

UNIVERSITY OF MINNESOTA  
Graduate School

Minutes of the Executive Committee Meeting  
Tuesday, May 18, 1982  
1:30 p.m. 331 Johnston Hall

Members present: Faculty representatives--Professors Dale Lange, William Liljemark for James Boen, Edward Sucoff, David Thompson; Duluth representative--Professor Neil Storch; guests--Professors Theodore Kellogg, Burton Shapiro; administrative representatives--Deans Warren Ibele (chair), John Wallace, Kenneth Zimmerman; student representative--Roy St. Laurent; Civil Service representative--Ms. Suzanne Zorn; staff--Ms. Vicki Field, Dean Andrew Hein, Dean Klaus Jankofsky, Ms. Myrna Smith; secretary--Ms. Beverly Miller

I. FOR ACTION

A. Minutes of the Meeting of April 13, 1982

The minutes were approved as distributed.

B. Disestablishment of the Program for the M.A. Degree in Criminal Justice Studies

Dean Ibele pointed out that admissions to the program had been suspended for some time. There was originally some expectation that a reorganization might result in a revitalization of the program within some other field. This has not materialized.

Disestablishment of the M.A. program in Criminal Justice Studies was unanimously approved. (Copy of memorandum of 4/9/82 from Dean Lukermann attached with these minutes.)

C. Proposal for the Master of Arts Degree in Education with an Emphasis in Higher Education

Professor Lange said that this proposal had been approved by the Education and Psychology Policy and Review Council. Professor Kellogg explained that the proposal constitutes a clarification of an existing program. Informally, he said, this emphasis has existed for a long time; its recognition as an emphasis for the Ph.D. degree in Education was approved in 1977. The enrollment would be small, 4 to 6 students a year, as somewhat more emphasis would continue to be on doctoral studies. A question was asked as to whether this program would be intended for the use of students who do not complete the Ph.D. Professor Kellogg responded that this would not be the case. Students entering the program for the Ph.D. ordinarily have the master's degree.

There was some discussion of the admissions criteria and of the use of the TOEFL test. Ms. Field pointed out that approval in the Education and Psychology Policy and Review Council was with the understanding that two suggestions for clarification from the Graduate School would be incorporated into the proposal. The first had to do with the statement concerning "other" criteria which might be used for admission in selected cases. It was pointed out that the equity of using some criteria in only selected cases was in doubt, and that therefore the legality would be in question. It was agreed that criteria shown as "other" in the proposal would be incorporated into the statement of primary criteria as item 5. They will apply to all applicants. On the use of TOEFL, a new statement was added clarifying that its use in lieu of the GRE or MAT is restricted to applicants from countries where English is not the language of instruction.

There was a brief discussion of the possibility of adding a comparative education component to the program. Professor Kellogg pointed out that at the moment a faculty member was not available in that area although he thought the suggestion should be seriously considered.

The proposal was approved as submitted. (Copy of proposal attached with these minutes.)

## II. FOR INFORMATION

### A. Action by the Budget Executive on the Graduate Program in Library Science

Dean Ibele reported that the correspondence of the Budget Executive with faculty in the graduate program in Library Science had been distributed for the information of the committee. (Copies of correspondence attached.)

### B. Report from the Policy and Review Councils on the Discontinuation of Graduate Programs, Policies and Procedures

Professor Liljemark reported that a subcommittee had been appointed to discuss this matter in the Health Sciences. Recommendations will be brought back to the Health Sciences Policy and Review Council.

Professor Sucoff reported that the Plant and Animal Sciences Policy and Review Council had also formed a subcommittee to consider the issue.

Professor Thompson said that the discussion in the Physical Sciences about the extent to which the Policy and Review Council should become involved continues. Members are still concerned that much

effort will be expended but that the outcome will not be constructively used by central administration in making decisions on program reduction and elimination. Those interested in the issue believe that focus on the quality of programs rather than on budgetary implications was important.

Ms. Field reported for the Social Sciences Policy and Review Council that a motion had been passed which stated "It is appropriate that the Graduate School participate in the process of reallocation of resources which affect the quality and, indeed, the viability of graduate programs. The specific mechanisms for this participation should be established by the Graduate School deans consulting where appropriate for advice from the Graduate School Executive Committee and the Policy and Review Councils." It was further asked that clarification be sought from Vice President Keller regarding the role recommendations coming out of the Graduate School would play in final decisions, so that faculty time is not expended to no avail; the importance of using current information about programs in making decisions about reduction or elimination was stressed.

C. Clarification of College of Education Policies on Courses in CEE

Ms. Miller reported that the College of Education had asked that the minutes of the meeting of February 11, 1982 be corrected. Those minutes stated that courses offered through Continuing Education and Extension are negotiated directly with departments with no collegiate approval for such offerings required. Dean Jaeger of the College pointed out that Education does require college approval for such offerings by their departments.

D. Report from the Council of Graduate Students

Mr. St. Laurent reported that the Council of Graduate Students was electing its new officers for 1982-83.

E. Next Meeting of the Executive Committee

The date of the next meeting of the Executive Committee was set for June 10, 1982 at 1:30 p.m. in room 331 Johnston Hall.

F. Recommendations of the Task Force on Doctoral Programs

Professor Burton Shapiro, chair of the Task Force, explained that after the initial meeting of the Task Force a set of issues had been identified. Subsequently 17 or 18 meetings were held in which

these issues were discussed. The Task Force considered both what was being done and what ought to be done to help assure quality in the graduate programs.

The recommendations of the Task Force came forward in relation to ten issues and these were discussed in turn.

Issue I. concerned the preliminary written examinations.

Discussion focused on the use of the preliminary written as an examination of broad knowledge of the field. In this connection the gradual change in the nature of the preliminary oral examination in recent years was raised. In approximately 25 percent of the programs (all of which were surveyed) it was reported that the oral preliminary examination focused on the thesis subject. Dean Zimmerman asked whether the Task Force had dealt specifically with the issue of specialization. Professor Shapiro responded that it had appeared to the committee that each program must deal with this individually; it did not seem possible to write a rule to cover the matter. Different programs handle the matter differently, and the quality of their efforts in this regard is as variable as the quality of the programs more generally.

Dean Hein pointed out that the change in the focus of the oral examination had not been a conscious decision to change the nature of that examination. His experience is that in split votes on examinations the complaint of students is often that they were prepared generally and were questioned in great detail on research design. He said it is important that each candidate be informed of what sort of examination to expect in her/his particular program. Professor Lange asked whether it would be possible to prohibit focus of the preliminary oral examination on the thesis subject. Professor Shapiro said that this did not appear to be a fruitful approach. Good programs are as likely as the weaker programs to follow this practice.

Professor Sucoff asked how many students fail different components of the examination. Professor Shapiro pointed out that the Graduate School often does not hear of the failures. Dean Hein said that faculty are protective of students and do not report failures; occasionally, agreements are made between the faculty and the student that the result will not be reported if the student withdraws from the program. Dean Zimmerman said that these comments suggested a need to elaborate on the conditions for examinations and reexaminations.

Issue II. concerned the preliminary oral examining committee, its size and composition and voting distributions.

Many comments already made related to the preliminary oral examination and changes in the nature of the examination over time.

Dean Hein commented that the proposal to introduce a vote for adjournment, in addition to a vote to pass, pass with reservations, or fail might encourage the use of adjournment in place of a failure. This could further confuse decisions related to reexamination which presently are related to previous failure.

One of the recommendations was that immediately prior to an examination, the objectives and the manner in which the examination would be conducted should be decided by the committee among themselves. Professor Sucoff asked for an explanation of the intent. Professor Shapiro responded that this was an attempt to assure clarification, particularly for the benefit of the outside members of the committee, of how an examination would be conducted.

Another part of the recommendation suggested a written ballot immediately after the examination and prior to any discussion of the candidate's performance. Professor Shapiro explained that the intent was to encourage full discussion of the student's performance and to offset undue influence by individual faculty members.

Issue III. concerned registration of the thesis with the Graduate School and its timely submission to the "readers."

Primary concern was that readers not be hurried in their review, but that they be given appropriate time for evaluation.

Issue IV. concerned the nature of the certification that the thesis is ready for defense.

Part 5. of Item IV. allows for a report that the thesis is unacceptable as written and requires major revision. In this instance it was clarified that the report form so stating would be returned to the Graduate School and that the student would be "starting from scratch" procedurally when an appropriately rewritten thesis was ready for presentation to the readers, in which case a new report form would be issued.

Professor Sucoff asked in what situations a thesis would be found ready for defense but the student would fail the final oral examination. Professor Shapiro said that in some instances it happens that

a student does not understand what he has done and cannot defend his work. He said that although some faculty believe that the final oral examination for the Ph.D. is an empty formality this was not the belief of the members of the Task Force. Professor Shapiro added that the survey the Task Force conducted of all the doctoral programs indicated widespread support for the use of the final oral examination in all disciplinary areas.

Issue V. concerned approval of the thesis abstract, the literary style of the thesis, and substitution for the thesis.

There was a discussion of the problems associated with accepting published articles in lieu of the traditionally formatted dissertation. Problems of authorship arise when work is supported by a large grant under which several individuals are working simultaneously. Dean Zimmerman pointed out that in these instances it is difficult to distinguish the work of one student from another. Professor Shapiro acknowledged that this was the case, particularly if the student is not first author. In some areas this is determined by custom rather than by contribution. He said that a special task force should probably be appointed to deal with the issue of offering papers published as a consequence of research done, for example, at IBM. The future may have more of this in store because of the changing nature of funding for research. There is the additional problem that many aspects of the thesis, such as a review of the literature, are not customarily a part of a published article but constitute an important part of a thesis.

Issue VI. concerned the role of readers and non-readers.

Professor Shapiro explained that the origin of the non-reader was apparently that of representative of the Graduate School whose responsibility it was to monitor the examination. Although the Task Force believed that all members of the committee should be provided with the thesis, the recommendation that those who were not members of the thesis approval committee receive it shortly before the final oral examination was to protect them from having to read early drafts which might be substantially changed.

Issue VII. concerned the final oral examination committee, composition and voting distributions.

Professor Shapiro said that the committee did not believe this was a major issue but did want the University graduate faculty to be aware that practice is substantially different at some institutions.

In their recommendation on the composition of the final oral examination committee, the intention was that two members would be from outside the major program, at least one of whom would be from outside the budgetary unit itself. Some departments offer more than a single graduate program and it is conceivable that a member of the same budgetary unit might be associated with a different program in that unit.

Item VIII. concerned the function of the final oral examination and the circumstances for a waiver.

There was a discussion of whether it is the practice at the University to have an "open" final examination to which the public is invited and at which persons other than the appointed committee can question the candidate. Professor Shapiro explained that although the examination is theoretically open, the actual practice varies. Dean Hein pointed out the difficulties which could be posed if questions from the audience were disruptive.

Issue IX. concerned the time limit for the degree on which the Task Force felt it had insufficient information to make a recommendation; Issue X. was an identification of those doctoral programs which indicated little or no degree activity.

Professor Shapiro concluded that the survey the Task Force had conducted had shown a wide variability in practice among the programs. Professor Sucoff said he thought it would be of help if an elaboration of these matters could be provided for the Directors of Graduate Studies and the graduate faculty. He said that he thought one of the major functions of the Task Force would be the education of the faculty and students into the varieties of practice available. Professor Shapiro thought that the discussion in the Policy and Review Councils would facilitate this process. Dean Ibele added that some distillation of the findings might be possible. (Copy of recommendations attached.)

The meeting was adjourned.

Respectfully submitted,

Beverly D. Miller  
Assistant to the Dean

APR 12 1982

Office of the Dean



UNIVERSITY OF MINNESOTA  
TWIN CITIES

College of Liberal Arts  
215 Johnston Hall  
101 Pleasant Street S.E.  
Minneapolis, Minnesota 55455

April 9, 1982

To: Professor Kenneth Zimmerman  
Associate Dean, Graduate School

From: Fred E. Lukermann 

Re: Dis-establishment of the Master's of Arts Degree in Criminal  
Justice Studies

At the time that the Criminal Justice Studies Department was disbanded, we recommended the retention of its M.A. degree for possible later use by groups of faculty with similar interests. To date no such interests have emerged.

During the past week, we have brought two possible interest groups together for discussion. One set of faculty, calling itself a "Law and Society Group," have decided to pursue a seminar program but is not interested at the present time in supporting a graduate degree. A second set of faculty with whom you met appear not to be interested in the retention of the CJS, M.A.

Therefore, lacking any immediate collective interest in the CJS, M.A. degree, I recommend that it be dropped from among the Graduate School's offerings.

FEL/pb

Office of the Dean

UNIVERSITY OF MINNESOTA  
TWIN CITIES

College of Education  
104 Burton Hall  
178 Pillsbury Drive S.E.  
Minneapolis, Minnesota 55455  
(612) 373-9880

TO: Dale Lange, Chair  
Psychology and Education Graduate P & R Committee

FROM: Darrell R. Lewis, Chair  
College of Education Subcouncil on Graduate Studies

DATE: April 1, 1982



Please find attached the revised and final version of the M.A. Program in Education (Higher Education) which was recently reviewed and approved unanimously by our College of Education Subcouncil on Graduate Studies. This clarification statement is being sent to you and your committee for your early April review and approval.

It is important to note that pursuant to the Subcouncil's advice, a number of items have been clarified further and this document has been subsequently reviewed by Lois<sup>4</sup>Newstrand, Ken Zimmerman, Darrell Lewis and members of the program graduate faculty.

DLR/dlr

Attachments

CC: Ken Zimmerman  
Ted Kellogg  
Ray Voelker  
Gene Piché  
John Alexander  
Marion Dobbert  
Neal Nickerson  
Herbert Pick  
Martin Snoke  
Gordon Swanson

Clarification of the M.A. Program  
in Education (Higher Education)  
(Plan B only)

I. Introduction

The purpose of this statement is to make explicit the background and practices relating to the M.A. in Education (Higher Education). Clarification is emphasized since no new aspects or major modifications are presented.

Although a master's program will necessarily have less breadth and depth than a doctoral program, some of the general rationale for the Ph.D. program in Higher Education applies here also. For example, the programs in higher education have all been designed to link knowledge developed in the sciences of human behavior and organization to key problems in the development and operation of post-secondary educational programs and institutions.

The field of higher education is potentially open to some dispersion of effort. As in the case of the Ph.D., certain policy study areas provide planned focus. Though these areas may change somewhat from time to time the initial list provided in 1977 for the Ph.D. program is still applicable:

- 1) Access to educational systems--including decisions on resource allocation, articulation with social and economic systems, and interinstitutional coordination.
- 2) Structure of educational organizations--including responsiveness to controls of various types, interrelationships with other educational and social systems, and monitoring of decision making.
- 3) Credentialing function of educational institutions--including relationship to other agencies, criteria for award of degrees, and assessment of experiential learning.
- 4) Educational program planning in relation to demographic change.
- 5) Human resources planning and decision making in higher education--including design of support systems for decision making in higher education and professional practice.
- 6) Assessment of learning in higher education and professional practice--including learning and cognitive style as factors on the design of learning environments and contract learning.
- 7) Stages of cognitive and personality development in students--including personality characteristics of students and the impact of higher education upon these characteristics, and optimizing the match of learning environments with student characteristics.

As noted on the attached protocol, the structure of the master's program consists of a set of core courses in higher education, an area of concentration (e.g., instructional design or program evaluation), supporting courses, independent research, and electives for a minimum total of 44 credits.

The program described here is intended to be complementary to existing programs such as currently exist in educational administration, curriculum and instruction, and counseling-student personnel work, adult education, and teacher education. These programs are likely to be continued in their respective departments. Core Higher Education courses would contribute and be available to students in such programs. Similarly Higher Education majors would be expected to take courses that are offered in these departments.

Typically the master's program complements students' existing professional background and interest, e.g., student personnel work, the health sciences, post-secondary teaching, research, and administration. The program is designed to provide a better understanding of the context within which such professionals function. The program itself is interdepartmental, drawing on courses from a variety of areas including higher education, educational administration, psychology, sociology, social and philosophical foundations, psychological foundations, and curriculum and instruction. Course work from a specific professional area may provide supporting background.

The current faculty active in the Higher Education program represent several such discipline areas, i.e., education, educational sociology, educational psychology, educational administration, student personnel psychology, public affairs, and management science.

## II. The Program

The goals of the program outlined in the May 1977 Ph.D. proposal are also largely applicable to the master's program, though they are modified to emphasize work at an introductory graduate level and requiring less intensive effort as shown by parentheses.

- 1) (an initial) primary commitment to the generation of new knowledge through research and a demonstrated ability to design and conduct individual research on a policy problem in higher education;
- 2) knowledge of and ability to use (selected) analytical techniques and skills of disciplined inquiry and policy analysis in the social sciences;
- 3) (introductory) special knowledge of colleges and universities as organizations--which include the history, purpose, goals, and curricula of higher education;
- 4) (some) knowledge of the theory development and research of adult learning and cognition, student development, human decision making, and design as applicable to higher educational settings;
- 5) (some) acquaintance with organizational problems and policy issues in higher education--which include the financing, planning, evaluating, governing, staffing, and administering of higher education.

### Admission Requirements

All applications for the M.A. program are reviewed by two or more departmental faculty members holding either full or associate membership in the graduate faculty. Applications and faculty reviews are then returned to the Director of Graduate Studies who makes a program recommendation to the Graduate School for admission, further clarification, or rejection.

Primary criteria considered include (1) the overall undergraduate record, (2) any graduate work completed, (3) scores on either the Miller Analogies Test or the Graduate Record Exam, and (4) the appropriateness of undergraduate courses taken and professional experiences in relation to the applicant's area of concentration. Successful applicants are expected to demonstrate a high probability of success in the program. These same criteria would also be used to assess the admissibility of international students except that a TOEFL (Test of English as a Foreign Language) score of 500 or more would replace the GRE or MAT score.

Other criteria which reviewing faculty may consider include:

(1) letters of recommendation, (2) the amount and type of course work already completed including the particular institution(s) involved, (3) research and publication activity, (4) marked improvement in most recent records, and (5) particularly significant work experience.

### Curriculum

The general curricular protocol for the master's degree in Higher Education is displayed in Appendix A.\* As noted, the major components emphasize core studies and an area of concentration (note that those concentrations may be modified as necessary). These are augmented by supporting courses, research or project experience and electives. Specific course commonalities across individual students' programs will tend to be in the core courses and the independent research and related methodology preparation with some degree of commonality across areas of concentration. However all programs will demonstrate logical coherence in relation to program objectives and the general concepts that provide the overall structure. Programs are individualized. Possible linkages to humanistic and behavioral studies and multicultural education are illustrated in Appendix D. The definitions of humanistic and behavioral studies and of multicultural education are taken from "Standards for the Accreditation of Teacher Education," Washington, D.C., NCATE 1979 (see pages noted).

- (a) Humanistic (Studies): "problems concerning the nature and aims of education, the curriculum, the organization and administration of a school system and the process of teaching and learning which can be studied with respect to their historical development and related philosophical issues." (pp. 5-6)
- (b) Behavioral (Studies): problems of education "with respect to the findings and methods of psychology, sociology, anthropology and economics, and political science" studies. (pp. 5-6)
- (c) Multicultural (Education): ". . . experiences which: (1) provide analytical and evaluative abilities to confront issues such as participatory democracy, racism and sexism, and the parity of power; (2) develop skills for values clarification including the study of the manifest and latent transmissions of values; (3) examine the

\*Also two specific sample programs are provided in Appendix B; Appendix C -- Sample Student Personnel protocol (in cooperation with Psychoeducational Studies).

dynamics of diverse cultures and the implications for developing professional education strategies; and (4) develop appropriate professional education strategies." (p. 4)

These definitions have been taken from a context oriented toward the preparation of teachers. Since the Higher Education program is by nature postsecondary and since a variety of professionals working in higher education settings are served by the program, these concepts have been translated with that context in mind. Sample courses based on the generic protocol are provided in Appendix D. As noted courses are keyed for linkages to multicultural education and humanistic and behavioral studies.

The structure of the M.A. program in Education (Higher Education) is complementary to and consistent with the existing Ph.D. program. Though applicants for the M.A. often do not plan to continue for the Ph.D., and although the M.A. program is designed so that it can be used as a terminal degree, a student who had completed the M.A. would be well prepared to continue in-depth study with an organizational or behavioral emphasis as defined in the current doctoral program. Also as an appropriate foundation the M.A. program establishes a methodological and research skill base upon which Ph.D. students could build. Finally, some of the core courses are common to both degrees.

### III. Educational and Social Need for the Program

Programs in education in major universities such as this one emphasize the development of new knowledge and the testing and evaluation of present knowledge as well as performing the essential function of preparing professionals. Higher Education performs a fundamental function in society. There is a need for additional systematic study of the organizational nature and functioning of institutions of higher education; and a better understanding is needed of the nature and process of teaching and learning in the context of higher education. The role of states, the federal government and other externals in higher education make significant impact on fundamental policy areas. All of these concerns are appropriate for research on the one hand and for the preparation of professionals on the other. Both the M.A. and the Ph.D. programs in Education (Higher Education) are designed to meet such needs. The multidimensionality of these needs has led to interdepartmental programs such as illustrated here for the M.A. program.

Typically the demand for the M.A. program comes from persons who have made a professional career commitment in the arena of higher education. Examples include persons with interests in student affairs specialties, in academic work in the health sciences or other areas in regional, state or federal agencies concerned with higher education, and in post secondary institutional research, planning, evaluation, and management. Such persons have the goal of improved understanding of certain aspects of the domain and activities of higher education, the context within which they function as professionals. Therefore M.A. programs are somewhat tailored to individual circumstances. Goals include both improved performance and professional advancement. The M.A. provides a mix of research activity, improved understanding of the context of higher education, and specialized professional development.

In recent years the number of Ph.D. students has ranged from 15 to 25 and the number of M.A. students from 4 to 6. The numbers of the Ph.D. students are

expected to remain fairly stable though some increased interest has been shown in the M.A. program such that the expectation for modest increases seems realistic.

#### IV. Comparison with Similar Programs

The M.A. program in Education (Higher Education) can best be compared or contrasted with programs elsewhere with regard to organizational location and content structure. Programs in higher education tend to be associated with departments located in colleges of education and such departments often are also concerned with the preparation of educational administrators. In rare cases the higher education program has maintained some level of affiliation with an all-university center of higher education. The program presented here follows the more typical organizational pattern by joint affiliation in the Department of Educational Administration and Higher Education. As regards content structure, the program presented here is less typical. Programs elsewhere tend to focus primarily on various aspects of administration, policy study, organizational development, or in some cases continuing education. The program presented here has some of these dimensions but the rich faculty resources available at this institution have provided a unique opportunity to include emphases concerned with student development and curriculum and instruction as well as program evaluation. Such relationships help to explain the importance of the present interdepartmental program at both M.A. and Ph.D. levels. Programs in other institutions tend to be more departmentally or college-contained.

#### V. Quality Control

##### Qualifications of faculty

Faculty members in the program serve in accordance with Graduate School policies on faculty status. Program faculty with graduate faculty status are listed in Appendix E. Graduate faculty members who hold primary teaching/advising responsibility in departments other than the joint Department of Educational Administration and Higher Education in which this program is administratively located, as well as those in this department who do not presently have graduate faculty status in Education (Higher Education) may apply for graduate faculty status in the program. Such nominations are reviewed by the graduate faculty in the program who will vote on the nomination. Those nominations receiving an affirmative vote from the voting graduate faculty are forwarded to the Education and Psychology Policy and Review Council.

A limited number of faculty holding full status in other graduate programs who have special interest in limited aspects of the program (e.g., cooperative research and co-advising and consultation in a specific area) may, upon similar approval by the formally recognized program faculty, be identified as affiliated with the program. At the present time Professors Paul W. Fox (Psychology), Roger Schroeder (Management Science), Carl Adams (Management Science), and Stephen Hoenack (Public Affairs) have such affiliation. Persons from outside the University who might serve a mutually beneficial active continuing role in cooperative research, providing settings for internships or field work, or making presentations in program seminars or classes can be nominated for adjunct status under policies of the Department of Educational Administration and Higher Education. Such persons submit a statement of interest and a vitae which are reviewed by the program faculty. An affirmative vote awards such status on a yearly basis with annual

review. Adjunct status is separate from graduate status, and does not involve any type of University appointment. Any such persons desiring graduate faculty status would be required to follow regular Graduate School policy and practice for application and approval (Professor Jack Rossmann of Macalester College has such adjunct status, and his nomination for Limited Teaching Status has been approved by the Graduate School.

#### Program Governance

Decisions about admission, M.A. programs, and petitions are all monitored by the Director of Graduate Studies. The program has established three standing committees: Admissions and Recruitment, Curriculum and Examinations, and Program Development. These committees aid in initiating policy and in policy review. All policy issues are subject to review and voting by the program faculty as required. The Director of Graduate Studies, who also serves as program coordinator, is elected by the program faculty.

#### External Accreditation, Review and Evaluation

Periodic review occurs in accordance with Graduate School policies and procedures. In addition the Director of Graduate Studies is charged with the responsibility of preparing an annual report on admissions, degrees completed, placement, and the progress of graduates.

#### VI. Implementation.

Since the M.A. in Education (Higher Education) is currently functioning under the policies and procedures outlined herein, no immediate changes are anticipated. No special reallocation of resources is required since one of the program's major strengths is its interdepartmental character. Presently all program faculty members have graduate faculty status in at least one other Graduate School program.

Program Plan for the  
Master's Degree: Higher Education Emphasis  
(M.A. in Education; Plan B)

Course Plan

An integrated interdepartmental sequence of courses and individualized studies with the following components (total 44 credits minimum):

A. Core: Basic knowledge of the history, institutions, functions, and personnel of American higher education (10+credits)

HiEd 5-250	American Higher Education plus selections from	(4 cr)
HiEd 8-250	Institutions of Higher Education as Organizations	(3 cr)
8-251	Curriculum Trends in American Colleges	(3 cr)
8-252	Effective College Teaching	(3 cr)
PsyS 5-540	The College Student	(3 cr)

B. Choice of areas of concentration including: (10+ credits)

1. Organization and Administration
2. Curriculum Development
3. Instructional Design
4. Student Development
5. Program Evaluation

or combinations of the above.

For example, a student with a student personnel administration focus might combine areas 1 and 4 with such courses as:

EdAd 8-253	Administration in Higher Education
EdAd 8-290	Financing Higher Education
PsyF 5-162	Personality and Social Development

C. Related Field (8+ credits)

Course work in fields such as sociology, psychology, or management science which supports the area of concentration or course work in an area of professional practice such as gerontology, dentistry, journalism, communications, student personnel work, or nursing.

D. Independent research in related methodology preparation (7+ credits).

E. Electives in areas listed above or other approved courses.

Examination Requirement: Plan B students are required to write an examination in the core area and to submit their research project report as a special paper for review by the Master's Committee.

Sample Programs

Sample 1 (Private college faculty member in occupational therapy)

PROGRAM MAJOR COURSES			
2	----	EDUC 8223	6.0
2	F 69	HED 0141	3.0
2	F 69	HED 0155	3.0
2	W 70	EPSY 0116	3.0
2	W 70	EPSY 0159	3.0
2	S 70	EPSY 0117	3.0
2	S 70	EPSY 0193	3.0
2	1S70	EDCI 0105	3.0
2	2S70	EDCI 0250	3.0
2	F 70	HED 8241	3.0
2	F 70	PSY 5011	3.0
OTHER PROGRAM COURSES			
3	F 69	ANTH 0165	3.0
3	W 70	ANTH 0100	3.0
3	S 70	SOC 0120	3.0
3	W 71	PSY 5101	3.0
3	S 71	PSY 5102	3.0
UNDESIGNATED COURSES			
3	W 70	EPSY 0193	3.0
3	F 70	SEED 9805	3.0
3	W 71	EDUC 8252	3.0
3	S 71	PSY 3990	3.0
3	S 71	PSY 8004	3.0
3	S 77	EDUC 8223	PROB:HIGH ED, ICH 5.0
3	1S77	EDUC 8223	PROB:HIGH ED, TCH 1.0

Sample 2 (Member of clinical faculty in dentistry)

CHECK ONE		DEPT.	COURSE NO.	TITLE	CREDITS
MAJOR COURSE	OTHER PROGRAM COURSE				
	X	PsyF	5-120	in the Classroom Educational Measurement	3
	X	Dent	8-126	Dentistry Teaching & Evaluation in	3
	X	PsyF	5-162	Personality & Social Devel	3
X		PsyF	5-183	Adult Learning & Ed Pract	4
X		PsyF	5-153	Intro to Psy of Instruction	3
X		Educ	8-250	Higher Ed in the U.S.	3
X		Educ	8-252	Effective College Teaching	3
X		Educ	8-251	Curriculum Trends Am Col.	3
X		Educ	8-253	Administration in Hi Ed	3
	X	Dent	8-127	Teach & Eval in Dent II	3
	X	Dent	8-120	Topics, Probs in Dent Ed	3
X		Educ	8-228	Problems in Higher Educ	4
	X	PsyF	8-544	Knowledge & Skill	3
	X	PsyF	8-554	Instructional Psychology	3

Course Plan

An integrated interdepartmental sequence of courses and individualized studies with the following components (total 44 credits minimum):

A. Core: Basic knowledge of the history, institutions, functions, and personnel of American Higher Education (10+ credits)

HiEd 5250	American Higher Education	(4 cr.)
PsyS 5540	Seminar: The College Student	(3 cr.)

Plus Selections from:

HiEd 8250	Higher Education in the United States	(3 cr.)
8251	Development and Evaluation of Academic Programs	(3 cr.)
8252	Effective College Teaching	(3 cr.)

B. Choice of areas of concentration including: (15+ credits)

1. Organization and Administration
2. Curriculum Development
3. Instructional Design
4. Student Development
5. Program Evaluation

or combinations of the above

For example, a student with a college student personnel work focus might take the following courses:

PsyS 8140	College Student Personnel Work--Foundations and Scope (3 cr.)
PsyS 5110	Counseling Procedures (3 cr.)
PsyS 5320	Group Counseling: Principles and Procedures (3 cr.)
PsyS 5331	Career Development: Theory and Counseling Applications (3 cr.)
PsyF 5162	Personality and Social Development (3 cr.)

Plus selections from:

EdAd 8253	Administration in Higher Education (3 cr.)
EdAd 8290	Financing Higher Education (3 cr.)

C. Supporting Program: (9 credits) Course work selected from the following:

PsyS 8541	College Student Personnel Work--Housing (3 cr.)
PsyS 8542	College Student Personnel Work--Student Activities (3 cr.)
PsyS 8543	College Student Personnel Work--Discipline and Administration (3 cr.)
PsyS 5111	Counseling Procedures II (3 cr.)
PsyF 5182	Psychology of Student Learning (3 cr.)
Psy 5011	Theories of Learning and Cognition (4 cr.)

D. Independent research and related preparation: (7+ credits)

A research project equivalent to 4 credits work is required plus PsyF 5110, Introduction to Statistical Methods (4 cr.)

E. An optional internship or practicum, PsyS 8640, Practice in Student Personnel Work

F. Electives in areas listed above.

Illustrative Possible Courses for M.A. Program Components

Keyed for Humanistic Studies, Behavioral Studies,

and Multicultural Experiences 1,2

A. Core Courses (10+ cr.)

(1)	HiEd 5-250	American Higher Education	4 cr.
(1)	HiEd 8-252	Effective College Teaching	3 cr.
(1)(2)	PsyS 5-540	Seminar: The College Student	3 cr.
(1)	HiEd 8-250	Higher Education in the United States	3 cr.
(1)	PsyF 5-183	Adult Learning & Educational Practice	3 cr.

B. Illustrative Courses, Area of Concentration (10+ cr.)

Specific pattern contingent on particular area chosen.

(1)	EdAd 8-253	Administration in Higher Education	3 cr.
(1)	EdAd 8-290	Financing Higher Education	3 cr.
(1)(2)	PsyF 5-162	Personality and Social Development	3 cr.
(1)(2)	HiEd 5-293	The Law and Postsecondary Educational Institutions	3 cr.
(3)	PsyF 5-125	Principles and Methods of Evaluation	3 cr.
(1)	PsyF 5-153	Introduction to the Psychology of Instruction	3 cr.
(3)	PsyF 5-520	Evaluation Colloquium	1 cr.
(1)	CISy 5-101	Instructional Design Strategies for the Health Professions	3 cr.
(1)	CISy 5-600	Introduction to Curriculum Systems	3 cr.
(1)(2)	SPFE 8-202	Politics of Education	3 cr.
(1)	SPFE 5-180	Introduction to the Economics of Education	4 cr.
(1)(2)	SPFE 5-192	Sociology of Higher Education	4 cr.
(2)	SPFE 5-131	Comparative Education	3 cr.
(1)(2)	SPFE 5-155	History of Western Educational Thought	3 cr.
(1)(2)	SPFE 5-182	Comparative Philosophies of Education	3 cr.
(1)	Soc 5-401	Social Organizations	4 cr.
(1)	Soc 5-411	Formal Organizations	4 cr.

C. Related Field (8+ cr.)

Courses for special areas of professional background interest. Such work would be very individualized--see program plan.

D. Research and Methodology (7+ cr.)

(3)	SPFE 5-175	Introduction to Systems Theory in Social Science Education	3 cr.
(3)	SPFE 5-174	Field Method for the Study of Education	4 cr.
(3)	PsyF 5-110	Introductory Statistical Methods	4 cr.
(3)	PsyF 5-121	Basic Principles of Measurement	3 cr.
(3)	PsyF 8-110	Statistical Methods	3 cr.

Graduate Faculty  
for the M.A. and Ph.D. Program in  
Education (Higher Education)

		<u>Status</u>	
		<u>Education (Higher Education)</u>	<u>Other</u>
Ammentorp, William M.	Professor	FM	FM (EdAd)
Burris, Russell W.	Professor	FM	FM (EdPsy)
Clark, Shirley M.	Associate Professor	FM	FM Ed (SPFE)
Corcoran, Mary E.	Professor	FM	FM (EdPsy)
Johnson, Paul E.	Professor	FM	FM (BusAd, EdPsy)
Keller, Robert J.	Professor	FM	FM (EdAd)
Kellogg, Theodore E.	Professor	FM	FM (EdPsy)
Lewis, Darrell R.	Professor	FM	FM Ed (C & I)
Parker, Clyde A.	Professor	FM	FM (EdPsy)
Rest, James R.	Professor	FM	FM (EdPsy)
Tennyson, Robert D.	Professor	FM	FM Ed (C & I)



UNIVERSITY OF MINNESOTA  
TWIN CITIES

Library School  
419 Walter Library  
117 Pleasant Street S.E.  
Minneapolis, Minnesota 55455

May 12, 1982

GRADUATE SCHOOL  
W.L.  
MAY 13 1982  
5/82  
OFFICE OF THE DEAN

TO: Kenneth Keller, Vice President, Academic Affairs

FROM: The Faculty, Library School

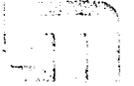
The faculty have discussed the report of the Budget Executive and on May 6 agreed to work within the framework of the recommendations. While there is a real concern that the suspension of applications is a de facto closing of the school, we do recognize the necessity of concentrating our energies on working with present students and participating in the activities of the proposed task force.

The faculty must also express its disappointment with the report of the Budget Executive. Peer review is the basis for evaluation of research and scholarship in any field. The document has noted the weaknesses of the School but it has not noted its strengths attested to by our peers: the highly favorable accreditation report of 1980: the three national research awards in the last two years: the recent awards for service, an element significant to the special concerns of professional education.

Like all programs, that of the Library School could be improved, and the faculty is on record as wanting to strengthen areas related to new developments in the field. We, therefore, welcome the opportunity to work with the proposed task force.

We hope at this point, before the additional responsibilities of your acting presidency take effect, that you will meet with the faculty of the Library School. As a department, we have been severely impacted by programmatic review and we feel that it is absolutely essential to discuss with you freely the details of the charge to the task force and its composition.

cc: Dr. C. Peter Magrath, President  
Budget Executive  
Dr. Warren E. Ibele, Dean, Graduate School  
Professor Fred E. Lukermann, Dean, College of Liberal Arts  
Dr. Douglas C. Pratt, Chairman, Senate Consultative Committee  
Dr. Patricia Swan, Chairman, Senate Finance Committee



UNIVERSITY OF MINNESOTA

Office of the Vice President for Academic Affairs  
213 Morrill Hall  
100 Church Street S.E.  
Minneapolis, Minnesota 55455  
(612) 373-2033

May 21, 1982

TO: Dr. Warren E. Ibele, Dean, Graduate School  
FROM: Kenneth H. Keller, Vice President *KHK*  
SUBJECT: Discontinuation of Graduate Programs

I do not believe that I have made a matter of written record my response to your memorandum of February 9 to Dr. French and myself.

As I have mentioned to you in a number of discussions, I strongly favor the directions which your recommendations suggest. I do not believe that we should continue programs that are inactive, particularly where that inactivity suggests an absence of interest. I hope that the Graduate School will continue its consideration of the programs discussed in that memorandum and continue to bring forward its specific recommendations for discontinuation.

:lme



UNIVERSITY OF MINNESOTA

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Minneapolis, Minnesota 55455  
(612) 373-2033

May 3, 1982

GRADUATE SCHOOL  
MAY 4 1982  
OFFICE OF THE DEAN

Professor Wesley C. Simonton, Director  
Library School  
415 Walter Library  
East Bank Campus

Dear Professor Simonton:

The Budget Executive has completed its consideration of the Library School's appeal of the low priority assigned to it by the College of Liberal Arts. I have attached a copy of the report.

I know that the conclusions of the Budget Executive will disappoint you. However, I would like you and other members of the faculty to know that we listened carefully to your arguments and, in reaching our conclusions, applied standards similar to those used throughout the University in setting priorities.

I hope that the task force which we will be appointing can present a set of recommendations that will offer a feasible plan for addressing the concerns which we have raised.

Sincerely yours,

Kenneth H. Keller  
Vice President

KHK:lme

cc: Dr. C. Peter Magrath, President  
Budget Executive  
Dr. Warren E. Ibele, Dean, Graduate School  
Professor Fred E. Lukermann, Dean, College of Liberal Arts  
Library School Faculty  
Dr. Douglas C. Pratt, Chairman, Senate Consultative Committee  
Dr. Patricia Swan, Chairman, Senate Finance Committee

## REPORT ON LIBRARY SCHOOL HEARING

### Introduction

The Budget Executive met on April 10, 1982 to consider the priority of the Library School in comparison with the other programs of the University and to develop a set of recommendations on the actions to be taken with respect to the future of the School. In addition to the members of the Budget Executive, Dr. Warren E. Ibele, Dean of the Graduate School, was present, as were Professors Joan Leigh and Wesley Simonton, who represented the Library School.

The hearing process consisted of a presentation by Professor Simonton based upon materials distributed in advance, questions and discussion involving all participants, and a final opportunity for Professors Leigh and Simonton to present any other information they considered relevant to the issues under discussion. The meeting lasted approximately two hours.

The following is a summary of the Budget Executive's findings and recommendations.

### Supporting Information

All of the information presented in written form is attached to this report. These attachments provide a useful summary of the nature of the Library School's educational program, of the trends in the composition of its student body and in the fields in which they find employment and of the interests of the faculty. Copies of the Library School Bulletin were also distributed. In the course of discussion, additional facts were presented which are outlined below.

- The Library School at the University of Minnesota has the only Master of Arts Program in the State of Minnesota accredited by the American Library Association. However, two other Master's programs are offered in the State, one at Mankato State University and one at St. Cloud State University. Accredited programs are offered at the University of Wisconsin and at the University of Iowa.
- The numbers of M.A. degrees granted in 1979-80 and 1980-81 were 47 and 44, respectively. This represents a decrease of 26% from the average of the past five years and appears to be indicative of a trend.
- No Ph.D. degrees have been awarded in Library Science in the past three years and 3 Ph.D. degrees have been awarded in the past 6 years.
- There are no active, externally supported research grants in the School and only one application for research support has been submitted to an external agency in the past four years. One faculty member, however, has received a Fulbright lectureship.

### Evaluation

The M.A. degree program of the Library School is clearly the activity on which the case for the School rests. The School appears to have an adequate program at this level at present and one which is particularly valuable to a part-time student population of pre-professionals. The data appear to indicate, however, that demand is dropping and, while 84% of the graduates have found professionally-related jobs in the past few years, fewer than 50% found those jobs in Minnesota.

In assessing the quality of the program and its potential for the future, it is important to bear in mind that the field is changing rapidly. There has been and continues to be enormous growth in the requirements of society for organizing, managing, retrieving, and transmitting information as well as the advances in our technological capacity for carrying out those functions. Traditional views of the professional role of librarians are shifting as educational institutions and the public and private sectors find themselves limited by their ability to deal efficiently with information. This is borne out by the changing pattern of placements illustrated in Attachment B.

In such a situation, for a graduate program to maintain its quality over any significant period of time, its faculty must be deeply involved in the research which is bringing about the changes in the field. In a rapidly changing field mere emulation of other programs is both too slow and too ineffective to keep pace with change. It is also inconsistent with the stated mission of the University to integrate teaching, research, and service.

An objective assessment of the research activity of the Library School must lead one to the conclusion that although it has shown some improvement in recent years, it is inadequate for a research university. Less than half of the faculty are engaged currently in substantive research of any kind. Among those faculty members with some research activity, there is no evidence of interconnections that could bring focused strength in particular research areas to the School. In the important areas of information management and computer use, there is some research activity, but it appears to be minimal.

In addition to its effect on the continued quality of the School's educational programs, the low level of activity in research affects its current programs. The number of Ph.D. degrees granted in the last 6 years is so small that the Ph.D. program must be judged to be essentially non-existent. With so few Ph.D. students, the interactions among them, which are an important aspect of learning, cannot occur with any frequency. It must also be noted that the M.A. degree requires a research project and, in an atmosphere in which research is not a significant activity, such projects tend to take on the perfunctory nature of exercises rather than constituting serious original contributions.

On the basis of this assessment, it appears that significant changes would be necessary to correct the observed deficiencies in the integration of teaching and research, in the balance of M.A. and Ph.D. programs, and in the provision of depth and breadth in the technical aspects of information management. In the absence of substantial increases in State support, these changes would require collaboration between the Library School faculty and faculty in other departments, possibly

external support and certainly a commitment by the School's faculty to these changes. These possibilities have been discussed with representatives of the Library School over the past month and a half, but as yet no formal or informal contacts have been made by the Library School faculty with other departments with which they might interact and there appears to be no consensus in the faculty to pursue these changes.

Under these circumstances, it does not appear that the program as presently constituted can continue to be supported in preference to programs that are more highly connected to other University programs or that exhibit a more thorough integration of teaching, research and service. While the School does serve a need, demand appears to be dropping and, more importantly, the programs are not responding to that need in a manner consistent with the academic leadership appropriate to a leading research University.

#### Recommendations

1. Admission of new students to Library Science programs should be suspended indefinitely effective with the Summer Session, 1982.
2. The Library School courses necessary for completion of the M.A. degree should be continued for three years and students in progress should be counseled to concentrate their registrations in their major courses so that they can complete them during those three years. It should be noted that all students can complete their major requirements in that time even if they register for only one course per quarter. The total time available to complete all other degree requirements would continue to be defined by Graduate School policy.
3. A task force should be formed to examine the feasibility of developing a substantially restructured program that would provide opportunities for curricular and research activities in information processing and management as well as in the more classical aspects of librarianship. This task force, which should include representation from the Library School faculty as well as others, should determine whether the interest and expertise exists at the University to provide such a program and should consider how such a program could be supported and where it should be located in the organizational structure of the University. This task force should make its report by June, 1983.
4. If and when the restructured program is approved by the Board of Regents on the recommendation of the President, the admission of students can be resumed.

:cac  
Attachments



UNIVERSITY OF MINNESOTA  
TWIN CITIES

Graduate School  
Johnston Hall  
101 Pleasant Street S.E.  
Minneapolis, Minnesota 55455

GRADUATE SCHOOL  
W.I.  
APR 20 1982  
4/23/82  
OFFICE OF THE DEAN

April 19, 1982

MEMORANDUM

TO: Warren E. Ibele, Dean, Graduate School

FROM: Burton L. Shapiro, Chairperson, Task Force on Doctoral Programs

*Bur*

The Task Force on Doctoral Programs, consisting of Professors Paul W. Fox, Reuben L. Hill, Ronald L. Phillips, William E. Pruitt, Philip J. Regal, Gerhard H. Weiss, Mr. David Hall, and Ms. Ruth Shuman, was formed in February, 1981 to review examination and thesis practices involved with doctoral programs. Included in this charge was a review of the mechanisms and structures of the Graduate School which attempt to assure that Ph.D. graduates have a suitable grasp of their discipline and a suitable ability to conduct independent research.

We attempted to ask the following questions concerning each issue to be discussed: (1) What is being done presently? (2) What should (should not) be done? (3) What ought to be uniform throughout all graduate programs? (4) What ought to be flexible, i.e., dependent on program judgments? (5) What recommendations can be made for changes in structures and/or procedures concerning the examinations and dissertation practices? Major considerations in all of the committee's deliberations were: (1) maintenance of quality, (2) reduction of monitoring activities that do not result in maintenance of quality, and (3) recognition of those practices that are so variable and dependent on program individuality that the practices cannot be generalized.

The committee met on seventeen occasions from April 27, 1981 to March 11, 1982. Our report is presented in three parts: The first contains our recommendations to the Graduate School based on the committee's discussions. The second addresses the results of our survey on current Ph.D. practices in the various graduate programs. The third is an appendix containing the minutes from our meetings (Appendix A) and the summary of responses to the survey on doctoral practices (Appendix B).

As you know, many of the issues we discussed are dynamic. We suggest, therefore, that doctoral practices in the various programs, and the issues to which they give rise, be periodically and systematically examined. These issues generally have to do with the "ability of professional programs to maintain high standards in the face of diverse societal demands on the University and in the face of rapid changes in social and academic values,"

Warren E. Ibele  
April 19, 1982  
Page 2

as one committee described them. It is the committee's hope that attention will also be given to these questions of wider scope.

We believe that the issues discussed are important for the enterprise of graduate education at Minnesota, and we hope that our efforts have contributed to the maintenance of quality of the doctoral programs. The Task Force will be pleased to be kept apprised of these issues.

BS:mt

Enclosures

cc: John Wallace  
Kenneth Zimmerman

## RECOMMENDATIONS OF THE TASK FORCE ON DOCTORAL PROGRAMS

<u>Issue</u>	<u>Recommendation</u>
I. Preliminary written examination	<p>The preliminary written examination is so dependent on previous practices within programs that the committee considered it both inappropriate and impossible to make a general recommendation. Nevertheless, the Graduate School should periodically review its forms in light of the extraordinary variability that exists among programs, as exemplified by the variety of formats for the preliminary written examination.</p>
II. Preliminary oral examining committee: size and composition, voting distributions	<ol style="list-style-type: none"><li>1) The current size and composition of the preliminary oral examining committee, and the voting distributions required to pass the examination, are acceptable.</li><li>2) The following procedures should be followed for the preliminary oral examination:<ol style="list-style-type: none"><li>a) Immediately prior to the preliminary oral examination, the committee chairperson shall clearly stipulate the objectives of the examination and, in consultation with other members of the examining committee, should determine how the examination is to be conducted.</li><li>b) Immediately after the preliminary oral examination, the candidate should be excused from the room and a written vote should be taken prior to discussing the examination. This vote may be altered after discussion.</li></ol></li><li>3) In order to recognize existing practices and provide more options for evaluating the student, the committee recommends that the present preliminary oral examination report form be revised to include a category for adjourning the examination and should thus read as follows: <input type="checkbox"/> Pass without reservation <input type="checkbox"/> Pass with the following reservations: <input type="checkbox"/> Adjourn for the following reason: <input type="checkbox"/> Failure (Approve retake: ___ Yes ___ No) (Note: Because of time constraints or other circumstances which may make an examination incomplete, or which may make a fair assessment at the time of the examination impossible, an option for adjourning the examination should be provided. Adjournment will afford a fresh opportunity to</li></ol>

<u>Issue</u>	<u>Recommendation</u>
II. Preliminary oral examining committee (cont.)	evaluate the student and will allow examining committee members to more clearly phrase reservations which could not be adequately expressed on the occasion of the first examination.)
III. Registration of the thesis and timely delivery of the thesis to "readers"	<ol style="list-style-type: none"><li>1) The committee felt that the current procedure for registering the thesis in the Graduate School does not serve to monitor quality of the thesis and therefore should be replaced with the following procedures:<ol style="list-style-type: none"><li>a) The Graduate School should design an Advisor's Approval Form which advisors would send to the Graduate School on which both the student and the advisor would certify that the draft is clean, readable, and free of errors and, therefore, ready to go to the other members of the reading committee. The Advisor's Approval Form would provide the Graduate School with the thesis title.</li><li>*b) Upon receipt of the Advisor's Approval Form, the Graduate School would record the current thesis title and provide the appropriate graduation forms to the advisor or the student. (If the graduation forms are provided to the advisor, the advisor would be responsible for distributing them to the student.) A copy of the Advisor's Approval Form would be sent to the director of graduate studies of the student's major program.</li><li>c) The Graduate School <u>Bulletin</u> should contain a statement to the effect that readers must have at least thirty days to read the thesis and make a decision regarding approval of the thesis as ready for defense. (The current statement in the <u>Bulletin</u> does not assure that the committee will, in fact, have thirty days to read the thesis.) The final oral must be scheduled seven or more days after the thesis is judged ready for defense.</li></ol></li></ol>
IV. Nature of the certification that the thesis is ready for defense	<ol style="list-style-type: none"><li>1) Certification by the thesis committee that the thesis can be defended is appropriate (reaffirmation of current practice).</li><li>2) Certification by the committee that the thesis is ready for defense means recognizing that the thesis "defends itself," that is, it stands as a complete written document of the work accomplished</li></ol>

<u>Issue</u>	<u>Recommendation</u>
IV. Nature of the certification . . . (cont.)	<p>and is sufficiently substantive to be an acceptable doctoral dissertation.</p> <p>3) The committee to certify that the thesis is ready to defend should be made up (at least partially) of individuals other than those on the thesis advisory committee, where such committees are used by programs.</p> <p>4) The need for unanimity in certifying that the thesis is ready for defense is acceptable (reaffirmation of current practice).</p> <p>5) The following in a three-column format should replace the present yes/no response choice on the current "Readers Report" form:</p> <ul style="list-style-type: none"><li><input type="checkbox"/> The thesis is acceptable for defense as presented</li><li><input type="checkbox"/> The thesis is acceptable for defense with minor revisions</li><li>*<input type="checkbox"/> The thesis requires major revision and is not acceptable for defense as presented.</li></ul> <p>(Note: If either of the first two possibilities is approved by the thesis reviewers, the Graduate School should authorize the final oral examination. If minor or major revisions are required, the thesis reviewers should inform the student of the nature of the revisions.)</p> <p>6) It should be made clear (perhaps on the report form itself) that certification does not imply that the final defense is an empty formality.</p> <p>7) It should be made clear that all questions concerning revisions in the thesis must be resolved in the final draft of the thesis before the degree is conferred. (See Recommendation V., 6.)</p>
V. Faculty approval of the thesis abstract, literary style (language) of the thesis, and substitution for the thesis	<p>1) Reaffirm the following statement in the Graduate School <u>Bulletin</u>: "The thesis must demonstrate originality and ability for independent investigation, and the results of the research must embody a contribution to knowledge. The thesis must exhibit mastery of the literature of the subject and familiarity with the sources and must be well written."</p> <p>2) Work included in the thesis must be done as part of the graduate program.</p>

<u>Issue</u>	<u>Recommendation</u>
V. Faculty approval of the thesis abstract . . . (cont.)	<ol style="list-style-type: none"><li>3) For theses presented in the form of an article(s) appropriate for submission to a professional journal:<ol style="list-style-type: none"><li>a) The candidate shall be listed as the sole author of the thesis.</li><li>b) If the manuscript includes more than the student's data, the student's portion needs to be clearly identified.</li><li>c) If the manuscript has undergone departmental or journal review, the advisor must make the student's contribution clear to the committee.</li><li>d) If unpublished manuscripts included in the thesis are to be published with multiple authorship, the contributions of these other authors shall be clearly specified in the thesis.</li><li>e) The committee should not allow number of manuscripts to substitute for quality.</li><li>f) Submission of a manuscript(s) in lieu of a traditional thesis requires a suitable introduction and, if necessary, transition sections which would not ordinarily be included in a published manuscript. Appendices should be added to this manuscript(s) to provide the comprehensiveness not ordinarily permitted by scholarly journals. Where appropriate, a comprehensive literature review, not ordinarily permitted by journals, should be part of the submitted thesis.</li><li>g) Notification to the Graduate School should continue to be required prior to publication of thesis work if before completion of the degree.</li><li>h) The Graduate School should allow the binding of reprints of published manuscripts if satisfactorily and legally reproduced on thesis-quality paper.</li></ol></li><li>4) The thesis abstract should be included in the thesis when distributed to the committee.</li><li>5) The abstract to be forwarded to University Microfilms should be signed by the advisor prior to submission to the Graduate School.</li></ol>

<u>Issue</u>	<u>Recommendation</u>
V. Faculty approval of the thesis abstract . . . (cont.)	<ol style="list-style-type: none"><li>6) The advisor should be responsible for ensuring the inclusion of appropriate modifications in the final thesis. To provide a mechanism for ensuring that appropriate modifications are included in the final thesis, a space should be added for the advisor's signature at the bottom of the present final oral examination report form, together with a statement indicating that the advisor has reviewed the final, library-ready copy of the thesis and finds it thoroughly acceptable.</li><li>7) A single approved typeface should be adopted for the entire thesis, except for papers previously published and included in the thesis. The Graduate School should continually assess the quality of word processors and other computer-assisted equipment used in thesis preparation and recommend suitable types.</li><li>8) The entire committee ultimately should be responsible for ensuring a quality thesis that is well-written according to the general statement included on page 18 of the Graduate School <u>Bulletin</u>.</li></ol>
VI. Role of readers and non-readers	<ol style="list-style-type: none"><li>1) "Readers" should be redesignated as "thesis reviewers." Use of the term "non-reader" should be discontinued.</li><li>2) All members of the final oral examination committee should have an opportunity to read the thesis. The candidate should make the thesis available to other members of the committee at least one week prior to the final oral examination.</li></ol>
VII. Final oral examining committee: size and composition, voting distributions	<ol style="list-style-type: none"><li>1) A five-year experimental period is recommended in which programs would be encouraged to seek an examining committee member other than the advisor to serve as the chairperson of the final oral examination. (The committee noted that (1) the present system, with the advisor customarily chairing the final oral defense, works well /and thus the issue is neither a major nor a pressing one/ and (2) the impetus for the recommendation was provided by an outside source, the Association of Graduate Schools' Statement of Policy.)</li></ol>

<u>Issue</u>	<u>Recommendation</u>
VII. Final oral examining committee: (cont.)	<ol style="list-style-type: none"><li>2) The final oral examining committee should consist minimally of five members, three from the field of the major and two from the field of the minor or supporting program, with at least one member representing an academic unit other than that of the candidate's major.</li><li>3) Present voting requirements for passing the final oral examination should continue (to be recommended for the award of the doctoral degree, candidates must receive a vote involving no more than one dissenting member of the total examining committee.)</li></ol>
VIII. Function of the final oral examination and circumstances for waiver	<ol style="list-style-type: none"><li>1) The final oral examination should consist of a formal seminar, open to the scholarly community and including a presentation of the thesis by the candidate. If appropriate, and at a program's discretion, questions from the audience may be allowed. A closed meeting between the candidate and the appointed examining committee will follow the thesis presentation.</li><li>2) The final oral examination should be limited to the thesis subject and relevant areas.</li><li>3) The final oral examination should not be waived under any circumstances.</li></ol>
IX. Time limitations for completion of graduate degrees	<p>The committee found that there are insufficient data to make a recommendation and suggests that the Graduate School assemble the data necessary to determine the magnitude of the problem posed by current time limitations for completion of graduate degrees and to then decide whether the issue warrants further investigation.</p>
X. Review of inactive or non-responding programs	<p>Two programs--Philosophy and Urology--did not respond to several requests from the Task Force for information about doctoral practices. The following programs indicated that there is little or no activity at the Ph.D. level in their programs:</p> <p><u>Twin Cities</u> Dermatology Obstetrics and Gynecology Orthopedic Surgery Radiology (Ph.D. program subsequently discontinued)</p>

Issue

X. Review of inactive or non-  
responding programs  
(cont.)

Recommendation

Rochester

Neurology  
Neurosurgery  
Obstetrics and Gynecology  
Ophthalmology  
Orthopedic Surgery  
Pediatrics  
Physical Medicine and Rehabilitation  
Psychiatry  
Radiology  
Surgery  
Urology

Each of these programs should be asked to clearly describe the nature and degree of activity at the Ph.D. level. They and the Graduate School should consider whether discontinuance of the doctoral degree program would be appropriate.

## COMMENTS ON THE SURVEY ON PH.D. PRACTICES

There are 144 doctoral programs, including those of the Mayo Graduate School of Medicine. In some instances, the same individual may act as director of graduate studies for more than one program. Therefore, 118 surveys were sent, representing the 144 doctoral programs. One hundred seventeen (117) responses were received, including responses from five programs on the Rochester campus, administered by a single director of graduate studies. Three (3) responses were received after the survey results had been summarized. Two (2) programs on the Twin Cities campus did not respond. Eleven (11) programs on the Rochester campus said that their Ph.D. programs were inactive.

Responses to the survey are summarized in Appendix B. There were 113 relevant responses that led to the following conclusions:

### I. Qualifying Examinations

Approximately 25 percent of programs offering the Ph.D. degree make use of qualifying examinations. The specific use within these programs varies. Most often they are used to place students in the program. Most qualifying examinations are concerned with subject matter in the major field.

### II. Preliminary Written Examination

All or part of the written preliminary examination is concerned with the major field (96 percent of programs responding), the minor or supporting field (40 percent), and/or the research proposal (8 percent). Less than 7 percent of programs responding accept some portion of coursework as a substitute for all or part of the preliminary written examination.

Students in about 40 percent of the programs take the preliminary written examination near completion of most or all coursework. In terms of year in a graduate degree program, this is highly variable.

Criteria for successful completion of the preliminary written examination vary widely. Almost 60 percent of the programs use a grade of B or S as the criterion for passing. No criteria were given for other programs. Examination grades are most often determined by two- or three-member committees. In a smaller proportion of programs the faculty member submitting the particular question also grades it. Only very rarely (three programs) does the director of graduate studies and/or the advisor determine whether the student passes the examination.

In approximately 42 percent of the programs students are permitted to retake the written preliminary examination only once. A second retake is afforded in another 31 percent of the programs. Some programs indicating that the examination could be retaken once or twice added that it could be repeated only with faculty permission. Several indicated that need for retaking the examination had never arisen.

### III. Preliminary Oral Examination

It was impossible to determine from the survey responses the chronological point in the student's career at which the preliminary oral examination is taken.

The specific question, "Does the preliminary oral examination emphasize the thesis proposal?" was asked. Twenty-one (21) percent of the programs responded "yes," and 61 percent responded "no." The effect on examining disciplinary competence of using a thesis proposal as the basis for this examination could not be discerned. The committee believed that practices prior to the preliminary examinations vary so widely from program to program that the format of the preliminary examinations themselves could not provide a basis for judging disciplinary competence.

At least 84 percent of the programs responding said that the minor field or supporting program is an explicit part of the preliminary oral examination.

In nearly 90 percent of the programs the advisor acts as chairperson of the preliminary oral examination.

Although about 17 percent of programs responded that faculty members other than members of the preliminary oral examining committee may participate in the examination, this occurs only rarely.

### IV. The Thesis and Procedures for Guiding the Thesis

In more than 70 percent of the programs the major advisor assumes responsibility for guiding the thesis, and in more than 25 percent of the programs the major advisor and an advisory committee perform this function. In several programs co-advisors perform thesis-guiding functions. It is the impression of the committee, however, that the use of co-advisors is a more common practice than revealed in the survey. In instances where advisory committees assume responsibility for guiding theses, it is our belief that most often this committee also serves to certify the thesis as ready for defense.

### V. Final Oral Examination and Procedure for Formal Acceptance of the Thesis

In about 60 percent of programs the final oral examination is an open presentation. This may take the form of a public lecture or seminar. In a significant proportion of programs the oral presentation is followed by a meeting of the candidate with his/her examining committee. Many programs indicated that although the final oral examination is open to other faculty members, few rarely attend. Twenty-five (25) percent of the programs responded that the final oral examination participants are the student and the appointed committee.

In approximately 65 percent of the programs membership of the preliminary oral and final oral examining committees is usually the same. Several of the respondents said that although membership of the two committees is not usually the same, an overlap as high as 80 percent may occur.

In 85 percent of the cases the thesis is considered to be in a "nearly final" form before the final oral examination. In 6 percent of the programs the final draft of the thesis is prepared after the examination. In most instances revisions require the approval of at least the advisor. Additional mechanisms for final review of the dissertation include review by the "original readers" and/or the faculty member(s) requesting the revision(s).

In more than 96 percent of programs the major advisor serves as chairperson of the final oral examining committee.

Eighty seven (87) percent of the programs believe that the final oral examination should not be waived under any circumstances. Five (5) percent of the programs responding suggested that it could be waived in hardship cases or because the examination is an empty formality and no one ever fails.