

VOLUME IX

COLLEGE OF BUSINESS ADMINISTRATION

LONG RANGE PLANS

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COLLEGE OF BUSINESS ADMINISTRATION

LONG RANGE PLANS

DEPARTMENT OF ACCOUNTING

A REPORT TO THE PRESIDENT
OF
TEXAS TECHNOLOGICAL COLLEGE

concerning
DEVELOPMENT, STATUS AND GOALS
OF THE
DEPARTMENT OF ACCOUNTING

SEPTEMBER 1968

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INTRODUCTION

This report has been prepared in response to a request contained in a memorandum from the President of Texas Technological College, dated February 15, 1968. The report is divided into three parts: (1) history, (2) current status, and (3) objectives and goals.

The report is intended as a planning document and contains description, statistics, projections and statements of objectives. A historical narrative is included because of its interest and its contribution to perspective. Data reflecting the growth of the department provide the basis for analysis of the contribution the Accounting Department has made to the fulfillment of the overall mission of Texas Technological College, for evaluating the present status of the Department, and for preparing for maximum service in the future. Departmental goals and objectives have been identified and where possible quantified in order to aid in implementation.

PART I - HISTORY

STATEMENT OF THE ORIGIN AND DEVELOPMENT OF THE DEPARTMENT

The Department of Accounting came into being on September 1, 1942, as the Department of Accounting and Finance when the Division of Commerce was created with Dr. J. Orval Ellsworth as Dean. It was one of three departments. The other two departments were the Department of Economics and Management and the Department of Marketing and Salesmanship, General Business and Secretarial Studies.

The initial faculty of the department consisted of Professor and Department Head Trent C. Root, Associate Professor Reginald Rushing, and

Assistant Professor Haskell G. Taylor. Although Root taught Accounting occasionally, his main interest was Finance.

The student who majored in accounting was required to take 26 hours of accounting in addition to other courses to make a total of 128 hours. The accounting courses required were 8 hours of Elementary Accounting, 6 hours of Intermediate Accounting, 3 hours of Principles of Cost, and 9 additional hours of accounting. There were 38 hours of undergraduate accounting listed in the catalog and only 9 hours of graduate accounting. The courses listed in the catalog other than those named above consisted of Income Tax Accounting for the Individual, Governmental Accounting, Machine Accounting with Business Machines, Advanced Accounting, Accounting Systems, Principles of Auditing, C.P.A. Problems, and Thesis in Accounting. All of these were 3 hour courses except Advanced Accounting and Thesis in Accounting, and these two courses were 6 hours each. Three semester hours of C.P.A. Problems and 6 semester hours of Thesis in Accounting constituted the graduate offering.

An Accounting organization for students was in existence when the Department came into being. The Tech Accounting Society was organized by Haskell G. Taylor and Trent C. Root in 1939 with 21 charter members. Its aim was to affiliate students who are interested in accounting and who had completed the minimum requirements for membership. Early requirements for membership were completion of eight hours of elementary accounting with an average of "B" and enrollment in an advanced accounting course. This student organization has continued to be of service to accounting students throughout the years.

Before the first classes of the Department met, two of the three faculty members entered military service. Trent C. Root and Reginald Rushing left for O.T.S. training in the Army of the United States at Miami Beach, Florida.

Haskell Taylor was the Acting Head of the Department in 1942-43. Other members of the Department in its first year of operation were Part-time Professor Clarence K. Whiteside, Part-time Professor of Statistics and Insurance Lonnie Langston, and Mrs. Luta P. Eaves who was Assistant Professor of Accounting and Secretarial Studies. Whiteside was a Lubbock businessman who had taught the previous year, but who had not planned to teach in 1942-43. Langston was an insurance salesman and resigned during the year.

Taylor left for military service in 1943. Dr. J. Marvin Sipe became Associate Professor of Accounting and Head of the Department. Other faculty members of the Department during 1943-44 were Assistant Professor of Economics Paul Arnolds-Patron, Instructor in Accounting and Finance Garnett S. Davis, and Instructor in Accounting and Secretarial Studies Juanita B. Mooney, and Mrs. Luta P. Eaves. Arnolds-Patron taught Finance; Mooney in addition to teaching secretarial work taught Income Tax Accounting; Davis taught accounting primarily; Eaves taught machine accounting.

Frank D. Graydon, Instructor in Finance and Accounting, joined the Department in 1944. He had received his B.B.A. from Tech and M.B.A. from Northwestern University. At the end of the 1944-45 school year Sipe and Graydon left to take positions as Department Head and Auditor, respectively, at the University of Houston. Root and Taylor had returned from military service and Root became the Department Head for the 1945-46 school year. Root was also made Assistant to the President. Ernest Willis Gibson, an Assistant Professor, joined the Department. He had taught the previous

year at T. C. U. He was an elderly bachelor and seemed to enjoy being teased about his marriage prospects. Rushing returned from military service and resumed teaching in April, 1946.

Industrial Accounting for Engineers was added to the curriculum in the 1945-46 school year.

Root became Acting Dean of the Division of Business Administration in 1946, and thus wore three hats, Assistant to the President, Acting Dean of the Division of Business Administration, and Head of the Department of Accounting and Finance. While Root was wearing three hats he had Taylor running the Dean's office as Assistant Dean and Rushing serving as Assistant Department Head.

An amusing incident occurred as Root was preparing catalog copy for Catalog No. 21, which contained the announcements for the 1946-47 school year. He wrote on his copy a note for his secretary reading: "This stuff on page 393." The secretary copied this, and it became a part of the official catalog.

The 1946-47 school year found many former military men returning to their classes. Both classroom and faculty were pressed to meet the flood of students. Faculty members were paid extra for having a night class in addition to their regular teaching load. An alleviating factor was that the returning G.I. was a more mature and serious student.

At this time, some of the returning students objected to the seemingly high prices of charges made for use of dormitories. Appearing in the local paper was a statement of Tech's financial position and the report that Tech had a Surplus of millions. To many students this meant that Tech had more than it needed. One of the Accounting faculty members

was requested as a consultant to give a report to a group of students in this matter. When it was explained that Surplus included values of fixed assets and was not necessarily cash, the students were apparently in a better frame of mind to make the dormitory payments.

Mrs. Eaves was on leave during 1945-47 teaching for the military services in Europe.

Assistant Professor William E. Whittington was added to the Department in 1947. At the end of the 1947-48 school year, Root resigned to become Comptroller and later Vice President of Southern Methodist University. Rushing was promoted to Professor and Chairman of the Department. Taylor was promoted to Associate Professor and Acting Dean of the Division of Business Administration.

Advanced Income Tax Accounting was added to the curriculum in 1947 and the title of the beginning course was changed to Income Tax Accounting.

Jefferson M. Hooper, who taught Finance, was added to the Department in 1948 as an Assistant Professor.

Advanced Cost Accounting and Advanced Auditing were added to the curriculum in 1948.

L. Edwin Smith joined the Department as an Associate Professor in 1949. Budgeting was added to the curriculum. A 4 semester hour course in Machine Accounting was also added. This course had been successively offered as a 3 semester hour course in the Department of Accounting and Finance and Department of Marketing and Secretarial Administration. The graduate offering was increased by adding two 3 semester hour courses, C.P.A. Problems, Second Course and Current Accounting Theory.

Frederick E. Mueller, a Finance teacher, was added as an Instructor in the Fall of 1950. A second 4 semester hour course in Machine Accounting was added to the curriculum.

Dr. George Gail Heather became Dean of the Division of Business Administration in the Spring semester of 1950. Taylor continued working in that office during the semester. He was promoted to Professor and returned to full-time teaching in the Department at the beginning of the 1950-51 school year.

Fred W. Norwood joined the Department in the Spring of 1951 as an Associate Professor. Taylor took leave to re-enter military service during the war with Korea. He was on leave for two years. Sam Chisholm was a part-time Assistant Professor in the Fall.

Additions to the curriculum were Analysis of Financial Statements and Payroll Accounting, both 2 hour courses.

L. Edwin Smith left the Department to become Assistant to the President.

Whittington took leave to work on his Doctorate at the University of Illinois during the 1952-53 school year. He was not to return to the Department until 1964. During this period he completed his doctorate at the University of Illinois and taught at Texas A. & M. University and later at the University of Alabama.

Robert L. Rouse, an Associate Professor of Economics, and Dean George Heather began teaching Finance.

In the Fall semester of 1953, Dwayne La Vergne Oglesby, Assistant Professor of Finance, joined the Department. Oglesby was a Business Law teacher.

Managerial Accounting, Advanced Auditing, and Advanced Income Tax Accounting were courses added. A graduate course, Specialized Cost Accounting, was offered for the first time.

In the Fall semester of 1953 the Department for the first time sponsored a tax conference. It was sponsored jointly with a number of public accounting organizations in the western part of Texas. It was called the Texas Tech Tax Conference. This has been a very successful program, and a similar conference has been held each year. Haskell G. Taylor has served as Secretary-Treasurer of the organization. It currently is called the Texas Tech Tax Institute.

Ernest Gibson retired at the end of the 1953-54 school year after reaching the age of 70. He was the first faculty member to retire from the Department because of age.

In 1954 a program for graduate students in Business Administration was initiated including courses in Problems, Research, Reading, Seminar, and Thesis. The specific course content and title was to be determined at the time of offering. The objective was to make possible a flexible program. This program was available for Accounting majors but was not used to any extent.

Edwin Dent Langford was appointed an Instructor in Accounting in 1954. He had received a B.B.A. and also an M.B.A. from Tech. He remained with the Department only one year.

Gilford William Cox and Arthur Theophile Roberts were appointed as Assistant Professors in 1955. William Reed Quilliam, Jr. was appointed as an Assistant Professor of Finance to teach Business Law. Burl Monroe Abel was appointed Associate Professor of Finance.

The two C.P.A. Review courses were reduced from graduate level to undergraduate level as senior courses. The objective was to make it possible for senior students to take the courses.

Fred Norwood resigned at the end of the 1955-56 school year to join Peat, Marwick, Mitchell & Co. to work in management services. After a year, he returned to the Department.

Charles Edwin Dale and Donald Gene Stevens were appointed as Assistant Professors of Finance to teach Business Law in 1956. Quilliam left the Department to practice law. Raymond Ackerly Green was appointed as an Instructor in Accounting.

Rushing was a faculty consultant with the U. S. General Accounting Office in the Summer of 1957.

Additions to the curriculum for the 1957-58 school year were graduate courses in Controllershship, Internship, Seminar, and Seminar in Accounting.

Paul McWhorter, Professor of Marketing, taught some courses in Finance during the 1957-58 school year.

Finance was made a separate department from Accounting in 1957. Rouse became Head of the Department of Economics and Finance. A course entitled Introduction to Computers and Programming Techniques was added.

The two C.P.A. Review courses were changed back to Graduate work in 1959.

A course in Large-Scale Controlled Computers and Programming Techniques was added in 1961. In 1963, further additions to the curriculum were Advanced Corporation Accounting, Seminar in Federal Taxes, and two individual study courses entitled Advanced Accounting Problems.

Germain Boniface Boer was appointed Associate Professor and Acting Assistant Dean of Business Administration in 1964. Marvin Autry Johnston was added as an Instructor in Accounting. Advanced Accounting Theory and Practice was added to the curriculum as a core course to be required of D.B.A. candidates. Sam Chisholm took a year's leave of absence to do graduate work at The University of Texas at Austin during 1964-65. Whittington returned to Tech from the University of Alabama

Doyle Zane Williams was appointed an Assistant Professor in 1965. During the Summer of 1966, he served a faculty internship with Sandia Corporation. At the end of the 1966-67 school year he resigned to go with the American Institute of Certified Public Accountants. Wayne Ralph Chapin was added as an Associate Professor in 1965.

Curriculum additions of undergraduate courses in 1966 were Electronic Data Processing I, Electronic Data Processing II, and Introduction to Income Taxation for Individuals. Graduate additions were Seminar in Accounting, Procedural Aspects of Federal Taxation, Estate Trust and Gift Taxation, Oil and Gas Taxation, and Accounting and Analytical Methods. For students who had not been Business Administration students as undergraduates, a professional M.B.A. program was offered and two graduate courses, Principles of Accounting and Managerial Accounting II were offered for this program. The increased graduate course offerings were to meet the need of the flood of graduate students expected with the advent of Tech's D.B.A. program. The 1967-68 school year was the first year for full offerings on the D.B.A. degree.

In 1966 Kenneth Lee Fox joined the staff as an Associate Professor and Philip Warren Ljungdahl was appointed as an Assistant Professor. Frank James Imke was added as an Associate Professor in 1967, and Chester Burl Hubbard who had been serving with the Management Department was appointed as an Assistant Professor of Accounting.

DATA REFLECTING GROWTH OF THE DEPARTMENT

Certain important aspects of the growth of the Department of Accounting are more meaningfully expressed by means of quantification and enumeration. Accordingly, several tables and lists have been prepared to reflect information concerning enrollment, budget, and instructional staff matters. The data has been classified into five parts:

1. degrees granted.
2. enrollment
3. budget
4. instructional staff
5. publications

Degrees Granted

The number of undergraduate degrees earned by accounting majors at Texas Technological College reached an all-time high of 126 in the 1966-67 academic year. (As this report was being prepared, data was not available for 1967-68.) This number represented 24.8% of the Bachelor's degrees awarded to graduates of the School of Business. Similarly, the number of graduate degrees awarded to accounting majors was higher in the 1966-67 academic year than for any previous year. Detailed information concerning the number of degrees offered since the inception of the Department of Accounting is contained in Table I.

TABLE I
ACCOUNTING DEPARTMENT
DEGREES GRANTED SINCE 1942

<u>UNDERGRADUATE DEGREES</u>			% of Degrees Going to Accounting Majors	<u>GRADUATE DEGREES</u>		% of Degrees Going to Accounting Majors
Academic Year	Accounting Majors	Business Majors		Accounting Majors	Business Majors	
2-1943	11	58	18.9	0	2	0.0
3-1944	4	13	30.8	0	1	0.0
4-1945	4	36	11.1	0	0	0.0
5-1946	9	43	20.9	0	0	0.0
6-1947	16	104	15.4	0	0	0.0
7-1948	46	155	29.6	0	0	0.0
8-1949	64	280	22.8	0	2	0.0
9-1950	82	309	26.5	2	4	50.0
0-1951	48	236	20.4	3	5	60.0
1-1952	25	186	13.5	4	10	40.0
2-1953	28	158	17.7	3	10	30.0
3-1954	37	150	24.6	3	11	27.3
4-1955	38	168	22.6	2	6	33.3
5-1956	48	162	29.6	2	12	16.7
6-1957	60	224	26.7	7	10	70.0
7-1958	88	222	39.7	3	12	25.0
8-1959	66	218	30.2	3	8	37.5
9-1960	51	219	23.2	5	12	41.7
0-1961	63	244	25.8	5	14	35.7
1-1962	66	290	22.7	5	8	62.5
2-1963	71	294	24.1	6	13	46.2
3-1964	72	316	22.7	4	18	22.2
4-1965	114	381	30.0	4	23	17.3
5-1966	117	421	27.7	9	51	17.6
6-1967	126	508	24.8	18	55	33.9

Enrollment

During the past ten years, registration in the Department of Accounting has more than tripled. This fact is evidenced by the following common measures of the size of a department:

	Fall 1957-58	Fall 1967-68
Number of registrations	926	3409
Semester credit hours	3279	10274
Full-time student equivalents	218.60	684.93

Semester by semester statistics relating to enrollment for the past ten years is presented in Tables II and III.

TABLE II
ACCOUNTING DEPARTMENT
REGISTRATIONS, CREDIT HOURS, AND FULL-TIME EQUIVALENTS FOR THE
PERIOD OF 1957-1967

<u>School Year</u>	<u>Semester</u>	<u>Number of Registrations</u>	<u>Semester Credit Hours</u>	<u>Full Time Student Equivalents*</u>
57-58	Fall	926	3,279	218.60
	Spring	820	2,907	193.80
58-59	Fall	932	3,329	221.93
	Spring	806	2,846	189.73
59-60	Fall	967	3,492	232.80
	Spring	955	3,421	228.07
60-61	Fall	1,121	4,041	269.40
	Spring	1,085	3,899	259.93
61-62	Fall	1,223	4,433	295.54
	Spring	1,222	4,351	290.07
62-63	Fall	1,450	4,434	295.60
	Spring	1,467	4,494	299.60
63-64	Fall	1,681	5,175	345.00
	Spring	1,683	5,100	340.00
64-65	Fall	1,978	6,054	403.60
	Spring	2,116	6,431	428.73
65-66	Fall	2,264	6,930	462.00
	Spring	2,481	7,535	502.33
66-67	Fall	3,153	9,469	631.27
	Spring	3,220	9,670	644.67
67-68	Fall	3,409	10,274	684.93

*Semester Credit Hours/15.

Source: Reports prepared by Mr. Well's office.

TABLE III
ACCOUNTING DEPARTMENT
EQUIVALENT FULL-TIME STUDENTS, FULL-TIME STAFF, AND
STUDENT/TEACHER RATIOS 1957-67

<u>School Year</u>	<u>Semester</u>	<u>Full-Time Student Equivalents</u>	<u>Staff</u>		<u>Student/Teacher Ratio</u>
			<u>Head Count</u>	<u>Full-Time Equivalents</u>	
57-58	Fall	218.60	15	10.06	21.73
	Spring	193.80		9.73	20.92
58-59	Fall	221.93	16	10.43	21.27
	Spring	189.73	15	10.48	18.11
59-60	Fall	232.80	14	10.28	22.64
	Spring	228.07	13	10.00	22.81
60-61	Fall	269.40	16	10.38	25.95
	Spring	259.93	17	10.90	23.85
61-62	Fall	295.54	16	11.13	26.55
	Spring	290.07	19	11.90	24.38
62-63	Fall	295.60	20	12.06	24.47
	Spring	299.60	19	12.90	23.22
63-64	Fall	345.00	23	14.20	24.30
	Spring	340.00	27	14.95	22.74
64-65	Fall	403.60	26	15.15	26.64
	Spring	428.73	28	16.47	26.03
65-66	Fall	462.00	30	18.60	24.84
	Spring	502.33	32	18.98	26.47
66-67	Fall	631.27	45	25.15	24.14
	Spring	644.67	52	28.60	22.54
67-68	Fall	684.93	52	30.85	22.20

Source: Reports prepared by Mr. Well's office.

Notes:

Full-time student equivalents was computed by dividing total semester credit hours by 15. Staff head count represents all teaching staff and includes teaching assistants. Full-time equivalents for staff is somewhat more complicated to compute than full-time student equivalents. In the case of staff, full-time differs as between undergraduate and graduate courses. For this reason, the ratio of staff head count to staff full-time equivalents is not constant. If, in the future, a larger proportion of accounting students are graduate students, this is likely to have an impact on both the "average" ratio of staff head count to full-time equivalents and the student/teacher ratio. As both graduate and undergraduate students and teachers are lumped together here, and as graduate enrollment has been increasing in the Department of Accounting, it is questionable as to whether the student/teacher ratio has moved in harmony with this trend. The last two semesters reported above appear encouraging.

Budget

Increased enrollment has naturally been accompanied by increased budget requirements. Total budget, for example, increased from \$51,120 in 1956-57 to \$354,699 in 1967-68. This represents an increase of almost 700%. Significant increases in all levels of faculty salaries, levels of academic achievement of faculty, general price levels, equipment needs (EDP and computers), extent of graduate program, emphasis on research, complexity of administration, and summer school attendance have combined with the increased enrollment and associated increase in faculty to necessitate the very large increase in the budget. Detailed budget data for the past ten years is contained in Tables IV, V, and VI.

TABLE IV
ACCOUNTING DEPARTMENT
AMOUNTS AND PERCENTAGES OF SALARIES, STUDENT ASSISTANTS & PART-TIME HELP, AND MAINTENANCE
EQUIPMENT AND TRAVEL 1956-1957 THROUGH 1967-1968

School Year	Dollar Total	Salaries				Student Assistants and Part-Time Help		Maintenance Equipment & Travel	
		9-Months		Summer		Amount	Percentage	Amount	Percentage
		Amount	Percentage	Amount	Percentage				
56-57	\$ 51,120	\$ 41,800	81.77	\$ 6,500	12.72	\$ 1,300	2.54	\$ 1,520	2.97
57-58	68,086	54,800	80.49	10,466	15.37	1,300	1.91	1,520	2.23
58-59	80,454	66,400	82.53	11,234	13.96	1,300	1.62	1,520	1.89
59-60	87,492	65,550	74.92	10,967	12.53	1,000	1.14	9,975	11.40
60-61	88,647	68,150	76.88	12,912	14.57	1,200	1.35	6,385	7.20
61-62	103,349	78,975	76.42	15,039	14.55	2,200	2.13	7,135	6.90
62-63	122,103	95,134	77.91	17,889	14.65	2,400	1.97	6,680	5.47
63-64	145,105	111,567	76.89	17,907	12.34	2,700	1.86	12,700	8.75
64-65	167,404	130,716	78.08	21,057	12.58	2,700	1.61	12,931	7.72
65-66	204,874	162,280	79.21	25,352	12.37	3,000	1.46	14,242	6.95
66-67	299,078	236,325	79.02	33,789	11.30	4,000	1.34	24,964	8.35
67-68	354,699	273,200	77.03	50,949	14.36	5,000	1.41	25,550	7.20

Notes:

The percentage figures represent the percent the individual item is of the total dollar figure for the respective school year. The dollar figures represent the original budget figures and were obtained from Mr. Robert Price. Though the original budget figures and actual expenditure figures are not precisely the same, they are about the same. The significant dollar increase in the Maintenance Equipment and Travel Amount column indicated in all school years after 58-59 was caused by substantial IBM machine rentals. The second "jump" in that column was caused by a doubling of the machine rental rates by IBM in the 63-64 school year. (i. e., the discount the school gets from the regular rental charge was cut in half)

TABLE V
ACCOUNTING DEPARTMENT
BUDGETS 1956-57 THROUGH 1967-68

School Year	Faculty Salary		Student Assistants and/or Part-Time Help	M E & T	Breakdown of M E & T			Organized Research	Data Processing Salary
	Nine Months	Summer			Travel	Capital Outlay	Maintenance and Operations		
56-57	\$ 41,800	\$ 6,500	\$ 1,300	\$ 1,520	\$ 300	\$ 145	\$ 1,075		
57-58	54,800	10,466	1,300	1,520	300	145	1,075		
58-59	66,400	11,234	1,300	1,520	300	145	1,075		
59-60	65,550	10,967	1,000	9,975	300	8,600	1,075	\$ 2,310	
60-61	68,150	12,912	1,200	6,385	450	4,635	1,300	2,717	
61-62	78,975	15,039	2,200	7,135	450	5,285	1,400	3,712	
62-63	95,134	17,889	2,400	6,680				3,967	
63-64	111,567	17,907	2,700	12,700	1,450	9,450	1,800	4,283	\$ 670
64-65	130,716	21,057	2,700	12,931	1,450	9,681	1,800	5,591	375
65-66	162,280	25,352	3,000	14,242	1,500	10,742	2,000	2,295	450
66-67	236,325	33,789	4,000	24,964	1,500	500	22,964	4,039	
67-68	273,200	50,949	5,000	25,550	2,000	550	23,000	4,800	450

Notes: The substantial increase in "Capital Outlay" in the Breakdown of M E & T in the 59-60 school year was caused by IBM machine rentals. The rate of discount obtained by Texas Tech on these rentals decreased in the 63-64 school year causing a substantial increase. Beginning in the 66-67 school year these rental charges were classified as "Maintenance and Operations," hence the significant switch in dollar amounts as between "Capital Outlay" and "Maintenance and Operations." The breakdown of M E & T from 56-57 through 65-66 was obtained from Dr. Rushing. Data Processing Salary was obtained from Dr. Rushing. All other figures were obtained from Dr. Rushing and verified by Mr. Robert Price, Comptroller.

TABLE VI
ACCOUNTING DEPARTMENT
BUDGETED INSTRUCTIONAL COSTS PER FULL-TIME STUDENT EQUIVALENT
AND FULL-TIME STAFF EQUIVALENT

<u>School Year</u>	<u>Full-Time Student Equivalents</u>	<u>Full-Time Staff Equivalents</u>	<u>Nine Month's Salary Budget</u>	<u>Cost Per Full-Time Equivalents</u>	
				<u>Student</u>	<u>Staff</u>
57-58	412.40	19.79	54,800.00	132.88	2,769.08
58-59	411.66	20.91	66,400.00	161.30	3,175.51
59-60	460.87	20.28	65,550.00	142.23	2,232.25
60-61	529.33	21.28	68,150.00	128.75	3,202.54
61-62	585.61	23.03	78,975.00	134.86	3,429.22
62-63	595.20	24.96	95,134.00	159.84	3,811.46
63-64	685.00	29.15	111,567.00	162.87	3,827.34
64-65	832.33	31.62	130,716.00	157.04	4,133.96
65-66	964.33	37.58	162,280.00	168.28	4,318.25
66-67	1,275.94	54.75	236,325.00	185.21	4,316.43
67-68			273,200.00		

Sources:

Full-Time Student Equivalents - TABLE III

Full-Time Staff Equivalents - TABLE III

Nine Month's Salary Budget - From Mr. Robert Price, Comptroller

Cost Per Full-Time Equivalents - Computed

Notes:

Full-time equivalents for both students and staff are the totals for each school year for the relevant Fall and Spring semesters. The cost per full-time equivalent student and staff were computed by dividing the "nine month's salary budget" figures by the relevant full-time student and staff equivalents for the corresponding school years. Both the increase in graduate instruction and the increase in the general staff salary level should cause the cost per full-time equivalent student and staff to increase in the years ahead.

Instructional Staff

At the end of the 1967-68 Spring Semester, the instructional staff consisted of fifteen individuals with the rank of Assistant Professor or higher. In addition to the fifteen now on the staff, eighteen people have held professorial-rank appointments in the Department of Accounting since its inception in 1942. Of those eighteen, four are now in the Finance Department and the other fourteen are no longer employed by Texas Technological College. Table VII contains a listing of all individuals who have held professorial-rank appointments in the Department since its inception.

Of the thirty-three people who have held appointments in the Department, eleven have been Professors, ten have held the rank of Associate Professor, and twelve have been Assistant Professors. Eleven of the individuals have taken leaves of absence during their period of employment by Texas Technological College, either to serve with the military forces or for educational and professional development.

TABLE VII
DEPARTMENT OF ACCOUNTING*
FACULTY MEMBERS
FULL TIME APPOINTMENTS - ASSISTANT PROFESSOR AND ABOVE
INCEPTION (FALL 1942) TO PRESENT (SPRING 1968)

Professor's Name	Date of First Ap- pointment	Highest Rank Held	Date of Present Rank	Date of Termin- ation	Comments
Whiteside, Clarence King	1942**	1	-	1943	
Langston, Lonnie	1942**	1	-	1943	
Taylor, Haskell Grant	1942**	1	1950	-	On military leave 1943-45 and 1950-52
Eaves, Luta Pelham	1942**	3	1942	-	On leave 1945-47
Root, Trent Campbell	1942*	1	-	1948	On military leave 1942-45
Rushing, Reginald	1942**	1	1948	-	On military leave 1942-45
Sipe, J. Marvin	1943	2	-	1945	
Arnold-Patron, Paul	1943	3	-	1946	
Gibson, Ernest Willis	1946	3	-	1954	Retired
Whittington, William E.	1947	1	1964	-	On leave 1952-53; resigned 1954; reappointed 1964
Smith, L. Edwin	1948	2	-	1951	Became Assistant to the President
Hooper, Jefferson Melvin	1948	2	-	1955	
Wharton, John Woolman	1950	3	-	1951	
Heather, George Gail	1950	1	-	1957	Assigned to Dept. of Finance
Rouse, Robert L.	1950	2	-	1957	Assigned to Dept. of Finance
Chisolm, Samuel Whitten	1951	2	1957	-	Resigned 1952; reappointed 1957; on leave (education) 1964-65
Norwood, Fred Wayland	1951	1	1955	-	Resigned 1956; reappointed 1957
Oglesby, Dwayne LaVergne	1953	3	-	1955	
Abel, Burl Monroe	1955	2	-	1957	Assigned to Dept. of Finance
Quilliam, William Reed, Jr.	1955	3	-	1956	
Roberts, Arthur Theophile	1955	1	1963	-	
Cox, Gilford William	1955	3	1955	-	
Dale, Charles Edwin	1956	1	-	1957	Assigned to Dept. of Finance
Green, Raymond Ackerly	1956	3	1960	-	Initial appointment as an instructor
McWhorter, Paul	1957	1	-	1958	

TABLE VII (continued)

Professor's Name	Date of First Ap- pointment	Highest Rank Held	Date of Present Rank	Date of Termin- ation	Comments
Boer, Germain Boniface	1964	2	1964	-	On leave (industry) 1966-67
Chapin, Wayne Ralph	1965	2	1965	-	
Williams, Doyle Zane	1965	3	-	1967	
Fox, Kenneth Lee	1966	2	1966	-	
Ljungdahl, Philip Warren	1966	3	1966	-	
Hubbard, Chester Burl	1967	3	1967	-	Employed by Texas Tech in 1947; resigned 1950; reappointed 1952; first appointment in Accounting Dept., 1967
Imke, Frank James	1967	2	1967	-	

*Department of Accounting and Finance from 1942 to 1957 when a separate Department of Finance was created.

**Actually employed by Texas Technological College prior to 1942 (the indicated date) when the Accounting Department was first organized.

Publications

During twenty-six years of existence of the Department of Accounting the members of the instructional staff have contributed to the accounting and teaching professions through research, consulting, professional development seminars and institutes, and writing. A list of publications authored by members of the Department is included as a part of this report, pages 22-4. In addition to the formal publications, individuals have developed numerous papers, reports, speeches, and seminar or conference presentations. Several members have occupied roles of leadership and responsibility in local, state, and national units of the organizations of Certified Public Accountants, the National Association of Accountants, and the American Accounting Association.

The list of publications contains books, articles, teaching guides, and reviews. The variety and source of the publications is such as to assure that both the authors and Texas Technological College have derived significant professional recognition from them. More than sixty percent of the items on the list have been published within the past five years--an indication of the ever-increasing contribution the Department is making to the development of Texas Technological College as a major institution of higher learning.

LIST OF PUBLICATIONS BY MEMBERS OF
THE DEPARTMENT OF ACCOUNTING

Boer, Germain B.

"Ethics of the Accounting Profession," Review, Vol. XVI (Winter 1964).

"Replacement Cost: A Historical Look," Accounting Review, XLI (January 1966).

"Cash Flow Statements--Fast," Accounting Review, XLII (January 1967).

Chapin, Wayne R.

"The Connecting Thread," Improving College & University Teaching, XV (Winter 1967).

"Footnotes to Financial Statements," The National Public Accountant, XII (February 1967).

"A Management Service to the Small Client," The Texas Certified Public Accountant, XXXIX (April 1967).

Chisholm, Sam W.

(with Fred W. Norwood) Federal Income Taxes: Research and Planning. Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1962.

Green, Raymond A.

(with Doyle Z. Williams) Lecture Guide for use in the first course in Elementary Accounting, published locally, 1967.

Imke, Frank J.

"Relationships in Accounting Theory," The Accounting Review, XLI (April 1966).

"The Future of the Attest Function," The Journal of Accountancy, CCXXIII (April 1967)

"Development of the Attest," The Oklahoma CPA, VI (April 1967)

"Medicare--So What?" The Texas CPA, XXXIX (April 1967)

"The Attest Function--Are Some Changes Needed?" The Illinois CPA, XXIX (Summer 1967)

"Are Congratulations in Order?" The Baptist Standard, LXXX (April 10, 1968)

Norwood, Fred W.

(with Sam W. Chisholm) Federal Income Taxes: Research and Planning. Englewood Cliffs, New Jersey: Prentice-Hall, Inc. 1962.

"Acquisition Purchase vs. Pooling of Interest" in Oil and Gas Accounting, Albany, New York: Matthew Bender, Inc., 1966.

"The Nature of Time Series," West Texas Business Report, (April 1958).

"Management Services by Certified Public Accountants," The Southwestern Social Science Quarterly, (September Supplement 1959).

"It's a Matter of Survival for Small Businesses," The Texas Techsan, (October 1964).

Rushing, Reginald

(with Committee on Accounting) Principles of Accounting, New York: Pitman Publishing Corporation, 1959.

(contributing author) Accounting Teachers' Guide, Cincinnati, Ohio: South-Western Publishing Co., 1953.

"New Accounting Texts by Texas Authors," The Texas Accountant, XI (May 1939).

"Enrollment in Commerce or Business Administration Departments and in Accounting Courses in Texas Colleges and Universities," The Texas Accountant, XX (April 1948).

"The ABC's of Accounting Instruction," The Accounting Review, XXVI (July 1951).

"Income Determination," The Southwestern Social Science Quarterly, XXXV (September 1954).

"Adjusting Inventories for Consolidated Statements," The Accounting Review, XL (April 1965).

Review of Walter B. Meigs, Principles of Auditing, Third Edition, The Accounting Review, XL (January 1965).

Segars, A. B.

"Cost Estimating in the Gas Pipe Line Industry," Texas Accountant, XIII (November 1952).

Taylor, Haskell G.

"Auditing of Municipal Records," New Mexico Business Review, (1958).

Williams, Doyle Z.

"The Application of the Claim of Right Doctrine to Prepaid Income," The Louisiana Certified Public Accountant, XXIII (October 1963).

"Reporting Standards for Cash Basis Statements of Non-Profit Organizations," The New York Certified Public Accountant (1967).

"Graduate Assistants as Teachers," Improving College and University Teaching (Winter, 1967), 57-59.

Lecture Guide, privately printed, 1967. (with Raymond A. Green)

"Information Technology and the Accounting Organization," Management Services, (September-October, 1966), 15-23. (with Sexton Adams).

"A Seminar on the Teaching of Accounting," The Accounting Review, XLI (July 1966), 542-549.

"Reporting Less Carryovers in Financial Statements," The Accounting Review, XLI (April 1966), 226-234. (Reprinted and distributed by Arthur Andersen & Co.)

PART II - CURRENT STATUS

The information in Part I of this report provided evidence that the Department of Accounting is growing. The Department is also undergoing various forms of change in addition to those that naturally accompany growth. The society, the business world, and the accounting profession which are served by the Department are in a state of constant change; in order to serve effectively, the Department must be responsive to changing needs. Accordingly, a complete description of the current status must recognize the characteristics of growth and change.

Curriculum is being evaluated for the purpose of identifying and providing the most effective possible classroom experience for students. Graduate work is more prominent than ever before with respect to number of students, courses offered, and quality of work expected from students. There is increased interest in research--an interest which is currently frustrated because of the heavy teaching, administrative, graduate supervisory, and committee assignments of the instructional staff.

There is a need for additional well-qualified faculty; accordingly the Department is involved in a constant attempt to locate and attract the right individuals to join the instructional staff. Shortage of classroom and office space are current problems; fortunately these problems will be solved for the present and for the near future when the Department moves to the soon-to-be-completed Business Administration Building.

The demand for qualified graduates in Accounting is overwhelming; the Department is constantly seeking to encourage more well-qualified young people to choose a career in accounting as well as to provide more adequate educational experience for all students who take accounting courses. Concurrently the Department is actively engaged in building strong, mutually beneficial relationships with employers in all phases of business, government, and public accounting. Some of the employers now participate indirectly in the fulfillment of the department's mission by providing fellowships, grants, and other forms of assistance.

TABLE VIII
ACCOUNTING MAJORS
CURRENT ENROLLMENT BY CLASSIFICATION*
SCHOOL YEARS 1967-68 AND 1966-67

<u>Semester</u>	<u>Seniors</u>	<u>Juniors</u>	<u>Sophomores</u>	<u>Total</u>	<u>Graduate</u>	<u>Total</u>
Spring of 1968	154	208	230	592	MS 27 MBA 23 DBA 12 } 62	654
Fall of 1967	141	220	199	560	MS 27 MBA 28 DBA 13 } 68	628
2nd SS of 1967	81	59	47	187	MS 19 MBA 11 DBA 6 } 36	223
1st SS of 1967	103	69	64	236	MS 10 MBA 25 DBA 7 } 42	278
Spring of 1967	139	194	221	554	MS 6 MBA 31 DBA 5 } 42	596
Fall of 1966	144	207	227	578	MS 8 MBA 32 DBA 2 } 42	620

*Source: School of Business Administration Major Lists - Dean's Office.

Note: No Freshmen are included above because they are not classified by major by the Dean's Office until they attain the rank of sophomore.

MS is Master of Science in Accounting.
MBA is Master of Business Administration.
DBA is Doctor of Business Administration.

ENROLLMENT

Certain elements of the current status can best be presented by quantification and enumeration. For example, the number of students at each academic level for the past few semesters is shown in Table VIII. During the Spring Semester of 1968 there were 654 students classified as Sophomores or above who were majoring in accounting. In addition to these majors the Department provides service courses (for most students at least twelve hours) for all students enrolled in the School of Business as well as for those outside the School who want or need to take Accounting courses. One section each of two courses in Accounting was offered for Agriculture students during the Spring semester of 1968, for example.

During the Fall semester, 1966 there were 3,153 registrations and in the Spring semester 3,220--a total during the academic year of 6,373 registrations for 19,139 semester credit hours. The Department provided this academic service with 26.15 and 28.60 full time staff equivalents in the Fall and Spring semesters, respectively. At the time this report is being prepared complete data is not available for the 1967-68 academic year, but the number of registrations and semester credit hours is believed to be significantly higher than for the 1966-67 year. Data for the Spring semester 1967 and the Fall semester 1967, the latest available, is presented in Table IX.

TABLE IX
ACCOUNTING DEPARTMENT
ENROLLMENT DATA
SPRING 1967 AND FALL 1967

	<u>Spring Semester</u>	<u>Fall Semester</u>
Number of Registrations	3,220	9,670
Semester credit hours	9,670	10,274
Full time student equivalents	644.67	684.93
Full time staff equivalents	28.60	30.85
Number of undergraduate accounting majors	554	560
Number of graduate accounting majors	42	68

FACULTY

The instructional staff during the 1967-68 academic year included 58 individuals, most of them Teaching Assistants or Part-time Instructors. The Department had fifteen full-time staff members with appointments at the professorial rank. Data concerning numbers of faculty and their compensation is contained in Table X.

TABLE X
RANKS, NUMBERS, AND COMPENSATION OF FACULTY
FISCAL 1967-68

Rank	Number	Total Compensation		Percent of Total
		Paid to	Average	
Professors*	5	\$ 76,800	\$15,360	26.34
Associate Professors	5	63,600	12,720	21.81
Assistant Professors	5	47,600	9,520	16.32
Instructors	3	21,900	7,300	7.51
Part-Time	6	12,900	2,150	4.42
Teaching Assistants	<u>34</u>	<u>68,800</u>	<u>2,024</u>	<u>23.60</u>
	<u>58</u>	<u>\$ 291,600</u>	<u>\$ 5,028</u>	<u>100.00</u>

*Includes Department Chairman (9 mo.)

Source: Dr. Reginald Rushing, Accounting Department Chairman

SPACE AVAILABLE

As this report is being prepared, the space available to the Department is grossly inadequate with respect to classrooms, laboratories, and offices. However, the situation will change drastically and the present and near-term needs will be adequately supplied when the Department moves to the new Business Administration Building about December 1968.

In the new building, six rooms have been designated for accounting laboratories (6,878 square feet total), and fifteen rooms have been designated for accounting classrooms (12,926 square feet total). In addition

to the approximately 20,000 square feet contained in these designated rooms, it is expected that general classroom space will be available in the building to meet the remaining needs of the Department for classroom space.

Office space has not been specifically assigned in the new building, but it is expected that ample space will be available to provide private offices for all full-time faculty with professorial rank.

EXTENSION OR ADULT EDUCATION ACTIVITIES

The Department of Accounting is involved in a variety of extension or adult education activities including: (1) the servicing of course offerings by the Division of Extension, (2) the co-sponsoring of an annual tax institute, and (3) the support and/or promotion of various professional continuing-education activities. In addition, members of the faculty contribute to continuing education in a variety of ways through their professional associations.

The Division of Extension provides twelve course offerings in accounting. Members of the faculty prepare and grade lesson assignments and examinations for these courses.

The Department of Accounting in co-sponsorship with nine other area professional groups hosts an annual tax institute on the campus of Texas Technological College. The program is composed of speakers and panelists who are considered authorities in their respective areas of taxation. Over two hundred participants from the West Texas-Eastern New Mexico area and from surrounding states attend the Tax Institute. Professor Haskell G. Taylor serves as the Executive-Secretary of the Institute.

Each year, several Professional Development Seminars are held in Lubbock for the benefit of accounting practitioners. These seminars are sponsored by the Texas Society of Certified Public Accountants and the American Institute of Certified Public Accountants. Professor Haskell G. Taylor acts as the coordinator for these seminars. Professor Taylor also serves on the Professional Development Council and the Subcommittee on Chapter Professional Development of the Texas Society of Certified Public Accountants. He is Chairman of the Professional Development Committee of the Lubbock Chapter.

Dr. Reginald Rushing and Mr. A. B. Segars participated as instructors in the Continuing Engineer Education Programs sponsored by the School of Engineering of Texas Technological College during the 1967-68 academic year.

BUDGET

As noted in the section on history, the budget for the Accounting Department has increased rapidly during the past ten years. For the 1967-68 year, the budget totaled \$354,699, and consisted of the following items:

	<u>Amount</u>	<u>Percentage</u>
Nine months faculty salaries	\$273,200	77.03
Summer faculty salaries	50,949	14.36
Student assistants & part-time help	5,000	1.41
Maintenance, equipment & travel	25,550	7.20
	<u>\$354,699</u>	<u>100.00</u>

PART III - OBJECTIVES AND GOALS

The fundamental objective of the Department of Accounting is to maximize its contribution to the mission of Texas Technological College by providing the best possible academic environment for education, research, and service in the area of accounting. In order to accomplish the desired objective, the Department must continuously establish and review specific goals, and evaluate and improve its performance in order to attain the goals.

Intermediate and long-range goals have been identified. As new circumstances develop it is to be expected that the goals will be supplemented by new goals or modified as appropriate in view of experience, new knowledge, and changed circumstances. Constant study and evaluation will be conducted

by the Department to assure that adaptation, change, and innovation are timely and prudent in order that the Department may constantly strive toward its fundamental objective. Implementation of most of the plans will necessarily depend primarily upon the members of the Department; but of great and obvious importance to their success is the support and leadership afforded by the School of Business Administration and by Texas Technological College.

The goals identified in this report are believed to be consistent with those of the School of Business Administration which is currently undergoing a penetrating self-study designed to clarify the nature and role of the School in the future. The goals are also believed to be consistent with those established for Texas Technological College.

LONG-RANGE GOALS

Contemporary research in the accounting profession has clearly established that accounting involves a broad base of fundamental knowledge. Upon the broad base firmly rests a specialized area of knowledge and service that constitutes the framework for a profession. The field of accounting knowledge and the formal education needed for adequate preparation in accounting have undergone a significant expansion in breadth and depth in recent years. It is in recognition of this situation that the long-range (or ten year) goals have been established. These goals are discussed in the paragraph that follow.

Establishment of a professional School of Accountancy.

If, as seems proved, the body of knowledge comprising an accounting discipline is of professional definition, then a more rigorous specialization

at the graduate level seems required. Establishment of such a school would allow for wider ranges in liberal arts studies at the undergraduate level. Of particular importance would be the time released for intensive studies in mathematics, economics, communication skills, etc. The School can lead the student from this broader base to the required level of specialization in accounting knowledge.

The professional schools of law and medicine furnish both precedent and adequate proof of the desirability of a separate school for professional education.

Establishment of a graduate program leading to the degree of Doctor of Philosophy in Accounting.

The degree of specialization inherent in such a program is compatible with the liberal undergraduate objective. Although the Doctor of Business Administration program is currently available, its requirements are less specialized in that the several academic fields in business are to be mastered. It may well be that a School of Accounting will require a degree at the highest level which is peculiarly distinctive (as with the current trend in legal education).

Establishment of a separate Department of Data Processing within the School of Business Administration.

The increasing importance of the computer sciences requires specific academic recognition. The separate department would be interested particularly in all types of opportunities for utilization of the computer in the many fields of academic specialization in business. In addition to meeting specific departmental needs, a Department of Data Processing could encourage a higher degree of integration of business studies.

Establishment of an accounting excellence fund.

One of the proofs of attained excellence in education is the desire by non-academic sectors, expressed financially, to participate in programs of the university. The department plans to encourage investments of funds by such sectors, leading to endowed chairs of accounting.

This objective is not considered as visionary provided the graduate programs and faculties are geared to the criteria for excellence provided in the intermediate goals.

INTERMEDIATE GOALS

Many of the goals and objectives discussed in this category are of long-standing desire. Perhaps they could be appropriately labeled as "improvements and intensifications" of presently-desired objectives. These objectives have been classified into the following five categories:

1. General instruction.
2. Graduate instruction.
3. Research.
4. Faculty morale.
5. Service to the accounting profession and the community.

General Instruction

The quality of general instruction is geared both to the quality of the teaching faculty and the qualitative aspects of the curriculum. Improvement in both of these areas is stressed as immediate goals.

Qualitative improvement of the faculty is itself dependent upon several factors. Recruitment of new members must be geared to increased financial inducements which can insure quality additions. A reservoir of young,

extremely able faculty will be needed to supply the long-range criteria for excellence. With this group, as with other faculty, a much more adequate budgetary allowance must be provided for at least adequate secretarial and grading personnel. Such aids to the work environment are directly related to improvement in the quality of instruction.

A continuing goal for all faculty members is adequate self-development in accounting and related areas. One important example of such a need is in the field of data processing, in which all faculty members should be literate.

Clearly in line with recruitment of new personnel is the decreasing use of part-time faculty members. As a very minimum there should be a preponderance of full-time faculty. In order to promote better academic performance by students in all classes, when part-time faculty and teaching assistants are used there must be closer supervision and coordination in matters such as coverage of subject matter in classes, the preparation of examinations, and the assigning of grades.

It is believed that improvement in instruction can be achieved also through the establishment of exchange professorships. The introduction of new ideas which would result from this program would benefit all areas of the department.

Qualitative improvement of the curriculum is expected to result from a continuous review of the departmental offerings. Aims of this review will be to strengthen course content as necessary or to delete courses with insignificant content. The department intends that its offerings retain their vitality by incorporating challenging and salient content.

Allied with the review of course content will be a closer scrutiny of faculty standards for student performance. These standards, as established, will be expected to conform to the tests of uniformity and reasonableness. Insofar as possible, motivational standards will also be examined.

The department is of the opinion that excellence in instruction of the first year of accounting study is extremely important. One means by which to achieve such excellence would be to have every full-time faculty member regularly incorporate the elementary course in his teaching schedule. At the very least, the course should be taught by each full-time staff member one time every two years.

Graduate Instruction

The department plans for an orderly growth of all phases of its graduate offerings. Naturally, this growth is not expected to penalize the quality of undergraduate instruction.

Qualitatively, the department plans for the establishment of more rigid requirements for entrance into graduate programs. Increasing quality of undergraduate instruction should serve as a corollary to this objective.

The entire graduate program is to be re-studied for strengths or weaknesses. Although this re-study will be centered principally on curriculum, it will also include student performance. For example, more rigid criteria must be established for acceptable performance by the student on oral examinations.

As a source of closer faculty supervision of graduate programs and progress, regularly scheduled faculty symposia will be held. At these symposia, research proposals will be studied and evaluated; visiting

lecturers' views will be discussed; and problems in administration of the programs will be considered.

Research

Many contributing factors are to be sought for increased faculty and student research activity. A comprehensive statement of policy is to be evolved to govern departmental research activity. Such relationships as teaching load to research, consultation work to teaching, etc., will be studied. Certainly, as significant research projects are initiated, reduced teaching loads for the participating faculty members will be put into effect. Funds available for research purposes need to be increased. Particularly is this true for funds needed for travel in connection with projects. Among the potential sources for such funds are foundations, public accounting firms, and industry.

Both faculty and student research activity require continuous, systematically thorough study of library holdings. Materials of reference nature need to be readily available and accessible. Also, there is need for increased exchange of ideas among faculty and graduate students. Subjects of these exchanges will be research proposals, research findings, new technical developments, etc.

Faculty Morale

As faculty morale bears so fundamentally on the quality of instruction furnished, significant steps will be taken to maintain morale at a high level. One contributing factor will be the development of a personnel manual designed to promote consistency and expediency in personnel matters by

informing the faculty concerning such matters as:

- a. Procedures for faculty evaluation and advancement.
- b. Criteria for promotions and salary increases.
- c. Criteria for recommendations for appointment to the graduate faculty.
- d. Procedures and criteria for faculty development leaves.

Of great importance to the individual faculty member will be the establishment of a clear and effective departmental policy that will recognize and reward diversities in areas of contribution. Such a policy will be intended to stimulate utilization by an individual of his or her own particular talents and interests to the fullest extent. Such particular areas of special competence include:

- a. Research and writing.
- b. Professional activities.
- c. Classroom teaching.
- d. Committee work.
- e. Student organization work.

Another area affecting faculty morale is an excessive assignment of committee responsibilities. Departmental policy will encourage regular rotation of committee assignments, unless a faculty member has a unique desire and competence for the area. All faculty members will be encouraged to share the responsibility for committee and special assignments.

Significant budgetary increases for secretarial, grading and research assistants will not only improve instruction, as explained above, but will be a stimulant for faculty morale.

Finally, the faculty will become more actively involved in the recruitment of new faculty members. Apart from the benefits received by the

department from this multiplication of efforts, faculty interest should be stimulated to locate promising talent for potential employment.

Service to the Accounting Profession and the Community.

The department will greatly intensify its activities in this service category since a distinct professional obligation is involved. Conferences and seminars involving faculty, students, and representatives from various non-educational sectors will be initiated. Internship programs with accounting firms and industry for both faculty and students are to be more actively encouraged. For both employer and employee, the benefits gained through such experiences are known to be worthwhile.

As research activities are increased, a more effective outlet for publication of the results will be required. The department will seek to sponsor a publication of high-quality which will serve not only as an outlet for resident faculty but will also be available for re-prints of general interest.

The faculty will be encouraged to attend professional conventions more frequently. Increased participation on programs by members of the faculty will be expected. This objective will require significant increases in budgeted travel funds, and it is expected that priorities will be assigned where necessary for funds to those participating on convention programs.

Another area of increased activity will be in extension and continuing education programs. These programs, as desired by the public, offer a real opportunity for service.

PROJECTED DATA

In order to increase the effectiveness of this report as a planning document, projections have been developed to incorporate as many of the goals as possible. There are inherent weaknesses in the projections, and the reader is cautioned to evaluate the data in this section with care. The projections are valid for their intended purpose and can be useful provided they are properly used.

An apparent weakness, for example, involves the assumption that a separate department of data processing will exist beginning with the projections for 1968-69. Obviously this will not be true. Neither will it be true that all faculty members will be on a maximum nine hour teaching load. Nevertheless, the faculty of the Department has indicated that both conditions are to be regarded as goals, and the projections are based on assumed implementation of goals.

Numerous other points are, perhaps, subject to question. For example, to develop projections it is necessary to: (1) estimate the rate of growth, (2) assume class size, (3) anticipate changes in curriculum and courses, (4) assume faculty mix (rank), (5) estimate rate of general price increases (inflation), (6) anticipate administrative changes, (7) anticipate faculty interest in research projects, (8) assume availability of qualified individuals at all levels of instructional staff, (9) project summer school enrollment, (10) anticipate changes in graduate enrollment and program, (11) assume teaching loads, etc.

It would appear to serve little purpose in this report to complete volumes of tables based on an almost infinite variety of combinations of

assumptions about such variables as indicated above. Consequently, a single set of variables has been selected; the assumptions are clearly stated; and the projections have thus been developed for illustrative purposes.

Table XI reflects the results on enrollment statistics of eliminating the data processing courses from the accounting department. Based on the resulting enrollment data, an increase of 60% in enrollment is observed for the five year period 1963-67. The same percentage of increase is then assumed for the next five years, and Tables XII, XIII, and XIV contain projections of faculty requirements, faculty rank and salaries, and proposed budgets.

TABLE XI
ACCOUNTING DEPARTMENT
FALL SEMESTER ENROLLMENT EXCLUDING EDP COURSES 1963-67

	<u>Number of Registrations</u>	<u>Semester Credit Hours</u>	<u>Full Time Student Equivalents</u>
Fall 1963	1558	4682	312.13
Fall 1964	1847	5530	368.66
Fall 1965	2151	6502	433.46
Fall 1966	2333	6944	463.00
Fall 1967	2589	7758	517.20

Source: Enrollment data obtained from Mr. Wells office adjusted for the enrollment in Accounting 121, 232, 233, 246, and 247. Enrollment for the EDP Courses was obtained from Teacher Preliminary Reports maintained in Departmental Office.

Comments: Recommendation of Faculty is to establish a separate department of data processing. By elimination of EDP student enrollments in past semesters the remaining information should represent data upon which projections for a separate Department of Accounting may be made. The change in Full Time Student Equivalents represents an increase of 60% during the 1963-1967 period. If this rate of increase were to continue for the next five years, the enrollment in the accounting department would be approximately 830 students (full-time equivalents) by the Fall of 1972.

TABLE XII
ACCOUNTING DEPARTMENT
PROJECTED FIVE YEAR FACULTY REQUIREMENTS
(EXCLUDING FACULTY FOR EDP COURSES)

<u>Year</u>	<u>F.T.E. Projected Enrollment</u>	<u>Number of Registrations</u>	<u>Class Require- ments at Average Class Size of 35</u>	<u>Full Time Faculty Require- ments at 3 Class Loads</u>	<u>Requirements + 20% for Graduate & Research, Development leaves, etc.</u>
Fall 1968	580	2900	83	28	34
Fall 1969	643	3215	92	31	37
Fall 1970	706	3530	101	34	41
Fall 1971	769	3845	110	37	44
Fall 1972	830	4150	118	40	48

Comments: Projected enrollment was determined by assuming an increase of 60% by Fall, 1972. The increase was then distributed evenly to each year. The average class size of 35 was used in as much as such a size appears to be the most desirable for teaching undergraduate accounting classes. A 3-class teaching load is indicative of the proposed reduction from 12 - 9 hours. The final column represents faculty requirements after adjusting for additional needs in graduate courses, research release time, administration, faculty development leaves, special assignments, etc.

TABLE XIII
ACCOUNTING DEPARTMENT
PROJECTED FACULTY RANK AND SALARIES 1968-73

<u>Year</u>		<u>Professors</u>	<u>Associate Professors</u>	<u>Assistant Professors</u>	<u>Other</u>	<u>Total</u>
1968-69	Number	6	3	6	16	30
	Average Salary	15,000	14,000	12,000	6,000	
	Total 9 mo. Salary	90,000	42,000	72,000	96,000	300,000
	Summer 1/6	15,000	7,000	12,000	16,000	50,000
	Totals	105,000	49,000	84,000	112,000	350,000
1969-70	Number	8	8	10	11	37
	Average Salary	15,750	14,700	12,600	6,300	
	Total 9 mo. Salary	125,986	117,600	126,000	69,300	438,886
	Summer 1/6	20,998	19,600	21,000	11,550	73,148
	Totals	146,984	137,200	147,000	80,850	512,034
1970-71	Number	9	8	12	12	41
	Average Salary	16,537	15,435	13,230	6,615	
	Total 9 mo. Salary	148,833	123,480	158,760	82,764	513,837
	Summer 1/6	24,805	20,580	26,460	13,796	85,641
	Totals	173,638	144,060	185,220	96,560	599,478
1971-72	Number	9	9	13	13	44
	Average Salary	17,364	16,207	13,891	6,975	
	Total 9 mo. Salary	156,276	145,863	180,583	90,675	573,397
	Summer 1/6	26,046	24,310	30,097	15,112	95,565
	Totals	182,322	170,173	210,680	105,787	668,962
1972-73	Number	10	10	14	14	48
	Average Salary	18,232	17,017	14,579	7,324	
	Total 9 mo. Salary	182,320	170,170	204,106	102,536	659,132
	Summer 1/6	30,387	28,361	36,018	17,089	111,855
	Totals	212,707	198,531	240,124	119,625	770,987

Comments: Faculty distribution was made on the following basis: Other faculty members consist of instructors, teaching assistants and part-time help. It is assumed that 30% of the total faculty requirements is the maximum desirable in this group. The remaining faculty were distributed 30% professors, 30% associate professors, and 40% assistant professors. Faculty salaries were based on assumed (not actual) average salaries for 1968-69 being \$15,000 for professors, 14,000 for associate professors, and 12,000 for assistant professors. A 5% average annual increase in Faculty salaries was used to reflect periodic salary increases. At the current rate of inflation this would only provide an annual real income increase of 1 1/2% to 2%.

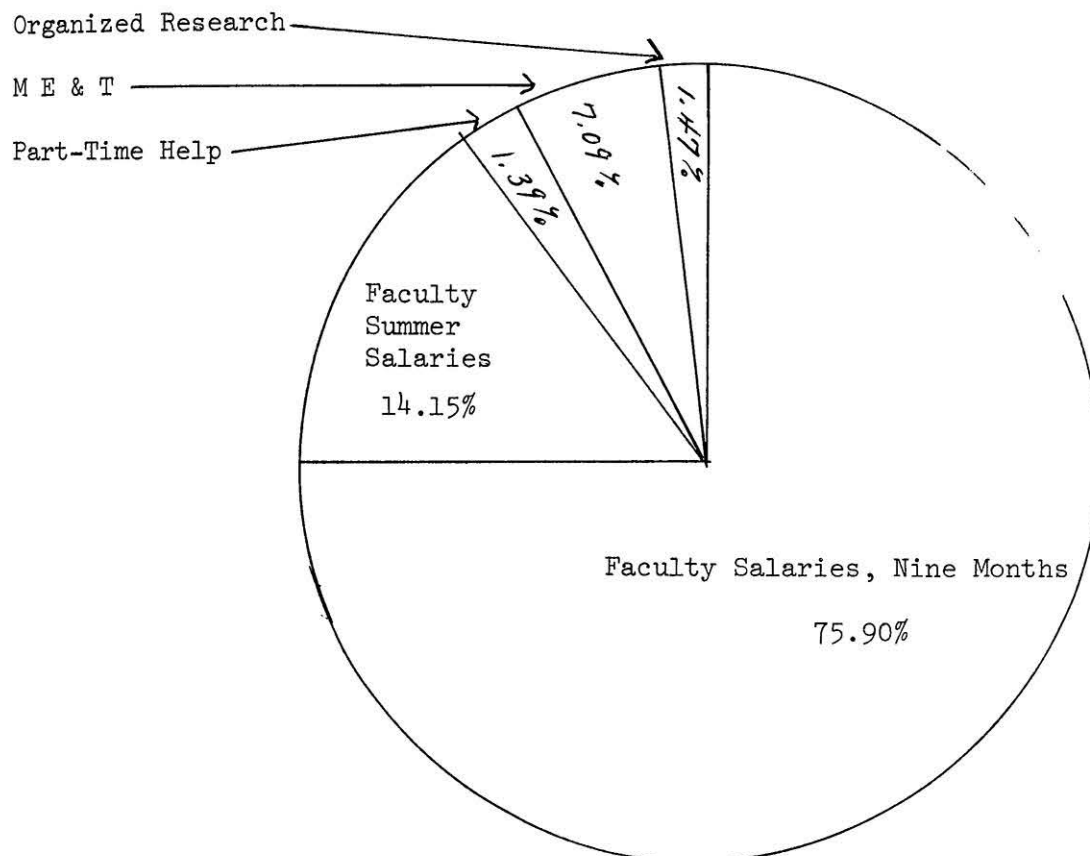
TABLE XIV
ACCOUNTING DEPARTMENT
PROJECTED BUDGETS 1968-69 THROUGH 1972-73

<u>Year</u>	<u>Salaries</u>	<u>Student Assistants and/or Part-time Help</u>	<u>Travel</u>	<u>Capital Outlays</u>	<u>Maintenance & Operations</u>	<u>Organized Research</u>	<u>Total Budget</u>
1968-69	350,000	5,000	3,000	1,000	24,000	5,000	388,000
1969-70	512,034	10,000	4,000	1,000	24,000	6,000	557,034
1970-71	599,478	11,000	4,500	1,000	24,000	6,500	646,478
1971-72	668,962	12,100	5,000	1,000	24,000	8,000	719,062
1972-73	770,987	13,210	5,500	1,000	24,000	9,000	823,697

Comments: Due to the extreme shortage of available funds for student assistants in prior years, the amount for 1969-70 has been doubled from that which prevailed for 1967-68. Thereafter a 10% annual increase has been added to reflect increases in faculty members and required increases in labor rates. Travel has also been doubled over the 1967-68 budget to be more in line with the proposed attendance of faculty at a larger number of professional conventions and development seminars. Capital outlays reflect a minimal amount since it is anticipated that furniture and equipment requirements will have been updated with the move into the new B. A. Building. Maintenance and operations remains at its present level. With increased emphasis upon graduate study and a Professional School of Accounting the expectations for the performances of organized research should be greatly increased. Budgetary estimates for organized research are difficult to make because the number and magnitude of proposed projects is normally not available more than two days in advance.

APPENDIX

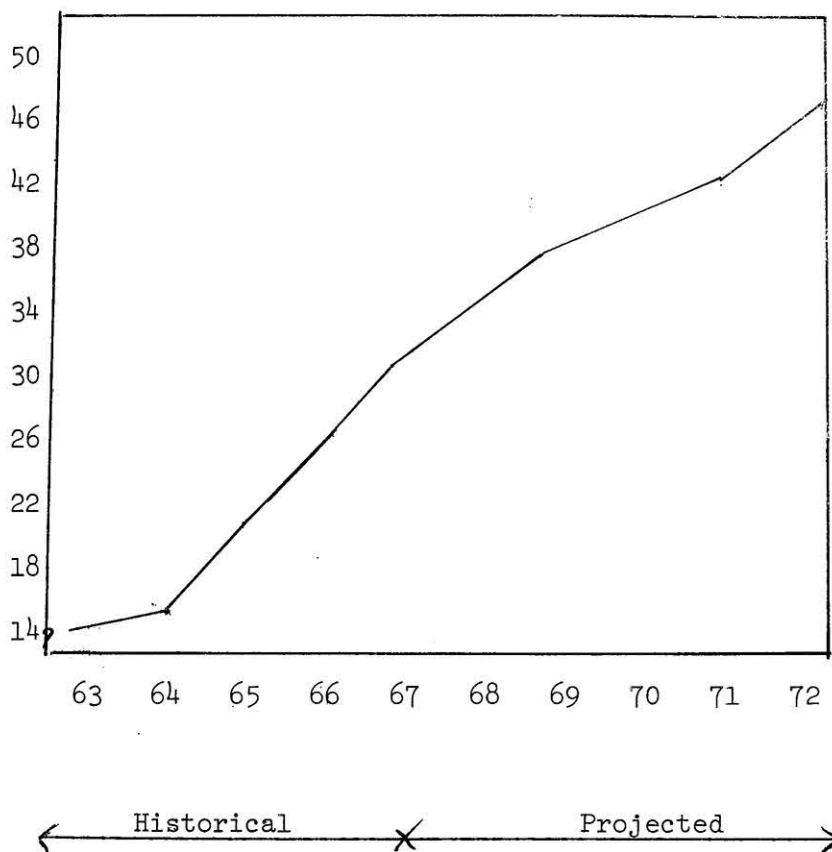
CHART
of
ACCOUNTING DEPARTMENT
BUDGET 1967 - 1968



Dollar Details

Salaries:		
Nine Months	\$ 273,200	
Summer	<u>50,949</u>	\$ 324,149
Student Assistants &		
Part-Time Help		5,000
M E & T:		
Travel	\$ 2,000	
Capital Outlay	550	
Maintenance & Operations	<u>23,000</u>	25,550
Organized Research & Data		
Processing Salaries:		
Organized Research	\$ 4,800	
Data Processing Salaries	<u>450</u>	5,250
		<u>\$ 359,949</u>

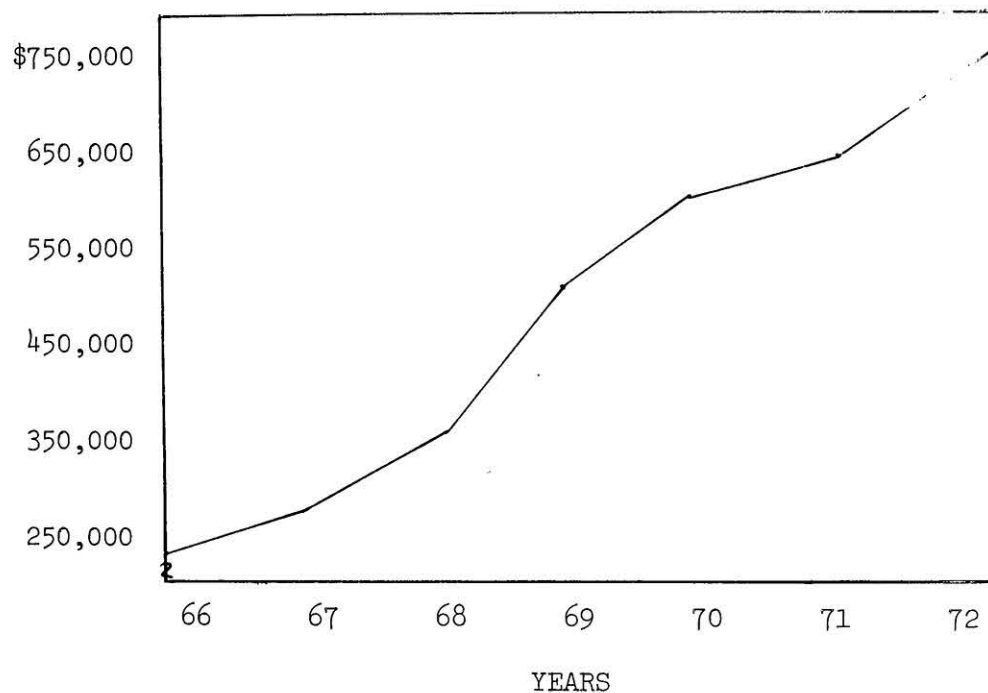
GRAPH
of
ACCOUNTING DEPARTMENT
FULL TIME FACULTY
1963-1972



Source: Data from tables in body of this report.

Comment: Projected figures are based on the assumption that EDP will be separated beginning with the 1968-1969 school year.

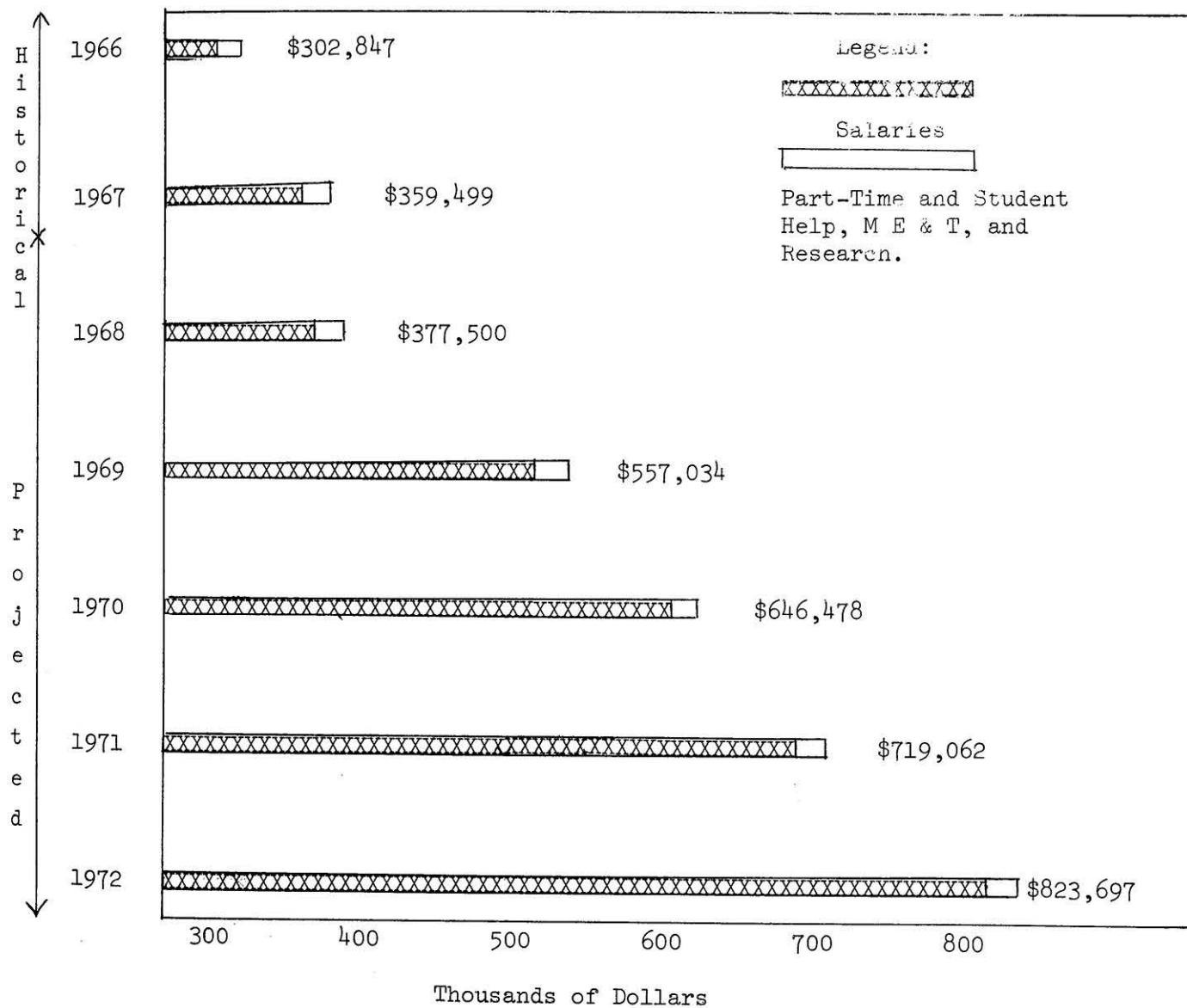
GRAPH
of
ACCOUNTING DEPARTMENT
FACULTY SALARIES
NINE MONTHS
1966-1972



← Historical X Projected →

Sources: Data from tables in body of this report.

GRAPH
of
ACCOUNTING DEPARTMENT
TOTAL BUDGET, 1966-1972



Sources: Data obtained from tables in body of this report.

DEPARTMENT OF
BUSINESS EDUCATION AND
SECRETARIAL ADMINISTRATION

THE PAST, THE PRESENT, AND THE FUTURE

of the

BUSINESS EDUCATION AND SECRETARIAL ADMINISTRATION DEPARTMENT

TEXAS TECHNOLOGICAL COLLEGE

LUBBOCK, TEXAS 79409

September 1, 1968

BUSINESS EDUCATION AND
SECRETARIAL ADMINISTRATION DEPARTMENT
TEXAS TECHNOLOGICAL COLLEGE
LUBBOCK, TEXAS 79416

September 1, 1968

Dr. Grover E. Murray, President
Texas Technological College
Campus

Here is the Business Education and Secretarial Administration report requested in your letter of February 15, 1968. This study gave the faculty an opportunity to acquaint themselves with our past and to formulate plans for the department's future because every full-time member participated in preparing the report.

The entire faculty met in February to discuss your letter of authorization and plan the report. One member accepted general responsibility for the report, but each of the faculty submitted some of the information. Copies of the first draft were distributed to the faculty in April, and in May it was discussed at a called meeting. After the last draft was completed, it was reviewed at a third faculty meeting in August.

We believe the department has written a record of achievement during the past 10 years because competent faculty are dedicated to the education of Texas youth. In recent years we have adopted the phrase "How can we help our students live better lives?" as an unofficial guide to our decisions and actions. With continued financial support and encouragement, we intend to continue this record of service.

William R. Pasewark

William R. Pasewark
Chairman

C O P Y

TEXAS TECHNOLOGICAL COLLEGE

Lubbock, Texas

Office of the President

February 15, 1968

TO: All Department Chairmen and Heads

FROM: Grover E. Murray

You are hereby requested to develop and to have in my hands by September 1, 1968, medium and long-range plans for your individual departments.

The plans should include five and ten year projections, should include statements of your intended goals five and ten years hence, and should cover anticipated enrollments, faculty and staff requirements, undergraduate and graduate programs, research, extension and adult or continuing educational activities, space requirements, equipment, and other facilities and the best possible estimates for operating budgets needed to accomplish the stated goals.

In order to insure a consistent and more readily usable format, you are requested to prepare final drafts of your reports in the following arrangement:

1. A brief historical summary of the origin and development of the department, including numbers of undergraduate and graduate degrees awarded through 1967. The statement should include, if available, a listing of the instructional staff holding the rank of assistant professor or higher since the inception of the department, a listing of the publications by members of the department since its beginning, a summary tabulation of enrollment for the past ten years, a summary tabulation of the departmental budget, including salaries, M.E.&T., and so on, for the same period, and any other information judged by you to be germane to the overall problem.
2. Summary statement of current departmental status including enrollment by undergraduate classes and the graduate academic levels, ranks and numbers of faculty and their compensation, total space available to the department, research activities, extension or adult educational activities, and a summary of the total budget for the department broken into the various operating categories.

All Department Chairmen and Heads
February 15, 1968
Page Two

3. A statement of the objectives and goals of the department for five to ten years hence. This statement should be supplemented by statistical information and projections and should cover the same categories of personnel, space needs, activities, personnel requirements, and so on as listed in item 2.

The final report should represent a coordinated effort by the entire department and should clearly emphasize those areas and activities which the department believes can best insure the development of real quality in its future programs and achievements.

Four copies of the final report should be submitted, with graphical and illustrative material included in an appendix.

We believe these studies will provide not only a data bank for present actions and future planning, but will also constitute a ready source of information for institutional studies of a great variety.

Your assistance in the development of this information for our use in long-range planning is very much appreciated.

cc: All Vice Presidents
All Deans
Directors of Activities on Campus

SUMMARY OF REPORT

The Department of Business Education and Secretarial Administration has been an important part of the growth of the School of Business Administration by helping to prepare qualified business teachers and business men and women. From a relatively obscure position in 1958, we have advanced to one of the strongest business education departments in the Southwest and have also attained a modest degree of national prominence.

The attainment of this recognition is primarily the result of recruiting competent, dedicated faculty. In 1958, the department had one professorial faculty member; 10 years later there were 10 faculty members with professorial rank and 8 of the 10 had the doctorate degree. The quality of the faculty is evidenced by their research, publications, speeches, consultant appointments, membership and offices in professional organizations, visiting professorships, and professional recognition.

The department is responsible for the following undergraduate and graduate programs: Business Education, Business Communications, Office Management, and Secretarial Administration. During the last 10 years graduate majors increased 433% and undergraduate majors 47%. Fall Semester undergraduate enrollments increased 65% and graduate Summer Session enrollments increased 744%.

Graduates from this department, in comparison with other Business Administration majors, consistently achieve high grade point averages based on general education, Business Administration, and major courses.

The total budget in 1958 was \$41,355; the comparable figure for 1967 was \$180,557. Four rooms with 4,248 square feet are assigned to the department in the present Business Administration building. In the new Business Administration building, the department will have 12 rooms with 14,937 square feet in 1968.

The department has completed and will continue to conduct numerous extension programs locally, nationally, and internationally that benefit students, faculty, the college, business, education, and our community.

Opportunities and responsibilities exist in the future for this department because its goals and activities are related to significant national trends and issues of the immediate and long-range future: emphasis on the office function; social unrest in the United States as a result of inadequate education, unemployment, and poverty; increased education for women; and improvement of communications.

To continue our record of service to students and to society, the department needs continued financial support and encouragement from the Texas Tech administration and Board of Directors.

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1. INTRODUCTION

Service to Students and Society

This department has written a record of achievement by serving students and society during the last 25 years. Areas of distinct achievement are the quality of undergraduate students who receive degrees and the quality of the faculty as evidenced by their professional contributions and the extension programs they conduct.

The major responsibilities and opportunities for this department, however, are destined for the future, not the past, because its goals and activities are inexorably linked with significant national trends and issues of the immediate and long-range future:

1. Emphasis on the Office Function

The office function is becoming more important in our American economy; it is the focal point of most businesses. No business decision is better than the information upon which it is based, and the office provides this information.

In the past, much attention has been concentrated on systematically studying production on the farm and in the factory. Now business is recognizing that office productivity must be studied systematically.

There is a critical need for professional office managers because office employees are the second largest occupational classification in the United States. Over 16% of the American working force are employed full-time in this category. Many persons not classified as full-time office employees, such as editors, executives, lawyers, salesmen, and teachers, spend much of their time in office activities.

Phases of our economy that are expanding most rapidly, such as banking, government, publishing, insurance, and education, are involved with processing information, and, therefore, require competent office employees to conduct their activities.

The office is ubiquitous in nature. Horizontally, every business deals with paperwork. Vertically, almost every person in every business, from the messenger boy to the president, deals with paperwork. And, almost every person in every business needs to improve the processing of information on paper.

This department is involved in the improvement of office activities in the following ways:

a. Business Education curriculum. Preparing teachers who will then educate other adults and youth for office occupations.

b. Secretarial Administration curriculum. Preparing young women for executive secretarial positions.

c. Office Management curriculum. Preparing students for office administration positions. (The program is now in the Management Department, but it has been agreed to transfer the program to this department.)

d. Extension programs. Conducting and participating in conferences for businessmen and businesswomen.

2. Social Unrest in the United States

The nation's most serious domestic problem of social unrest is caused by the sequence of inadequate education, unemployment, and poverty. For too long some educators have stated "We prepare people to live--not to make a living." Unfortunately for all of society, it has taken individual human tragedy and community social upheaval to prove that earning a living is a major ingredient of how to live. A major cause of poverty marches, rioting, and human indignity is the result of inadequate or inappropriate education. College programs should not be determined by what some faculty would like to teach. College programs should be determined by studying society and looking into the hearts and minds of all of its citizens.

Disadvantaged citizens consider office work a desirable occupation. Office occupations is the second largest segment of our employed population. The number of full-time office workers has increased dramatically in recent years; moreover almost all studies on the subject show that the number is likely to increase in the future.

The Texas Tech Business Education Department prepares teachers to educate youth and adults with wide ranges of ability for office occupations so they can earn a living.

Briefly stated, probably more than any other curriculum on the Texas Tech campus, the preparation of competent business teachers with its potential "multiplier effect" has a direct possibility of helping to overcome our country's devastating domestic crisis: the sequence of inadequate education-unemployment-poverty-social unrest.

The need is great; the time is now!

3. Increased Education for Women

Women constitute 35% of the total labor force and it is estimated that 9 out of 10 women will work at paid employment sometime during their lives. /CENTERGRAM, July 1968, The Center for Vocational and Technical Education, The Ohio State University/ Increasing numbers of young women continue to attend college for longer periods of time. Colleges must provide these daughters of tax-paying parents with opportunities, equal to male students, to utilize their talents. Executive secretarial positions are admirable careers for women because these careers permit graduates to utilize their talents to the highest degree. Most top executives are college graduates. To maximize their productive output, top executives must have assistants with a knowledge of business operations and functions; with at least as

good a command of the English language as they have; and with the maturity, understanding of human behavior, and broad general knowledge basic to good interpersonal relationships. In short, executive secretaries--to be genuine administrative assistants--must have a 4-year collegiate education in business.

The Secretarial Administration curriculum in this department prepares women for executive secretarial positions.

4. Improvement of Communications

Effective communications is essential in a person's personal and professional life. In fact, an informed citizenry is essential for a democratic society.

Realizing the need, this department teaches courses concerning the theory and application of communications.

Objectives of Department

The major objectives of the department are:

1. Education. To provide a sound education for the personal and professional development of competent business teachers, businessmen, and businesswomen.

a. Preparing students to teach business subjects in junior high schools, senior high schools, private business schools, junior colleges, senior colleges, business in-service educational programs, and governmental programs.

b. Preparing students for executive-type secretarial positions.

c. Preparing students for administrative office positions.

2. Research. To conduct research to improve office operations.

a. Supervising the research of graduate students.

b. Conducting departmental research.

3. Service. To be of service to our local, state, national, and world communities.

a. Conducting pre-service and in-service educational programs on and off campus.

b. Speaking before educational, civic, governmental, business, and youth groups.

c. Providing consultants for education and business.

Origin and Development of Department

A Commercial Teaching major and a Secretarial Studies major were offered at Texas Tech when the Division of Commerce was established in 1942. The Division of Commerce became the Department of General Business in 1946, and in 1947 it was renamed the Division of Business Administration. Its present name, the School of Business Administration, was adopted in 1956.

Secretarial Studies was combined with three other areas in 1942 to become the Department of Marketing and Salesmanship, General Business, and Secretarial Studies. In 1945 Secretarial Studies became a separate department and in 1947 the name was changed to Secretarial Administration. A 2-year stenographic curriculum was introduced in 1953; this program was discontinued in 1966 as the junior colleges assumed more responsibility for 2-year programs.

Although the Commercial Teaching major and the Secretarial Studies major were closely allied, they were technically not in the same department until 1950, when the Commercial Teaching major became Business Education and the Department of Business Education and Secretarial Administration, as it is known today, came into existence. Graduate courses in Business Education were offered for the first time in 1950.

A new name, the Department of Business Education and Office Administration, is being proposed this year to better describe our philosophy and to make provision for the Office Management major which is being transferred from the Management Department to this department.

2. FACULTY

The Past and Present, 1958-67

In 1958, only one member of the Department had the doctorate and he was the only one with professorial rank.

By 1968, 80% (8 of 10) of the full-time faculty had the doctorate degree and all hold professorial ranks as shown in TABLE A, page 6.

The faculty is well balanced:

Their native states and educational backgrounds range from New York to Washington and from Nebraska to Texas.

Their ages range from 31 to 61.

They possess 3 different types of doctorate degrees: Doctor of Business Administration, Doctor of Education, and Doctor of Philosophy.

The doctorate degrees are from a variety of top-flight universities:

Indiana University, 1 DBA and 1 EdD

University of Iowa, 1 PhD

Michigan State University, 1 PhD

New York University, 1 PhD

Ohio State University, 2 PhD's

Oklahoma State University, 1 EdD who also earned the CPA

The two faculty without the terminal degree are assistant professors who hold masters' degrees--one from Baylor University and the other from Texas Technological College.

All 5 of the faculty with the rank of Professor are full members of the Graduate Faculty; the 3 Associate Professors hold associate memberships.

Names and ranks of faculty members employed since 1958 are as follows (first date is appointment date; second date is termination date):

Professors

Irol Whitmore Balsley (1965-present)

John Edward Binnion (1965-present)

Denzel Loren Carmichael (1960-1961, 1967-present)

John Charles Gilliam (1962-present)

William Robert Pasewark (1956-present)

Associate Professors

Lois Helen Cole (1964-65)

Horace Franklin Griffiths (1966-present)

Ronald Dee Johnson (1966-present)

James Taggart Watt (1960-1966 intermittently; 1967-present)

TABLE A

FACULTY GROWTH, 1958-1967

Academic Year	Professorial Ranks			Total Professors	Instructors	Total Faculty	Number with Doctorate	Graduate Faculty	
	Professor	Associate Professor	Assistant Professor					Full Membership	Associate Membership
1958-59	1	0	0	1	3	4	1	1	0
1959-60	1	0	1	2	3	5	1	1	0
1960-61	2	0	1	3	2	5	1	1	0
1961-62	1	0	1	2	2	4	1	1	0
1962-63	1	1	2	4	2	6	2	1	0
1963-64	1	1	2	4	3	7	2	1	1
1964-65	1	2	2	5	2	7	2	1	1
1965-66	3	2	3	8	0	8	5	2	0
1966-67	4	1	3	8	1	9	5	4	0
1967-68	5	3	2	10	0	10	8	5	3

Assistant Professors

Charlotte Keith Ewing (1954-1963)
 Louise Clymer Hague (1959-1960)
 Ervan John Holtman (1961-1964)
 Ernestine Dolores Kilchenstein (1960-present)
 Ettie Claire Quicksall (1945-1952, 1962-present)

During the last 10-year period, there were 14 faculty with the rank of assistant professor and above who taught in the department. Of these 14 people, 10 were on the staff at the end of the 1967-68 academic year.

After five years of careful, intensive planning and development, we have gathered at Tech the nucleus of a faculty necessary to implement a first-class graduate and undergraduate program in business education and office administration.

The Future, 1968-77

Professional faculty increased approximately 1 each year during the past 10 years. This rate of growth should continue for the next 10 years. Factors that will require more faculty include:

- a. Increasing enrollments due to the reputation of the faculty.
- b. An increasing proportion of graduate enrollments with less student-teacher ratio.
- c. Introduction of new programs, see page 9.
- d. Development of the Office Education Center, see page 20.

A departmental faculty of 20 professors in 1977 seems to be a realistic projection of faculty growth.

3. ACADEMIC PROGRAMS

The Past and Present, 1958-67

The department is responsible for the following programs:

Business Education

1. Degree Plans

Bachelor of Business Administration, major
 Master of Business Administration, major
 Master of Education, major
 Doctor of Business Administration, major (or field)
 Doctor of Education, minor

2. Certification

Students may qualify for a Plan I or a Plan II Business Education Provisional Teaching Certificate from the Texas Education Agency.

3. DBA Core Course

COLLEGIATE EDUCATION FOR BUSINESS is a core course for all DBA students (except Business Education majors who have had the subject matter in other courses) that was offered for the first time in the Fall Semester, 1967. Since almost all present DBA students intend to teach, this course was introduced to help young instructors develop a personal philosophy of education and effective teaching methods.

Communications, Business

This department teaches the communications course required for all Business Administration students in their core programs and two other communication courses, including an honors course.

Office Management

The Office Management program is in the Management Department but faculty from our department advise the students and teach the courses. The Management Department has agreed to transfer the Office Management program to this department.

Secretarial Administration

A Bachelor of Business Administration degree with a major in Secretarial Administration is offered. The department also participates in the Bilingual Secretarial program leading to a Bachelor of Arts degree in the School of Arts and Sciences. Bilingual majors are required to complete 24 hours of Secretarial Administration courses.

The Future, 1968-77

The four significant national issues and trends described on pages 1-3 indicate that the present academic programs outlined on the previous page should be emphasized even more in the future. In addition, the following programs should be initiated in the next 10 years:

1. Administrative Communications
 - Master of Arts
 - Doctor of Philosophy
2. Business Education
 - Doctor of Philosophy
 - Professional Teaching Certificate, Texas Education Agency
 - Six-year Teaching Program
3. Distributive Education
 - Bachelor of Business Administration
 - Master of Business Administration
 - Master of Education
4. Office Administration
 - Master of Business Administration
 - Doctor of Philosophy

The Administrative Communications and Office Administration graduate programs coincide with the description of programs that should receive increased incentive and recognition according to the Governor's Committee on Education Beyond the High School. /EDUCATION: TEXAS' RESOURCE FOR TOMORROW, Report of the Governor's Committee on Education Beyond the High School, August 31, 1964, p. 51/:

At least four doctoral programs which would represent a standing of first-in-the nation should be established within the next ten years. Sufficient funds for libraries, faculties, and programs should be provided. Establishment of first-ranking doctorates should, if possible, be in new fields where great eminence has not already been attained in the nation.

The need for competent office administrators is great (See Emphasis on the Office Function, page 1.) and there are no outstanding programs in the country at the present time.

4. STUDENTS

The Past and Present, 1958-67

Majors

The total number of majors in the department increased 51% (279 to 421) from 1958-67 as shown in TABLE B. The Business Education undergraduate and graduate majors accounted for most of the increase. There were noticeable decreases in both Business Education and Secretarial Administration majors in the 1962-63 academic year; this was probably due to the lower birth rates in World War II years.

TABLE B
MAJORS, FALL SEMESTERS, 1958-1967

Academic Year	Business Education		Secretarial Administration	Total
	Undergraduate	Graduate	Undergraduate	
1958-59	99	3	177	279
1959-60	95	7	148	250
1960-61	101	7	151	259
1961-62	176	7	167	350
1962-63	101	5	158	264
1963-64	133	10	186	329
1964-65	167	8	183	358
1965-66	190	19	234	443
1966-67	188	19	242	449
1967-68	206	16	199	421
Per cent Increase from 1958-59 to 1967-68	108%	433%	12%	51%

Enrollments

Undergraduate

Total undergraduate enrollments increased 65% and Semester Credit Hours increased 56% during the 10-year period as revealed in TABLE C, page 11. Upper level courses show the largest increases.

Graduate

During the 10-year period, graduate enrollments increased 257% in the Fall Semesters and 689% in the Summer Sessions, as shown in TABLE D, page 12 with substantial increases in the last three years.

TABLE C

UNDERGRADUATE ENROLLMENTS AND SEMESTER CREDIT HOURS,
FALL SEMESTERS, 1958-1967

Academic Year	Lower Level (Freshmen- Sophomores)		Upper Level (Juniors- Seniors)		Total	
	Enroll- ment	Semester Credit Hours	Enroll- ment	Semester Credit Hours	Enroll- ment	Semester Credit Hours
1958-59	281	924	419	988	700	1,912
1959-60	247	633	397	924	644	1,557
1960-61	255	660	403	926	658	1,586
1961-62	339	873	518	1,215	857	2,088
1962-63	347	848	434	1,045	781	1,893
1963-64	339	831	546	1,356	885	2,187
1964-65	423	1,034	563	1,401	986	2,435
1965-66	366	893	687	1,731	1,053	2,624
1966-67	454	1,112	680	1,706	1,134	2,818
1967-68	417	1,013	741	1,870	1,158	2,883
Per Cent Increase from 1958-59 to 1967-68	48%	10%	77%	89%	65%	51%

GraduatesNumber

TABLE E, page 13, shows that bachelor degree graduates with majors in Business Education and Secretarial Administration increased 117% (24 to 52) from 1958-59 to 1967-68. Business Education graduate degrees increased 233% from 3 to 10. Total degrees earned increased 130% from 27 to 62 in the 10-year period.

TABLE D
GRADUATE ENROLLMENTS AND SEMESTER CREDIT HOURS,
1958-1967

Academic Year	Fall Semester		Summer Session	
	Enrollment	Semester Credit Hours	Enrollment	Semester Credit Hours
1958-59	7	12	9	27
1959-60	10	17	17	51
1960-61	10	15	13	39
1961-62	8	14	12	36
1962-63	10	16	17	51
1963-64	6	18	12	36
1964-65	4	12	26	78
1965-66	15	45	55	165
1966-67	14	42	93*	279*
1967-68	25	75	76	228
Per Cent Increase from 1958-59 to 1967-68	257%	525%	744%	744%

*Includes 30 students enrolled for credit in federally funded Office Education Institute.

In June 1968, a Business Education major received the first Doctor of Business Administration degree awarded by Texas Technological College.

Quality

Many students wish to attend college but maybe fewer than "many" are qualified to attend college. At some time the quality of the graduate may be considered when determining priorities for allocation of funds.

Business Education and Secretarial Administration graduates consistently achieve high grade point averages (see TABLE F, page 14) and these

relative rankings are also maintained when considering general education, core Business Administration, and major courses separately. In other words, these students do not achieve high grades only in their major subjects.

TABLE E
GRADUATES WITH MAJORS IN BUSINESS EDUCATION
OR SECRETARIAL ADMINISTRATION, 1958-1967

Academic Year	Baccalaureate Degrees			Business Education Graduate Degrees				Total Degrees
	Business Education	Secretarial Administration	Total	MBA	MEd	DBA	Total	
1958-59	16	8	24	0	3		3	27
1959-60	15	15	30	1	5		6	36
1960-61	14	16	30	0	1		1	31
1961-62	26	13	39	0	2		2	41
1962-63	17	7	24	0	1		1	25
1963-64	27	9	36	1	1		2	38
1964-65	22	11	33	0	0		0	33
1965-66	26	9	35	1	2		3	38
1966-67	17	16	33	1	2		3	36
1967-68	37	15	52	3	6	1	10	62
Totals	217	119*	336	7	23	1	31	367
Per Cent Increase from 1958-59 to 1967-68	131%	88%	117%		100%		233%	130%

*Does not include Bilingual Secretarial graduates who receive the Bachelor of Arts degree

TABLE F

NUMBER AND PERCENTAGE OF
BUSINESS EDUCATION AND SECRETARIAL ADMINISTRATION MAJORS
IN TOP 20 GRADUATES OF SCHOOL OF BUSINESS ADMINISTRATION,
JUNE GRADUATES, 1958-1967

June Graduates	Number in BE & SA Students in Top 20 Graduates	% of BE & SA Students in Top 20 Graduates	% of BE & SA Students of Total BA Graduating Class
1958	3	15	15
1959	4	20	9
1960	6	30	15
1961	5	25	14
1962	5	25	17
1963	3	15	9
1964	6	30	14
1965	4	20	9
1966	3	15	10
1967	3	15	7

Thirty-six students were charter members of Beta Gamma Sigma (the honorary Business Administration fraternity) at Texas Tech. The Business Education and Secretarial Administration Department has approximately 10% of the total School of Business Administration students, but 31% of the charter members of Beta Gamma Sigma were students from this department.

In 1968, 2 of the 24 students admitted to Mortar Board were from this department.

The Texas Tech Woman of the Year and the President of Mortar Board for 1960-61 was a senior from this department.

In 1965 a Secretarial Administration student passed all parts of the nationally administered Certified Professional Secretarial examination on her first attempt. Very few applicants do this because it is a rigorous examination consisting of Personal Adjustment and Human Relations, 2 hours; Business Law, 1 hour; Business Administration, 2 hours; Secretarial Accounting, 2 hours; Secretarial Procedures, 3 hours, and Secretarial Skills, 2 hours.

The Future, 1968-77

A number of methods, including the yearly average number of majors for each of the two past 5-year periods, were considered in projecting the number of departmental majors for the next two 5-year periods.

It was decided that the per cent increase from 1958-59 to 1967-68, as shown in TABLE G, below, was as reasonable as other methods when explanations are provided.

TABLE G
PROJECTED NUMBER OF MAJORS,
1972-73 and 1977-78

Fall Semester	Business Education		Secretarial Administration	Total
	Undergraduate	Graduate	Undergraduate	
Majors in 1958-59	99	3	177	279
Majors in 1967-68	206	16	199	421
Per cent increase from 1958-59 to 1967-68	108%	433%	12%	
Projected majors, 1972-73	317	51	211	579
Projected majors, 1977-78	428	85	222	735

Because of national trends explained on pages 1-3, however, it is expected that all majors in this department will increase at a greater rate than during the last 10-year period so all of the estimates are conservative.

Business Education, Undergraduate

These majors show a steady increase during the last 10 years and this trend is likely to continue.

Business Education, Graduate

These figures used to project into the future are comparatively small (1958-59, 3; 1967-68, 16) but because of the substantial increase in the

last 3 years and the growing national reputation of the department, the 433% expected increase is conservative. In fact, because business education graduate students are teachers, Summer School enrollments are a more realistic indicator of growth and that increase was 744% during the last 10 years. See TABLE D, page 12.

Secretarial Administration

The comparatively small 12% increase is because of the unexplainable decrease of 43 majors from 1966-67 to 1967-68. The 12% projected increase is a very modest estimate because this major is exclusively for women and the proportion of college enrollments for women will probably increase for the future. See page 2.

5. BUDGET

The Past and Present, 1958-67

In the last 10 years the department has never exceeded its appropriation nor has it requested a supplement to its original yearly budget.

Instructional Salaries

TABLE H, below, shows that Instructional Salaries increased significantly beginning in 1965-66. It was during these years that 6 doctorates were added to the faculty: 2 from Indiana University, 1 from Michigan State University, 2 from The Ohio State University, and one from Oklahoma State University. The quality of these faculty is evidenced by their professional contributions described on pages 25 and 26.

TABLE H

BUDGETS, 1958-1967

Academic Year	Instructional Salaries	Secretarial Salaries*	Student Assistants	Maintenance, Equipment and Travel	Total
1958-59	\$ 33,100	\$ 0,000	\$ 1,200	\$ 7,055	\$ 41,355
1959-60	37,300	5,400	900	10,300	53,900
1960-61	37,100	5,400	1,000	6,865	50,365
1961-62	42,600	5,760	1,200	4,865	54,425
1962-63	50,100	6,360	1,250	6,865	64,575
1963-64	61,600	9,720	2,000	7,280	80,600
1964-65	71,050	9,420	2,000	5,860	88,330
1965-66	103,655	13,620	2,000	8,066	127,341
1966-67	120,320	13,260	2,000	9,750	145,330
1967-68	150,070	16,860	2,265	11,362	180,557
Per Cent Increase from 1958 to 1967-68	353%	212%	89%	61%	337%

*All of the secretaries in this budget are shared by 6 departments in the School of Business Administration.

Secretarial Salaries

All of the secretaries in this department's budget are shared by the 6 departments in the School of Business Administration. This has been done because the 6 business administration departments occupy a common suite of offices and we have combined work assignments for the secretaries. This procedure has kept School of Business Administration secretarial salaries at a minimum:

	<u>Texas Tech</u> <u>Less Sch. of</u> <u>Bus. Adm. Depts.</u>	<u>Sch. of</u> <u>Bus. Adm.</u> <u>Depts.</u>
Number of major students	13,511	4,257
Number of academic departments	39	6
Number of secretaries	39*	4 1/2
Number of major students per secretary	346	946

*This is an artificial, minimum figure; some departments have more than one full-time secretary.

Student Assistants

This item has been inadequate for the last 10 years. For example, in 1966-67, 4 faculty have had to pay students from their personal funds for work performed for Tech. The budget should have been \$3,000 in 1967-68.

Maintenance, Equipment, and Travel

This item has been inadequate in the past. For example, our telephone expense alone for 1967-68 was \$1,229. Because of limited funds to purchase new machines for instructional purposes, we are using 15 typewriters that are 17 years old, 12 typewriters 15 years old, and 2 calculators 18 years old. At least 4 of the high school business departments in Lubbock have more modern equipment than does Texas Tech. The 1967-68 budget should have been at least \$20,000.

The Future, 1968-77

Instructional Salaries

This item should be increased at the rate of approximately one Associate Professor a year. See page 7, Faculty, The Future, for an explanation. The increase is projected at an average yearly salary for an Associate Professor of \$13,500 for the next 5 years and \$15,000 for the second 5-year period.

Secretarial Salaries

This department's budget should list only secretarial help directly used by this department. One secretary will be sufficient for the department

in the next 5 years at an average salary of \$6,000 a year and two secretaries for the next 5 years at \$7,000 each.

Student Assistants

Since student assistant needs are related to Semester Credit Hours, estimated budgets are increased 27% for the first 5-year period and 54% (undergraduate and graduate Semester Credit Hours increase for last 10-year period) for the second 5-year period. The actual need of \$3,000 in 1967-68 is used as the base.

Maintenance, Equipment, and Travel

The Semester Credit Hours increase of 54% during the last 10 years is used to project ME&T needs. The actual need of \$20,000 for 1967-68 is used as the base.

TABLE I

PROJECTED BUDGETS, 1972-73 and 1977-78

Years	Instruc- tional Salaries	Secretarial Salaries	Student Assistants	Main- tenance, Equipment and Travel*	Total
1967-68 Budget	\$150,070	\$ 16,860	\$ 2,265	\$ 11,362	\$ 180,557
1967-68 Actual Need	150,070	5,000	3,000	20,000	178,070
1972-73 Projected Budget	207,570	6,000	3,810	25,400	242,780
1977-78 Projected Budget	282,570	14,000	4,620	30,800	331,990

*These figures do not reflect normal price increases that may be accelerated during the next 10 years.

6. RESEARCH

The Past and Present, 1958-67

Faculty members completed 29 research projects. See Appendix A, page 34 for topics.

The research program now is probably fair to good. This evaluation is based on the number of research grants awarded to the department, authorship of books by faculty, and reports and theses produced by graduate students.

The Future, 1968-77

Potentially the research program can be excellent because of the desperate need for basic research about the office, the quality of the faculty to conduct this research, and a rapidly expanding graduate program. There are a number of future developments that will encourage and/or support office research at Texas Tech:

1. An Office Education Center that will include:

a. Office Research Laboratory. One of the reasons production has increased and costs per unit have decreased in the factory and on the farm is that universities have conducted basic research in these areas. Production has not increased in the office. Basic research must be conducted to measure office activities in an attempt to control office costs. Our department is conducting basic research by including minor research projects in some of the graduate courses. An Office Research Laboratory has been approved for the new Business Administration Building. The purpose of this laboratory is to conduct basic research concerning men, methods, machines, and materials in office work. It will be equipped with instruments to measure factors such as eye movements, reflection of light, and fatigue of office workers. To our knowledge, no other university has such a laboratory.

b. Office Education Institute. This unit would gather, analyze, synthesize, and disseminate knowledge about the office.

c. Office Consultant Service. A corps of professors would conduct pre-service and in-service programs for office workers, for supervisors, and for executives.

2. A Master Office Research Plan

This plan will identify major office problems and will be a reservoir of categorized topics for graduate students who write theses and for faculty who apply for research grants.

3. Undergraduate Courses

Experimentation will require frequent observations of office workers under controlled conditions. Students in shorthand, typewriting,

office machines, and other courses will provide these necessary observations.

4. Extensive Office Work in the City of Lubbock

In comparison with other cities of similar size, Lubbock seems to have a large proportion of office type businesses rather than manufacturing businesses. For example, many cities have "Industrial Parks"; Lubbock has an "Office Park."

Companies that would benefit from the results of office research are potential sponsors of the office research program.

5. City Hall-Texas Tech Intern Program

Students and faculty in this department have constant contact with City Hall offices. See page 28 for a description of this program. City Hall offices could be utilized to uncover research problems and it may be possible to test the results of experimentation in these offices.

6. School of Business Administration Department Suite

The Chairman of the Business Education Department has been responsible for the administration of office workers in the suite shared by 6 School of Business Administration departments. Phases of the office research program could be tested in the suite of the department chairmen under actual work conditions.

7. SPACE

The Past and Present, 1958-67

The School of Business Administration moved to its present building in 1960. Four rooms with the following area are now used by the department:

<u>Business Administration</u>		<u>Square Feet</u>
<u>Room Number</u>		
	220	864
	322	864
	324	1,242
	<u>326</u>	<u>1,278</u>
Totals	4 rooms	4,248

In the Fall Semester 1967, there were only a total of five hours a week from 7:30 a.m.-5:30 p.m., Monday-Friday when these rooms did not have scheduled classes. Since these are laboratory rooms, students did not have sufficient time for unscheduled laboratory work.

The Future, 1968-77

The space provided in the new School of Business Administration Building is expected to be adequate for the next ten years. These space provisions are:

<u>New Business Administration</u>		<u>Square Feet</u>
<u>Room Number</u>		
<u>Departmental Rooms</u>		
	052	1,302
	054	1,381
	058	1,367
	067	1,460
	069	1,560
	075	1,560
	077	2,026
	152	923
	154	973
	252	895
	<u>254</u>	<u>1,003</u>
Totals	11 rooms	14,480

<u>New Business</u>	
<u>Administration</u>	<u>Square Feet</u>
<u>Room Number</u>	

Research Room

LH04	457
------	-----

Storage Rooms

	054A	351
	075A	237
Totals	2 rooms	588

General Purpose Rooms

	060	1,302
	169	1,308
Totals	2 rooms	2,610

8. STUDENT ORGANIZATIONS

Recognizing the importance of student-faculty contacts outside of the classroom, faculty have devoted much time to installing and nurturing several student organizations.

The Past and Present, 1958-67

Pi Omega Pi

Pi Omega Pi, a national honorary fraternity for undergraduate business education majors, has as its purposes the encouragement of scholarship, fostering professional standards, and pursuit of the ideal of service.

Gamma Xi chapter was installed on the Tech campus in 1952; since this time, about 170 business education majors have been initiated into active membership.

The active members and pledges, about 40 in number during the Spring Semester of 1968, attend regular professional meetings and assist in department functions.

National Collegiate Association for Secretaries

The Tech Chapter of the National Collegiate Association for Secretaries was installed in January 1966. This national professional organization is designed for undergraduate college students who are planning business or teaching careers in the secretarial area. NCAS activities are designed to acquaint businessmen and students with the secretarial field and to encourage communication between and among businessmen and students and teachers of secretarial subjects.

The formation of the national organization was begun in 1959 through the efforts of one of the department's faculty. Chapters have been installed in 19 universities to date.

Phi Gamma Nu

This organization is a nationally affiliated, professional sorority for business administration women. The Tech Chapter was established in 1949, and up until 1965 the advisor was always a faculty member from this department. Most of the present members are students in this department.

The Future, 1968-77

With the increased emphasis on graduate work at Tech, the department plans to install a graduate, professional fraternity in business education. Delta Pi Epsilon is an honorary graduate fraternity for men and women in Business Education. Preliminary steps have been taken to secure a chapter at Texas Tech. Eight of the department's faculty are presently members of the fraternity.

The fraternity was founded at New York University in 1936. The basic purposes of the organization are to encourage research, leadership, and service in the field of Business Education.

9. PROFESSIONAL CONTRIBUTIONS OF FACULTY

The quality of any educational institution probably will not exceed the quality of its faculty. We consider classroom teaching the most important function of a university, and believe meaningful professional activities can help develop competent classroom instructors.

In addition to the improvement of the instructor's classroom teaching ability, many professional activities help develop a favorable image of Texas Tech both nationally and internationally.

Professional activities have been recorded from the beginning of the 10-year period, 1958, which will include activities of some faculty before they joined Tech. Their accomplishments are included because reputations can follow faculty to their present schools and many of their activities will now redound to Texas Tech.

The average number of faculty during the 1958-1967 period is 6.5.

The Past and Present, 1958-67

Publications

Faculty have authored 11 books, 12 monographs, and approximately 93 articles. They have been editors of 25 publications. The names of faculty and their publications appear in Appendix B, page 36.

Speeches

Faculty have "spread the banner far and wide" for Texas Tech as they made more than 10⁴ major out-of-state speeches in the last 10 years. Fifty of these speeches were made on other college campuses. See Appendix C, page 43. Participation on panels, minor out-of-state presentations, and in-state speeches are not included because they have been so numerous.

A huge proportion of travel expense for speaking engagements came from other than Texas Tech funds. For example, in 1965-66, faculty spent at least \$5,365 for travel and Texas Tech provided only \$881 of this amount.

Consultant Appointments

Faculty have completed 19 consultant appointments for a variety of organizations including work in 3 foreign countries and Puerto Rico. See Appendix D, page 46.

Professional Organization Membership

The full-time faculty belong to 37 professional organizations. Several faculty belong to the same organization and altogether there are 112 active memberships for an average of 11.2 memberships per full-time faculty. See Appendix E, page 48.

Officerships in Professional Organizations

Officerships have been held in 15 state, regional, and national professional organizations. See Appendix F, page 51.

Visiting Professorships

On 13 occasions other institutions of higher learning have invited our faculty to their campuses as visiting professors. These schools are listed in Appendix G, page 53.

Professional Recognition

Faculty are listed 8 times in regional, national and international biographical listings such as the Dictionary of International Biography. See Appendix H, page 54.

The Future, 1968-77

Our faculty have compiled an enviable record of professional activities--"outstanding" would probably be an apt description of their accomplishments--and we intend to even exceed this record in the future. To do this, means must be found to relieve faculty from some routine duties so adequate time is available for professional activities. Financial support must be provided for those activities where finances are required to participate.

10. EXTENSION PROGRAMS

The Past and Present, 1958-67

Faculty utilize their talents, learn to work with each other and others, and contribute to society when they engage in meaningful extension programs. This department has initiated, participated in, and completed a wide variety of numerous activities on campus, locally, regionally, nationally, and internationally. These programs were conducted with an average of 6.5 full-time faculty a year.

Jordanian Program

A member of the Department was on leave of absence in Jordan from July 1966 to January 1968 establishing a junior college of business. This program was carried out under a contract with the Ford Foundation. Twelve Jordanians have matriculated for graduate degrees at Texas Tech as a result of the program.

Office Education Institute

A \$33,250 grant to conduct the first Office Education Institute ever funded by the Federal government was awarded to the Texas Tech Business Education Department. The Department competed for the grant with other business education departments in the country.

Forty business teachers, carefully screened from approximately 100 applicants, were chosen to participate in the four-week institute, July 17 through August 11, 1967.

Participants, representing 29 states and the Virgin Islands, developed their abilities to effectively organize, administer, and teach Federally funded office occupations programs through the combined efforts of 15 nationally recognized consultants and the Texas Tech Business Education faculty.

An Institute participant from Utah State University (who is also a business education doctoral candidate at Texas Technological College) received the only grant for an institute awarded in 1968.

Annual Business Education Conference

Fourteen annual Texas Tech Business Education Conferences have been conducted. Speakers with national reputations in the field of Business Education have appeared on the programs. Approximately 100 business teachers attend the conference each year.

1967 Spring-Summer Lecture Series

With a grant from the Ford Foundation, the Department sponsored a lecture series during the spring and summer of 1967. Fourteen leading business educators were speakers at conferences attended by area

business teachers. Some of the consultants also conducted one- or two-day in-service programs for Texas Tech Business Education faculty.

Interscholastic League Meet

Faculty in the Department conduct two of the contests for Region I of the University Interscholastic League Meet. Area teachers representing eight districts in each of the high school AA, A, and B conferences bring their top students to the Tech campus to compete for awards in shorthand and typewriting. Approximately 130 students participate in this annual all-day event.

Advisory Group to Texas Education Agency Business Education Consultant

The Business Education Consultant to the Texas Education Agency, in July 1968, appointed the Business Education Department at Texas Tech as his Advisory Group. The State Consultant will refer state-wide business education issues and problems to the Advisory Group for their opinions. Some of the issues and problems may be fed into the department's master research plan to be considered in the Office Research Laboratory or used as topics for graduate reports, theses, and dissertations.

City of Lubbock-Texas Tech Intern Program, "A Joint Venture in Education"

This department and the City of Lubbock have completed four Internship courses. Senior Business Education, Office Management, Public Administration, and Secretarial Administration students work at City Hall and attend lectures at Tech.

Summer Seminar

On June 3 and 4, 1968, two days before Summer Session registration, the department conducted its first Summer Seminar. There were two specific purposes for the Seminar:

1. To provide business teachers the opportunity to up-date their teaching methods in these intensive, non-credit sessions.
2. To provide an orientation for and preview of Tech's summer graduate business education offerings for students planning to complete degree credit in the summer.

The 38 teachers who attended were very complimentary about the seminar and it will probably be continued in the future.

In-Service Education for Texas Tech Office Employees

One member of the faculty conducted a 2-hour in-service training program for Texas Tech office employees in the Fall Semester of 1965.

A series of four 2-hour seminars for secretaries and office supervisors was conducted during the 1967-68 Spring Semester.

In-Service Education for Special Groups of Office Employees in Lubbock

Assistance is given to Lubbock office employees whenever possible. A special section of the Secretarial Procedures course was conducted during the 1967-68 school year for members of the business community. Forty-one students enrolled for credit and there were six auditors. The special course was developed with the cooperation of the Lubbock Educational Secretaries Association and the Classified Personnel Department at Texas Tech.

High School Career Days

Several times a year faculty represent the department and the School of Business Administration at local and regional Career Days. This is an opportunity to encourage superior students to attend the School of Business Administration at Texas Tech.

National Secretaries Association

The department has taught courses to prepare secretaries to take the Certified Professional Secretary examination and we have conducted the CPS examination at Tech.

Presidential Appointment

A faculty member was appointed by President Lyndon B. Johnson to a 3-year term on the Advisory Council for Guaranteed Loans to Vocational Students.

U. S. House of Representatives' Testimony in 1967

The results of a research report on economic education by one faculty member were prepared for testimony before a U. S. House of Representatives committee.

Another faculty member appeared before the Sub-Committee on Education, U. S. House of Representatives, as an expert witness concerning educational loans.

Direct Mail Publicity

In 1967, approximately 13,000 pieces of literature describing Texas Tech, the School of Business Administration, and the Business Education graduate program were mailed to business teachers in the South and Southwest. Approximately 17,000 pieces of similar literature were mailed in 1968.

Center for Economic Education

A faculty member in this department was primarily responsible for establishing the Texas Technological College Center for Economic Education. This is the only economic education center in the State of Texas.

Interdisciplinary Teaching

Faculty in the last several years have displayed their versatility by teaching courses offered in other departments. Our faculty have taught courses in the Accounting, Economics, and Management departments and in the School of Education. Teaching these subject-matter courses has been valuable to the professors who then teach methods courses in these subjects.

Business Education Directors' Meeting

A grant from the Ford Foundation made it possible to invite 5 prominent directors of business education programs from other universities to Texas Tech for a 3-day meeting in August 1967. The purpose of the meeting was to develop plans whereby administrators of business education programs would meet regularly in the future to discuss common issues in the administration of collegiate business education. Since the original meeting in Lubbock, conferences have been held in Chicago and Wichita Falls with a total attendance of approximately 80 business education directors.

The Future, 1968-77

In addition to continuing and improving many of the past programs, there are many opportunities for additional service to our students and our public. Some of those being considered include:

Office Simulation Laboratory

Departmental majors would fulfill part of their work experience requirement by performing departmental office work in an Office Simulation Laboratory. For example, faculty would dictate through their telephones to the laboratory, and dictation would be transcribed by the students. The laboratory would be supervised by a combination teacher-office manager. The Classified Personnel Department has expressed an interest in using these facilities for vestibule-type training of Texas Tech office employees.

Grants for Business Education Graduate Students

The Federal government and the State of Texas have been reemphasizing Business Education since 1964 by increasing financial support for programs. We will consider writing a proposal for funds that will help support Business Education graduate students at Texas Tech.

Follow-up Study of Graduates

The last formal follow-up study of graduates in this department was completed in 1960. The next study should be undertaken in the next several years to determine students' and employers' suggestions for improving our curricula.

Lubbock Chapter of the Administrative Management Society (AMS)

This society, formerly the National Office Management Association, is an organization of office administrators. The activities and interests of these businessmen fall logically into the area of this department. Lubbock is one of the few cities of its size that does not have an AMS chapter. Contacts have already been made with the AMS regional organizer and local businessmen interested in forming such a chapter.

Texas Tech Office Manual

This manual would be the official reference for campus office procedures. One member of the department has prepared such a manual for another university.

Business Advisory Committee

Competent, dedicated, prominent businessmen would be invited to meet with the faculty to help plan long-range goals for the department. The regular contact with these businessmen would also help our faculty to keep their teaching realistic with business procedures.

Public Relations

The major weakness of the department at this time is probably public relations. A formal public relations program is being considered.

Continuing Education Program for Businesswomen

Courses would be conducted separate from regular departmental courses and would be offered primarily for mature women. Although course offerings would be mainly non-credit, some credit courses may be offered. Businesses might contract for groups of their employees to receive instruction on company premises by Tech instructors. The program would serve women desiring initial employment, updating, promotion, or reentering business life.

International Business Education

Five of the present departmental faculty have had teaching or consulting assignments overseas. One faculty member studied education and business in 8 European countries as part of his graduate program. The experience of this faculty can be utilized as international education for business programs continue to expand.

Educational Administration Model Office

The 6 departments in the School of Business Administration share a suite of offices and will employ from 5-8 office workers. It may be possible to coordinate these departmental offices into a model of educational administration that will be a cynosure for administrative units at Tech and other educational institutions. To accomplish this will require understanding, cooperation, and financial support.

11. CONCLUSIONS

This department has written a 25-year record of achievement by preparing business teachers, businessmen, and businesswomen.

The criterion for determining what programs should be emphasized in contemporary universities should be, "What does society need now and in the future?" The goals of this department coincide with critical trends and issues of our society: emphasis on the office function; social unrest in the United States as a result of inadequate education, unemployment, and poverty; increased education for women; need for improved communications.

There are three major ingredients for academic programs: the curriculum, the students, and the faculty. The Business Education and Secretarial Administration Department at Texas Technological College conducts programs that are needed by our country and desired by many of our citizens. The students who graduate from the programs are high academic achievers, and the faculty is competent.

There is an urgent need for business education and office administration programs in this country. We now have most of the faculty who can conduct such a program.

To continue our record of service to students and to society, the department needs continued financial support and encouragement from the Texas Tech administration and Board of Directors so that the Business Education and Secretarial Administration Department at Texas Technological College does fulfill its destiny as the outstanding department in the Southwest and one of the best in the country.

RESEARCH COMPLETED BY FACULTY

Irol W. Balsley

A SOURCEBOOK FOR EXECUTIVE SECRETARIES, 1968
EVALUATING TYPEWRITING PERFORMANCE USING MAILABLE WORDS-A-MINUTE, 1967
A STUDY OF THE VALIDITY OF SOME METHODS OF MEASURING STRAIGHT-COPY TYPING SKILL, 1965
CURRENT PRACTICES IN TRANSCRIPTION IN 392 BUSINESS FIRMS, 1964
STANDARDS FOR OFFICE OPERATIONS, 1960
A COMPREHENSIVE ANALYSIS OF CURRENT TRANSCRIPTION PRACTICES IN BUSINESS FIRMS, 1952
MECHANICS OF BUSINESS LETTER WRITING, 1942

John E. Binnion

AN INVESTIGATION OF THE MINIMUM LIBRARY HOLDINGS REQUIRED FOR INDEPENDENT SCHOOLS OF BUSINESS, 1968
SELECTED AUTHORITIES IN BUSINESS EDUCATION, 1964
PROFILE OF A DENVER NOMA MEMBER, 1962
EQUIPMENT STANDARDS FOR BUSINESS EDUCATION CLASSROOMS, 1953

Denzel L. Carmichael

A STANDARD VIETNAMESE TYPEWRITER, 1960
TEACHER-PUPIL PLANNING IN BUSINESS EDUCATION, 1954

John C. Gilliam

Supervised 5 research projects, each related specifically to the economy of Jordan. These projects jointly financed by the Ford Foundation. Results of these studies are for the exclusive use of the Jordan Ministry of Education and will not be published.

A STUDY OF BIBLIOGRAPHICAL MATERIALS IN ECONOMICS AND BUSINESS ADMINISTRATION RELEVANT TO LEBANON AND SYRIA, IRAN, JORDAN, AND SAUDI ARABIA, Ford Foundation Project, 1967

Appendix A

A STUDY OF THE NATURE AND EXTENT OF ECONOMICS INSTRUCTION IN TEXAS HIGH SCHOOLS, 1965

A SURVEY OF ECONOMIC EDUCATION IN TEXAS HIGH SCHOOLS, 1965

A STUDY OF THE MEANS, METHODS AND TECHNIQUES FOR ASSISTING SMALL BUSINESS IN THE STATE OF WYOMING, 1965

A STUDY OF BUSINESS TEACHER EDUCATION PROGRAMS IN MEMBER SCHOOLS OF THE NATIONAL ASSOCIATION FOR BUSINESS TEACHER EDUCATION, 1959

Horace F. Griffitts

A STUDY OF CURRICULUM OBJECTIVES OF PUBLIC COUNTY COLLEGE BUSINESS PROGRAMS IN THE UNITED STATES, 1966

Ronald D. Johnson

SIMULATION EXERCISE FOR PRE-SERVICE EDUCATION OF OFFICE EDUCATION TEACHER-COORDINATORS, 1968

PRIMARY EDUCATIONAL PROBLEMS ENCOUNTERED IN ESTABLISHING THE NATIONAL TRAINING CENTER FOR OFFICE ADMINISTRATION IN DJAKARTA, INDONESIA, 1966

William R. Pasewark

ANALYSIS OF MANUSCRIPT STYLE FOR RESEARCH WRITING, 1964

THE EFFECTIVENESS OF TELEVISION AS A MEDIUM OF LEARNING TYPEWRITING, 1956

James T. Watt

SELECTED FACTORS INVOLVED IN THE DELEGATION OF BUSINESS LETTER WRITING ASSIGNMENTS BY INSURANCE COMPANY EXECUTIVES, 1965

FACULTY PUBLICATIONS

Irol W. BalsleyBooks

Coauthor, SHORTHAND TRANSCRIPTION STUDIES, 4th Edition, 1968, South-Western Publishing Co., 249 pp.

Coauthor, INTEGRATED SECRETARIAL STUDIES, Jubilee Edition, 1964, South-Western Publishing Co., 375 pp.

Coauthor, INTEGRATED SECRETARIAL STUDIES, Simplified Edition, 1963, South-Western Publishing Co., 375 pp.

Monographs

CURRENT TRANSCRIPTION PRACTICES IN 392 BUSINESS FIRMS IN 1962, Department of Business and Economic Research, Louisiana Polytechnic Institute, Ruston, Louisiana, 1964

A STUDY OF THE VALIDITY OF SOME METHODS OF MEASURING STRAIGHT-COPY TYPING SKILL. Department of Business and Economic Research, Louisiana Polytechnic Institute, Ruston, Louisiana, 1956

CURRENT TRANSCRIPTION PRACTICES IN BUSINESS FIRMS. South-Western Publishing Co., 1954

Coauthor, EFFECTIVE TRANSCRIPTION PROCEDURES, South-Western Publishing Company, 1942

Coauthor, MECHANICS OF BUSINESS LETTER WRITING, University of Tennessee Press, 1942

Articles

Approximately 30 articles including the following:

"The Awakening," NBEA FORUM, May 1968

"Developments--Past, Present, Future--in Secretarial Education," CATHOLIC REVIEW, January 1968

"Evaluating Typewriting Performance Using Mailable-Words-a-Minute," PRACTICES AND REFERENCES IN TEACHING TYPEWRITING, 1967, Monograph 117, South-Western Publishing Company

Appendix B

"Some Suggestions for Achieving Office Practice Objectives in Advanced Typewriting," THE BALANCE SHEET, December 1966

"Inspiring Desirable Personal Development in Students of Typewriting," BUSINESS EDUCATION FORUM, November 1961

"The Bottomless Pit--We Can't Fill the Urgent Need for Competent Business Workers," THE BALANCE SHEET, April 1961

"Standards for Office Operations Involving the Use of the Typewriter," BUSINESS EDUCATION FORUM, May 1960

"Recent Developments in Secretarial Science," AMERICAN BUSINESS EDUCATION, May 1959

"Increased Enrollments and The Business Skill Subjects," BALL STATE COMMERCE JOURNAL, February 1957

"The Inadequacies of Net Words Per Minute As a Method of Measuring Straight-Copy Typing Skill," THE BALANCE SHEET, October 1956

"Guide Marks on Letterhead Stationery," THE BALANCE SHEET, November 1953

"Evaluation in the Shorthand Program," Chapter II, AMERICAN BUSINESS EDUCATION YEARBOOK, 1950

"Recent Developments in Business Education-Section IV, Office Training," Chapter VIII, AMERICAN BUSINESS EDUCATION YEARBOOK, 1948

"Courses of Study in Secretarial Office Practice and Transcription," Chapter IX, AMERICAN EDUCATION YEARBOOK, 1947

"Improving Learning and Achievement in Transcription and Dictation," Chapter V, AMERICAN BUSINESS EDUCATION YEARBOOK, 1945

John E. Binnion

Monographs

SELECTED AUTHORITIES IN BUSINESS EDUCATION, February 1965, Mountain Plains Business Education Association

Editorships

BUSINESS EDUCATION FACILITIES, SUPPLIES, AND AIDS, 1963 (Yearbook of the Eastern Business Teachers Association)

COLORADO STUDY GUIDES, 1961-65, (course study materials for Colorado Business Teachers)

THE WESTERN BUSINESS REVIEW, 1959-65, (a quarterly publication of the College of Business Administration, University of Denver)

Appendix B

Articles

Approximately 40 articles including the following:

"Business Teacher Education: Projections for the Future," NATIONAL BUSINESS EDUCATION YEARBOOK 1968

"Professionalism for the Educational Secretary," THE NATIONAL EDUCATIONAL SECRETARY, March 1966

"The Case Method in General Business Subjects," BUSINESS EDUCATION FORUM, January 1966

"It's Your Business," THE DELTA PI EPSILON JOURNAL, July 1965

"A Case for Patriotism," THE BALANCE SHEET, April 1965

"Bookkeeping and Accounting for All Office Workers: A New Approach." THE BALANCE SHEET, March 1965

"The Master's Degree for Junior College Business Teachers," NABTE BULLETIN 80, Fall 1964

"The Teacher Can Learn from Community Resources," THE BALL STATE COMMERCE JOURNAL, May 1964

"Post High School Accreditation: Agencies & Purposes," NATIONAL BUSINESS EDUCATION QUARTERLY, Summer 1962

D. Loren CarmichaelBooks

A STANDARD VIETNAMESE TYPEWRITER, Saigon, Vietnam: Michigan State University Group, 1960, 203 pp.

Coauthor, BUSINESS PRINCIPLES AND MANAGEMENT, Fifth Edition, South-Western Publishing Co., 1967, 736 pp.

Books edited while employed by the South-Western Publishing Co.

ADVERTISING AND DISPLAYING MERCHANDISE
BUSINESS PRINCIPLES AND MANAGEMENT
CASES IN MERCHANDISING
COLLEGE SPELLING
COST ACCOUNTING
DEVELOPMENT OF MARKETING THEORY
LABOR ECONOMICS
MARKETING RESEARCH
MERCHANDISING MATHEMATICS

Appendix B

PERSONAL AND PROFESSIONAL TYPING
 PERSONAL TYPEWRITING FOR JUNIOR HIGH SCHOOLS
 PERSONNEL MANAGEMENT
 PRINCIPLES AND PROBLEMS OF BUSINESS EDUCATION
 READINGS IN ECONOMICS
 READINGS IN MANAGEMENT
 READINGS IN PERSONNEL MANAGEMENT
 SHORTHAND DICTATION STUDIES
 TIMED WRITINGS ABOUT CAREERS

Monograph

TEACHER-PUPIL PLANNING IN BUSINESS EDUCATION. Delta Pi Epsilon, 1958.

Articles

"Huan Luyen Vien Chuc Danh May" (Typewriting Training), LA THU TU NGHIEP (In-Service Training Newsletter), April 1959

CUION SACH GUA SIANG VIEN LOP HUAN LUYEN NHAN VIEN DANH MAY CAC CONG SO (Instructor's Manual, Training Course for Government Typists). Saigon, Vietnam: Michigan State University Group, 1959

LOP HUAN LUYEN NHAN VIEN DANE MAY CAG CONG SO (Training Course for Government Typists). Saigon, Vietnam: La-Anh, 1959

"Mau Cong Van Duy Nhat" (The Standardized Administrative Letter), LA THU TU NGHIEP (In-Service Training Newsletter), April 1958, pp. 8-9

CUON CHI DAN VE MAU CONG VAN DUY NHAT (Manual, Standardized Administrative Letter). Saigon, Vietnam: Van-Loi, 1958

"Nghi Trua," BALL STATE ALUMNUS, Spring, 1958

John C. GilliamMonograph

A STUDY OF ECONOMIC EDUCATION IN TEXAS HIGH SCHOOLS, 1967, Texas Tech Press

Editorship

BUSINESS EDUCATION FORUM, 1965-66, Basic Business section

Articles

"The Role of Business and Economic Education in the Developing Countries," THE FORD FOUNDATION, April 1967

Appendix B

"Wanted! A Basic Business Curriculum Pattern," BUSINESS EDUCATION FORUM, October 1965

"New Approaches to Teaching Principles," COLLEGIATE NEWS AND VIEWS, May 1966

"U. S. Stands Accused of Economic Illiteracy," THE TEXAS TECHSAN, October 1964

"Economic Education Problems Solved at the Source," THE BALANCE SHEET, April 1962

Coauthor, "A Study of the Means, Methods, and Techniques for Assisting Small Business in the State of Wyoming," SMALL BUSINESS ADMINISTRATION, May 1962

"Basic Business--Some Fundamental Ideas," WYOMING EDUCATION ASSOCIATION NEWSLETTER, May 1962

Coauthor, "A Challenge to Business Education," WYOMING EDUCATIONAL NEWS, May 1961

"New Requirements in Clerical Education," UBEA FORUM, April 1961

Coauthor, "A Challenge to Wyoming Business Educators," WYOMING BUSINESS EDUCATION ASSOCIATION NEWSLETTER, May 1961

"Economic Education--A Challenge to Business Educators," THE BALANCE SHEET, December 1961

Horace F. Griffiths

Books

Coauthor, CASE PROJECTS FOR ADMINISTRATIVE SECRETARIES, 1968, McGraw-Hill Book Company

Monographs

Coauthor, HOW MICHIGAN HIGH SCHOOL COOPERATIVE EDUCATION STUDENTS FARE IN THE LABOR MARKET, 1966, Michigan State University

Editorship

"New Horizons," Three quarterly issues sent to 4,000 educators in Michigan, 1964-65

Articles

"Values of Office Block Programs," JOURNAL OF BUSINESS EDUCATION, April 1968

"Business Education in the Community-Junior College," BUSINESS EDUCATION FORUM, January 1967

Appendix B

Ronald D. JohnsonMonographs

Coauthor, "Final Report of the Ford Foundation-Indiana University Graduate School of Business Indonesian Clerical Skills Project," Indiana University, Bloomington, Indiana, May 1966.

Articles

"Teaching Typewriting in a New Emerging Nation," BUSINESS EDUCATION FORUM, November 1965

E. Dolores KilchensteinMonograph

PRE-SERVICE EDUCATION OF OFFICE OCCUPATIONS TEACHERS, Project No. 7-0450, Grant No. OEGI-7-070450-3524, Report on 4-week Federally funded Office Education Institute conducted July 17-August 11, 1967, by the Business Education Department, November 1967, 68 pp.

Editorship

Service Editor for Office-Clerical section of the BUSINESS EDUCATION FORUM, 1968-69

Article

"Planning a Rotation Schedule," BUSINESS EDUCATION FORUM, February 1968

William R. PasewarkBooks

Coauthor, CLERICAL OFFICE PRACTICE, 4th edition, 1967, South-Western Publishing Company, 630 pp.

Coauthor, FULL KEYBOARD ADDING-LISTING MACHINE COURSE, 3rd Edition, 1963, South-Western Publishing Company, 76 pp.

Coauthor, TEN-KEY ADDING-LISTING MACHINE AND PRINTING CALCULATOR COURSE, 4th Edition, 1963, South-Western Publishing Company, 115 pp.

Coauthor, KEY-DRIVEN CALCULATOR COURSE, 4th Edition, 1962, South-Western Publishing Company, 152 pp.

Coauthor, ROTARY CALCULATOR COURSE, 4th Edition, 1962, South-Western Publishing Company, 102 pp.

Appendix B

Monograph

TEACHING TYPEWRITING THROUGH TELEVISION, 1956, Bureau of Business Research, Michigan State University, 55 pp., 2 printings

Editorship

Associate Editor, THE AMERICAN BUSINESS EDUCATION YEARBOOK, 1953, New York University Bookstore, 470 pp.

Article

"How Much Does It Cost to Write That Letter?" THE TEXAS TECHSAN, October 1964.

James T. Watt

Article

Coauthor, "A Letter Writing Unit for the Office Education Class," THE BALANCE SHEET, December 1967

Appendix C

OUT-OF-STATE SPEECHES
BY FACULTY, 1958-67

<u>Year</u>	<u>Location</u>	<u>Campus, if applicable</u>
<u>Irol W. Balsley</u>		
1966	Bloomington, Indiana	Indiana University
1966	New Orleans, Louisiana	
1966	Athens, Georgia	University of Georgia
1965	Oklahoma City, Oklahoma	
1965	Grambling, Louisiana	Grambling College
1965	Albuquerque, New Mexico	
1963	Alexandria, Louisiana	
1963	Oxford, Mississippi	University of Mississippi
1963	University, Alabama	University of Alabama
1962	Pittsburg, Kansas	Kansas State College
1961	Lincoln, Nebraska	University of Nebraska
1961	Arkadelphia, Arkansas	
1961	Alexandria, Louisiana	
1960	Alexandria, Louisiana	
1960	Chicago, Illinois	
1960	New Orleans, Louisiana	
1960	Shreveport, Louisiana	
1959	Oklahoma City, Oklahoma	
1959	Little Rock, Arkansas	
1958	Monticello, Arkansas	
1958	Lafayette, Louisiana	
1958	Shreveport, Louisiana	
<u>John E. Binnion</u>		
1968	Logan, Utah	Utah State University
1968	Wichita, Kansas	
1968	Chicago, Illinois	
1967	Emporia, Kansas	Kansas State Teachers College
1966	Weatherford, Oklahoma	
1966	Miami Beach, Florida	
1966	Chicago, Illinois	
1965	Detroit, Michigan	
1965	Aurora, Colorado	
1965	Chicago, Illinois	
1965	Palo Alto, California	
1965	Oklahoma City, Oklahoma	
1965	Greeley, Colorado	Colorado State College

Speeches prior to 1965 not listed

Appendix C

<u>Year</u>	<u>Location</u>	<u>Campus, if applicable</u>
<u>John C. Gilliam</u>		
1968	Laramie, Wyoming	University of Wyoming
1967	Beirut, Lebanon	American University
1967	Beirut, Lebanon	Beirut College for Women
1967	Beirut, Lebanon	
1967	Rhyad, Saudi Arabia	University of Rhyad
1966	Amman, Jordan	University of Jordan
1966	Denver, Colorado	University of Denver
1967	Gunnison, Colorado	Western State College
1966	Laramie, Wyoming	University of Wyoming
1965	Laramie, Wyoming	University of Wyoming
1964	Atlanta, Georgia	
1964	Atlanta, Georgia	
1964	Daytona Beach, Florida	
1964	Laramie, Wyoming	University of Wyoming
1963	Albany, New York	New York State University
1962	Boulder, Colorado	University of Colorado
1962	Omaha, Nebraska	
1962	San Francisco, California	San Francisco State College
1960	Denver, Colorado	
1959	Torrington, Wyoming	
<u>Ronald D. Johnson</u>		
1967	Chicago, Illinois	
<u>E. Dolores Kilchenstein</u>		
1968	Albuquerque, New Mexico	
<u>William R. Pasewark</u>		
1968	Auburn, Alabama	Auburn University
1968	Columbia, South Carolina	
1968	Jacksonville, Florida	
1968	Jekyll Island, Georgia	
1968	Ponce, Puerto Rico	Catholic University
1968	San Juan, Puerto Rico	University of Puerto Rico
1967	Athens, Georgia	University of Georgia
1967	Cleveland, Ohio	
1967	Columbus, Ohio	The Ohio State University
1967	Miami Beach, Florida	
1967	Phoenix, Arizona	
1967	Santa Fe, New Mexico	
1966	Detroit, Michigan	Wayne State University
1966	New Orleans, Louisiana	
1966	New Orleans, Louisiana	
1965	Oklahoma City, Oklahoma	
1964	Kansas City, Missouri	
1964	Lincoln, Nebraska	University of Nebraska

Appendix C

<u>Year</u>	<u>Location</u>	<u>Campus, if applicable</u>
<u>William R. Pasewark (Con't.)</u>		
1964	Little Rock, Arkansas	
1963	Cape Girardeau, Missouri	Southeast Mo. State College
1963	Detroit, Michigan	
1963	Warrensburg, Missouri	Northwest Missouri State College
1962	Oklahoma City, Oklahoma	
1961	Denver, Colorado	
1961	Jackson, Mississippi	
1960	Boulder, Colorado	University of Colorado
1960	Columbia, Missouri	University of Missouri
1960	Denver, Colorado	Denver University
1960	Des Moines, Iowa	Iowa State University
1960	Greeley, Colorado	Colorado State University
1960	Kirkville, Missouri	Northeast Missouri State College
1960	Lincoln, Nebraska	University of Nebraska
1960	Norman, Oklahoma	Oklahoma University
1960	Oklahoma City, Oklahoma	
1960	Phoenix, Arizona	
1960	Pittsburg, Kansas	Kansas State Teachers College
1960	Shreveport, Louisiana	
1960	Stillwater, Oklahoma	Oklahoma State University
1959	Los Angeles, California	University of Southern California
1959	Los Angeles, California	University of California at Los Angeles
1959	Palo Alto, California	Stanford University
1959	Sacramento, California	Sacramento State College
1959	San Diego, California	San Diego State College
1959	San Francisco, California	San Francisco State College
1959	San Jose, California	San Jose State College
1958	Albuquerque, New Mexico	
1958	Gunnison, Colorado	West Colorado State College

Appendix D

FACULTY CONSULTANT APPOINTMENTS

Irol W. Balsley

Member, Selection Committee, John Robert Gregg Award, 1968
Chairman, Selection Committee, John Robert Gregg Award, 1967
Test Reviewer, SIXTH MENTAL MEASUREMENT YEARBOOK, 1964
Judge, Delta Pi Epsilon Research Award Committee, 1960

John E. Binnion

Appointed by President Lyndon B. Johnson to a 3-year term on the Advisory Council for Guaranteed Loans to Vocational Students, 1966-present
Test Consultant, Education Testing Service, Princeton, N. J., 1966-68
Consultant, Academy for Educational Development (investigating Negro private colleges for the Ford Foundation), 1967-68
Test Consultant, National Association for Educational Secretaries, 1964-present
Consultant, Academy for Educational Development (investigating possibilities for AID Programs in selected colleges and universities), 1966-67

Denzel L. Carmichael

Office management consultant, Michigan State University Vietnam Advisory Group, Saigon, Vietnam, 1957

John C. Gilliam

The Ford Foundation Overseas Development Program (consulted with numerous governmental and private agencies in Lebanon, Jordan, Syria, Iraq, Saudi Arabia, and Egypt), 1965

Horace F. Griffitts

Board of Education, Bay Township Michigan School District, 1965

Ronald D. Johnson

Office administration consultant, Indiana University Graduate School of Business - Ford Foundation Indonesian Project, Djakarta, Indonesia, 1963

William R. Pasewark

Florida Department of Education (conducted 2-day in-service program for business teachers in federally reimbursed programs), 1968

Appendix D

William R. Pasewark (Con't.)

Georgia Department of Education (conducted 2-day in-service program for business teachers in federally reimbursed programs), 1968
Department of Public Instruction, Commonwealth of Puerto Rico, (advised on developing office education programs), 1968
Board of Education, Fulton County, Georgia, (advised on developing office education programs), 1967
Field Reader, U. S. Office of Education, (evaluated proposals submitted for funding to the DHEW), 1966-present
Department of Health, Education and Welfare, (developed Guidelines for Education of Office Occupations Teachers), 1966

PROFESSIONAL ORGANIZATION MEMBERSHIP OF
FACULTY AS OF 1967-68

<u>Organization</u>	<u>Faculty Membership</u>
Administrative Management Society	Balsley, Binnion, Carmichael, Pasewark
Alpha Kappa Psi	Binnion, Gilliam, Pasewark
American Association of Junior Colleges	Griffitts
American Association of University Professors	Gilliam, Griffitts
American Association of University Women	Balsley, Quicksall
American Business Communications Association	Balsley, Binnion, Griffitts, Johnson, Pasewark, Watt
American Institute of Certified Public Accountants	Binnion
American Vocational Association	Balsley, Binnion, Griffitts, Johnson, Kilchenstein, Pasewark
Beta Alpha Psi	Binnion
Beta Gamma Sigma	Balsley, Carmichael, Johnson, Kilchenstein
Delta Pi Epsilon	Balsley, Binnion, Carmichael, Griffitts, Johnson, Pasewark Watt
Delta Sigma Pi	Griffitts
International Society of Business Education	Pasewark
Kappa Delta Pi	Carmichael
Kappa Phi Kappa	Pasewark
Modern Language Association	Pasewark
Mountain-Plains Business Education Association	Balsley, Binnion, Gilliam, Griffitts, Johnson, Kilchenstein, Pasewark

Appendix E

<u>Organization</u>	<u>Faculty Membership</u>
National Association for Business Teacher Education	Balsley, Binnion, Carmichael, Gilliam, Griffiths, Johnson, Pasewark
National Business Education Association	Balsley, Binnion, Carmichael, Gilliam, Griffiths, Johnson, Kilchenstein, Pasewark
National Collegiate Association for Secretaries	Balsley, Binnion, Carmichael, Gilliam, Griffiths, Johnson, Kilchenstein, Pasewark
National Education Association	Balsley, Binnion, Pasewark
North Central Business Education Association	Carmichael
Oklahoma Society of CPA'S	Binnion
Omicron Delta Epsilon	Gilliam
Phi Beta Lamda	Binnion
Phi Delta Kappa	Binnion, Carmichael, Griffiths, Johnson, Pasewark
Pi Gamma Mu	Carmichael
Pi Lambda Theta	Balsley
Pi Omega Pi	Balsley, Binnion, Carmichael, Gilliam, Griffiths, Johnson, Kilchenstein, Pasewark
Society for Automation in Business Education	Pasewark
Southern Business Education Association	Balsley
Southern Region Economic Education Association	Gilliam
Southwestern Social Science Association	Balsley, Griffiths, Pasewark

Appendix E

<u>Organization</u>	<u>Faculty Membership</u>
Texas Association of College Teachers	Balsley, Griffitts
Texas Business Education Association	Balsley, Binnion, Gilliam, Griffitts, Johnson, Kilchenstein, Pasewark
Texas Society of Certified Public Accountants	Binnion
Texas State Teachers Association	Binnion, Pasewark

Appendix F

FACULTY OFFICERSHIPS IN PROFESSIONAL
ORGANIZATIONS, 1958-67

<u>Year</u>	<u>Organization</u>	<u>Position</u> <u>State, Regional, National</u>
<u>Irol W. Balsley</u>		
1967-70	Texas Business Education Association	Executive Board District XIII
1967-present	Board of Governors for Research and Development in Business Education	Board Member
1965-present	Research Division, National Association for Business Teacher Education	Vice President
1963-65	Research Division, National Association for Business Teacher Education	Secretary
1962-66	National Collegiate Association for Secretaries	National President
1960-61 1959-60	Louisiana Business Education Association	State President State Secretary
1957-59	Delta Pi Epsilon	Secretary
<u>John E. Binnion</u>		
1966-68	Texas Business Education Association	Executive Board District XIII
1966-67	Texas Business Education Association	President, District XIII
1963-66	Delta Pi Epsilon	National Executive Secretary
1959-62		National Treasurer
1964-65	Mountain Plains Business Education Association	President

Appendix F

<u>Year</u>	<u>Organization</u>	<u>Position</u> <u>State, Regional, National</u>
<u>John E. Binnion (Con't.)</u>		
1960-65	Administrative Management Society	Board of Directors
1957-58	National Association for Business Teacher Education	Secretary
<u>William R. Pasewark</u>		
1960	West Texas Business Education Association	President
1958	National Business Teachers Association	Chairman, College Department

Appendix G

VISITING PROFESSORSHIPS BY FACULTY, 1958-67

<u>Year</u>	<u>Institution</u>	<u>Location</u>
	<u>Irol W. Balsley</u>	
1962	University of New Mexico	Albuquerque, New Mexico
1960	Indiana University	Bloomington, Indiana
1960	Kansas State College	Pittsburg, Kansas
	<u>John E. Binnion</u>	
1966	Catholic University	Washington, D. C.
1964	University of Wyoming	Laramie, Wyoming
	<u>John C. Gilliam</u>	
1968	University of Wyoming	Laramie, Wyoming
1967	University of Jordan	Amman, Jordan
1966	University of Wyoming	Laramie, Wyoming
1963	New York State University	Albany, New York
1962	University of Colorado	Denver, Colorado
1962	University of Oregon	Eugene, Oregon
1962	San Francisco State College	San Francisco, California
	<u>William R. Pasewark</u>	
1960	Fresno State College	Fresno, California

FACULTY PROFESSIONAL RECOGNITION

Irol W. Balsley

WHO'S WHO OF AMERICAN WOMAN
CONTEMPORARY AUTHORS
WHO'S WHO IN THE SOUTH AND SOUTHWEST
DICTIONARY OF INTERNATIONAL BIOGRAPHY

John E. Binnion

Testified before the House Sub-Committee on Education, House of
Representatives, Washington, D. C., 1967
Presented with the Mountain Plains Business Education Association
Leadership Award, 1966
Appointed by President Lyndon B. Johnson to a 3-year term on the
Advisory Council for Guaranteed Loans to Vocational Students, 1966
WHO'S WHO IN AMERICA
WHO'S WHO IN THE SOUTH AND SOUTHWEST

D. Loren Carmichael

Awarded Delta Pi Epsilon Research Award for the best business education
doctoral thesis, 1954

John C. Gilliam

WHO'S WHO IN AMERICAN EDUCATION
DICTIONARY OF INTERNATIONAL BIOGRAPHY
Results of a research report on economic education were prepared for
testimony before a U. S. House of Representatives Committee, 1967

DEPARTMENT OF ECONOMICS

A REPORT OF THE HISTORICAL DEVELOPMENT
CURRENT STATUS, AND GOALS OF THE DEPARTMENT OF ECONOMICS,
WITH BUDGETARY REQUIREMENTS, 1968-78

TEXAS TECHNOLOGICAL COLLEGE

DEPARTMENT OF ECONOMICS

DECEMBER 1, 1968

TEXAS TECHNOLOGICAL COLLEGE

SCHOOL OF BUSINESS ADMINISTRATION

LUBBOCK, TEXAS 79409

DEPARTMENT OF ECONOMICS

November 25, 1968

Dr. Grover Murray, President

Campus

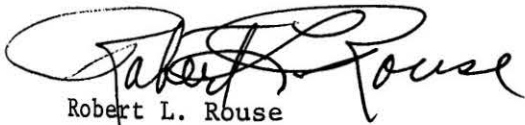
Dear Dr. Murray:

The Report of the Economics Department concerning its goals for the next ten years and other pertinent data accompanies this letter.

The entire staff in the Economics Department participated in this report. Each faculty member had an assignment in the preparation of the report. Several departmental meetings were held to approve the various sections of the study as they were completed. Professor Theodore Taylor and Professor Roger Troub served as the editorial committee for the final report.

We would be happy to answer individually or collectively any questions concerning the study.

Sincerely,


Robert L. Rouse
Chairman

dr

C O P Y

TEXAS TECHNOLOGICAL COLLEGE

Lubbock, Texas

Office of the President

February 15, 1968

TO: All Department Chairmen and Heads

FROM: Grover E. Murray

You are hereby requested to develop and to have in my hands by September 1, 1968, medium and long-range plans for your individual departments.

The plans should include five and ten year projections, should include statements of your intended goals five and ten years hence, and should cover anticipated enrollments, faculty and staff requirements, undergraduate and graduate programs, research, extension and adult or continuing educational activities, space requirements, equipment, and other facilities and the best possible estimates for operating budgets needed to accomplish the stated goals.

In order to insure a consistent and more readily usable format, you are requested to prepare final drafts of your reports in the following arrangement:

1. A brief historical summary of the origin and development of the department, including numbers of undergraduate and graduate degrees awarded through 1967. The statement should include, if available, a listing of the instructional staff holding the rank of assistant professor or higher since the inception of the department, a listing of the publications by members of the department since its beginning, a summary tabulation of enrollment for the past ten years, a summary tabulation of the departmental budget, including salaries, M.E.&T., and so on, for the same period, and any other information judged by you to be germane to the overall problem.
2. Summary statement of current departmental status including enrollment by undergraduate classes and the graduate academic levels, ranks and numbers of faculty and their compensation, total space available to the department,

All Department Chairmen and Heads
February 15, 1968
Page Two

research activities, extension or adult educational activities, and a summary of the total budget for the department broken into the various operating categories.

3. A statement of the objectives and goals of the department for five to ten years hence. This statement should be supplemented by statistical information and projections and should cover the same categories of personnel, space needs, activities, personnel requirements, and so on as listed in Item 2.

The final report should represent a coordinated effort by the entire department and should clearly emphasize those areas and activities which the department believes can best insure the development of real quality in its future programs and achievements.

Four copies of the final report should be submitted, with graphical and illustrative material included in an appendix.

We believe these studies will provide not only a data bank for present actions and future planning, but will also constitute a ready source of information for institutional studies of a great variety.

Your assistance in the development of this information for our use in long-range planning is very much appreciated.

cc: All Vice Presidents
All Deans
Directors of Activities on Campus

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Introduction

Well developed and consistent plans are prerequisites to successful efforts to utilize the College's resources most efficiently. The purpose of this report is to present, in summary fashion, the plans and budgetary requirements of the Department of Economics for the next ten years. To provide a perspective from which these plans and requirements may be viewed, the development of the Department and its current nature are outlined.

Many considerations influenced the faculty's decisions during the planning process. Some of these considerations, although important, are not explicitly mentioned in the body of the report. The following were included among these considerations: (1) the degree to which the Department achieves or surpasses its goals depends heavily upon the level of support receives; (2) the plans for the Department should be consistent with the College's attempt to become a multi-purpose university of the first class; (3) increased emphasis on research activities should complement and improve, rather than detract from, the quality of teaching already attained; and (4) the Department expects to re-evaluate its policies and programs regularly in response to unforeseen changes in needs and circumstances.

This report is organized along lines suggested in the Presidential memorandum. First, the historical development of the Department is presented in terms of administrative organization, philosophy and curriculum, degree programs, faculty, and library development. Then, the development of other activities (such as research and consulting, faculty

seminars, and television programs) is discussed. The goals of the Department for the next few years are presented next. They are discussed in terms of plans for existing programs, plans for the development of new programs, research, and other activities. Finally, a summary of projected budgetary requirements is presented.

Detailed information concerning matters discussed in the report is presented in appendices.

Historical Development: Degree Programs and Organization

Organization

The Department of Economics and Business Administration was established in the School of Liberal Arts in 1926. It continued with this administration affiliation until September 1, 1942, when a separate Division of Business Administration was created with three departments: Accounting and Finance; Economics and Management; and Marketing, Salesmanship, General Business and Secretarial Studies. Dr. J. O. Ellsworth served as Dean of the Division and Professor Thomas Wiesen was designated as the Acting Head of the Department of Economics and Management.

Professor Wiesen was appointed Head of the Department of Economics and Management in 1946 and continued in that capacity until 1958. The identity of the Department of Economics was established in September 1950 when a separate Department of Management was created.

Dr. Robert L. Rouse was appointed Head of the Department of Economics in 1958 and currently serves as Chairman of the Department.

Philosophy and Curriculum

Until the establishment of a separate department in 1942, the program in economics resembled that of a general business major. Electives could provide additional specialization in economics, but the program was not basically oriented toward specialization.

With the establishment of a separate Department in 1942, a more specialized major was developed. The orientation was primarily toward applied economics, and this emphasis continued into the 1950's.

Degree Programs

The Department of Economics and Business Administration (1926-1942) was authorized to offer majors in economics for the Bachelor of Arts degree. A Bachelor of Science degree with a major in economics was added in 1933. Authorization for offering a Master of Arts degree and a Master of Business Administration degree with majors in economics was obtained in 1938.

The Department first participated in an interdisciplinary program in 1942 with the establishment of a Government Service (now Public Administration) major. The Department's International Trade major was first authorized in 1946.

The Department was authorized to offer a field (minor) for the Ph.D. degree in 1963. The D.B.A. degree was authorized in 1967 and currently this degree can be taken with a field in economics.

Faculty

As the nature and size of the College has changed in past decades, the nature and size of the Department of Economics faculty has changed (see Appendix B). The number of full-time faculty members has about tripled since 1949 and the teaching areas of individual faculty members have become more specialized. Since 1950 increased emphasis has been placed on the acquisition of faculty with terminal credentials.

Library Development

The activities of Professor Wiesen, who served for many years as Chairman of the campus-wide Library Committee, resulted in a successful program of library acquisitions. Currently the departmental budget for library acquisitions is \$3,500 per year. In the 1962 department self-study it was pointed out that library holdings constituted one of the major strengths of

the Department and, in quantity and quality, compared favorably to those of departments in other institutions of much larger size.

A gradual shift in emphasis toward a more analytical approach occurred during the decade of the 1950's, and by the latter years of that decade the Department had firmly developed its undergraduate curriculum around core courses stressing theory and analysis. This emphasis continues at the present time.

Although graduate work has been offered by the Department since 1938, until recently the Department remained oriented primarily toward undergraduate education. In 1961-62, as part of the college-wide self-study, members of the Department formulated a set of goals which placed much greater emphasis on the graduate program.

The primary goal for the Department in the 1961-62 self-study was the inauguration of a Ph.D. program by 1970. As preliminary steps toward this goal, the Department emphasized the need to phase-in a minor for the Ph.D., to increase rapidly the course offerings, particularly at the graduate level, and to strengthen the graduate faculty. Also, the Department stated its willingness to participate in Doctor of Business Administration degree program, and stressed the desirability of re-establishing the Bureau (or Institute) for Business and Economic Research, to which the Department had contributed significantly by providing the director, assistant director, and research assistants.

By the decade of the 1960's the Department had developed a philosophy typical of what is found in a well-rounded department in a multipurpose institution, with emphasis upon undergraduate and graduate education, research, and public service.

Evaluation of Programs

Although it is difficult to evaluate the success of departmental programs, some evidence is available. Tentative appraisals are possible.

From a quantitative viewpoint the registrations in economics courses have grown continuously, with the exception of undergraduate registrations at the lower division level in 1966 and 1967 (see Appendix C). This decrease occurred when Economics 134 was discontinued as a requirement for students enrolled in the School of Business Administration. During the past decade registrations in graduate courses have grown rapidly.

The faculty complement of the Department has also increased. Both the number of faculty with terminal credentials (seven at the beginning of the Fall Semester 1968) and the number of faculty meeting qualifications for membership in the Graduate Faculty (eight in Fall Semester 1968) have increased.

One measure of the quality of the academic program might be the number of former students pursuing advanced degrees. The Department has knowledge of at least twenty-four former students who are currently working on doctorates at seventeen institutions in three different countries. Included among these institutions are Massachusetts Institute of Technology, the University of Chicago, the University of Michigan, Northwestern University, Cornell University, the University of California at Los Angeles, and Tulane University, as well as several schools in the Southwestern area.

The record of the Department in meeting the goals it set in 1962, which are listed in the 'Report of the Steering Committee on the Institutional Self-Study,' may provide additional insight into the success of past efforts. In general these goals have been realized or are in the process of realization.

A major exception to the realization of the goals formulated in 1962 has been the omission of distinguished visiting professors from the faculty. Their omission has been largely the result of budget constraints.

The rapid development of the institution during the past decade has provided an environment which has allowed a major change in the nature of the Department. Research and graduate instruction have been accorded increased emphasis in the activities of the Department and will probably continue to increase in importance during the next decade.

Historical Development: Related Activities

In addition to teaching a sound curriculum, complementary research, consulting and community activities are important in the development of a solid faculty. In these respects the Department of Economics has performed well.

In the past, research tended to be conducted by members of the Department individually. In recent years, research activities have tended to be more interdisciplinary in nature, and the results of the research have been more widely disseminated. Moreover, in the past year the Department inaugurated a series of monthly television programs on the College's educational television station, KTXT-TV, and established a series of monthly faculty seminars.

Research and Consulting

In the past several years members of the Department of Economics have published more than 60 research papers (see Appendix F). Some have been the result of cooperative research efforts with members of the Departments of Management, Mathematics, Park Administration, Finance, and Marketing on this campus, and with faculty members from other universities as well.

Much of the interdisciplinary research has been funded by state and federal governments, and by private foundations. A considerable portion of individual research activity has been nonfunded. While in many cases publications did not result from the nonfunded work, nevertheless the research was valuable, since it increased the competence of the researcher.

Members of the Department of Economics have held consulting positions with publishing firms, manufacturing concerns, public agencies such as the

Federal Reserve Banks, and education agencies. In addition, members of the Department have participated in numerous conferences sponsored by various universities, and private corporations such as General Electric Company and Southwestern Bell Telephone Company.

Faculty Seminar

The objectives of the monthly Faculty Seminar are the professional development of the faculty, the encouragement of interdisciplinary studies, and the intensification of the image of the Department of Economics as a scholarly body. Depending on the subject to be discussed, members of other Departments at Texas Tech have been invited to participate. To date, members of the Departments of History, Management, and Finance have participated. In addition, economists from other universities have presented papers for discussion.

The discussion at the seminars are indicative of the broad spectrum of economic philosophy represented by the Department. The interest of all members of the Department is indicative of the scholarly attitude of the faculty.

Television Program

The format of the monthly television program has been that of a panel discussion of current economic issues of interest to the general citizen. The programs to date have discussed the current United States' balance of international payments problems, and the recent price increases, in the context of the general causes of inflation.

The sound portion of the programs is recorded on tape, and it is hoped that some of the programs can be adapted for classroom use. At the present

time, graduate seminar students and students in some undergraduate classes are asked to view the program and to discuss it at a subsequent class meeting.

Programs for this year will include a discussion of the recent tax "surcharge" and a discussion of the commercial banking system. Probably some of the programs in the future will not be in the format of a panel discussion, but will consist of lectures on various subjects.

Civic and Citizenship Functions

Membership in the academic community requires full-time effort, on the campus and in the community at large. The members of the Department of Economics have participated in various civic activities, and have been officers of numerous professional organizations. For example, members of the Department have participated in various civic groups: Red Cross, United Fund, Parent-Teacher's Association, local political organizations, Lubbock Economics Council, Boy Scouts, Lubbock Theatre, Lubbock Symphony, and the Rotary, Kiwanis, and Lions Clubs. In addition, numerous speeches have been given to these and other local and regional organizations. Members of the Department have held officerships in the following professional organizations: American Association of University Professors, Texas Association of College Teachers and Southwestern Social Science Association.

These activities have benefitted the organization being served, and have yielded satisfaction to the faculty member. In addition, generally the faculty member's perspective on community and world problems, has been enlarged. Most importantly, Texas Technological College has benefitted from this activity in many ways. These include the increased respect for the institution, and increased financial and moral support.

Goals of the Department

Introduction

The goals of the Department of Economics have been developed by the faculty after an analysis of past Departmental performance, an assessment of the current characteristics of the Department, and a consideration of the possible future role of the Department in the development of the college. The Department is optimistic regarding increased levels of support and service. For example, the Department is currently preparing a proposal for a Ph.D. program, and has been mentioned by the Ad Hoc Graduate Review Committee as one of the Departments recommended to receive first priority for examination as an area of emphasis.

Departmental goals are discussed in terms of (a) plans for existing degree programs, (b) development of new programs, (c) research efforts, and (d) other activities.

Plans for Existing Programs

Changes in undergraduate curricula, possible changes in emphasis in graduate programs, and greater efforts toward interdisciplinary cooperation are involved in the Departmental plans for existing programs.

Undergraduate. The Department wishes to maintain the strong, basic undergraduate program which has been developed. However, in order to build further upon this base, consideration is being given to an expansion of the scope of the undergraduate program.

The Department currently offers the Bachelor of Business Administration degree and the Bachelor of Science degree in the School of Business Administration with a common curriculum. It is felt that the needs of

students could be met more fully by slight differentiation in curricula between the two degree programs. If changes are made, the curriculum for the B.B.A. degree would remain substantially unchanged. However, for students preferring more intensive undergraduate education in the analytical tools of the business economist, additional courses in applied economics would be developed and offered, leading to the B.S. degree. For example, courses in business cycles and forecasting and managerial economics might be taken as part of the core requirements in the B.S. degree program.

The Department seeks closer relationships with other social science departments and expects to increase substantially the number of economics majors enrolled in the Bachelor of Arts degree program. It is believed that with a larger number of students in economics classes who are enrolled in the School of Arts and Sciences, quality of the economics program would increase since the diversity of background, interest, and professional goals of students in economics classes would be expanded. Also, other social sciences may benefit from having a larger number of Arts and Sciences students exposed to economics.

As a step toward these goals, a fuller description of the Department's B.A. program should be given in the Arts and Sciences section of the college's general catalog. Moreover, increased contact with other social sciences may be achieved by increasing the number of students who major in the other social sciences but who minor in economics.

Graduate. At the master's level the Department expects to place greater emphasis upon the Master of Arts degree relative to the Master of Business Administration degree. The Master of Arts program provides

greater concentration in economics and better preparation for further graduate study in economics.

The Department plans to continue its significant participation in the School of Business Administration's Doctor of Business Administration program. Although the D.B.A. degree does not fulfill all of the needs for graduate education in economics, it does offer an important alternative for those students who wish to receive doctoral level business education with emphasis in economics.

Interdisciplinary. The Department has developed valuable interdisciplinary programs. Several Departmental plans include efforts to take greater advantage of the potential benefits interdisciplinary cooperation offers to students, to the departments involved, and to the College, as the resources available to the Department grow. In terms of existing programs, the Department expects to increase its contribution to the Latin American Area Studies program, to modify its international trade major, and to work toward greater joint efforts with other departments.

It is hoped that increased departmental efforts in the Latin American Area Studies program will not only strengthen that program, but also will promote increased research activities relating to Latin America and, the increased emphasis on the program should allow development of such activities as the exchange of business and economics students and faculty with Latin American countries, and the formation of mutually beneficial relationships with such organizations as the Peace Corps.

As the scope and quantity of international trade and international enterprise increase the need for education in international business increases. In response to that need, the Department hopes to be able

to modify its international trade major in cooperation with the business disciplines, as they develop such courses as management of international business operations and comparative marketing. The new courses could be combined with the Department's existing international trade courses and other existing courses to provide an international enterprise curriculum within the existing international trade program.

The Department plans to increase its participation in other joint departmental efforts associated with existing programs. For example, the department is considering the possible benefits to be received from joint faculty appointments with such departments as History, Agricultural Economics, and Finance, and from joint special library holdings.

Plans for the Development of New Programs

In accordance with the changing role and scope of Texas Technological College, the Department expects to develop new programs which are consistent with the needs and nature of a multi-purpose institution of higher education.

Proposed Ph.D. Program. The Department is preparing a proposal for a Ph.D. degree program which will be submitted during the current school year (see Appendix L). If the proposal is approved, the initial class will be accepted for the 1970-71 school year.

Initially, the Department plans to develop a balanced, conventional program. This approach will provide a strong base from which an area of special or unique emphasis can later be developed. Also, this approach will allow well-planned, staged programs for the development of curriculum, library, and faculty.

The core of the proposed program will consist of eighteen credit hours in the following areas: microeconomic theory, macroeconomic theory,

history of economic thought, mathematical economics, and statistics. In addition to the core courses, four fields, each consisting of at least two courses, will be required of each student. Areas from which students can select fields include: agricultural economics, monetary theory, public finance, international economics, economic development, economic history, regional economics, econometrics, and labor economics. The program also requires that students attain proficiency in a related area (minor) and in a foreign language.

The Department hopes that the proposed Ph.D. program can contribute to the Departmental goal of increasing interdisciplinary efforts and can contribute to other programs of the College. For example, the Department feels that, where relevant and advantageous to students, to the Department, and to the institution, the organization of Ph.D. seminars should allow the incorporation of matters within the scope of the special mission (ICASALS) of our institution. Also, the Department plans to explore the possibilities of joint efforts with the Department of Agricultural Economics concerning doctoral courses and fields.

Interdisciplinary. Economics is closely related to several other disciplines. The Department feels that through cooperation with these disciplines it can make valuable contributions to them, and can, in turn, receive valuable benefits from association with them. In addition, to the plans for increased interdisciplinary efforts with existing programs and those associated with the proposed Ph.D. program, the Department intends to explore and develop other areas of interdisciplinary cooperation.

The Department expects to intensify its research activities concerned with matters which are within the scope of interest of ICASALS. These activities can promote interdisciplinary contact and cooperation and can allow mutually beneficial research interaction with members of other departments.

The general area of human resource economics and manpower development offers a potentially fertile ground for interdisciplinary cooperation with such business disciplines as management and with such social science disciplines as sociology. The Department plans to explore cooperative programs and activities in this area.

The Department has participated in research efforts with the Department of Park Administration, Horticulture, and Entomology in the past and expects to explore cooperative efforts with that department in the future. Also, the possibility of advantageous cooperative efforts with the Department of Agricultural Economics in several areas (including joint development of special library holdings, joint research activities, and joint appointments) will be explored.

Research

The Department believes that extensive research activity is not only required for graduate programs but also that it is an invaluable complement to good teaching and other academic activities. The Department plans to develop several new approaches to increase emphasis and interest in research. These approaches include efforts to improve the facilities and services needed for research and efforts to enhance the scholarly climate which stimulates research.

Institute for Business and Economic Research. The Department strongly urges the re-creation of an institute for research in business and economics. The institute could, among other things: (1) provide a location for the collection and dissemination of data; (2) provide necessary educational experiences for graduate research assistants; (3) provide opportunity for part-time faculty research appointments; (4) provide a vehicle for publication of faculty and graduate student research efforts; (5) provide a compact specialized business and economic research library as a branch of the college library; and (6) provide organizational facilities for large research projects.

Occasional Papers. The Department plans to institute a series of occasional papers, Studies in Economics, as a means of disseminating faculty and graduate student research findings in theoretical and applied economics. It is hoped that an extensive mailing list, composed of college and university libraries and departments of economics, can be established to receive the Studies. This activity will also aid in recruiting faculty and graduate students and will enhance the prospects of acquiring outside research funds and obtaining publications in leading journals.

Symposia. The Department plans to hold annual symposia, some of which may be interdisciplinary in nature. It is expected that nationally prominent scholars will be invited to participate and that the proceedings will be published in book form and distributed widely.

Individual Research Efforts. The Department seeks to increase the encouragement given to individual research efforts. As one means

toward this goal, the Department plans to establish a program of "released time" for research. Applications for a semester of released time will be competitively evaluated by a faculty committee. Successful applicants will receive a reduced load during the semester, probably a teaching load of three hours, and will prepare an occasional paper summarizing the findings of the research. It is anticipated that at least one member of the faculty will receive released time for research each semester and that the program will begin during the 1969-70 school year.

The provision of graduate research assistants to the faculty is another of the means by which the Department hopes to encourage individual research.

Research Assistantships. The department believes that a sound graduate program requires financial support for graduate students and an extensive opportunity for students to learn research methods by engaging in research. Also, the Department realizes that beginning graduate students in many cases are not qualified to teach the introductory courses and, consequently, cannot be given teaching assistantships. Therefore, the Department has adopted a goal of placing first year graduate students on half-time research assistantships.

Research assistants could be assigned either to members of the graduate faculty or to the proposed institute for business and economic research. In this manner the needs of the students, the faculty, and the proposed research institute could be satisfied simultaneously. In addition, the Department expects to continue its policy of encouraging requests for research assistants in proposals for funded research projects.

Other Activities

The Department of Economics is committed to the principle of extra-curricular service and education, not only to members of the academic community, but to the community at large as well. The Department expects to respond to this commitment in several ways.

Educational Television. The Department's monthly television program, which focuses on current economic problems, could be expanded to include discussions of the workings of the economic system. For example, programs could be designed to explain the creation of income in the national economy through systems of markets, and to explain the activities of the banking system in facilitating exchange.

It is expected that educational television will be used to supplement and complement classroom lectures and other classroom devices in teaching introductory courses. Also, the Department feels that it would be desirable to participate in programs of community public education, such as those designed to teach heads of households the basic techniques of family finance.

Student Organizations. The members of the Department wish to enhance the climate required for scholarly interest and inquiry by students, both graduate and undergraduate. Student organizations provide an important vehicle toward such a climate.

The Department expects to establish an economics club as a complement to its active honorary organization, Omicron Delta Epsilon. Membership in O.D.E. is composed primarily of graduate students and faculty, although most of its activities are open to all interested

persons. The economics club would emphasize undergraduate membership and would be open to all persons who demonstrate an interest in economics. The organization would allow interaction among economics minors, B.B.A. economics majors, B.S. economic majors, B.A. economics majors, agricultural economics majors, and international trade majors.

The primary purpose of both organizations is to stimulate thought and scholarly activity. It is hoped that the organizations will invite provocative speakers to the campus to discuss ideas and ideologies, and will provide a climate in which the student can relate his formal training in economics to the problems and policies of the domestic economy and to other economies.

Conferences. To contribute to the climate of scholarship and to provide service to the broader community, the Department plans to conduct conferences with social scientists from area junior and senior colleges. Subjects to be discussed may range from methods of teaching introductory economics to problems of economic development in regions with limited water supplies.

Local conferences will be held with teachers at area junior colleges and the smaller senior colleges. Members of the Department will be encouraged to serve as visiting lecturers to complement the conference program. Also, regional conferences will be held with institutions such as the University of New Mexico, Oklahoma State University, and the University of Texas at El Paso. These conferences could be interdisciplinary and could relate closely to ICASALS.

A program of conferences, such as those discussed above, can provide a device to improve relations with other colleges, to identify

potential graduate students, to encourage research, and to improve the programs of the participating institutions. In most cases additional budget requirements will be small.

Special Short-Courses. The Department of Economics, perhaps in cooperation with other departments, plans to develop a series of short-courses to be offered for public and private decision makers. It is expected that these courses will better acquaint the decision makers with aspects of the economy which influence their decisions and which are influenced by their decisions, thereby creating a greater appreciation of the nature and complexities of the modern technological economy. These courses should be largely self-supporting.

Individual Citizenship Functions. The Department desires to maintain a climate in which members can individually respond to the duties of good citizenship through such activities as speeches to public and private groups, participation in the activities of charitable organizations, and leadership in political organizations. These functions must be performed in a democratic society.

Summary of Projected Requirements

Budget requests by the Department of Economics reflect (a) an increased emphasis on graduate education, which requires greater budgetary allocations per student; (b) an increased emphasis on activities not directly related to teaching the established curriculum, such as participation in area conferences and symposia, and speaking engagements; (c) increased faculty salaries; (d) increased support for graduate students; and (e) increased secretarial, administrative and student help. With the exception of requests to support the proposed Ph.D. program, budget requests are related to increases in the number of registrants in courses in economics.

Curriculum Development

Budgetary projections for existing programs utilize the enrollment projections contained in Appendix J, Table 2. In general it was assumed that majors in existing programs would continue to enroll in the same average number of economics courses as they do now. It was also assumed that two additional courses will be offered for master's students.

The assumed rates of growth of registrations in existing programs are believed to be modest. For example, it has been assumed that undergraduate registrations would increase at a rate only slightly in excess of one and one-half percent per year. This reflects an expected increase in the number of junior college transfers who would not enroll in the introductory economics courses; it also reflects the expected growth in the number of upper-division students.

It is anticipated that a few additional elective courses will be developed and offered at the undergraduate level. The number of hours required for a major should remain constant.

If the proposed Ph.D. program is accepted, it is expected that the core courses will be offered during the initial year of the program (1970-71). With one or two exceptions, these courses have already been developed. Courses in the field areas have been partially developed.

Faculty and Staff

For the undergraduate curriculum, the faculty requirements were determined on the basis of a 33.3 to 1 student-teacher ratio. It was assumed that one-half of these offerings would be taught by instructors and teaching assistants, and one-half by the professorial faculty. For the existing graduate curriculum, the faculty requirements were determined on the basis of a 15.0 to 1 student-teacher ratio. The following course loads were assumed: for teaching assistants and instructors, 12 hours per semester per full-time-equivalent; for professors at the undergraduate level, nine hours per semester per full-time-equivalent; for professors at the graduate level, six hours per semester per full-time equivalent.

Staff requirements to assist the academic staff were based on minimum requirements if the Department of Economics is to participate significantly in the College's movement toward the status of a multi-purpose university of the first class. Increases in the non-academic staff required also reflect this assumption. The provision of an administrative assistant is essential. For a detailed projection of non-academic staff requirements see Table 1 of Appendix K.

Projected departmental development associated with existing undergraduate degree programs will require academic salaries totaling \$171,816 for the 1969-70 long session. An estimated 8.0 full-time-equivalent professorial faculty members will be required for 1969-70 at a mean salary of \$14,157, and an equal number of full-time-equivalent instructors and teaching assistants will be needed at a mean salary of \$7,320. By 1972-73, 17.2 full-time-equivalent undergraduate academic personnel will be required, and the projected total undergraduate long session salary requirement will be \$222,163.

Projected full-time-equivalent faculty for existing graduate programs increases from 5.6 at a mean salary of \$16,277 for the 1969-70 long session to 8.0 at a mean salary of \$20,504 for the 1972-73 long session. The total projected salary requirement for existing graduate programs increases from \$91,151 for the 1969-70 long session to \$164,032 for the 1972-73 long session.

Projected full-time-equivalent faculty needed to staff the proposed Ph.D. program increases from 1.0 at a mean salary of \$18,000 for 1969-70 to 4.0 at a mean salary of \$30,664 by 1972-73. The projected total salary requirement associated with the proposed Ph.D. program increases from \$18,000 for the 1969-70 long session to \$122,656 for the 1972-73 long session. Projected research assistantship budgetary requirements increase from \$5,768 for 1969-70 to \$18,906 for 1972-73.

Total projected academic salary requirements amount to \$318,505 for 1969-70 and increase to \$572,061 for the 1972-73 long session. For a detailed projection of academic salary requirements see Table 2 of Appendix K.

Facilities

The Department expects that College facilities used in common by several groups, such as the Computer Center, the Student Union Building, and research laboratories, will continue to be improved. Departmental needs which are not reflected in the projected departmental budgets included (a) substantially increased library allocations, (b) provision of tuition scholarships to attract excellent graduate students, and (c) access to contingency resources to take advantage of significant but unforeseen opportunities.

The classrooms and offices allocated to the Department in the new Business Administration Building should be adequate through the planning period.

Summary Budgets

Summary projected budgets for 1968-69 through 1972-73 and for 1977-78 are given below. More detailed projected budgets are presented in Appendix K, Tables 1 and 2.

<u>Year</u>	<u>Total Budget</u>	<u>Salary Budget</u>	<u>M.E.&T. Budget</u>
1968-69	\$ 294,027	\$ 282,054	\$11,973
1969-70	354,065	339,333	14,732
1970-71	470,404	452,368	18,036
1971-72	525,413	507,467	17,496
1972-73	623,624	602,977	20,647
1977-78	\$1,168,075	\$1,129,574	\$38,501

Appendices

Appendix A

CURRENT STAFF OF THE DEPARTMENT

Listed below are the current members of the Department of Economics. Biographical data include (a) earned degrees, (b) memberships in professional societies and awards received from societies and institutions, and (c) consultantships, editorships, and participations on learned panels.

The dates following an individual's name indicate (a) the year of first appointment at the College and (b) the year the current rank was attained.

Hugh Allen Anderson, Associate Professor (1939, 1947)

B.A., Hardin-Simmons University (1928)

M.A., Hardin-Simmons University (1929)

Member of Southwestern Social Science Association, Phi Kappa Phi, Omicron Delta Epsilon, Beta Gamma Sigma, Phi Gamma Mu; recipient of Joe Ellis Medal for Scholarship at Hardin-Simmons University.

Robert Lester Bonnington, Associate Professor (1968)

B.S., Indiana University (1957)

Ph.D., University of Iowa (1968)

Member of American Economic Association, Association for Evolutionary Economics, International Development Association, Beta Gamma Sigma, Omicron Delta Epsilon.

Holder of C.P.A. Certificate; Professor, Civil Affairs Institute, Texas Technological College (1968).

Vernon Thomas Clover, Professor (1947, 1953)

B.S., Fort Hays State College (Ks.) (1934)

M.S., Fort Hays State College (Ks.) (1935)

Ph.D., University of Colorado (1937)

Member of American Association of University Professors, American Economic Association, Omicron Delta Epsilon, Beta Gamma Sigma.

John Belton Duncan, Assistant Professor (1967)

B.A., Austin College (1959)

Member of American Association of University Professors, Southwestern Social Science Association; recipient of Stephen F. Austin Fellowship in Government at Austin College (1958-59), Graduate School Fellowship Tulane University (1959-60).

Lewis Edgar Hill, Professor (1967)

B.A., University of Texas at Austin (1947)
M.A., University of Texas at Austin (1948)
Ph.D., University of Texas at Austin (1957)

Member of American Economic Association, Economic History Association, Association for Evolutionary Economics, Association for Comparative Economics, Southern Economic Association, Southwestern Social Science Association, Rocky Mountain Social Science Association, American Association of University Professors, Texas Association of College Teachers, Phi Beta Kappa, Phi Eta Sigma, Sigma Iota Epsilon, Omicron Delta Epsilon; recipient of Foundation for Economic Education Fellowship in Business (1957).

Participant, General Electric Seminar in Applied Economics, University of Virginia (1966), participant, General Electric Seminar on Recent Developments in Applied Theory, University of Chicago (1964), Editorial Consultant, Prentice-Hall, Inc. (1966).

John Elzie Harding, Assistant Professor (1937, 1961)

B.A., Howard Payne College (1927)
B.F.A., Howard Payne College (1927)
M.A., Texas Technological College (1937)

Member of American Association of University Professors, Texas State Teachers' Association, Texas Association of College Teachers, Texas Business Education Association, Omicron Delta Epsilon, Phi Gamma Mu, Alpha Psi Omega.

Thomas Kunhyuk Kim, Professor (1965, 1968)

B.A., Berea College (1952)
M.B.A., Indiana University (1954)
Ph.D., Tulane University (1961)

Member of American Economic Association, Southern Economic Association, Omicron Delta Epsilon; recipient of Southern Fellowship Fund Award for Doctoral Dissertation at Tulane University.

Visiting Lecturer, Texas A&M University (1963), Speaker, Economics and Business Seminar, Eastern New Mexico University (1967), Participant, Southwestern Bell Telephone Company Faculty Conference (1963), Speaker, Southwestern Bell Telephone Company Faculty Conference (1968), Presidential Advisor on Economics, Texas Technological College (1967-68).

Thomas J. Lombardo, Instructor (1968)

B.A., Texas Technological College (1966)
M.A., Texas Technological College (1968)

Thomas J. Lombardo, Instructor (1968), (Continued)

Member, American Economic Association, Omicron Delta Epsilon.

Consultant, Civil Affairs Institute, Texas Technological College (1968).

Robert Lyle Rouse, Professor and Chairman (1950, 1958)

B.A., Coe College (1943)

M.S., University of Iowa (1949)

Ph.D., University of Iowa (1950)

Member of American Economic Association, American Finance Association, Southwest Social Science Association, Southwest Finance Association, Beta Gamma Sigma, Phi Kappa Phi, Omicron Delta Epsilon; recipient of Standard Oil Company of Indiana Distinguished Teaching Award (1967), local and area awards from Toastmaster's International (1954), honorary membership of Lubbock Mortgage Banker's Association, nominated for Piper Professorship, Texas Technological College (1965); listed in Who's Who in America, Who's Who in the South and Southwest, Who's Who in American Education, America's Men of Science.

Sponsor, Student Council, Omicron Delta Epsilon, Beta Gamma Sigma, Texas Technological College; Consultant on Education Program and Conferences, Federal Reserve Bank of Dallas (1962, 1964, 1966, 1968); Chairman, Committee on Retirement, TACT (1955-59); Coordinator, Adult Education Conference on Regional Economics, Mineral Wells, Texas (1956); Lecturer, American Institute of Banking, Chartered Life Underwriters, and Insurance Institute of America.

Theodore J. Taylor, Assistant Professor (1966)

B.A., Wichita State University (1961)

M.A., University of Kansas (1964)

Member of American Economic Association, American Association of University Professors, Southwestern Social Science Association, Omicron Delta Epsilon, Pi Sigma Alpha; recipient of Graduate School Fellowship at University of Kansas (1965 and 1966).

Roger Monroe Troub, Assistant Professor (1967)

B.B.A., University of Oklahoma (1962)

M.A., University of Oklahoma (1967)

Ph.D., University of Oklahoma (1968)

Member of American Economic Association, American Association of University Professors, Regional Science Association, Southwestern Social Science Association, Rocky Mountain Social Science Association, Association for Evolutionary Economics, Omicron Delta Epsilon, Beta Gamma Sigma, Pi Sigma Alpha; recipient of Bass Fellowship and NDEA International Studies Fellowship at University of Oklahoma.

Harry Stuart Walker, Assistant Professor (1953)

B.A., University of Denver (1948)
M.B.A., University of Denver (1950)

Member of American Economic Association, Southwestern Social Science Association, Rocky Mountain Economic Association, Canadian Economics Association, American Academy of Political Science, Phi Kappa Phi, Delta Sigma Pi, Beta Gamma Sigma, Sigma Iota Epsilon.

Director, Business Research Bureau, Texas Technological College.

John Wittman, Jr., Associate Professor (1960, 1965)

B.S., Southern State College (Ark.) (1957)
M.B.A., University of Arkansas (1959)
Ph.D., University of Arkansas (1965)

Member of American Economic Association, Ozark Economic Association, Alpha Kappa Psi, Omicron Delta Epsilon, Beta Gamma Sigma, Phi Kappa Phi.

Appendix B
FACULTY OF THE DEPARTMENT, 1949-1969

Department Members	Years of Membership, ¹ by Rank and Professorial Code ²																				
	'49	'50	'51	'52	'53	'54	'55	'56	'57	'58	'59	'60	'61	'62	'63	'64	'65	'66	'67	'68	'69
Allredge, Rendell	.	.	3	3	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Anderson, Hugh	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2
Bonnington, Robert L.	2
Clover, Vernon T.	2	2	2	2	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Duncan, John B.	3	3
Gott, Edna	4
Harding, John E.	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
Hendon, William S.	2	2	2	.
Hildebrand, John R.	2	2	2	1	1	.	.
Hill, Lewis E.	1	1
Kim, Thomas E.	2	2	2	1
Levy, Lester	3	3	3	3	2	2	2	2	1	1	.	.	.	.	.
Lombardo, Thomas J.	4
Mize, F. L.	2	2	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Moore, Douglas	.	3	3	3	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Persons, Robert	.	3	3	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Rouse, Robert L.	.	.	3	2	2	2	2	2	1	1	1	1	1	1	1	1	1	1	1	1	1
Sampson, Roy	3	3	3	3	.	.	.	.	.	.	.	.	.	.	.
Taylor, Theodore J.	3	3	3
Troub, Roger M.	3	3
Walker, Harry S.	4	4	3	3	3	3	3	3	3	3	3	3	3	3	3	3
Weir, Norman	2	.	.	.	.
Wiesen, Thomas	1	1	1	1	1	1	1	1	1	1	1	1	1	1	.	.	.	.	.	.	.
Witt, Jarvis	4	4	4	4	4	3	3	3	3	3	3	.	.	.
Wittman, John	3	3	3	3	3	3	2	2	2

¹Years of membership are listed by the last calendar year in a school year.

²Codes for faculty rank are: 1, Professor; 2, Associate Professor; 3, Assistant Professor; 4, Instructor (only current instructors included).

Appendix C

Table I

COURSE REGISTRATIONS, FALL SEMESTER, 1958-67

Year	Total	Graduate	Undergraduate		
			Total	Upper Division	Lower Division
1958	1638	13	1625	269	1356
1959	1714	20	1694	333	1361
1960	1831	10	1821	375	1446
1961	1988	12	1976	348	1628
1962	2104	16	2088	335	1753
1963	2289	35	2254	332	1922
1964	2584	63	2521	303	2218
1965	2983	65	2918	368	2550
1966	2969	85	2884	365	2519
1967	2715	113	2602	427	2175

Appendix C

Table II

NUMBER OF MAJORS, FALL SEMESTER, 1958-67

Year	Total	Graduate	Undergraduate (B.B.A. Only)		
			Total	Economics	Int'l Trade
1958	52	6	46	38	8
1959	56	6	50	36	14
1960	56	6	50	37	13
1961	63	10	53	41	12
1962	79	8	71	58	13
1963	72	9	63	46	17
1964	103	13	90	66	24
1965	113	20	93	69	24
1966	144	27	117	72	45
1967	149	23	126	60	66

Appendix D
SUMMARY BUDGET, 1958-59 to 1967-68

Year	Total Budget ¹	M E & T	Salaries				
			Total Salaries	Full-Time Faculty	Part-Time Faculty	Teaching Assistants ²	Summer Salaries
1958-59	\$ 71,790	1,140	\$ 70,650	\$ 55,300	\$ 2,000	\$ 6,667	\$ 6,683
1959-60	73,071	1,800	71,271	57,800	2,225	4,300	6,946
1960-61	74,811	2,075	72,736	58,250	2,200	5,000	7,286
1961-62	101,152	5,110	96,042	77,000	2,925	8,200	7,917
1962-63	100,953	2,845	98,108	74,300	3,000	12,000	8,808
1963-64	123,362	5,900	117,462	89,100	3,720	14,000	10,642
1964-65	135,596	4,080	131,516	101,900	3,900	12,000	13,716
1965-66	160,057	6,150	153,907	117,500	4,725	21,000	10,682
1966-67	181,910	6,491	175,419	127,670	12,000	19,000	16,749
1967-68	225,884	7,900	217,984	169,000	3,300	22,800	22,884

¹Does not include student assistant salaries.

²Long session only.

Appendix E
CURRENT BUDGET (1967-68)

Budget Category		Amount
Salaries		\$199,880
Full Time		169,000
Professor (3)	48,500	
Associate Professor (3)	37,100	
Assistant Professor (5)	50,000	
Instructor (5)	33,400	
Part Time		30,880
Part-time Instructor (1)	3,300	
Teaching Assistants	22,800	
Student Assistants	4,780	
Maintenance, Equipment, and Travel		7,900
Total, Excluding Summer Salaries		207,780
Summer Salaries, 1968		22,884
Grand Total		\$230,664

Appendix F

PAPERS AND PUBLICATIONS OF THE CURRENT FACULTY

Vernon T. Clover

Basic Principles and Techniques, Studies in Economics and Business,
Texas Technological College, n.d.

"Compensation in Union and Nonunion Plants, 1960-65," Industrial and Labor Relations Review, January 1968, pp. 226-233.

"Depletable Water Cost Tax Guidelines," Texas Tech Tax Institute-Water Depletion, March 1966, pp. 11-15.

An Economic and Sociological Study of a Kansas Community, Ft. Hays Kansas State College Studies, 1945, 71 pp.

An Economic Survey of Gaines, Terry and Yoakum Counties, Texas,
Studies in Economics and Business, Texas Technological College, 1953, 246 pp.

Employees' Share of National Income, 1926-1941, Ft. Hays Kansas State College Studies, 1943, 16 pp.

General Economic Aspects of Utilization of Underground Water for Irrigation in High Plains of Texas, Studies in Economics and Business, Texas Technological College, 1961, 147 pp.

"Measuring Firmness with Which Opinions are Held," Public Opinion Quarterly, 1950, pp. 338-40.

Net Income of Employed Wives with Husband Present, Studies in Economics and Business, Texas Technological College, 1962, 59 pp. (and review article in Monthly Labor Review, December 1962)

"Price Influence of Unbranded Gasoline," Journal of Marketing, April 1953, pp. 388-393.

Property Tax on Houses and Concept of Justice, Studies in Economics and Business, Texas Technological College, 1966, 47 pp. plus appendices. (and review article in Journal of Political Economics, (October 1967).

"Relative Importance of Impulse Buying in Retail Stores," Journal of Marketing, July 1950, pp. 66-71.

Review: Income of Society, by Elizabeth Ellis Hoyt, Southern Economic Journal, Vol. 17 (July 1950), pp. 76-77.

Some Analytical Tabulations of Census Tract Data in 1960, United States Census, Studies in Economics and Business, Texas Technological College, 1963, 95 pp.

Trego County Real Estate Assessment Plan, Ft. Hays Kansas State College Studies, 1946, 32 pp.

Lewis E. Hill

- "Comments on 'Axioms of Economics and the Claim to Efficiency'" by Sherman Krupp," Association for Evolutionary Economics, 1967, 5 pp.
- "A Critique of Positive Economics," American Journal of Economics and Sociology, Vol. XXVII, July 1968, pp. 269-66.
- "The Economics of the Right-to-Work Controversy: Comment," Southern Economic Journal, Vol. XXIII, January 1967, pp. 409-10.
- "Effects of Automation on Employment," fourth conference, Georgia and South Carolina Vocational Rehabilitation Agencies, Proceedings, October 9, 1962, pp. 19-24.
- "Freedom Now: An Analysis of a Socio-Political Concept," Atlantic Economic Review, Vol. XVI, September 1966, pp. 17-19.
- "The Metaphysical Preconceptions of the Economic Science," South Carolina Academy of Science, 1967, 6 pp.
- "Moving Mohanet to the Mountain," American Journal of Economics and Sociology, Vol. XXIV, (July 1965), pp. 315-16.
- "A Note on the Meaning and Significance of Freedom," Bulletin of the South Carolina Academy of Science, Vol. XXVII, 1965, p. 64.
- "On Laissez-Faire Capitalism and 'Liberalism'", American Journal of Economics and Sociology, Vol. XXIII, (October 1964), pp. 393-396.
- "Organized Labor's Challenge to Southeastern Industry," Atlantic Economic Review, Vol. XV, (December 1965), pp. 17-19.
- "Positive and Normative Economics Reconsidered," Southern Economic Association, 1964, 20 pp.
- "The Purpose and Function of Labor Unions," Atlantic Economic Review, Vol. XV, March 1965, pp. 13-15.
- "Rates of Return on Municipal Subsidies to Industry: Comment," Southern Economic Journal, XXX, April 1964, pp. 358-59.
- "Recent Epistemological Trends and Economic Methology," Southern Economic Association, November 11, 1966, 14 pp.
- Review: Clouds Over Wall Street by Max M. Schulmann, Journal of Economic Issues, Vol. I, June, 1967, pp. 125-126.
- Review: Land and Work in Medieval Europe by Marc Block, Journal of Economic History, Vol. XXVIII, March 1968, p. 294.
- Review: Man, Economy, and State by Murray N. Rothbard, Southern Economic Journal, Vol. XXIX, January 1963, pp. 252-254.
- Review: The Man on the Assembly Line by Charles E. Walker and Robert H. Guest, Southern Economic Journal, Vol. XIX, April 1953, pp. 538-39.
- Review: The Reconstruction of Georgia by Alan Conway, Journal of Economic History, Vol. XXVII, March 1967, pp. 105-106.

Lewis E. Hill (Continued)

Review: The Strategy of Economic Development by Albert O. Hirschman, Economic Journal, Vol. XXVI, July 1959, p. 72.

"The Scientific Method in Economics and the Natural-Science Analogy," Bulletin of South Carolina Academy of Science, Vol. XXVIII, 1966, 6 pp.

"Some Notes on Business Ethics," accepted for publication by the Atlanta Economic Review

"Some Notes on Methodological Controversies," Bulletin of South Carolina Academy of Science, Vol. XXVI, 1964, pp. 44.

"A Survey of the Economic Development of Rome, and Floyd County, Georgia," Georgia Business, XIV, June 1955, pp. 1-7.

"Two Theories of Economic Progress: Veblen and Schumpeter," Bulletin of the South Carolina Academy of Science, Vol. XXV, 1963, p. 40.

"Use and Abuse of Mathematics in Economics," American Journal of Economics and Sociology, Vol. XXV, April 1966, pp. 212-214.

Thomas K. Kim

Ford Foundation Seminar in Quantitative Analysis in Economics and Business, University of Akron, August 1962, 47 pp.

Introduction to Mathematical Analysis for Economists, Scott, Foresman Co., 1969, 450 pp.

Introductory Mathematics for Economic Analysis, School of Business Administration, Texas Technological College, 1966, 185 pp.

Theory of the Firm, A Synthesis. School of Business Administration, Texas Technological College, n.d.

Robert Lyle Rouse

"Banking Series as Major Economic Indicators," West Texas Business Report, Lubbock, Texas, April 1958, pp. 6-9.

"Banking Summary," West Texas Business Report, Lubbock, Texas, October 1958, pp. 2-3; November 1958, pp. 1-2; December 1958, pp. 5-6.

"Christian Ethics and the Economic System" Twentieth Century Christian, August, 1965.

An Economic Survey of Gaines, Terry and Yoakum Counties, Texas, Studies, in Economics and Business, Texas Technological College, 1953, 246 pp. (Written in co-authorship with Vernon T. Clover).

Review: Investment Decisions in Small Business, by Martin B. Solomon, Journal of Finance, March 1964.

"Stock Market Image Now Restored," Texas Techsan, October 1964.

"Understanding Those Dow-Jones Averages," Texas Techsan, June 1964.

Theodore J. Taylor

Economic Effects of the Announced Closure of Amarillo Air Force Base, U. S. Arms Control and Disarmament Agency, August 1968, 55 pp. plus appendices. (with Robert M. Lawrence, Stanford Research Institute).

"Organizing Rural Communities for Action," Southwestern Social Science Association, April 12, 1968, 12 pp.

A Regional Approach to the War Against Poverty, School of Business Administration, Texas Technological College, March 1968, 67 pp. plus appendices.

Roger M. Troub

"Economic Development Aspects of the Oklahoma Airport System," 1967 (mimeo).

"A Selected International Bibliography of Size Distribution of Income," 1965 (mimeo).

Harry S. Walker

"Economic Conditions," West Texas Business Report, monthly June 1957 through January 1959.

Economic History of Lubbock, West Texas Museum, 1960.

Operation Alert, U. S. Navy League, 1959.

The Recurring Agricultural Dilemma, West Texas Publishing Company, 1956.

John Wittman, Jr.

"An Economic Feasibility Study for the Location of a Proposed National Bank in Tulia, Texas," 1963 (mimeo), (with J. A. Ryan).

"A Feasibility Study for the Location of a Proposed National Bank in Northeast Amarillo, Texas, 1964" (mimeo), (with George Berry and Robert Amason).

"A Feasibility Study for the Establishment of a Second Bank in Friona, Texas, 1968," (mimeo), (with R. L. Rouse).

Appendix G

TOPICS OF CURRENT RESEARCH BY THE FACULTY

Vernon T. Clover

Changes in Differences in Earnings and Occupational Status of
Men and Women, 1947-1967

John E. Harding

Arid and Semi-Arid Lands of the World
Elements of Weather
Management's Reaction to Legislation Since 1930
Reactionary Groups on Campus in the United States

Lewis E. Hill

The Concept of Truth in the Social Sciences
Economic Evolution: The Economic Past and Its Rationalization
(book in progress)
Michael Polanyi's Theory of Personal Knowledge and Economic
Methodology
A Philosophy of Economic History

Thomas K. Kim

and Theodore J. Taylor. A Comparative Analysis of the Duration
of Amplitude of Business Cycles in the United States and the
Southwest Region

Robert L. Rouse

The American Economy (book in progress)
The History of Financial Thought

Theodore J. Taylor

The Causes and Effects of Poverty in a Rural Area

and Thomas K. Kim. A Comparative Analysis of the Duration and
Amplitude of Business Cycles in the United States and the South-
west Region

Theodore J. Taylor (Continued)

A Study of Disarmament Economics

A Theodretical Model of Geographic Labor Migration

Roger M. Troub

Implications of the Multi-National Firm for Trade and Development

Harry S. Walker

The Physiocratic Influence on Jeffersonian Economics

John Wittman, Jr., and Robert D. Amason

Input-output Analysis of Lubbock, Texas

Appendix H

DEGREES GRANTED, 1958-1968

<u>Year</u>	<u>Total</u>	<u>Graduate</u>			<u>Undergraduate (B.B.A. only)</u>		
		<u>Total</u>	<u>M.A.</u>	<u>M.B.A.</u>	<u>Total</u>	<u>Economics</u>	<u>International Trade</u>
1957-58	7	1	0	1	6	3	3
1958-59	9	0	0	0	9	7	2
1959-60	17	3	1	2	14	10	4
1960-61	12	1	0	1	11	10	1
1961-62	12	1	1	0	11	7	4
1962-63	15	2	0	2	13	11	2
1963-64	20	3	1	2	17	10	7
1964-65	19	7	1	6	12	10	2
1965-66	33	14	5	9	19	14	5
1966-67	21	3	2	1	18	13	5
1967-68	30	6	5	1	24	6	18

Appendix I

CURRENT ENROLLMENT BY COURSE (1967-68)

Course Number and Title	Number of Registrations	
	Fall 1967	Spring 1968
133: Economic History I	910	779
134: Economic History II	118	78
231: Principles of Economics I	702	230
232: Principles of Economics II	182	796
235: Principles of Economics	83	96
237: Economic Geography	180	185
326: Research	70	64
331: Managerial Economics	129	81
3311: Macroeconomics	43	39
3313: Quantitative Analysis	a	12
3314: Microeconomics	56	b
336: Regulated Enterprise	19	b
337: Economic Systems	25	b
338: Foreign Trade	37	b
339: Economics of Latin America	a	40
430: Economic Thought I	48	b
431: Economic Thought II	a	22
4311: Advanced Economic Theory	a	19
4321: Soviet Economics	a	17
433: International Economics	a	23
437: Current Economic Problems	a	35
5242: Managerial Economics	15	b
531: Research	2	1
5331: Individual Study	2	b
5341: Price and Income Theory	49	41
535: Seminar in Economic Policy	a	14
5351: Advanced Microeconomics	15	b
5352: Advanced Macroeconomics	a	18
536: Advanced International Economics	a	14
538: Nature, Scope, and Method of Economics	19	b
5531: The Economic Environment	10	b
631: Thesis	1	6

^aNot offered in the Fall.

^bNot offered in the Spring.

APPENDIX J

PROJECTIONS OF ECONOMICS COURSE REGISTRATIONS AND FULL-TIME-EQUIVALENT STUDENTS, 1968-69 THROUGH 1972-73 AND 1977-78

Economics course registrations and full-time-equivalent students have been projected at low, medium and high rates of growth. All three sets of projection rates are conservative when compared to the rates of growth experienced in the past decade. Nevertheless, the sets of rates chosen probably yield more realistic estimates than projected historic growth rates would yield. All of the projections are for the long-session only.

The projection rates for undergraduate registrations selected reflect the expectation that total registrations will increase rather slowly because expected growth in upper-division registrations will be partially offset by decreases in the number of lower-division registrations (due to expansion of junior college enrollments). The projection rates for graduate registrations are based on the expectation that graduate enrollment will increase at faster rates than undergraduate enrollment.

The tables containing the projections include a category for graduate registrations in the Department's proposed Ph.D. program. In the medium and high projection tables it is assumed that the proposed Ph.D. program is approved and implemented. In the low projection table it is assumed that a Ph.D. program is not introduced.

Projected full-time-equivalent undergraduate students were determined by dividing projected undergraduate registrations by 10 three-hour courses per long session. Projected full-time-equivalent graduate students were

determined by dividing the projected number of graduate registrations by 8 three-hour courses per long session.

The medium projections have been used in Appendix K to calculate estimated budget requirements.

Table 1

Low Projection of Economics Course Registrations, by Type of Registrant,
1968-69 through 1972-73 and 1977-78

Type of Registrant	Assumed Rate of Change, Per Cent Per Year	Estimated Current Registrations '67-'68	Projected Registrations					
			'68-'69	'69-'70	'70-'71	'71-'72	'72-'73	'77-'78
Undergraduate								
Economics Majors, B.A.	2.0	180	184	187	191	195	199	219
Economics Majors, A.&S.	(See note 1)	123	141	163	187	215	247	273
Int'l. Trade Majors, B.A.	4.0	198	206	214	223	232	241	293
Other Registrants (See note 2)	0.5	4,607	4,630	4,653	4,676	4,699	4,722	4,842
Total Undergraduates		5,108	5,161	5,217	5,277	5,341	5,409	5,627
Graduate, Existing Programs								
Economics Majors, M.A.	10.0	58	64	70	77	85	93	150
Economics Majors, M.B.A.	(See note 3)	18	19	21	22	24	25	32
Core and Field Courses, D.B.A.	10.0	35	38	42	47	51	56	91
Other Registrants	10.0	106	117	128	141	155	171	275
Total Graduate		217	238	261	287	315	345	528
Graduate, Proposed Ph.D. Program (See note 4)								
		---	---	---	---	---	---	---
Total Projected Registrants		5,325	5,399	5,478	5,564	5,656	5,754	6,155

¹Rate of projection through 1972-73: 15.0%. Rate of projection from 1972-73 through 1977-78: 2.0%.

²Includes economics minors and registrations in courses required by the School of Business Administration of all undergraduates.

³Rate of projection through 1972-73: 7.0%. Rate of projection from 1972-73 through 1977-78: 5.0%.

⁴Assumes that the proposed program will not be realized.

Table 2

Medium Projection of Economics Course Registrations, by Type of Registrant,
1968-69 through 1972-73 and 1977-78

Type of Registrant	Assumed Rate of Change, Per Cent Per Year	Estimated Current Registrations '67-'68	Projected Registrations					
			'68-'69	'69-'70	'70-'71	'71-'72	'72-'73	'77-'78
Undergraduate								
Economics Majors, B.A.	2.5	180	184	189	194	199	204	230
Economics Majors, A.&S. (See note 1)		123	148	177	212	255	306	372
Int'l. Trade Majors, B.A.	5.0	198	208	218	229	241	253	322
Other Registrants (See note 2)	1.5	4,607	4,676	4,746	4,817	4,889	4,962	5,346
Total Undergraduate		5,108	5,216	5,330	5,452	5,584	5,725	6,270
Graduate, Existing Programs								
Economics Majors, M.A.	15.0	58	67	77	88	101	117	234
Economics Majors, M.B.A. (See note 3)		18	20	22	24	26	29	41
Core and Field Courses, D.B.A.	12.5	35	39	44	50	56	63	114
Other Registrants	12.5	106	119	134	151	170	191	344
Total Graduate, existing programs		217	245	277	313	353	400	733
Graduate, Proposed Ph.D. Program (See note 4)		---	---	---	60	108	144	228
Total Graduate, all programs		217	245	277	373	461	544	961
Total Projected Registrants		5,325	5,461	5,607	5,825	6,045	6,269	7,231

¹Rate of projection through 1972-73: 20.0%. Rate of projection from 1972-73 through 1977-78: 4.0%.

²Includes economics minors and registrations in courses required by the School of Business Administration of all undergraduates.

³Rate of projection through 1972-73: 10.0%. Rate of projection from 1972-73 through 1977-78: 7.0%.

⁴Beginning in 1970-71, a class of ten students will be admitted each year. It is anticipated that eight of each beginning class of these will progress to the second year, and that six will progress to the third year. Thus, by 1972-73, 24 students will be enrolled. It is anticipated that by 1977-78, 38 students will be enrolled.

Table 3

High Projection of Economics Course Registrations, by Type of Registrant,
1968-69 through 1972-73 and 1977-78

Type of Registrant	Assumed Rate of Change, Per Cent Per Year	Estimated Current Registrations '67-'68	Projected Registrations					
			'68-'69	'69-'70	'70-'71	'71-'72	'72-'73	'77-'78
Undergraduate								
Economics Majors, B.A.	4.0	180	187	195	202	211	219	266
Economics Majors, A.&S.	(See note 1)	123	148	177	212	255	306	493
Int'l. Trade Majors, B.A.	7.0	198	212	227	242	260	278	390
Other Registrants (See note 2)	3.0	4,607	4,745	4,887	5,034	5,185	5,340	6,190
Total Undergraduate		5,108	5,292	5,486	5,690	5,911	6,143	7,339
Graduate, Existing Programs								
Economics Majors, M.A.	20.0	58	70	84	100	120	144	359
Economics Majors, M.B.A.	(See note 3)	18	21	24	27	32	36	58
Core and Field Courses, D.B.A.	15.0	35	40	46	53	61	70	141
Other Registrants	15.0	106	122	140	161	185	213	429
Total Graduate, existing programs		217	253	294	341	398	463	987
Graduate, Proposed Ph.D. Program (See note 4)								
		---	---	---	60	120	180	318
Total Graduate, all programs		217	253	294	401	518	643	1,305
Total Projected Registrants		5,325	5,545	5,780	6,091	6,429	6,786	8,644

¹Rate of projection through 1972-73: 20.0%. Rate of projection from 1972-73 through 1977-78: 10.0%.

²Includes economics minors and registrations in courses required by the School of Business Administration of all undergraduates.

³Rate of projection through 1972-73: 15.0%. Rate of projection from 1972-73 through 1977-78: 10.0%.

⁴In 1970-71, a class of ten students will be admitted. It is anticipated that eight of each beginning class of these will progress to the second year, and that six will progress to the third year. In 1971-72 a class of 12 students will be admitted, ten of whom will progress to the second year. In 1972-73 a class of 14 students will be admitted. Thus, by 1972-73, 30 students will be enrolled. It is anticipated that by 1977-78, 53 students will be enrolled.

Table 4

Projected Full-Time-Equivalent Students Per Year,
1968-69 through 1972-73 and 1977-78¹

Category of Student	Estimated Current F.T.E. Students	Projected F.T.E. Students					
	'67-'68	'68-'69	'69-'70	'70-'71	'71-'72	'72-'73	'77-'78
Undergraduate							
Low Projection	511	516	522	528	534	541	563
Medium Projection	511	522	533	545	558	572	627
High Projection	511	529	549	569	591	614	734
Graduate							
Existing Programs							
Low Projection	27.1	29.8	32.6	35.9	39.4	43.1	66.0
Medium Projection	27.1	30.6	34.6	39.1	44.1	50.0	91.6
High Projection	27.1	31.6	36.8	42.6	49.8	57.9	123.4
Proposed Ph.D. Program							
Low Projection	---	---	---	---	---	---	---
Medium Projection	---	---	---	7.5	13.5	18.0	28.5
High Projection	---	---	---	7.5	15.0	22.5	39.8
Total Graduate							
Low Projection	27.1	29.8	32.6	35.9	39.4	43.1	66.0
Medium Projection	27.1	30.6	34.6	46.6	57.6	68.0	120.1
High Projection	27.1	31.6	36.8	50.1	64.8	80.4	163.2
Total							
Low Projection	538.1	545.8	554.6	563.9	573.4	584.1	629.0
Medium Projection	538.1	552.6	567.6	591.6	615.6	640.0	747.1
High Projection	538.1	560.6	585.8	619.1	655.8	694.4	897.2

¹Full-time-equivalent for undergraduate students was determined by dividing the projected number of undergraduate registrations by 10 courses per year. Full-time-equivalent for graduate students was determined by dividing the projected number of graduate registrations by 8 courses per year.

Appendix K

PROJECTED BUDGETARY REQUIREMENTS, 1968-69 THROUGH 1972-73, AND 1977-78

The projected budgetary requirements for the Department of Economics were derived from (a) what is believed to be a conservative projection of growth in existing departmental degree programs; (b) a need to improve existing programs, particularly graduate programs; (c) a need to increase research efforts; and (d) a need to initiate a Ph.D. degree program.

It should be emphasized that the projections reflect minimum necessary support required for a respectable program of graduate and undergraduate instruction and research for a department of economics in an institution which is seeking to become a multi-purpose university of the first class.

Methodology

In general the methodology used reflects attempts to estimate requirements for growth and improvement of existing degree programs, attempts to estimate requirements for increasing research and other activities, and attempts to estimate requirements for the introduction of a Ph.D. program. From these attempts projected budgets for salaries and maintenance, equipment, and travel were prepared. A more detailed explanation of methodology follows.

Staffing Needs and Salary Requirements. Staffing and salary requirements were divided into two broad categories: academic and non-academic. The academic category was subdivided into requirements for (a) undergraduate programs, (b) existing graduate programs, and (c) the proposed Ph.D. program.

Undergraduate Academic Staffing and Salary Needs. Undergraduate

staff and salary needs were determined in the following manner:

Calculation of Staffing Needs:

1. The medium projected undergraduate registrations per academic year were converted into full-time-equivalent students per academic year by dividing by 10, the number of three-hour courses taken per student per year.
2. The number of full-time-equivalent students was then divided by an overall student-faculty ratio to determine the number of full-time-equivalent undergraduate teaching personnel required.

An overall student-faculty ratio of 33.3 to 1 was assumed for undergraduate instruction. This ratio reflects an assumption that one large section (about 500 students) of a lower division course will be offered each semester of the long session and will have a student-teacher ratio of about 250 to 1 (one faculty member and four teaching assistants). This will allow a student-faculty ratio of about 29 to 1 for the remaining undergraduate classes. These ratios are not deemed to be the most desirable, but are "realistic" and attainable goals.

Calculation of Total Salaries Required:

1. The number of full-time undergraduate teaching personnel required was divided between full-time-equivalents at the instructor and teaching assistant level and at the professional level. A teaching load of 12 hours was assumed for each full-time-equivalent instructor or teaching assistant and a teaching load of 9 hours was assumed for each full-time-equivalent at the professional level. It was assumed that instructors and teaching assistants will account for one-half of the full-time-equivalent students taught at the undergraduate level (lower division courses). This ratio is consistent with the experience of other institutions which emphasize graduate education. For example, at the University of California at Berkeley the proportion of undergraduate student hours taught by instructors and teaching assistants is well above 50 per cent. It is also expected that, as increased emphasis is given to graduate programs, the quality of teaching assistants should improve significantly, particularly if the Department's proposed Ph.D. program is accepted and implemented.

Graduate Academic Staffing and Salary Needs for Existing Programs.

Needs for staff and salary for existing graduate degree programs were determined in the following manner.

Calculation of Staffing Needs:

1. A full-time-equivalent graduate faculty base was formulated, from which graduate faculty requirements for existing programs were projected. The initial base for 1968-69 is five full-time-equivalent faculty members. This reflects minimum needs to provide, through existing programs, graduate education of high quality. The initial base was derived from consideration of the number of graduate courses now taught per long session and the number of additional classes which need to be offered each long session.
2. The number of classes obtained was then divided by four, the number of courses taught by one full-time-equivalent graduate faculty member at an assumed teaching load of 6 hours per semester for faculty teaching graduate courses only. This operation yields the number of FTE graduate faculty needed for existing programs.
3. The projected number of full-time-equivalent graduate faculty needed was obtained by multiplying the base by the projected rate of growth of full-time-equivalent graduate students in existing programs per year. The number of full-time-equivalent graduate students was obtained by dividing projected graduate registrations by eight, the number of three hours courses taken during the regular school year to obtain 24 credit hours.

Calculation of Total Salaries Required:

1. An average salary figure for current members of the Graduate Faculty in the Economics Department was obtained and projected at an annual rate of increase of 8 per cent.
2. The projected average salary determined above was then multiplied by the projected number of full-time-equivalent faculty needed.

Graduate Academic Staffing and Salary Needs for the Proposed Ph.D.

Program. These needs were determined in the following manner. It was assumed that:

- a. One additional faculty member at the full professor level (at a salary of \$18,000) will be needed in 1969-70 in association with preparations for the first year of the Ph.D. program.

- b. Two professors who have received broad professional recognition will be added for the 1970-71 academic year to meet the needs posed by graduate enrollment growth, to attract outstanding graduate students, and to enhance the reputation of the Department, which will aid efforts to attract excellent students and faculty during the following years. These professors will require salaries of at least \$30,000 each.
- c. An additional professor will be required (at a salary of \$30,000) due to growth of the program, by the 1972-73 academic year and another by the 1977-78 academic year.
- d. One research assistantship will be awarded for academic year 1968-69, two for 1969-70, five for 1970-71, five for 1971-72, six for 1972-73, and eight by 1977-78. It is probable that several additional research assistantships can be obtained through funded research projects undertaken by the faculty. However, a large number of research assistantships will be required since (1) training in research methods is an integral part of graduate education, (2) several research assistantships will be needed to attract excellent first-year students for the proposed Ph.D. program, and (3) research assistants are also needed to assist with background work associated with the preparation of research proposals and to assist with unfunded research.

Nonacademic Staffing Needs and Salary Requirements. Requirements for the nonacademic staff were divided into two categories, full-time and part-time. The need for full-time nonacademic staff was determined to be one full-time secretary (at a 1968-69 salary of \$350.00 per month) and one full-time administrative assistant (at a 1968-69 salary of \$650.00 per month). These salaries were projected at a three per cent per year increase to reflect increases in the consumer price index.

Increased emphasis upon graduate teaching and research will require relatively large increases in part-time student help for the academic years 1968-69 and 1969-70 were derived from the assumptions of 15 hours per week of student help for each full-time-equivalent faculty member, for 30 weeks per year, at an average hourly wage of \$1.25 per hour. The average hourly wage was projected at a 3 percent year rate of increase. The number of hours of

student help available for each full-time equivalent faculty member was increased to 18 hours per week for the 1970-71 and 1971-72 academic years, and to 20 hours per week for the 1972-73 through 1977-78 academic years.

Summer Salary Requirements. Projected requirements for faculty salaries for summer teaching assume small increases in the number of classes offered during the summer. Although it is not expected that the number of lower division classes offered will grow rapidly, increased emphasis on graduate education will require that additional graduate courses be offered in the summer. To obtain an estimate of the number of classes offered during the summer it was assumed that one additional course will be included in the course offerings during the summer of each of the following years: 1969, 1970, 1972, and 1978.

To obtain the summer salary estimates the amount of summer salaries for the summer of 1968 was projected at a rate of increase of 8 per cent per year. It was then assumed that the faculty teaching the additional courses would be compensated at the mean salary rate for professional faculty during the year the course was offered. It was further assumed that the faculty would receive the current rate of compensation for summer teaching (one-sixth of the nine months' salary).

Methodology for Maintenance, Equipment and Travel Budget Items.

Capital Outlay. Estimates for capital outlay requirements were obtained in the following manner: the 1967-68 allocation per full-time-equivalent faculty member was multiplied by the projected growth in full-time equivalent academic staff, and a three per cent per year adjustment was made to reflect price increases. The resulting estimate reflects normal replacement costs.

For each new full-time-equivalent faculty member of professorial rank an additional allocation was made, which was added to the replacement cost figure. In 1968-69 each new member was allocated \$800 of capital equipment. In subsequent years the allocation was increased by three per cent per year to reflect increases in equipment prices.

Items for normal replacement include typewriting equipment, dictating equipment, overhead projectors, and lamps. Items for new faculty include a typewriter and stand, desk and chair, filing cabinet, and table and chair for research.

Maintenance and Operations. Increases in this item reflect increased nonfunded research activity; increased departmental activities such as conferences, the Occasional Papers, and symposia; and increased faculty. The current allocation was projected by calculating a base which reflects solely increased academic personnel. This base was obtained by dividing the current allocation by the number of full-time-equivalent faculty. The base was multiplied by the rate of increase in faculty, and was adjusted by 3% per year for price increases.

Additional requests associated with departmental activity and expenditures for conferences, symposia, etc., were added to the base figure to obtain estimates of total needed requests.

Travel. It was assumed that \$250 would be allocated to each full-time-equivalent faculty of professorial rank for travel in 1968-69. The allocation for professorial faculty was projected to increase at a rate of 3% per year from the base of \$250. For graduate students to receive the benefits of attending conferences, provision was made in the budget request by adjusting the full-time-equivalent faculty figure upward by 1 person through 1968-70, by 2 persons from 1970-71 through 1972-73, and by 3 persons for 1977-78.

In addition to the regular travel needs, an estimate was made of needs associated with recruiting, speakers and speeches, and area conferences and symposia. The amount depended upon the incidence of conferences and symposia in a given year. At the present time it is anticipated that area conferences will be held on the campus in 1969-70, 1970-71 and 1972-73, and that symposia will be held in 1969-70 and 1971-72.

Appendix K
Table I

PROJECTED DEPARTMENTAL REQUIREMENTS, 1968-69 THROUGH 1972-73 AND 1977-78
(dollars)

	Current	Projected					
	'67-'68	'68-'69	'69-'70	'70-'71	'71-'72	'72-'73	'77-'78
Salaries							
Long Session Salaries							
Academic							
Assistant Professor and Above	135,600	177,597	222,407	315,566	359,297	440,060	896,387
Instructors and Teaching Assts.	59,500	55,435	58,560	61,828	65,234	68,791	82,157
Research Assistants	---	2,800	5,768	14,852	15,298	18,906	29,220
Total	195,100	235,832	286,735	392,246	439,829	527,757	1,007,764
Nonacademic							
Full-time	---	12,000	12,360	12,720	13,104	13,488	23,436
Part-time	4,780	7,194	8,468	12,565	13,690	17,428	28,362
Total	4,780	19,194	20,828	25,285	26,794	30,916	51,798
Total Long Session Salaries	199,880	255,026	307,563	417,531	466,623	558,673	1,059,562
Summer Salaries	22,884	27,028	31,770	34,837	40,844	44,304	70,012
Total Salaries	222,764	282,054	339,333	452,368	507,467	602,977	1,129,574
Maintenance, Equipment and Travel							
Maintenance and Operations	5,000	5,486	6,750	8,058	8,550	9,652	14,731
Capital Outlay	1,000	2,537	2,757	4,041	2,579	3,822	11,738
Travel	1,900	3,950	5,225	5,937	6,817	7,173	12,032
Total M.E. & T.	7,900	11,973	14,732	18,036	17,946	20,647	38,501
Total Projected Departmental Reqrmts.	230,664	294,027	354,065	470,404	525,413	623,624	1,168,075
Selected Additional Requirements for Resources Not Charged to the Depart- mental Budget							
Library	---	3,500	5,000	10,000	10,000	10,000	15,000
Tuition Scholarships (number of)	---	---	5	15	20	25	35
Contingencies	---	a.r.*	a.r.	a.r.	a.r.	a.r.	a.r.

*As required.

Table 2

PROJECTED SALARIES, 1968-69 THROUGH 1972-73, AND 1977-78

Staffing Need by Program and Rank	Academic Year					
	'68-'69	'69-'70	'70-'71	'71-'72	'72-'73	'77-'78
Professorial Staffing Needs (Long Session)						
Undergraduate Programs						
Needed Full-Time-Equivalents	7.8	8.0	8.2	8.4	8.6	9.4
Mean Salary	\$ 13,108	14,157	15,290	16,513	17,834	26,204
Budget Requirement	\$102,242	113,256	125,378	138,709	153,372	246,318
Graduate, Existing Programs						
Needed Full-Time-Equivalents	5.0	5.6	6.3	7.1	8.0	14.6
Mean Salary	\$ 15,071	16,277	17,579	18,985	20,504	30,127
Budget Requirement	\$ 75,355	91,151	110,748	134,794	164,032	439,854
Graduate, Proposed Ph.D. Program						
Needed Full-Time-Equivalents	---	1.0	3.0	3.0	4.0	5.0
Mean Salary	\$ ---	18,000	26,480	28,598	30,664	42,043
Budget Requirement	\$ ---	18,000	79,440	85,794	122,656	210,215
Total Professorial Needs	\$177,597	222,407	315,566	359,297	440,060	896,387
Instructor and Teaching Assistant Needs						
Needed Full-Time-Equivalents	7.8	8.0	8.2	8.4	8.6	9.4
Mean Salary	\$ 7,107	7,320	7,540	7,766	7,999	9,272
Budget Requirement	\$ 55,435	58,560	61,828	65,234	68,791	87,157
Professorial Staffing Needs (Summer Session)						
Budget Requirement for Current Programs	\$ 24,715	26,692	28,827	31,133	33,624	49,404
Budget Requirement for New Programs	\$ 2,313	5,078	6,010	9,711	10,680	20,608
Total Summer Session Needs	\$ 27,028	31,770	34,837	40,844	44,304	70,012
Total Academic Budget Requirements	\$262,860	318,505	427,083	480,673	572,061	1,077,776

(Continued)

--Table 2, Continued--

Staffing Need by Program & Rank	Academic Year					
	'68-'69	'69-'70	'70-'71	'71-'72	'72-'73	'77-'78
Nonacademic Staffing Needs						
Full-Time						
Number of Staff Members	2	2	2	2	2	3
Mean Salary per Month	\$ 500	515	530	546	562	651
Budget Requirement	\$12,000	12,360	12,720	13,104	13,488	23,436
Part-Time						
Hours per Week	15	15	18	18	20	20
Mean Salary per Hour	\$ 1.25	1.29	1.33	1.37	1.41	1.63
Allocation per Full-Time						
Equivalent	\$ 562	580	718	740	846	978
Budget Requirement	\$ 7,194	8,468	12,565	13,690	17,428	28,362
Total Nonacademic Budget Requirements	\$19,194	20,828	25,285	26,794	30,916	51,798
Total Salary Requirements	\$282,054	339,333	452,368	507,467	602,977	1,129,574

Appendix L

TENTATIVE Ph.D. DEGREE PROPOSAL

The purpose of the Ph.D. program in economics is to provide a thorough training in economic theory and the quantitative tools of economic analysis, and to provide an understanding of modern economic institutions and economic policy issues. The requirements set forth in the section, "The Doctor's Degree," in the Catalog of the Graduate School constitute the general requirements of the Ph.D. program in economics.

Active student participation is to be emphasized in every aspect of the program. To this end, instruction will be conducted in small classes, seminars and tutorials. Abundant opportunities will be provided to develop close working relationships with the faculty. Every effort will be made to stimulate and sustain the student's interest in research and scholarly inquiry.

Those students who enter the Ph.D. program with a good undergraduate preparation in economics should expect to devote two years of full time study (or the equivalent) before taking the Qualifying Examination for Admission to Candidacy for the Ph.D. degree. A minimum of an additional year usually will be required to complete the dissertation.

Admission

Students interested in the Ph.D. program in economics will apply to the Dean of the Graduate School. Applicants in the United States will take the Graduate Record Examination and will have the score sent to the Dean of the Graduate School.

When all of the documents of application have been received, the Graduate Studies Committee of the Department of Economics will review and evaluate the application. The Graduate Studies Committee of the Department will make recommendations to the Dean of the Graduate School for acceptance or rejection of the application.

Requirements for the Degree of Doctor of Philosophy

The requirements for the Ph.D. program in economics are given below in the expected sequence of completion.

1. The Preliminary Examination. During the first semester of the student's study in the Ph.D. program, he must take a preliminary examination in economics. This examination is designed to evaluate the student's preparation in economics. The results of the preliminary examination provide the basis for further counseling.

2. Language Requirements. At some time during the student's course of study, but prior to the qualifying examination, the student must satisfy the language requirement.

The basic requirement is a reading knowledge of two foreign languages, or a reading knowledge of one foreign language and proficiency in a collateral research tool area. This requirement may be satisfied by any of four methods:

- a. The student may fulfill the reading knowledge requirement by taking for undergraduate credit and successfully passing the 231-232 (or 233-234) sequence in two languages.

- b. The student may demonstrate a higher proficiency in a single language by successfully completing the 331-332 sequence in the approved language.

c. The student may demonstrate his proficiency in the foreign language or languages by examination.

d. The student may demonstrate proficiency in one foreign language and proficiency in an approved collateral field of knowledge. The student electing this option may satisfy the language requirement by procedures a or c above. The requirement of proficiency in a collateral field of knowledge may be fulfilled by earned course credits or by special proficiency examination.

3. Qualifying Examination. During the final semester of the student's course of study, the student may attempt the qualifying examination if he has fulfilled the following requirements:

- a. He must have been officially admitted to the doctoral program.
- b. He must have taken the preliminary examination and have been provisionally accepted by the Department of Economics.
- c. He must have satisfied the language requirement.
- d. He must have successfully completed most of the course work prescribed by the Department.

If the student passes the qualifying examination, the Graduate Studies Committee shall notify the Dean of the Graduate School, and the student will be admitted to candidacy for the Ph.D. degree in economics.

If the student fails any part or all of the qualifying examination, he may retake once the part or parts he failed. At least one semester must elapse before the examination may be attempted again.

4. The Dissertation. A dissertation is required of every candidate for the Ph.D. degree in economics. When the qualifying examination has been successfully completed, an advisory committee will be appointed for

the student. At this stage, the student will prepare the prospectus of his dissertation. The prospectus is a detailed statement of the problem, hypothesis, methods, sources of data and relevant bibliography of the dissertation. The student's advisory committee will review and evaluate the prospectus. The approval of the prospectus of the dissertation will constitute the approval of the research area of the dissertation.

The dissertation must demonstrate a mastery of the techniques of research, a thorough understanding of the subject matter and its background, and a high degree of skill in organizing and presenting the material. The dissertation should embody a significant re-evaluation of existing knowledge or should provide a contribution to knowledge. The work on the dissertation will be constantly under the supervision of the advisory committee and any other professors the committee may consider necessary.

6. Final Examination. A final oral examination will be required of every candidate for the Ph.D. degree in economics. The examination will be scheduled after the dissertation has been approved by the advisory committee. The examination will be conducted by the advisory committee under the supervision of the Dean of the Graduate School or a professor designated to act in his place. Only the members of the student's advisory committee may vote upon the performance of the candidate. At the conclusion of the examination, the chairman of the advisory committee will send a written notice to the Graduate Office, reporting the result of the examination.

Courses of Study

The course of study leading toward the Ph.D. degree in economics consists of courses in the economics major and in a minor field of concentration in an outside department.

1. The Economics Major. The courses in the economics major will be organized in a core area and elective field areas.

Every student in the Ph.D. program must satisfy the core requirement. The core requirement will consist of 18 semester hours composed of the courses specified below. Based on the result of the preliminary examination the core requirement may be increased for some students in order to strengthen their understanding of the general field of economics.

An elective field is composed of a minimum of a two-course sequence. The elective fields available in the Department of Economics include economic history, international economics, public finance, economic development, labor economics, monetary theory, regional economics, agricultural economics, and econometrics.

<u>Core Courses</u>		<u>Credit Hours</u>
Economics 5351.	Advanced Micro Economic Analysis	3 hrs.
Economics 5352.	Advanced Macro Economic Analysis	3 "
Economics 5321.	Seminar in Mathematical Economics	3 "
Economics 538.	The Nature, Method, and Scope of Economics	3 "
Economics 539.	Classic Economic Thought	3 "
Economics ____.	Quantitative Methods	3 "
		18 hrs.

2. The Minor. A minor field of concentration in an area of study other than economics is an important part of the program. A minimum of 18 hours of study in one or more departments other than the Department of Economics must be taken to satisfy the minor requirement. The selection of the courses comprising the student's minor must be approved by the Graduate Studies Committee of the Department of Economics.

Some of the departments in which courses may be taken to satisfy the minor requirement are: Agricultural Economics, History, Government, Sociology, Mathematics, Philosophy, and Psychology. The list of departments or fields in which courses may be taken to satisfy the minor requirements is not intended to be exhaustive.