Magrath has been a leader in the push for raising state revenue to cover the shortfall. In an April 19 St. Louis press conference held by Magrath and the University's four chancellors, Magrath said state leaders must act quickly to replace lost revenues in order to preserve the quality of public higher education in Missouri.

"This situation goes even beyond the concern that many of us have had in an investment to increase the capability of the University to serve the state," Magrath said. "We're talking about an immediate reality that, if not addressed, will be very damaging to the citizens the University serves."

Magrath reiterated his concerns when he and other Missouri higher education leaders met with Ashcroft April 21 in Jefferson City. He emerged

University of Missouri System
Operations Appropriations Request
FY90

	FY 1989 appropriation	UM System request	CBHE recommendation	Governor's recommendation	Conference committee recommendation
General Operations	\$264,014,169	\$315,619,388	\$299,247,423	\$284,915,232	\$287,011,500
Percent*		19.5%	13.3%	7.9%	8.7%
Hospital & Clinics	\$15,119,052	\$16,532,772	\$16,167,507	\$15,302,652	\$15,363,852
Percent		9.4%	6.9%	1.2%	1.6%
Institute of Psychiatry	\$2,169,260	\$2,521,837	\$2,309,657	\$2,222,906	\$2,240,787
Percent		16.3%	6.5%	2.5%	3.3%
Missouri Kidney Program	\$4,048,397	\$4,669,469	\$4,174,823	\$4,055,858	\$4,058,345
Percent		15.3%	3.1%	0.2%	0.2%
Higher Ed. Research Fund	\$800,000	\$2,500,000	\$2,500,000	\$800,000	\$800,000
Percent		212.5%	212.5%	0.0%	0.0%
Alzheimer's Program	\$205,524	\$250,140	\$250,140	\$250,140	\$250,140
Percent		21.7%	21.7%	21.7%	21.7%
State Historical Society	\$658,625	\$804,418	\$740,378	\$724,869	\$732,117
Percent		22.1%	12.4%	10.1%	11.2%
Engr. Needs Assessment					\$50,000
Show-Me Games					\$200,000
National Geographic					\$50,000
Revenue Bond Retirement					
One-Time Endowment					
Matching Funds	\$0	\$25,000,000	\$0	\$0	\$0

*Indicates percentage increase over last year's appropriation

from the meeting with the impression Ashcroft was genuinely trying to devise a method to raise state revenues to solve the fiscal crisis.

The University's concerns about the state's financial situation began shortly after the Supreme Court decision was announced. Even before the governor announced that higher education was a potential target for vetoes, Magrath and other University leaders warned state leaders and the University's constituencies that the state's fiscal dilemma could seriously damage the University System.

"If revenues aren't raised, there is reason to believe up to \$28 million will be cut or withheld from the UM System's appropriation for next fiscal year," Magrath said early in the discussions. "No institution, especially one already pressed for funds, can absorb this type of budgetary action and still provide the quality Missouri-ans deserve and expect."

Before the Supreme Court

decision was announced, it appeared the University System would receive a \$23 million increase in state funds for next fiscal year. The cuts later predicted by Ashcroft would have resulted in the University having less state money in fiscal 1990 than it received this fiscal year.

Magrath said the results would be predictable. The University System would not be able to raise faculty and staff salaries to an acceptable level, and many other improvements would have to be delayed.

The University System had entered this legislative session with hopes of gaining financial support to bring salaries, support materials and academic resources to competitive levels. Curators had requested a \$52 million boost in appropriations from the state as part of a five-year plan to restore the University System's competitiveness in attracting and retaining talented faculty and providing better facilities and materials.

Wallace takes the helm in Office of Academic Affairs

A veteran of the University of Missouri System has now reached the highest post in academic affairs.

Richard L. Wallace has been named the UM System's new vice president for academic affairs. Wallace has served as interim vice president since Jan. 1.

'This position has taken on particular significance in 1989 because of the University's continuing interest in planning for a stronger future.'

"In his 23 years with our University, Richard Wallace has developed the academic and administrative expertise needed to assume this position," UM System President C. Peter Magrath says. "I am delighted. We are most fortunate to be able to draw on his unique professional expertise and insights in meeting the challenges before us."

Wallace serves as staff to the University president and the Board of Curators. The vice president provides coordination and direction within the UM System on planning and decisions affecting the academic mission; has overall responsibility for System-level research, academic support and University Extension; works with campus academic officers on policy issues affecting the University; and represents the University in the absence of the president.

"This position has taken on particular significance in 1989," Magrath says, "because of the University's continuing interest in planning for a stronger future, embodied in the Agenda for Action being created to help us repair our financial base and make needed program improvements. Dr. Wallace also will play an important role in other issues facing us, including revisions of the admissions policy the Board of Curators will consider in upcoming months and ongoing assessment efforts."

Wallace succeeds Jay Barton, who retired Dec. 31. Wallace served under Barton as associate vice president for academic affairs since 1985.

Wallace joined the UM-Columbia faculty in 1966 and served the campus as economics department chairman, director of the Business and Public Administration Research Center, assistant dean for research, associate dean and interim dean of the Graduate School, interim dean of the College of Arts and Science and associate provost. Wallace's research and teaching interests as a UMC professor centered on public utility regulation and health economics.

In addition, Wallace served the University president's office as executive director of the Student Informa-

System announces promotions



Wallace

tion System, was the Board of Curators' staff associate for long-range planning and was acting vice president for academic affairs for five months in 1984.

Wallace is an ex-officio member of the University Planning Council and was staff director of the Committee to Improve the University, a member of the committee on faculty conflicts of interest and chairman of the Student Fee Task Force.

He has served on the UMC Affirmative Action Task Force, the Patent and Copyright Committee, the UMC Administrative Computing Advisory Council, the UMC Grievance Panel and the Accounting System

Steering Committee, among others.

Wallace holds a doctoral degree in economics from Vanderbilt University and received a bachelor's degree in journalism from Northwestern University, where he graduated with distinction. He was an assistant professor of economics at Florida State University before joining the UMC faculty.

Wallace is active in professional organizations, including the American Economic Association, the Missouri Valley Economic Association and the Southern Economic Association. He is a member of the program committee and edits the proceedings for an annual symposium on the regulated industries.

Strickland assumes post in academic affairs

A 20-year faculty member of UM-Columbia has been appointed to a vital role in the University of Missouri System Office of Academic Affairs.

Arvarh E. Strickland, a member of the history faculty since 1969, has been named UM System associate vice president for academic affairs, a position he has held on an interim basis since January.

Richard Wallace, UM System vice president for academic affairs, says Strickland's duties will include academic planning and budgeting, academic program evaluation and coordination of the office's business with the Coordinating Board for Higher Education. In addition, Strickland will have responsibility for international programming, academic governance and all matters related to the status, prerogatives and role of the faculty.

"Dr. Strickland's values and experience match the requirements of this position," Wallace says. "His work as a faculty member and experience as chair of a very large, excellent department reach to the heart of the academic enterprise."

"As UM System senior faculty associate, Arvarh gained broad administrative experience and is currently making an outstanding contribution in properly involving faculty in governance at the University," Wallace says.

Strickland and Wallace worked together once before when Wallace was interim dean of arts and science at UMC and Strickland was chairman of the history department.

"I've known Dr. Wallace for many years and am pleased to work with him once more in such a challenging position," Strickland says.

Strickland has written numerous books, articles and book reviews over



Strickland

three decades of historical scholarship. He has received the Martin Luther King Memorial Committee Award for outstanding community service, the Faculty-Alumni Award from the UMC Alumni Association and the Thomas Jefferson Award, the UM System's most prestigious award to a faculty member who best exemplifies the principles and ideals of Thomas Jefferson.

Strickland also received the Distinguished Alumni Award from Tougaloo College, where he graduated summa cum laude. "Tougaloo College gave me my start," Strickland says. "It has helped me and many others realize our ambitions."

"We are fortunate to have Arvarh Strickland to take on such a critical position in academic affairs," Wallace says. "He has a reputation as a hard-working individual who is open and honest in all relationships, and he has earned the respect of students and faculty alike."

Iowa native to head System University Relations

David Lendt, director of University Relations at Iowa State University, will become the new director of University Relations for the University of Missouri System June 1.

President C. Peter Magrath says Lendt has the professional skills and experience "we want in a director of University Relations. He will be a valuable team leader in relating the University to its many constituents."



Lendt

Lendt will oversee the internal and external communications for the University System and will serve on the president's advisory staff. He will report to Magrath and direct communications on behalf of the entire UM System.

"It was not an easy decision to leave Iowa State. I've invested a lot my life here," Lendt says. "But the opportunity at the University of Missouri System is one I couldn't pass up. This move will allow me to grow personally and professionally while continuing to devote myself to public higher education and the land-grant tradition on a larger scale."

Lendt has directed Iowa State's public relations programs since 1984. He joined that school's staff in 1967 as an assistant to the vice president for information and development. Lendt has six departments and two public radio stations reporting to him at ISU.

Besides serving as an administrator, Lendt is a tenured member of ISU's Department of Journalism and Mass Communication faculty. He has served on 16 graduate committees and chaired five of them. He received his B.S., M.A. and Ph.D. degrees from Iowa State.

Lendt is the author of many books and articles dealing with the media, public relations and education. His book, "Ding: The Life of Jay Norwood Darling," was cited as "one of the most significant books of 1979-80" by judges of the Frank Luther Mott Research Award of Kappa Tau Alpha, a national society honoring scholarship in journalism.

Lendt fills a position vacant since last fall when Robert Mussman resigned to accept a position with University Extension.

Mobberley makes beautiful music at UM-Kansas City

Electronic synthesizers and other equipment sit in the middle of the studio surrounding a MacIntosh computer. Huge speakers dominate one side of the room while desks take up another. A synthesizer reminiscent of the rock bands of the late '60s is decorated with a Spuds MacKenzie stand-up poster.

At the computer keyboard composing sits James Mobberley, director of the UM-Kansas City Research Center for ElectroAcoustic Music Production and assistant professor at the UMKC Conservatory of Music.

Mobberley has created national attention for the studio and his "Plurality Series" by winning the Distinguished Composer of the Year award in 1988 from the Music Teachers National Association.

In 1982 Robert Hill, a clarinetist in Cleveland, Ohio, asked Mobberley to compose a 15-minute electronic tape to use as background for a live performance.

"For some reason, I don't remember why anymore, I thought it might be fun to deal with all clarinet sounds on the tape," he says.

Mobberley recorded Hill playing 50 or 60 separate notes, crescendos and diminuendos, and other clarinet sounds such as key clicking sounds. Then Mobberley combined the sounds to make a background collage for the performer to play with.



Photo by Sharon Reed

Surrounded by digital synthesis equipment, James Mobberley, director of the UMKC Research Center for ElectroAcoustic Music Production and assistant professor at the UMKC Conservatory of Music, relaxes during a composition session.

"So it's kind of a concerto for a performer and himself. Hence the title, 'A Plurality of One.'"

When he started teaching at UMKC in 1983, he was asked to compose a guitar and tape piece. He used the same technique. Now he has also written similar pieces for the flute, trumpet and piano. He calls it his "Pluralities Series."

Mobberley won the Distinguished Composer of the Year award given by the Music Teachers National Association for his piano piece, "Caution to

the Winds."

In 1987 Mobberley was chosen by the Missouri Music Teachers Association as Missouri Composer of the Year. Each state then commissions its winner to compose a piece. Mobberley created the piano accompaniment tape. A group of judges then selected Mobberley's selection out of all the state commissioned pieces.

His music and the electronic music center have garnered attention elsewhere. Centers for New Music Resources, a National Education

Association music program for electronic or experimental music, awarded a third grant to the center.

The grant will help pay for direct digital synthesis equipment for a third studio, which will be geared toward professional use instead of commercial. The NEA Centers for New Music Resources focuses on programs primarily professional in nature.

As the UMKC 1987-88 honor lecturer, Mobberley lectured on electronic music and, with various performers, gave demonstrations of his Plurality Series.

As director of the electronic music center, Mobberley's personal goals and the studio's goals merge. "I would love to get a technical director here so I can just write. I don't want to start a second career in electrical engineering," he says.

Mobberley wants to continue writing four new pieces a year and having them performed by as many people as are interested.

Recently Mobberley learned he had won the prestigious Rome Prize Fellowship 1989-90 for a year of independent study and research at the American Academy in Rome.

One of two composers to receive the award, Mobberley will research alongside scholars from fields such as painting, sculpture, architecture, literature, classical studies and art history.

Extension marks 75th anniversary

The 75th anniversary of University Extension will be celebrated May 10 in Jefferson City by hundreds of its participants and supporters.



Farmers, homemakers, young people, business and community leaders, county extension council members, faculty from the University of Missouri System and Lincoln University, county and state officials and other supporters will commemorate the signing of the Smith-Lever Act in 1914.

"The Smith-Lever Act provided for cooperation between land-grant universities and federal, state and county governments to provide educational programs and research results to people through a network of professionals and volunteers in every county," says University Extension Director Gail L. Imig.

Celebration participants, coming from throughout the state, will attend official sessions of the Missouri House of Representatives and the Missouri Senate. Each legislative body is acknowledging the anniversary and the accomplishments of University Extension with a resolution.

A commemorative tree — a Missouri dogwood — will be planted on the grounds of the state Capitol during a morning ceremony.

Movin' on: tips on University travel

When renting an automobile while on University business, what insurance coverage should be purchased?

When traveling within the United States or Canada, don't purchase any insurance coverages. The rental companies often offer CDW (collision damage waiver), PAI (personal accident insurance), LDW (limited damage waiver) or extended

ticker is necessary, keep the original ticket and purchase the new one with your Diners Club card. Be sure to keep all boarding passes for flights that are used.

If the airline is making a change and will accept your ticket as is with no extra charges or refunds involved, you can surrender the ticket to the airline with no problem.

• Be flexible on the departure and arrival times.

• Consider staying over on a Saturday if the flight savings will be more than the cost of extra boarding and meals.

• Be flexible on the departure city of Columbia, Kansas City or St.



Questions & Answers

What should I do with an unused portion of an airline ticket?

Don't throw that ticket away! Return it to the travel agency where it was purchased. The University may be able to receive some credit for it.

How can I be sure I am receiving the lowest possible air fare?

In Columbia or St. Louis, purchase your ticket from one of the University-approved travel agencies. They guarantee the lowest fare. If you find one lower with the same stipulated requirements, the University-approved agency will pay the difference. (Please be fair and request identical requirements if putting your agency to the test.)

An independent audit recently conducted for the University has shown these approved agencies have been highly successful in providing the lowest fare possible. The three approved agencies in Columbia are Cooper Travel, Canterbury Travel and Tiger Travel. In St. Louis the approved agency is IVI Travel.

Other tips for getting a lower air fare:

• Make your arrangements as far in advance as possible.

Louis. Rolla employees may also want to consider departure from Springfield. You often may find substantial variations in cost from these airports to the same destination. Currently, flying out of Columbia may cost the same or only slightly more than departing from Kansas City or St. Louis.

Travel Update

Days Inn University Center in Columbia is offering a new low rate of \$38 per night to University employees and individuals coming to Columbia for University business (recruits, job applicants, visiting professors, etc.). The rate applies to a standard room for one to four persons; certain date restrictions may apply. Individuals need only identify themselves as being on University business when they make reservations or check in. Reservations can be made by calling (314) 445-8511.

Travel questions should be directed to Melody Derendinger at the UM System Office of Purchasing, 225 University Hall, Columbia, (314) 882-2706.

Assessment *(Continued from page 1.)*

there needs to be some method to it."

David Leuthold, UMC professor of political science, told the curators there has been much dissatisfaction with standardized tests, and the testing services are still very much in the development stage on those examinations.

"Faculty were deeply concerned about the amount of money being spent on assessment," Leuthold said, "and they wanted to be sure there was faculty supervision for it. The task force report on assessment was approved by 90 percent of the faculty, and on the basis of that, assessment has moved forward. All across campus faculty are utilizing the measures of assessment of proficiency in the major field. There is a tremendous amount of faculty participation.

"You are correct in saying the faculty do not support mandatory uniform testing," Leuthold told Lichtenegger. "The faculty want to be sure they see some academic value from the testing, and they are working wholeheartedly to develop instruments from which they will receive academic value."

UMC Chancellor Haskell Monroe stated: "On this campus there has been a great deal of work to try to improve the instruction in various majors based on the findings on tests given to students in their major areas. I thought that was the intent of the program. It has cost us considerable money and time. We think we spent this year, in real dollars, about as much as it would take to hire 10 additional faculty. And we need those 10 faculty very badly, particularly in freshman English and math. To have tested every student would have cost an enormous amount of money. And we did not get a cent for this — it

The faculty are involved in change based on the results of what is being accomplished.

came out of our hide. It was money that would otherwise have gone into salaries or new faculty. I had the impression we were proceeding with what the board intended. There are a number of instances in which improvements have been made."

Lichtenegger cited what he described as a "total lack of leadership in the area of assessment from the board and from the System administration."

"Three of the four campuses have used the uniform and standardized testing," he said. "I'm not faulting Chancellor Monroe because I feel the board has failed to give the kind of direction it should in this area."

Curator Eva Louise Frazer offered another perspective: "I like what they are doing in St. Louis, but that was an evolution of our directive. I did not think at the time we discussed assessment we were married to any one type of test or methodology. I think we gave the chancellors a basic direction, and now there are assessment efforts in place on the four campuses. I don't believe it is far from what we were working toward."

"I believe there has been leadership and direction from the board and the administration on this issue," said UM System President C. Peter Magrath. "It is an issue that continues to unfold. I favor assessment and accountability. I never understood in these discussions that there was one sort of method that had to followed in every case. In fact, I recall many remarks to the effect that there is no one way to assess student learning.

"However, it is obvious on all campuses, including UMC, that assessment has resulted in some improvements in student learning. Does that mean we are doing as much as we could or should? Undoubtedly there is more we could do. I suggest we keep this item on the agenda for further discussions in the future."

Raven, as chairman of the board's Academic Affairs Committee, asked the academic affairs staff to return to the board in the future with a report on where the individual campuses believe they are heading in assessment, outlining some of their plans for the future.

"I think it's a useful way to go," Raven said. "We're not really focusing only on Columbia, although it may appear so. We should hear from all of the campuses. Just because something is working now doesn't mean they will always be happy with it.

"What do you see looking into the future? Where would you like your programs to go? I do applaud the individualistic efforts made by each of the campuses. I don't think any of us would be very happy if we sat back and said there was only one way to perform assessment."

SPECTRUM

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