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TITLE: WHY A GRADUATE CENTER IN A NATIONAL LABORATORY?

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I would like to refer to the recent study by Dr. Albert Morris, which was financed by the National Science Foundation. This study was published in the May 1979 issue of Engineering Education. It indicated that engineers who participated in formalized technical continuing education did better financially than those who did not. Professor Kopelman of City University of New York has taken exception to Dr. Morris equating salary improvement with performance enhancement, pointing out that the two can be equated if, and only if, the continuing education has certain qualifications. My thesis here is that when an accredited university observes its academic standards, Professor Kopelman's criteria are automatically met and indeed salary improvement can therefore be equated to quality of performance. This has been the case with our graduates. Perhaps another way to explain the higher achievements by those taking formalized technical courses is by recognizing that it is the motivated ones who usually participate in such programs.

It has been our experience that although some of the participants (those with a Ph.D., for example) wish only to take academic offerings of the Graduate Center for continuing professional development, they often decide to document their accomplishments with a well-defined degree program. We believe that such programs have the additional benefit of having a balanced mix of courses. Thus we have a Ph.D. physicist signing up for an M.S. degree program in Electrical Engineering and Computer Science, which requires a balance between hardware and software.

As might be expected, two large organizations serving different roles in our free society, would not have identical operating procedures, thrusts, or priorities. This is where Ted and I come in - to come up with the best possible solution whenever there is divergence of opinion. We are assisted in our decisions by the inputs from the students, laboratory technical personnel (some are adjunct faculty) as well as the campus faculty members. Such meetings are held for each degree program at least once a semester.

While these meetings and advancement of students form the highly visible part of the Graduate Center operation, there is another not so apparent and yet even more vital aspect of the operation which must be attended to by the Graduate Center Director. This pertains to the academic rules and regulations governing an off-campus center. The Faculty Senate, which is responsible for all the academic aspects involving admission, residency, and overall course conduct, does change its requirements through its various committee hearings. The Director must, of course, attend those which pertain to his operation. Besides the overall policies of the Senate committee, there are college faculty committees which set up regulations for each individual college. Similarly, each department has its own committees for detailed operation procedures. Off-campus centers often have unique conditions to cope with which usually require concurrence at one of the above levels: i.e., department or college or the Senate. In any case, the problems must be appropriately addressed at the right level for an expedient solution.

This is one way in which a university retains control over its programs, whether they are offered on campus or off campus.

Finally, the administrative procedures involving hiring of temporary faculty and their approvals by departments and the office of graduate studies. The only matter of interest here is the additional "dislocation allowance" of the campus faculty who teach at the off campus center on a released time basis. The purpose of this allowance is to attract good faculty away from the campus.

Since the entire theme of this conference is of course goal, results, and success oriented, I would like to close this presentation by showing some viewgraphs which display our backup statistics.