

SENATE MEETING

WEDNESDAY, JUNE 6, 1951

3:00 P.M.

MURPHY HALL AUDITORIUM

general review of matters of interest to students. These informal reviews constitute a most important way of sampling students' reactions to established and contemplated policies and plans. Still another channel of communication at the all-University level is found in the full voting membership of students on Senate committees as follows:

- Senate Committee on Student Affairs—9 students; 14 of faculty and administration
- Senate Committee on Recreation—6 students; 5 of faculty and administration
- Senate Committee on Debate and Oratory—5 students; 6 of faculty and administration
- Senate Committee on Intercollegiate Athletics—2 students; 12 of faculty and administration

In the colleges of the University, there are formally organized student organizations and activities known as college councils or intermediary boards. For the most part, these boards deal with strictly educational matters of concern within the college, their work being coordinated loosely at the University-wide level by the All-University Congress referred to above. That is, while the Congress deals primarily with non-educational matters, such as student morale, parking problems, relationships with Service Enterprises, convocations, and similar matters, the college councils have concentrated on problems of educational policies and plans. It is for this reason that few educational problems are discussed in the University at a University-wide student level. This practice has some advantages and some disadvantages. But such a segregation of types of problems discussed through different channels of communication does indicate why it is that educational matters appear with less frequency in discussions with students at the University-wide level. And, in effect, this practice is a reflection of the established autonomy of the separate colleges of the University with regard to educational policies. The work of these college councils in dealing with matters of common concern with faculty and administration will be described in the following paragraphs. Other reports will be presented to the Senate with regard to other phases of the general problem of participation by students.

Membership on College Councils. In most of the colleges of the University, the chief agency for student participation is an intermediary board, student council, or a similar group. In most cases, the membership of the intermediary board includes both students and faculty. The Law School Council, for example, is composed of two student members elected by each of the four classes and two faculty members. Members of the Nurses' Student Government Association include class presidents and representatives from the residence halls with advisers from the School of Nursing and the University Hospitals. The intermediary board in the College of Agriculture, Forestry, Home Economics, and Veterinary Medicine, is also composed of both faculty and student members. There is one staff member for each of the major areas in the college, with half of the student members elected and half appointed by the Student Council. On the other hand, the Institute of Technology Technical Commission consists entirely of students who are presidents of the technical society of each division of the Institute supplemented by three members elected at large.

Council Responsibilities. The responsibilities of the various student governing boards differ from college to college, and it would be difficult to compile a list of functions which would apply equally to all groups. For example, some of the boards make recommendations regarding curricular matters; others take no part in this type of planning. The Science, Literature, and the Arts College Intermediary Board and the General College Student Council have both considered the feasibility of establishing new classes which would meet existing student needs. On matters of curriculum, the student groups investigate the need for new courses and advise the administrative officers of the college regarding possible changes, with the final decision being left in the hands of the college administration.

Representativeness of Students' Reactions. The effectiveness of such recommendations from student groups depends largely upon the adequacy of communication between the total student body and its representatives on the student governing boards. One of the methods is, of course, informal discussion; but there is some doubt as to whether or not the representative is able to secure an adequate sample of student opinion. One method of dealing with this problem is illustrated by the practice of the School of Business Administration's Intermediary Board, which maintains a suggestion box for the use of all students. Replies are made to all serious suggestions, and the possibilities of acting on them are investigated by the board. The suggestion box method, which is also used by some other colleges, does have the advantage of allowing the students to make their wishes known, but there appears to be no evidence as to whether the students who use this method are typical of the general student body and whether the most important suggestions ever reach the boxes.

The student surveys conducted by the Science, Literature, and the Arts College Intermediary Board and the Law School Council provide another example of ways in which student opinion is tapped. In the College of Science, Literature, and the Arts, an evaluation was made by the board of teaching methods in the courses which were taken by the greatest number of Science, Literature, and the Arts students. A similar study was made under the auspices of the Law School Council. After collecting the opinions of interested juniors and seniors, the latter council determined the general trends running through the comments and presented a report to the dean, who then gave the report to some of the faculty members. The effectiveness of such surveys seems to depend largely upon the use which is made of the results. One encouraging note is that some faculty members continue the process of evaluation after the main study has been completed. While it is generally accepted that students' participation practices do not extend to the point of making decisions as to which instructor shall be retained or dismissed, student opinion regarding instructors can be of value to the faculty and administrative officers who do make such decisions, and also to the faculty members who are thus enabled to gain understanding of their effect upon their students.

Relationship with College Administrators. It appears that the channels of communication between intermediary boards and college administrative officers and faculty members are more clear cut than those leading from the students to their representatives on intermediary boards. In Science, Literature, and the Arts, for instance, coordination of the activities of the intermediary board and the advisory committee is arranged through three annual conferences between these groups. The standing committees of the intermediary board make reports at the meetings which are then discussed by both groups. It was pointed out that communication between the intermediary and advisory boards is somewhat one sided with few referrals from the latter to the former.

In the College of Education Intermediary Board, communication with the faculty is facilitated by the attendance of the board president at all general faculty meetings and by the presentation to the faculty of an annual Education Intermediary Board report.

Relationships with Students at Large. As far as communication with the total student body of a college is concerned, there appear to be few clear-cut channels. One means by which the students are kept informed of the activities of their representatives is illustrated by the Medical Technology Student Council. Most of the subjects discussed by the council are those which are suggested by the students, but such suggestions are also received from faculty members. Council decisions are usually reported to the students in the regular lecture periods which all medical technology students attend. While this is an effective method of keeping the students informed, it is feasible only for those schools and colleges in which there are courses which are taken by all of the students. In the College of Education, the Education Intermediary Board sponsors the "Gopher Teacher," a news sheet giving information about changes in curriculum, faculty, student events, and other matters of general interest.

Problems Studied. There are certain fields of activity into which some but not all of the intermediary boards enter. One of these is the area of scholastic discipline. One instance of intermediary board participation in this area is found in the School of Business Administration. At one time, certain students were suspected of attempting to improve their scores on machine-scored examinations by making extra marks on the answer sheets. The students involved were interviewed by School of Business Administration Intermediary Board members and the story was published in the college newspaper describing the investigation. In the Law School, whenever a breach of the examination honor code is observed, the case is referred to the Law School Council, which may recommend a course of action to the faculty.

Other miscellaneous duties and responsibilities of student boards include the registration aid provided by the Board of Associated Students of Business Administration, whose members maintain a desk during registration periods to provide help in the routine matters of registration. One board activity in the College of Education which is not found in any of the other colleges is that of setting up a council of special interest groups in the college with both student and faculty members. In the Medical Technology program, the student council sponsors social activities and aids in the orientation of freshman and sophomore students to the program. The chief single function of the Institute of Technology Technical Commission is that of planning Engineers' Day. Its main purpose is to coordinate the separate professional societies, and its representatives contact faculty members when problems arise. One responsibility of the Law School Council is that of acting as an advisory board for the law bookstore. The student manager is chosen by the council members and is responsible to them.

Influence and Effectiveness. Generally speaking, it might be said that the intermediary boards do exert influence and do provide a means for the voice of the student body to be heard, but that the amount and kinds of influence vary greatly from college to college. The decisions of these boards are almost always subject to review by faculty or administrative officers and, therefore, the actual authority of the board is limited, with the emphasis being upon the recommendations rather than final actions. One means of strengthening the boards might be found in periodic reviews by each of the boards or the channels of communication from the boards to the students whom the members represent. The *Minnesota Daily* has recently stated that it will undertake a survey of student representation at the policy-making level, which survey may throw more light on the attitudes of the students toward the work being done by their representatives on the college boards.

The second area of student participation which was cited was that of unstructured, informal faculty-student consultation. Very little information regarding this means of participation came out of the meetings, and the effect and scope of such consultation would be difficult to measure. It is quite possible that the students who take advantage of the possibilities of such conferences may be the very ones who are representatives on governing boards.

Membership on Committees. Several of the colleges which were studied have student members on college faculty committees. In the School of Nursing, each faculty committee except the Students' Work Committee has student representatives who are full voting members. The students are encouraged to attend committee meetings, and measures have been taken to insure student

representation at all faculty committee meetings. In the College of Education, student representatives have been named to each committee in the college. It has been stated that these committees are not of an advisory nature but are actually concerned with policy decisions. At present, students in the College of Education are serving on ten committees which include such areas as curriculum, students' work, general education, and student personnel. In the Medical School, the Faculty Curriculum Committee has requested student attendance at its meetings, a development which may lead to greater student participation in policy-making activities.

Furthering Communication. In some of the colleges, special classroom projects are used to foster student-faculty communication. In the College of Education, for example, junior sequence discussion sections are used for evaluation of curricula, and quarterly revisions are made on the basis of the resulting recommendations. In the Institute of Technology, freshman English themes are sent to the Curriculum Committee for discussion and possible action. A special effort is made in the General College to foster communication in the classrooms. Two examples of General College classes which are used in this way are Current History and Home Life Orientation.

Additional Avenues of Communication with Students. It has been mentioned that college counseling offices provide an additional channel of communication. The effectiveness of these channels would seem to depend upon the support of the counseling staff. Assuming that the counselors do make a special effort to keep faculty members and administrative officers informed regarding student opinion, this channel appears to be an area of communication which, though somewhat neglected in the past, could be useful if expanded in practice.

Recent studies in the activities of faculty advisers indicate wide differences in the types of problems dealt with by different advisers. Inquiries made in the Institute of Technology and the College of Agriculture, Forestry, Home Economics, and Veterinary Medicine indicate that individual faculty members are largely concerned with educational and vocational problems, with consideration of personal problems dependent on the faculty member himself. Faculty advisers do, however, have opportunity to discover how the students really feel about college and University policies and to transmit this information to their colleagues. In addition, they are in a position to interpret a good deal of this policy to the students whom they advise. The chief drawback would seem to be that of available time, which is often so limited that the adviser is not able to sit down and discuss with the student anything except a student's program of studies for the next quarter. Although it is possible that faculty advisers could be of greater aid, it is possible that the college counselors have a better opportunity of performing this function.

Professional societies associated with some colleges provide another means of student participation. One example is the Campus Nurses' Club, a professional organization of graduate nurses which serves as a channel of communication between its members and the faculty and administrative officers of the School of Nursing. The Medical Interfraternity Council serves as an agency through which medical students may participate in the planning within the Medical School. The professional fraternities connected with the School of Business Administration have, in addition to their other activities, conducted studies for the administrative officers of the school. As an example, one fraternity studied the core group courses and evaluated them both from the point of view of their own membership and of the other students. The interfraternity council of the School of Dentistry functions in much the same way as do the student councils of the other colleges. Since almost all of the School of Dentistry students belong to professional fraternities, it is felt that the council provides adequate student representation. The dean of Dentistry attends all council meetings and through these contacts keeps informed of student opinion.

The College Days which are planned and organized by students were cited as additional examples of special college programs in which students participated. In addition to these Days, the regional conference sponsored by the College of Education for its students and their advisers provide a good example of student-planned programs. The students and their advisers come to the University and discuss those matters which are of general interest in the field of education.

Student committees and clubs also provide for participation. For example, each Medical School class has a student curriculum committee whose chief responsibility is that of making suggestions and criticisms which are referred to the faculty curriculum committee. The Graduate School's Student-Faculty Club, primarily a social organization, has approximately four hundred student and forty faculty members and could easily serve as a means of communication if its members considered this to be one of their functions. In some cases, attempts have been made to form student clubs, but lack of interest on the part of the students has made progress difficult. For example, an unsuccessful attempt was made to form student clubs for students enrolled for the pre-nursing curriculum in order that these students might learn more about the program of studies and to meet members of the faculty and administration.

Summary. In summarizing the observations reported in our meetings, it appears that college administrators and student leaders definitely favor continuation and expansion of opportunities for student participation.

It was agreed that such participation is of benefit to the colleges and their students as well as to the University as a whole. Communication between administrative officers and the elected or appointed representatives of the student body appears to be satisfactory in nearly all colleges. There is, however, some doubt as to the adequacy of the lines of communication to the general student body and to the faculties. In most cases there appear to be no organized methods by which many students are informed of the work being done by their leaders, nor is there a clear-cut route through which student leaders are enabled to gain understanding of the thoughts and attitudes of the student body of a college. These two facts raise the question of how many students benefit from student participation? Is it only those who are selected to represent their fellows, or do adequate benefits to all students result?

Certain advantages of student participation were mentioned during the meetings with students and deans. The conclusion was voiced by many deans that students can give constructive, valuable suggestions to aid in establishing policy on the college level. It would seem that this suggestion-giving function is of greatest importance in the matter of student participation. The students do not and perhaps are not able to make policy, but rather do they perform valuable services in aiding those faculty committees that actually make decisions. It was also pointed out that students can give advance information into student reaction to the policies to be established. Concerning this point, however, it is necessary to establish the representativeness of those who speak for the student body. A still unanswered question remains: Do the student leaders give administrators insight into the attitudes of all students or only into the attitudes of the student leaders themselves? The same point could be raised with regard to another cited advantage of student participation, that of enabling administrators to discover the current tone of students' attitudes. It is generally agreed that even those students who do not actively participate in discussions of college and University policy may perhaps gain one important benefit from the fact that other students take part in these matters. That benefit is a feeling of partnership with faculty, administration, and other students in the affairs of the University and a feeling of belonging to the University community. Through those channels of communication which do function efficiently, students can gain a better understanding of the problems and procedures involved in policy making, and can, to some extent at least, make their voices heard.

During the reports of ways in which students participate in policy making, several factors were reported which influence the need for and usefulness of those methods. First, there must be a sincere belief on the part of faculty, students, and administration in the need for student participation, and a correlative willingness of all of these groups to work toward making such participation as effective as possible. Judging from the discussions held by this committee, it seems likely that both the students and the college administrators who spoke before the committee are not only convinced of the need for such student activity but are determined to work toward its improvement. In other words, there is not only a belief in student participation but a willingness to put this belief into practice. Another factor influencing student participation is that of the size and homogeneity of the population of the college concerned. In a large college, such as Education or Science, Literature, and the Arts, the tendency of students to identify themselves closely with major departments or other smaller units instead of with the college itself does create a handicap to widespread participation. In the College of Pharmacy, on the other hand, it is probably easier to establish good faculty-student relationships because of the size and homogeneity of the student body, and for this reason student participation is facilitated. In the Law School there are certain conditions which affect the question of student participation. One of these is the curriculum, which is identical for all students during the first two years, with about half of the courses being required during the last two years. These requirements result in the common body of knowledge being studied by all law students. The fact that the Law School gives all of its courses in the same building also contributes to a feeling of cohesiveness and of belonging to the college—a feeling which is sometimes difficult to establish in a larger, more heterogeneous group. Similarly, the fact that students in the basic nursing curriculum live in one dormitory serves to facilitate communication between the total student body and their representatives on the Nurses' Student Government Association.

If a one-sentence conclusion were to be drawn from this series of meetings, it might read as follows: Student participation is reported beneficial to all who participate, and the next step in development seems to be that of extending these benefits to more students.

Recommended for Action by the Senate. The committee recommends the following for endorsement by the Senate and for action by the appropriate offices, colleges, and staff members:

1. That the Senate endorse the principle of student participation in the making of educational policies and plans within the separate colleges and with respect to University-wide matters
2. That the President explore with each of the standing committees of the Senate the desirability of adding student members or increasing the number of student members on each committee and in other ways establishing a greater degree of communication with student organizations
3. That departments and divisions not directly concerned with educational matters but which provide services to students endeavor to develop effective relationships with student organizations, including the All-University Congress
4. That instructional divisions and colleges continue and extend their programs of consultation with student organizations
5. That the college student councils and intermediary boards explore the possibility of increasing effective communication with their student constituents

2. Reported for Information

PROGRESS REPORTS OF SUBCOMMITTEES

1. *Subcommittee on the Relation of Research to Instructional and Other Staff Responsibilities.* During the past year, the Subcommittee on the Relation of Research to Instructional and Other Staff Responsibilities has worked with the Senate Committee on Institutional Research in devising a form for the faculty load survey conducted during the fall quarter, 1950-51. It has met with Dr. Robert J. Keller from this latter committee to offer suggestions concerning analyses of the data which would highlight problems of concern to both committees. At the present time further analyses of the Fall study are being made. DALE B. HARRIS, Chairman

2. *Subcommittee on Admission Standards and Practices.* Your Subcommittee on Admission Standards and Practices has not met during the present academic year. At the final meeting last year, it was evident that various colleges would defend a diversity of policies, and it seemed that in this year of uncertainty it would not be possible and might not be wise to set up new standards or to make recommendations on them to various colleges. J. W. BUCHTA, Chairman

3. *Subcommittee on Curriculum.* This group met several times during the year to explore certain broad educational issues involved in the development of the University's program of studies. Recognizing that some retrenchment measures might be necessary because of the national emergency, the committee hoped that a fundamental reexamination of our curriculum practices might promote a wise use of resources during this critical period. It has also tried to keep the University's long-term growth clearly in sight, realizing that a program of studies must be continuously adjusted to new and enlarged concepts of a state university's services.

Throughout its discussions the committee has recognized that any important changes in course offerings must be projected by persons thoroughly versed in each field, rather than by a central committee. Hence it has conceived its function as primarily that of aiding faculty study of these questions by identifying problems arising from the rapid growth of our course offerings and by providing each departmental and college staff with information that would enable it to view its own offerings in a somewhat broader context. Findings from several earlier curriculum studies here at the University and from investigations elsewhere have been drawn upon in devising suitable approaches.

Since departmental groups exercise considerable initiative and responsibility for the development of the program of studies in their own particular field, the committee decided to launch its inquiry by finding out how individual departments operate in this area. An eight-page inventory, the initial form of which was criticized by many persons outside the committee, was circulated two months ago to chairmen of departments and other individuals with correlate responsibilities for curriculum development. Specific questions related to the policies followed in adding, deleting, or modifying courses, the directions in which the departmental program has been expanding recently, and the nature of any efforts made to consolidate offerings and to relate them to the work done in allied fields. Each respondent was also asked to identify any gaps or weaknesses in his present departmental program, suggesting types of changes or expansions he would recommend, were staff and other resources available for this purpose.

Practically all departmental chairmen responded promptly and generously to this request, so that reports are now on file for 95 per cent of all instructional divisions, and others are expected soon. Keen interest in these questions was shown by the generally high quality of the reports submitted and by many additional comments and illustrations given of departmental practices. These materials are now being summarized and a report of the committee's findings should be ready soon. A list of questions, growing out of these findings, is also being prepared, which the committee hopes may help to stimulate discussion of some of these problems in departmental and college staff meetings.

A second study, modeled along lines similar to the departmental survey, is aimed at clarifying the responsibilities of colleges as a whole with respect to curriculum development. The particular focus will be on the purposes, activities, and accomplishments of curriculum committees and other agencies which attempt to coordinate course offerings at the college level. Still another study, which is already underway, is exploring the operation of all-university curriculum committees on certain other campuses, to find out what functions they serve and how effective they have been in correlating the total educational endeavor.

As the committee progresses in its work next year it hopes to confer with college representatives concerning these preliminary findings and probably to look more closely into problems of apparent overlapping or duplication of effort. Some inventory of student opinion on these matters may also be attempted. Through these several means the committee hopes to gain sufficient insight into present policies and practices and the directions in which our program should be developing to formulate a defensible set of proposals, explicitly suited to our own University needs. RUTH E. ECKERT, Chairman

Subcommittee on Faculty Welfare. During the past year the Subcommittee on Faculty Welfare has reviewed the various projects that it had considered; all but a few of them are dormant. The projects on faculty housing, travel to professional meetings, faculty parking, and outside work have been discontinued. There remain the projects on the faculty handbook, payroll savings, and medical insurance.

The faculty handbook has been completed and is in the hands of the printer. It awaits only the preparation of a preface by President Morrill and the allocation of funds by the president to pay for its printing. The handbook, if the project goes ahead, should be ready for distribution this fall.

The payroll savings plan is still under consideration. A questionnaire to determine the extent to which staff members would probably make use of the plan has been prepared. It is awaiting the approval of Vice President Middlebrook for its distribution.

The medical insurance plan is also still under consideration. The responses of insurance companies to the plan have not been favorable, but the committee will continue to work on the project in the hope that insurance companies will come in time to accept it. R. C. McCURE, Acting Chairman

HORACE T. MORSE, Chairman

IX. REPORT OF THE COMMITTEE ON INSTITUTIONAL RESEARCH

Reported for Information

A PRELIMINARY REPORT ON THE 1950-51 SURVEY OF FACULTY ACTIVITIES

(Prepared by Robert J. Keller, Director, Bureau of Institutional Research)

Initiated upon request of President Morrill at the fall, 1950 meeting of the University Senate, the 1950-51 faculty load study has made rapid progress. Within a period of less than five months, survey forms were developed and distributed to all members of the University faculty with rank of instructor and above; detailed responses were received from almost all of the staff; this mass of detail was sifted and translated into meaningful tabular form; preliminary data were prepared for use with the Legislature; further analyses were completed and made available to the several colleges for use in budget planning. (For details on the early stages of the study, see the "Progress Report" in the February 15, 1951 Minutes of the Senate, page 33.) These steps could only have taken place with the helpful cooperation of many persons each step of the way. This help the Committee on Institutional Research frankly acknowledges and for it expresses hearty appreciation.

The fall quarter survey, too, has been and still is being supplemented on a sampling basis to secure information about changes in faculty responsibilities throughout the year. Though the purpose of this report is to summarize findings on faculty load during fall quarter, it should be noted here that the winter and spring quarter surveys tend to corroborate the earlier findings particularly with respect to time devoted to University responsibilities. Fluctuations appear in the specific kinds of activities undertaken during a given two-week period but tend to reinforce the findings for fall quarter when summarized over a comparable period of time. A complete report of these supplementary findings is being prepared.

The present summary is based on the responses of 1,299 full-time University faculty members with rank of instructor and above for fall quarter, 1950. This sample represents 96.1 per cent of the full-time faculty and varies only from 96 to 98 per cent in terms of rank. Ten of the thirteen major divisions of the University were each represented by more than 95 per cent of their full-time staff; the range is from 89 per cent in Physical Education to 100 per cent in five of the thirteen major divisions.

It should be observed that exclusion of part-time staff members and those employed on outside funds neglects the contribution made by certain important University faculty groups. Thus excluded are staff members in the Agricultural Extension Division—all of whom receive the majority but not all of their salary through the University, the Military Science and Tactics departments, fellows from the Mayo Foundation and other medical research groups which receive outside support. Later reports will include many of these faculty members.

In analyzing the information provided by this study a serious effort has been made to balance the nature of faculty activities with time devoted to them. Hours spent in a given activity can hardly be expected to measure the professional contribution of any given faculty member. No attempt was or can be made to prove that a professor who works fifty hours per week is more effective than the one who works forty hours per week. Time in hours per week simply provides one estimate of faculty load which, outside academic circles at least, has fairly widespread acceptance.

The Findings

The present summary emphasizes only the highlights of this study, almost entirely stated, in terms of *average* or *typical* activities and time schedules—mean hours per week, the median number of major advisees, the percentage of faculty who engage in specific activities, etc. Though these typical measures are important and greatly aid in the summarization of data, they tend to conceal great individual variation which also will be described later in more detail. *Much variation exists* among staff members of a given rank, college, department, or other bases for subgrouping. This point is very significant and should be kept in mind throughout the report. Only a few faculty members, if any, will carry these so-called "average" loads—loads which, by the very nature of faculty activities, become hypothetical though useful concepts. Most faculty members will devote more or fewer hours per week to their professional responsibilities, will stress certain kinds of activities and omit others; they will conform to the general pattern for a given rank and college or have more in common with persons in another rank and college.

Only two intensive analyses have been completed thus far—analysis by rank and major college. With these and the other reservations previously outlined, the following summary statements are made:

1. *Length of the University Faculty Work Week.* The total work-week of the typical University staff member is generally longer than that associated with industry and government. The mean of 48.1 hours per week devoted to University activities is almost identical with the 47.9 hours recently reported for a nation-wide study of elementary and secondary school teachers.* This average, however, is considerably less than the 59 hours per week reported in an earlier University-wide study for six major divisions of the University during fall quarter, 1941.** Reasons for this decrease in load are not im-

* "Teaching Load in 1950," *Research Bulletin*, Research Division, National Education Association, Vol. 29, No. 1, February, 1951 (p. 51).
** Ruth E. Eckert, "The University Faculty Load Study," *Studies in Higher Education*, Biennial Report of the Committee on Educational Research, University of Minnesota, 1940-42 (pp. 1-31).

mediately apparent from the studies themselves, though the 1941-42 study indicated a decrease to 53.2 hours per week for winter quarter and 53.4 hours for spring quarter. No such overall decrease is apparent in the 1950-51 study—rather, there is some likelihood of a slight increase in load over the three quarters.

A general and consistent pattern of increase in hours per week is noted by rank with instructors devoting 47 hours per week on the average as contrasted with 50 hours per week for full professors. Similar variation from college to college reflects differences in function and emphasis. The range in mean hours per week is from 45 hours in the Institute of Technology to 51 hours in the Medical Sciences, with 50 hours each in S.L.A. and the General College, and 48 hours each in Education, Duluth Branch, Business, and Agriculture.

2. *The Work Load.* A faculty member's professional activities can usually be classified rather easily under three general headings: teaching, research, and service. Or, as shown in Table 1, they can be made somewhat more specific with categories such as teaching and advising (contacts with students); research, writing, and general professional development (scholarly productivity); and campus and non-campus service activities (administration, general office responsibilities, committee work, and consultative assistance). These three combinations involve approximately one half, one third, and one sixth respectively of the typical work load carried by University of Minnesota faculty.

In general the service load tends to increase directly with rank as the teaching and counseling load decreases with rank. Time devoted to the research and writing category tends to remain fairly constant with rank due largely to the heavier graduate study programs carried by instructors as compared with professorial ranks. Many variations appear too in the nature of activities carried by faculty members in the several colleges.

Type of Activity	Professors N = 246		Associate Professors N = 182		Assistant Professors and Research Associates N = 327		Instructors and Research Fellows N = 430		Total Instructional Staff N = 1185	
	Mean Hours	Per Cent	Mean Hours	Per Cent	Mean Hours	Per Cent	Mean Hours	Per Cent	Mean Hours	Per Cent
1. <i>Teaching and Advising</i> (Including scheduled classes, non-scheduled individualized instruction, preparation for teaching, counseling and advising of students).	21.5	43.0	23.6	47.8	25.6	54.1	25.9	54.9	24.5	51.0
2. <i>Research, Writing, and General Professional Development</i> (Including research work, writing, graduate courses taken, general professional reading and study, and work for professional organizations).	16.6	33.2	16.0	32.4	14.8	31.2	15.7	33.3	15.7	32.6
3. <i>Service Activities</i> (Including administrative and general office responsibilities, committee and staff work, consultative activities, and other non-campus service).	11.8	23.8	9.8	19.8	6.9	14.7	5.6	11.8	7.9	16.4
Total	49.9	100.0	49.4	100.0	47.3	100.0	47.2	100.0	48.1	100.0

* Averages (means) have been computed on the basis of a thirteen-week period extending from September 15 to December 15 for full-time members of the instructional staff with rank of instructor or higher. (Excluding general administrative departments, deans, assistant deans, and directors of independent bureaus.)

Teaching responsibilities are heaviest at Duluth Branch, General College and S.L.A.; lightest in Agriculture and Education. Yet Agriculture leads in the amount and proportion of time devoted to research, to consultative activities, and to other non-campus service activities. Education spends most time in writing, administrative and office responsibilities, and in committee work. The School of Business faculty leads in work for professional organizations and special independent professional reading or study. Few colleges are similar in the pattern of the work load; closest are the Duluth Branch and General College.

3. *Teaching Responsibilities.* More than nine-tenths of the full-time faculty have teaching responsibilities. Of those who teach regular classes, the average faculty member teaches 2.9 different courses or carries a credit load of 8.2 credits. Comparable figures from the 1941 survey were 2.4 different courses and 8.4 quarter credit hours. In student credit hours (the number of students in each class multiplied by the number of quarter credits), the average weekly load is 211 and the average weekly student contact hours, 213. (Student contact hour load is the number of hours per week the faculty member actually meets with students in the classroom multiplied by the number of students.)

Great variations appear in some of these measures of teaching load from rank to rank and from college to college. The typical full professor, for example, teaches 3.1 different courses or 7.5 quarter credit hours, and carries a student credit hour load of 226 or a student contact hour load of 184. The typical instructor, on the other hand, teaches 2.8 different courses or 8.6 quarter credit hours and carries a student credit load of 189 and a student contact hour load of 222. In like manner, variations appear in the teaching loads carried by faculty members of several colleges. In mean number of different courses taught the College of Education leads with 3.7 and is closely followed by the Duluth Branch which in turn leads with an average of 10.4 credits taught per faculty member. General College carries heaviest loads in student credit hours (336) and student contact hours (304). Student credit hours for the six colleges in the 1941 survey ranged from 83.2 in the College of Agriculture, Forestry, Home Economics, and Veterinary Medicine to 488.0 for General College. Comparable means for fall 1950 are 171 student credit hours for Agriculture and 336 for General College.

Teaching loads also differ in terms of the level of instruction offered. While 67 per cent of the courses taught by full professors are senior college and graduate courses (numbered 100 and above), 77 per cent of the courses taught by instructors are definitely undergraduate with numbers less than 100. The majority of courses taught by instructors are of junior college level, numbered below 50. As might be expected, the instructors carry the heaviest load of laboratory, studio or field work, half of their time being devoted to this kind of instruction. In terms of actual course hours taught, full professors devote 51 per cent of their time to graduate courses (200 and over), while associate and assistant professors devote only 18 per cent of their time to graduate instruction. In like manner among the colleges, the following proportions of time spent in teaching at senior college and graduate levels are obtained: Medical Sciences, 77 per cent; Institute, 48 per cent; Agriculture and Education, each 47 per cent; the Arts College, 40 per cent; Business, 32 per cent; General College, 7 per cent; the Duluth Branch, none; and the total University, 37 per cent.

All teaching is not confined to the classroom, however. Almost four hours per week (3.8) for the instructional staff is spent on the average in individualized instructional activities including oral examinations, supervision of individual reports, theses, etc., and in other individual or group conferences for instructional purposes. The amount of this individualized teaching tends to increase with rank as indicated by means of 4.4 hours per week for professors, and 3.2 hours for instructors. In similar fashion the amount of such individualized instruction varies with college from a mean of 2.5 hours per week for Duluth Branch to 5.2 hours for the Medical Sciences. During fall quarter, 1950, for example, 47 per cent of the Education faculty participated in one or more oral examinations at the Ph.D. level and almost as many (44 per cent) advised Ph.D. candidates on their theses. Non-scheduled instructional activities cause a serious drain on the time of many faculty members as shown by these means.

4. *Counseling and Advising.* Whereas the typical faculty member during fall quarter, 1941 advised approximately 17 undergraduates and one graduate student on educational, vocational, or personal problems, he advised 15 undergraduates and six graduate, or unclassified students in 1950. This change reveals the great increase in advisory load at the graduate level between 1941 and 1950. In general the counseling and advising load increased in rank both

with respect to the number of advisees and the mean number of hours devoted to these activities. For the total faculty, 4.0 hours per week were spent in all types of counseling and advising activities, the majority being spent with undergraduates. In 1941, a mean of 4.6 hours per week was devoted to these activities, a larger amount of time for fewer advisees. Among the eight colleges for which separate tabulations have thus far been completed, still wider variations appear. Members of the College of Education faculty reported a median number of 47 undergraduate advisees and 20 graduate and unclassified advisees while the amount of time increased only slightly more than 50 per cent—to a mean of 6.2 hours per week. Concealed in these typical counseling and advising loads is the fact that certain colleges have counseling offices with staff members who devote full time to this kind of activity. This situation, however, contributes little toward handling the graduate advisory loads. Only in Agriculture and the Medical Sciences does the mean amount of time devoted to counseling and advising of individual graduate and unclassified students exceed that of undergraduates.

5. *Research and Writing.* Three fifths of the full-time University faculty reported some research activity during fall quarter and almost half of them did some writing. The proportion of persons engaged in each activity increased directly with rank until more than three fourths of the full professors reported both research and writing. Slightly over one regular working day per week (8.4 hours) was spent in research and writing by the average faculty member. In the College of Agriculture this typical load was increased by more than 50 per cent (13.3 hours), thus reflecting the heavy research emphasis on the St. Paul Campus. The typical faculty member reported 2.8 active research projects which required an average of 6.3 hours per week of his time.

Studies were supported from a variety of sources, the most common being the personal interest and funds of the individual doing the research. Governmental funds were most frequently involved in research performed by staff members in the College of Agriculture, Forestry, Home Economics and Veterinary Medicine, in the Medical Sciences, and in the Institute. The Graduate School research fund was most often cited as a source of support for projects in the Medical Sciences. Research bureaus in Education and Business provided much of the sponsorship for these two units. Except in the Medical Sciences, relatively few research projects were supported by research foundations.

Among writing activities the most frequently mentioned types were journal articles, research reports, book reviews, textbooks, and special editorial work, in that order. Among the colleges, the largest proportion of staff members reporting writing activities was found in Education where two thirds of the faculty reported some kind of writing activities. Other colleges had smaller proportions of staff thus engaged. When similar comparisons are made by rank, one notes direct relationships both for extent of writing activities and time devoted to writing.

6. *Professional Meetings and Societies.* Both the extent of faculty participation in professional meetings and the amount of time devoted to them tend to increase with rank. University of Minnesota faculty members contribute much time and energy to the work of these professional societies. Only one sixth of them reported no professional meetings attended and most of these persons were at the lower instructor rank. In contrast, deans and other academic administrators generally reported heaviest involvement in professional meetings. Approximately one fifth of the faculty of all ranks planned at least one program and presented one or more papers or formal speeches. More than one fourth held some office in a professional organization, many holding several positions. In terms of colleges, the lead in national, state, or regional organizations was taken by the College of Education where 12 per cent of the faculty were reported as holding the presidency or vice presidency of a national organization.

7. *Administrative and General Office Responsibilities.* Though participation in administrative responsibilities tends mainly to involve persons of higher rank or administrative position, the work of administering the University devolves upon some persons of all ranks. For example, though practically all administrative officers in academic units reported conferences on staff improvement activities, 23 per cent of the instructors and research fellows also reported similar responsibilities. Again, though 54 per cent of these administrative officers were involved in student placement of some sort, 7 per cent of the instructors and research fellows also indicated like activities. Together, approximately a half day per week (4.2 hours) was devoted to administrative and general office responsibilities by the total instructional staff. When administrative officers are added this amount of time increases to 5.4 hours. Full professors alone devote 6.8 hours per week to these responsibilities. Certain colleges such as Education (7.0 hours) and the Medical Sciences (6.7 hours) devote this much time per week on the average for all ranks. Emphasis on this kind of responsibility can hardly be expected to have anything but a limiting effect on other types of activities.

8. *Committee Work and Staff Meetings.* In like manner the majority of the University faculty report some committee assignments and staff meetings which, on the average, involve approximately two hours of time per week for all ranks but which include more committees, committee and staff meetings as rank increases. The average administrator attended six to eight committee meetings as contrasted with not quite three for instructors and research fellows. This would seem to imply much longer meetings for the instructors simply to balance the amount of time devoted to these activities. Only slightly more than 5 per cent of the eligible staff members attended the fall meeting of the University Senate. More than seven tenths of the faculty attended one or more departmental meetings while two fifths were present at one or more all-college meetings.

Committee loads vary greatly from college to college. While 61 per cent of the Institute of Technology staff reported no committee assignments, only one person in General College was in a similar position. Among all-University committees, almost nine members of the General College staff out of ten was a member or officer of this kind of committee while less than one person in seven from the Institute held such an appointment. The typical member of the College of Education staff attended nine committee meetings fall quarter. The average for the entire full-time University faculty was four.

9. *Off-Campus Service Activities.* Faculty members of the University also spend much of their time in service activities. Average time spent in these activities would undoubtedly have been greatly increased if the Agricultural Extension Division had been included in these analyses. Even without this group more than half of the faculty rendered some non-campus service activity during fall quarter. Slightly more than two hours per week were devoted to these activities by all faculty members combined. A general increase in number and type of such activities was noted with increase in rank. Services rendered ranged from membership on advisory committees for private or governmental agencies to speeches before a civic organization. In general, governmental organizations were more likely to receive consultant services than were private organizations. Though two thirds of the faculty reported no outside speaking engagements during fall quarter, the remaining third reported several apiece largely to professional and educational organizations or agencies, or to civic, political, or service societies. The impact of these services, consultative or speaking, cannot help but have a great influence upon social, civic, and educational affairs.

Implications

This faculty load study has revealed much more about the nature and extent of services rendered by the staff at the University of Minnesota. Differences have been noted in terms of rank and college. Still more variations will appear as these reports are subjected to further scrutiny and evaluation.

But what is done with this information will be of much greater importance than the findings themselves. In some cases research and writing activities tend to be crowded out by administrative responsibilities and committee work. In other instances the teaching load seems to overbalance all other forms of activity. Doubtless these relationships are often appropriate and accurately reflect the functions and purposes of a given unit. However, these findings may reveal certain areas in which the volume of requests for services rendered, the size of the teaching load, or increasing graduate responsibilities indicate pressures which affect the efficient use of University faculties. Serious study of the findings reported here, as well as those which will be reported later, is recommended to identify such problems and to seek their solutions.

RUSSELL M. COOPER, Chairman

X. REPORT OF THE COMMITTEE ON INTERCOLLEGIATE ATHLETICS

Reported for Information

Eligibility

The one-year residence for eligibility has been removed. "That for the academic year 1951-52 the one-year residence rule be suspended for the following groups of students: (The Committee on Rules and Agenda was asked to draw up the exact wording of this minute. The groups to be covered are: (1) new freshmen entering conference schools in the summer or next fall, (2) students who have entered conference schools during the current academic year but who will not have completed one year of residence before the fall term opens, (3) transfer students from junior colleges. The final action will be approved at the May meeting.)"

This rule was inserted because of decreased enrollment due to a number of men being called into the armed services. It was felt it would be almost impossible for Conference schools to carry on a satisfactory athletic program without the eligibility of freshmen. Of course, this rule presents several problems but the Conference seems to be in full agreement with this rule.

Television

The Conference again went on record in not permitting the live televising of football games but to support the NCAA rule of permitting television on an experimental basis. The consensus of opinion is that we will have to live with television but we do not wish to adopt such a practice until a thorough study has been made.

Rose Bowl Game Proposal

The Rose Bowl contract with the Pacific Coast Conference will come up for renewal at the spring meeting, 1951. The University of Minnesota still stands fast on its policy against postseason football games. The Faculty Representatives, at the March meeting, voted that the Rose Bowl games be continued and that no institution be permitted to participate more often than once in two years. There seems to be some question whether this action will be acceptable to the Pacific Coast Conference.

The Western Conference has again gone on record as standing firm on their position as far as subsidizing and recruiting of athletes is concerned. The Pacific Coast, the Ivy League and the Western Conference are about

