

UNIVERSITY OF MINNESOTA
Graduate School
Meeting of the Executive Committee
Friday, May 26, 1950

Present: Professors Huntington Brown, A. O. Dahl, D. G. Paterson, Henry Schmits, Lee I. Smith, M. B. Visser, W. C. Keite, J. G. Darley, T. C. Blegen, chairman, Margaret L. Davis, secretary.

I. Items of information

A. There is a small amount of unallotted money in the nonmedical research fund and applications for its use are welcomed.

B. The Master of Fine Arts degree and program, endorsed by the Executive Committee, have been approved by the Board of Regents.

II. Under the plan for rotation of group committee membership, Dean Blegen would like from group committee chairmen (1) suggestions for replacement of retiring members in the committees working under the option in which the dean makes the appointment, and (2) nominations of three potential group committee members for replacement in the group committees operating under that option.

III. The Recorder has reported that the Veterans Administration considers a change in the basic rate of fee charged a student as an indication of a change in objective on the part of the student, and any change in rate has therefore resulted in suspended billing. In the past Medicine, Dentistry and Pharmacy fees respectively have been charged when the major portion of the graduate student's courses for any particular quarter has been in Clinical Medical Departments, Dentistry, or Pharmacy. Charging fees in this manner has meant that although a student majoring in a clinical department such as surgery paid clinical medical fees during most of his attendance, there would be an occasional quarter when graduate fees would be charged because the major portion of his work that quarter was non-clinical.

It was voted to approve a recommendation to the fee committee that for students in the Graduate School fees be charged on the basis of the student's stated major without regard to specific course registrations.

IV. Dean Darley presented reports of progress on (1) the operation of the new regulations with respect to language and related requirements for the Ph.D. degree, on the basis of 104 cases since the regulations went into effect; (2) a study of 831 programs for the master's degree in 1948-49; and (3) an extensive questionnaire sent to Ph.D.'s of recent years to measure their opinion and judgment on various aspects of the Ph.D. training at Minnesota. These investigations will be reported in detail when they have been completed.

V. A special committee under the chairmanship of Professor Paterson reported on the problems having to do with the publication of doctoral theses. The report, copies of which have been distributed to members of the Executive Committee, was approved in principle, with the understanding that the dean and staff of the Graduate School would work out details and report in detail to the Committee before a reform is set in motion. The Committee voted to require, from September 15, 1950, that the doctoral abstract be presented for registration at the same time the thesis is presented and that approval of the abstract as well as the thesis precede the final oral examination for the Ph.D.

- VI. The Dean reported the appointment of a special committee to study financial and related problems of the Graduate School, with Professor Cook as chairman. Among the many problems that the committee is considering are possible credit allocation for thesis work, with the imposition of appropriate fees; the heavy costs of breakage in certain laboratory departments; and the faculty load of advisory work on graduate theses and programs. The committee will present its report and recommendations to the Executive Committee.
- VII. On the basis of recommendations from Dr. Otto Schmitt, the Committee authorized a doctoral program in Biophysics without the formal requirement of a single specified minor, but with the understanding that the program would include related studies in several fields. The Dean was authorized to appoint a special committee, with representatives from the Biological and Physical Sciences, Medicine, and the Mayo Foundation to consider programs and policies in Biophysics and to channel their findings and recommendations to the Dean.
- VIII. Dr. Smith presented a proposal from Dean A. F. Spilhaus of the Institute of Technology and Dean J. M. Nolte of the Extension Division that the Graduate School offer graduate training in engineering subjects through the Extension Division. This proposal has been considered by the Physical Science Group Committee which recommends that if adopted such a program must (1) be under the control of the Graduate School, (2) maintain the same standards for courses as day courses do, (3) be taught by regular members of the Graduate Faculty, each specifically approved for the particular course or courses he is to teach, (4) employ the usual admission procedures for students, (5) limit itself to 9 credits in the major, 9 credits in the minor, and a thesis project carried out on the campus, and (6) refrain from placing any pressure on staff members to participate as Evening Extension instructors. A survey of companies indicates considerable demand for such a program on the part of engineers employed in this area. In the discussion it was pointed out that if Graduate School requirements and standards are to be met in every respect all courses must be taught by members of the regular Graduate Faculty. Staff members who would have to teach these courses would be those already heavily burdened by teaching and research. If their day load is lightened, additional staff members obviously must be employed for day instruction—posing a difficult problem for the college administration in finding men of a calibre corresponding to that of the faculty thus replaced.

Pending receipt of specific and detailed recommendations from the Physical Science Group Committee, to be presented for further consideration by the Executive Committee, action was postponed.

- IX. The Dean reported that various colleges in the state were establishing five-year programs leading to the Master of Education degree and that requests for transfer of fifth-year credits in such programs to graduate programs at the University might be anticipated. The committee viewed these programs as essentially undergraduate and professional in character, carried forward not in graduate schools but in undergraduate colleges, and it therefore, upon the Dean's recommendation, took the position that no transfers of credit to University graduate programs from these five-year programs shall be made.
- X. The Dean reported a proposal made in the Administrative Committee to establish a flexible salary level for research fellows in the range from \$250 to \$330 per month and to restrict this classification to full-time appointments and to persons employed on government and other sponsored research projects.

The Committee, in discussing this proposal, pointed out that it would rule out the present extensive use of research fellows for non-governmental and non-sponsored research projects; that an inflexible, or even relatively inflexible, system of 100 per cent appointments might cause serious difficulty for research in various areas; that the plan might possibly have the unintended collateral effect of endangering the present salary floor of instructors, now identical with that of research fellows; that the relationship of the research fellows, under the proposed definition, to research assistants needed clarification.

The Executive Committee, after thorough discussion, favored a new academic classification intermediate between the present Research Assistant and Research Fellow to be designated as Senior Research Assistant, but not restricted as to percentage of time or limited to governmental and sponsored research projects, and not limited to graduate students, though appointments of graduate students should be channeled for approval to the Dean of the Graduate School. The Dean was requested to present such a proposal on behalf of the Executive Committee in further University discussions of the problem.

UNIVERSITY OF MINNESOTA

ACADEMIC ADMINISTRATION

MINNEAPOLIS 14

May 10, 1950

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OFFICE OF THE VICE PRESIDENT

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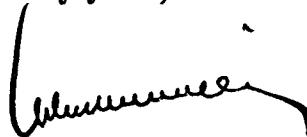
JD
Probably something
that we should
discuss in
Ex. Comm.
T.C.D.

Dean T. C. Blegen
The Graduate School

Dear Dean Blegen:

Dean Summers supplied me with a report on the meeting of the Association of Minnesota Colleges at Macalester on May 1, and because one item of the discussion covers the problem of the Graduate School, I thought you would like to see this report. I am sending it to you and you may wish to put it in your file.

Cordially yours,



Malcolm M. Willey
Vice President
Academic Administration

Enc.

cc to Dean R. E. Summers

UNIVERSITY OF MINNESOTA
MINNEAPOLIS 14

OFFICE OF ADMISSIONS AND RECORDS

May 5, 1950

To: Vice President M. M. Willey
From: R. E. Summers, Dean of Admissions and Records

As you know, I attended the spring meeting of the Association of Minnesota Colleges at Macalester College May 1. The usual spirit of understanding prevailed, and with one or two exceptions, no issues of great concern to the University appeared before the group of representatives. You know, of course, that the Teachers' Colleges were formally voted into the organization and their representatives were received at the morning assembly.

There were the usual reports from the committee which Dean E. G. Williamson heads. Aside from the report on the statewide testing program made by the Student Counseling Bureau, there was mention of the work in revision of the common freshman application blank. The new form will soon be available in proof copy and it is expected that all institutions can use it for admitting students to the 1951-52 year.

The five-year program of teacher education, leading generally to a master of education degree, came in for much discussion. Developments at Macalester, St. Thomas, and other colleges were presented in detail. Representatives of the two institutions named were quite frank in saying that the post-baccalaureate work of their programs is for in-service teachers who are not intending to proceed with research studies of the type required for the PhD. Actually they said that they counsel away the individuals who have in mind ultimately obtaining a doctor's degree and that they have advised their "graduate" students concerning the terminal nature of the new curricula.

UNIVERSITY OF MINNESOTA
MINNEAPOLIS 14

OFFICE OF ADMISSIONS AND RECORDS

Some speakers thought that no problems will arise from the desire of students to apply their post-baccalaureate work at the University, but I sensed in the discussion, particularly in that coming from the Teachers' Colleges, the implicit assumption that teachers having completed the five-year program may surely hope to continue in the Graduate School of the University with some transferred credits. In any case, this situation may call for understanding and cooperation from the outset if it is not to deteriorate through the development of misconceptions and vested interest. I am sure that Dean Blegen knows much about what is going on, that his advice and usual good judgment would be welcomed early in the growth of the problem, and that all parties recognize the liberal and searching manner in which he will aid. It may be that he will want to attend meetings of the Association in the near future. Dean T. R. McConnell was our official representative, as you know. His reactions would doubtless be helpful to Dean Blegen.

Officers elected were: Dr. Charles J. Turck, president of Macalester College, president; Dr. Charles R. Sattgast, president of Bemidji State Teachers College, vice president; and Father Martin E. Schirber, dean of the college, St. John's University, secretary-treasurer.

RES/dpl



March 30, 1950

Memo. to Dean Darlett

At various times I have discussed with Dr. Neale and others the problem of school superintendents who do not or cannot advance to the Ph.D. but feel the need of graduate training considerably beyond the Master's degree.

Obviously we could head off considerable agitation if we could set up some intermediate station -- perhaps a certificate of some kind -- for these persons.

Dean Peik, I note, touches the problem on the second page of the enclosed letter.

Some years ago I wracked my mind trying to find some suitable designation for the students in Educational Administration who go at least a full year beyond the Master's degree but have no purpose of earning the Ph.D., and as I recall it, I ~~fix~~ was not able to come up with anything that seemed satisfactory.

Will you give a little thought to the whole problem? It may be that nothing should be done. I do not have any dogmatic feeling about it, but I know that Education would be very much pleased if we could find some solution; and I suspect that there will be even more students in the future than in the past who will push on to an intermediate point between the master's stage and the Ph.D.

I had a long conference with Dean Peik, and I believe Dean McConnell also talked matters over with him when we heard that he was planning to set in motion a new program. This letter is his reply to our protests.

TCB

~~Handwritten signature~~

~~Handwritten signature~~

To Dean Belger - This one has me completely confused. It appears that the tidal wave has started and we can only ride it out. I hope that the conference referred to will permit the evolution of a solution of some kind.

JD
4.12.50

Dean W. E. Peik
Margaret L. Davis

February 6, 1950

Dear Dean Peik:

Dean Elegen left the city on January 28th before your letter of January 30th had been written. We have sent a copy to him in the East. No doubt, he will discuss the matters concerned with you when he returns about March 1st.

Sincerely yours,

MLD-ba

Margaret L. Davis
Assistant to the Dean

UNIVERSITY OF MINNESOTA

COLLEGE OF EDUCATION

MINNEAPOLIS 14

OFFICE OF THE DEAN

January 30, 1950

Dean Theodore Blegen
234 Administration

Dear Dean Blegen:

Miss Edwards has told me of your concern about and interest in a fifth year of education and training for secondary school teachers. Even though a complete change from a four-year to a five-year training program is still some years in the future as far as this state is concerned, I had long since intended to have a conference or a series of conferences with you in order to give us adequate time to raise some questions and to discuss them well in advance of action by our College. In fact, nothing should be done without just that.

An item on our agenda of the quarterly meeting of the graduate faculty in Education on "The Future of the M. Ed." was listed to start more intensive thinking on some of the problems and issues to be discussed. More particularly, I thought of it at this time as one method of limiting enrollments for secondary teaching which are mounting much too rapidly in our College, over all this state and throughout the nation. Where we need 35,000 replacements, 60,000 were graduated for certification last year; whereas in elementary education we have only 70 percent of the 1941 output serviced with the minimum legal certificates then in force. The rest are emergency and substandard certificates. Our guidance problem is a tremendous one. At Minnesota we are succeeding, but we shall have to decide by what process we wish to proceed in the future in order to turn out a better-selected and a better-prepared product in terms of improved general education, adequate professional education and training and the completion of broad teaching majors for most of the teachers and of specialized programs for a considerable portion of them.

We have a special problem in Minnesota because the published percentages of masters degree teachers in secondary education places Minnesota at a point which is about five percent, whereas the national average now is thirteen percent.

It is my opinion that our requirements here for fifth-year and five-year curricula should be stated in terms of several plans. We shall find that some students would take a bachelor of science degree at the end of five years, some a master of education, and others the master of arts or master of science, depending upon the pattern and the quality of work. I have even thought of the California plan of fifth-year work.

You will see from this rather vague and entirely tentative statement that we are as yet far from definite recommendations. The necessary conferences on details must be undertaken among all who are concerned.

During the last four or five years I have had many national contacts with teacher groups, particularly those in large cities, who represent a large portion of the entire profession, have definite ideas and often critical reactions toward their graduate programs. These, too, must be considered.

January 30, 1950

Since I understand that you are leaving shortly and expect to be away for a month, I thought I might at least send you this note now. The principal points as I see them are as follows:

1. We are hoping ultimately to have five years of education and training for all secondary teachers who graduate from our College or from the Graduate School.
2. I am not myself advocating any one route for the fifth-year training, and as I see the possibilities now, useful variants might be developed. Statewide salary schedules in this and in other states are sometimes based upon a fifth year and some upon a masters degree.
3. There will be basic needs of teachers we hope to meet in the extended program better than we are now meeting them, several already mentioned--better selection, more attention to internship before teaching appointment, broad majors for most, early specialization for others, and much more and better general education than ever before. With an oversupply this is definitely the time to go forward.
4. We are interested in the M. A. or M. S. program in the Graduate School as well as in our own M. Ed. possibilities. We do not want to set up a parallel graduate school which will absorb all teachers. We do believe that the standard preparation of most of the secondary teachers for their first professional degree should be in the College of Education.

Our College, too, is interested in an intermediate program between the masters and doctors degrees with an appropriate degree. The function of this year will be to specialize for greater efficiency and a broader outlook for the leaders in administration, supervision and also educational services like guidance and counseling. We are perhaps at this moment much more ready to move ahead toward final plans with less discussion on this program than we are on the M.Ed. At our meeting the plan was approved in principle, the awarding of the degree was approved, some guiding principles were set up and the way opened for discussions with the Graduate School, with a view and a hope that the Graduate School could administer it. In some other schools of education it is being set up in the professional school. We believe that our Graduate School here may well undertake its administration to the entire satisfaction of our staff in Education.

When you return to the University, I hope to have a conference with you, to be followed up with conferences among more of us. We already know some of the problems we shall have to meet in planning for these programs, and others will appear as we go ahead with discussions with all concerned.

Please do not be concerned about our moving ahead without conferences. The first conferences had to be initiated in our group in order to sound out issues, problems and attitudes.

Sincerely yours,

W. E. Feik, Dean

UNIVERSITY OF MINNESOTA
Graduate School

July 27, 1950

To Members of the Executive Committee of the Graduate School:

Professor Lee I. Smith has submitted the following report with respect to the plans discussed by the Executive Committee looking toward the utilization of night-class work toward the master's degree in engineering subjects:

"The Graduate Group Committee has considered the proposal whereby the M.S. degree Plan A might be earned by some work at night. We had a special meeting on May 25 and then we considered it again at the meeting on June 14. Meanwhile I had written up the opinions expressed at the meeting on May 25 and had circulated this to the members of the Group Committee asking for their comments. The statements made below have the unanimous approval of all members of the committee. These statements are intended as an outline of the philosophy under which we think such a proposal as this should be considered.

1) The work should be administered by the Graduate School and under control of the Graduate Group Committee.

2) The same standards should apply as apply in day courses and instructors to be used for the night work must be approved by the Graduate Group Committee even though these men might already be members of the graduate faculty.

3) Students must be admitted to the Graduate School in the regular way and with the same standards, and enrollment in the night courses should be restricted to those duly admitted to the Graduate School.

4) At least 9 credits of course work in the major and the thesis must be done on the campus as a day school resident and we particularly desire that the thesis should not be done in private laboratories off the campus. There is no objection, of course, to a student working upon his thesis at night provided the laboratory is open and the student is here during a part of the day so that he can have access to his advisor. This is a practice that is followed in many of the laboratories on campus.

5) The examinations for the degree are to be carried out in the same manner as for a daytime student.

6) The matter of residence and how this is to be counted is for the Graduate School to determine.

7) It was suggested that in order to make it attractive for qualified instructors to teach these courses at night, it would be well to lighten the daytime load and increase the extension salary. These two things, however,

ought to be kept separated, for if the day load is lightened then a good case can be made out against a differential in salary. On the other hand, the regular extension salary is too low for this sort of work and it would appear that there would have to be some sort of salary adjustment over and above the usual extension salary.

8) There shall be no pressure exerted on any faculty member to teach a night course."

May I ask the members of the Executive Committee to vote on this proposal by mail?

Sincerely yours,

Theodore C. Blegen
Chairman

TCB:jp

Members of the Executive Committee

Dean Theodore C. Blegen, chairman
Professor A. O. Dahl
Dean J. G. Darley
Dr. Victor Johnson
Professor D. G. Paterson
Dean Henry Schmitz
Professor E. H. Sirich
Professor L. I. Smith
Professor M. B. Visscher
Professor W. C. Waite

UNIVERSITY OF MINNESOTA
Graduate School

Meeting of Executive Committee of the Graduate School
November 7, 1950

Present: Profs. Huntington Brown, W. W. Cook (to represent special ad hoc committee), T. L. Joseph, D. G. Paterson, Henry Schmits, R. S. Vaile, M. B. Visscher, F. G. Wallace, J. G. Darley, with Dean Blegen presiding.

The meeting was called to consider problems related to the measurement of faculty loads with respect to graduate students whose work involves much time and effort not reflected in official class credits. Some formula was needed by Dean Summers for the "Little Hoover Commission" that would yield a fair estimate of equivalents of credits covering required thesis work, student research, directed reading, foreign language preparation, intensive preparation for written and oral examinations, and other phases of graduate work for which inevitably the graduate faculty member serves as adviser and supervisor and which are not represented by earned credits. Obviously the problem in turn is related to that of the costs of graduate instruction as compared with those of instruction in other University units or in state teachers colleges.

After an introductory statement by the Dean, Dr. Darley pointed out that with enrollment nearly doubled during the past 10 years and with vast additional burdens imposed upon the graduate faculty, some unit of measurement was necessary with which to report the equivalent of the credit hour load for these additional duties.

The committee engaged in a lengthy discussion of the problem of equivalents and related questions. At the end of the discussion, the Dean was authorized to draw up a statement for Dean Summers which embodied the main lines of the thinking of the Executive Committee on the central problem.

Instead of attempting in these minutes to present a detailed report of the many suggestions that were brought forward and discussed, it is believed that the sense of the meeting can be placed on record by incorporating in the minutes a copy of the letter that Dean Blegen sent to Dean Summers after the meeting. The letter follows:

"Dear Dean Summers:

In response to your request for additional information and suggestions regarding the measurement of teaching load in the Graduate School, I convened the Executive Committee in special session yesterday, to review various suggestions and to present their ideas as to the best way of presenting an accurate picture of the graduate situation.

The Executive Committee agrees with your principle that no true picture is possible unless there is an estimated equivalent of credits. Our thought is that the figures which you present should be preceded by a statement along the following lines:

'Estimated equivalent of credits in required thesis work, student research, directed reading, foreign language preparation, intensive preparation for required written and oral examinations for higher degrees, and other phases of graduate work, for all of which formal grades and course credits are not reported to the Recorder. Other graduate credits (87498 for 1948-49, 94220 for 1949-50) are accounted for in student credit hours reported by the several different colleges. Essentially all graduate teaching is by faculty members carried on budgets by other colleges of the University.'

The Executive Committee urges me to emphasize (1) the character of graduate teaching as differentiated from undergraduate teaching, (2) the very close relationships of graduate teaching to faculty research, and (3) the large role of research and public service in the total load of the graduate faculty, both through formal graduate teaching of credit courses, and the intimate contact of the faculty with graduate students outside courses.

There can be no doubt that the faculty, through its apprentice system of training graduate students, contributes greatly to the furtherance of its own research and community service activities. Thus no system of equivalents, within the limits thus far suggested, can possibly build up a fully accurate picture of the actuality of the faculty's load in the three closely related realms of teaching, research, and service.

For these reasons the Executive Committee feels that there can be no question about the validity in general, of the totals in equivalents that you suggest in your tables, representing six credits per quarter per graduate student. The Committee experimented with other forms of weighting but could find none at this time that approximated, as closely as your formula, the realities of the situation.

I hope you will use this statement in your supplementary report to the state committee. I shall be happy to augment it in any way that you believe would be effective in presenting our unique situation with respect to graduate work."

Respectfully submitted,

Margaret L. Davis
Secretary