

REPORT TO THE GOVERNOR  
AND THE 1973 LEGISLATURE

Recommendations on State Policy and Action  
For Meeting Minnesota's Post-Secondary Education Needs

APPENDIXES I - W

Submitted by  
Minnesota Higher Education Coordinating Commission  
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APPENDIX I

PRIVATE COLLEGE CONTRACT  
REPORT

# PRIVATE COLLEGE CONTRACT REPORT

The tables which follow summarize the payments made to private colleges and universities for new resident students enrolled and grant-in-aid recipients in the fall of 1971 and 1972. Payments were made at the rate of \$500 per student for four-year institutions and \$400 per student for two-year institutions for both new resident enrollees and grant-in-aid recipients.

## SUMMARY OF NEW RESIDENT ENROLLMENTS AND GRANT-IN-AID RECIPIENTS IN PRIVATE COLLEGES AND UNIVERSITIES

	<u>New Resident Enrollments</u>	<u>Grant-in-Aid Recipients</u>
1971	710	216
	(four-year)	
	. 140	12
	(two-year)	
1972	1,485	712
	(four-year)	(estimate)
	258	28
	(two-year)	(estimate)
Sub-Total Two-Year	398	928
Sub-Total Four-Year	<u>2,195</u>	<u>40</u>
GRAND TOTAL	2,593	968
		(estimate)

# SUMMARY OF PAYMENTS UNDER PRIVATE COLLEGE CONTRACT PROGRAM

<u>Institution</u>	<u>1971</u>		<u>1972</u>	
	<u>New Resident Enrollment</u>	<u>Grant-in-Aid</u>	<u>New Resident Enrollment</u>	<u>Grant-in-Aid*</u>
Augsburg College	\$ 0	\$ 8,500	\$ 0	\$
Bethel College	0	4,000	7,000	
Carleton College	9,500		12,000	
Concordia College, Moorhead	37,500	15,000	62,000	
Concordia College, St. Paul	4,000	4,500	4,000	
Golden Valley Lutheran College	35,200	2,800	58,000	
Gustavus Adolphus College	31,000	5,500	45,000	
Hamline University	18,500	5,000	38,000	
Lea College	0	0	0	
Macalester College	0	6,000	0	
Minneapolis College of Art and Design	3,500	2,000	0	
College of St. Benedict	82,500	16,000	162,000	
College of St. Catherine	22,000	3,500	89,500	
St. John's University	7,000	16,000	37,500	
St. Mary's College	20,800	500	10,500	
St. Mary's Junior College	0	2,000	45,200	
St. Olaf College	12,500	500	47,500	
College of St. Scholastica	46,000	8,000	122,000	
College of St. Teresa	0	4,500	0	
College of St. Thomas	51,000	8,500	34,500	
William Mitchell College of Law	30,000	0	71,000	
	\$411,000	\$112,800	\$845,700	\$367,200 (estimate)

\*Since some grants-in-aid are still being processed, it is impossible to provide specific numbers of grants for each institution.

APPENDIX J

PRIVATE COLLEGE CONTRACT  
PROGRAM SUPPORTING DATA

# PRIVATE COLLEGE CONTRACT PROGRAM

## SUPPORTING DATA

Table 1: Private College Enrollments in Minnesota with Projections  
Based on Continuation of the Program

Year	Private Two-Year Enrollment	Minnesota Residents Enrolled	Per Cent Minnesota Residents	Private Four-Year Enrollment	Minnesota Residents Enrolled	Per Cent Minnesota Residents	Total Private Enrollment	Minnesota Residents Enrolled	Per Cent Minnesota Residents
1970	1,205	967	80.2	27,282	15,884	58.2	28,487	16,851	59.1
1971	1,313	1,091	83.1	27,099	16,154	59.6	28,412	17,245	60.7
1972	1,445	1,232	85.0	27,598	17,226	62.0	29,043	18,458	63.0
1973	1,459	1,269	87.0	27,874	17,839	64.0	29,333	19,108	65.0
1974	1,474	1,297	88.0	28,152	18,580	66.0	29,626	19,877	67.0

Table 2: Required Fund Transfers Based on Table 1

Year	Two-Year New Residents Enrolled	Fund Transfer Private Two-Year	Four-Year New Residents Enrolled	Fund Transfer Private Four-Year	Total New Residents Enrolled	Fund Transfer Total
1971	140 x \$400	\$ 56,000	710 x \$500	\$ 355,000	850	\$ 411,000
1972	258 x \$400	\$103,200	1,485 x \$500	\$ 742,500	1,743	\$ 845,700
1973	302 x \$400	\$120,800	1,955 x \$500	\$ 997,500	2,257	\$1,118,300
1974	330 x \$400	\$132,000	2,696 x \$500	\$1,348,000	3,026	\$1,480,000

Table 3: Fund Transfers for Grant-in-Aid Subsidy

<u>Year</u>	<u>Two-Year Grant-in-Aid Enrollees</u>	<u>Fund Transfer</u>	<u>Four-Year Grant-in-Aid Enrollees</u>	<u>Fund Transfer</u>	<u>Total Grant-in-Aid Enrollees</u>	<u>Total Fund Transfer</u>
1971	12 x \$400	\$ 4,800	216 x \$500	\$ 108,000	228	\$ 112,800
1972	28 x \$400	\$11,200	712 x \$500	\$ 356,000	740	\$ 367,200
Total Expenditure		<u>\$16,000</u>		<u>\$ 464,000</u>		<u>\$ 480,000</u>
1973	74 x \$400	\$29,600	2,220 x \$500	\$1,110,000	2,294	\$1,139,600
1974	134 x \$400	\$53,600	3,617 x \$500	\$1,808,500	3,751	\$1,862,100
Total Requested		<u>\$83,200</u>		<u>\$2,918,500</u>		<u>\$3,001,700</u>

Table 4: Composite Funding - Expenditures and Projections

<u>Year</u>	<u>New Student Contracts</u>	<u>Grant-in-Aid Subsidy</u>	<u>Total Fund Transfer</u>
1971	\$ 411,000	\$ 112,800	\$ 523,800
1972	\$ 845,700	\$ 367,200	\$1,212,900
Total Expenditure	<u>\$1,256,700</u>	<u>\$ 480,000</u>	<u>\$1,736,700</u>
1973	\$1,118,300	\$1,139,600	\$2,257,900
1974	\$1,480,000	\$1,862,100	\$3,342,100
Total Requested	<u>\$2,598,300</u>	<u>\$3,001,700</u>	<u>\$5,600,000</u>

APPENDIX K

MINNESOTA-WISCONSIN  
RECIPROCITY AGREEMENT



MINNESOTA-WISCONSIN RECIPROCITY AGREEMENT - 1973-74

I. General Provisions

- A. Purpose and Nature of the Agreement. The purposes of this agreement are mutually to continue to improve the post-secondary education advantages of residents of Minnesota and Wisconsin through greater availability and accessibility of post-secondary education opportunities and to achieve improved effectiveness and economy in meeting the post-secondary education needs of Minnesota and Wisconsin residents through cooperative planning and effort by two neighboring states. These purposes will be accomplished through granting students entrance to public post-secondary institutions in the neighboring state according to the same terms, conditions, and fees which govern entrance to those institutions by residents of the state in which the institutions are located. Under this agreement, Minnesota residents are afforded the opportunity to attend public institutions in Wisconsin on the same basis that Wisconsin residents attend these institutions; and Wisconsin residents are afforded the opportunity to attend public institutions in Minnesota on the same basis that Minnesota residents attend these institutions.
- B. Duration of the Agreement. This agreement is to be effective at the beginning of the 1973 summer session of the institutions involved. The agreement will be reviewed annually and may be modified at any time upon mutual agreement of both parties to the agreement representing their respective states. The agreement may be rescinded upon written notice by either party to the agreement to the other party of the agreement prior to January 15 preceding the academic term for which the agreement will no longer be continued. The terms of the agreement may be reopened for negotiation by either party should non-resident tuition be found unconsti-

tutional by the courts in either state.

- C. Scope of the Agreement - Students. All persons who qualify as residents of Minnesota and Wisconsin for purposes of higher education under laws and regulations of the state of residence may be eligible to attend a public vocational school or a public collegiate institution as an undergraduate student in the neighboring state under this agreement.
- D. Scope of the Agreement - Institutions. All public vocational schools and collegiate institutions of higher education in Minnesota and Wisconsin are included under this agreement and are available to residents of the neighboring state in accordance with terms of this agreement.

## II. Undergraduate Collegiate Education

- A. Plan for Undergraduate Students Under the Agreement. Under this agreement, Minnesota residents are eligible to attend public collegiate institutions in Wisconsin as undergraduate students on the same basis for admission and tuition purposes that Wisconsin residents may attend the same institution. Similarly, Wisconsin residents are eligible to attend public collegiate institutions in Minnesota as undergraduate students on the same basis for admission and tuition purposes that Minnesota residents attend these institutions. The Minnesota resident attending a Wisconsin institution is required to meet those admission and performance requirements which are applicable to Wisconsin residents.

Wisconsin residents attending Minnesota institutions are required to meet those admission and performance requirements which are applicable to Minnesota residents. Those charges for tuition and fees which apply to Minnesota residents attending Minnesota institutions will be applied to Wisconsin residents attending Minnesota institutions under the agreement. Those charges for tuition and fees which apply to Wisconsin residents attending Wisconsin institutions will be applied to Minnesota

- residents who attend Wisconsin institutions under this agreement.
- B. Student Applications. In order to attend a collegiate institution in the neighboring state under this agreement, an undergraduate student must submit an application to the agency responsible for administration of this agreement in the person's home state. The administering agency will be responsible for determining the eligibility of the applicant as a resident of the state, for approving the application, and for transmitting the application to the administering agency in the neighboring state.
- C. Magnitude of the Plan. The intent of this agreement is to provide for an equal number of undergraduate collegiate students crossing the border in each direction. In order to accomplish this intent to the fullest extent feasible, each state will approve and transmit to the neighboring state applications from students who wish to attend institutions in the neighboring state under this agreement. Initially each state will accept 500 students or the number of eligible continuing students, whichever is larger, under the agreement. Additions to the initial quota will be approved on a matching basis in increments to be mutually agreed upon at such time as both states have received applications in addition to the initial quota. In the event that the number of applicants exceeds the number of spaces available to either state under this agreement, the sending state shall determine which students, or categories of students, should be included under the agreement in accordance with priorities determined by the sending state. However, in the event that application of the sending state's priorities to the total pool of applicants should yield more students who rank equally than can be accommodated under the agreement, the sending state may approve and transmit more applications than the number of spaces available and the insti-

tutions in the receiving state may make the final selection of students to be included under the agreement.

- D. Institutional Quotas. In order to provide for appropriate distribution of students attending institutions in the neighboring state under this agreement and to facilitate planning for accommodating students under this agreement, each of the two states may establish institutional quotas which prescribe the maximum number of students to be accommodated under this agreement at each individual institution. The sum of all institutional quotas must not be less than the total number of students to be accommodated in the state under the agreement and may exceed the total number to be accommodated under the agreement. In the event that the sum of all institutional quotas in a state should exceed the total number to be accommodated in all institutions in the state, the maximum to be accommodated in all institutions in the state shall limit the total number of students and the quota for an institution shall limit the number to be accommodated in that particular institution. As an alternative to institutional quotas, either state may specify that the number to be accommodated in an individual institution may not exceed a certain percentage of the total number to be accommodated in the state.

### III. Graduate Collegiate Education

- A. The parties to this agreement agree to enter into discussions relative to ways in which this agreement may be expanded to include graduate and post-baccalaureate professional students.

### IV. Vocational School Education

- A. Plan for Vocational Students Under the Agreement. Students attending a vocational school in the neighboring state will be reimbursed for non-resident tuition by the student's home school district. In accordance with this procedure, a Minnesota resident may attend a public area voca-

tional-technical school in Wisconsin at the same cost for tuition and fees as the cost to a Wisconsin resident, and a Wisconsin resident may attend a public area vocational-technical school in Minnesota at the same cost for tuition and fees as the cost to a Minnesota resident attending the same institution.

B. Student Applications. In order to attend a public area vocational-technical school in the neighboring state under this agreement, a student must apply to the director of the nearest public area vocational-technical school in the student's state of residence. The director will secure the necessary approval from the State Department of Education in Minnesota and the State Board of Vocational, Technical and Adult Education in Wisconsin. Approval to be subject to state policies for out-of-district tuition responsibilities.

C. Magnitude of the Plan. The intent of this agreement is to provide the opportunity for every student who wishes to attend a public area vocational-technical school in the neighboring state under this agreement to do so. Accordingly, the number of eligible students to be accommodated under this agreement will be limited only by (1) the availability of funds for reimbursement of tuition and (2) the capacity of the specific program which the student seeks to enter.

D. Institutional Quotas. No quotas for students attending public area vocational-technical schools under this agreement will be established. However, the opportunity to enter a public area vocational-technical school in the neighboring state will be dependent on the availability of space in the particular program which the student seeks to enter. A student whose application is approved in his state of residence will be accommodated in a public area vocational-technical school in the

neighboring state if he meets those admission requirements which are applied to residents of the neighboring state and if space is available in the program which the student seeks to enter.

APPENDIX L  
FEDERAL INTEREST GRANTS  
PROGRAM REPORT

FEDERAL INTEREST GRANTS PROGRAM REPORT  
(TITLE VII, PART C, SECTION 745, PUBLIC LAW 92-318)

Under the federal interest subsidy program, annual grants (or interest subsidies) are awarded to institutions of higher education and higher education building agencies to reduce the cost of borrowing funds for construction, rehabilitation, and improvement of academic facilities.

As the designated agency for the administration of this program, the Higher Education Coordinating Commission reviews, validates and comments on the applications for grants according to HEW regulations in the areas of space utilization, enrollment projections, and project development relationship to statewide and regional plans.

Funding for this program has increased in recent years and the Education Amendments of 1972, as passed by Congress and signed by the President, extend authorization for the program. A congressional continuing resolution will provide funding support for applications on file while actual appropriations have been delayed until the opening of the new session of Congress in January 1973.

Interest grants awarded during the 1971-1973 biennium:

<u>Institution</u>	<u>Project Amount</u>	<u>Annual Interest Grant</u>
College of St. Benedict	\$ 465,700	\$ 8,962
College of St. Benedict	\$ 216,100	\$ 4,518
Fairlakes State Junior College	\$2,278,716	\$17,344
Mankato State College	\$3,428,000	\$26,096
Minneapolis College of Art and Design	\$6,635,183	\$72,592
Riverview State Junior College	\$2,078,636	\$15,821
Southwest Minnesota State College	\$2,115,400	\$21,750
University of Minnesota, Duluth	\$2,692,940	\$ 4,004
University of Minnesota, Duluth	\$3,500,000	\$40,739
University of Minnesota, Morris	\$1,680,000	\$19,554
University of Minnesota, Morris	\$1,150,000	\$13,378



Institutions with applications filed with HEW as of September, 1972 included:

<u>Institution</u>	<u>Project Amount</u>	<u>Annual Interest Grant</u>
University of Minnesota, Duluth	\$ 1,375,000	Pending
University of Minnesota St. Paul	\$10,000,000	Pending
Anoka-Ramsey State Junior College	\$ 1,469,000	Pending
Inver Hills State Junior College	\$ 890,000	Pending
Lakewood State Junior College	\$ 968,000	Pending
North Hennepin State Junior College	\$ 1,114,000	Pending
Rochester State Junior College	\$ 1,005,505	Pending

APPENDIX M

FEDERAL UNDERGRADUATE  
INSTRUCTIONAL EQUIPMENT  
PROGRAM REPORT

FEDERAL UNDERGRADUATE INSTRUCTIONAL EQUIPMENT PROGRAM REPORT  
(TITLE VII, PART F, PUBLIC LAW 92-318)

The Instructional Equipment Program is designed to assist in improving undergraduate instruction by providing grants for the acquisition of equipment to be used in the instructional process. Grants are awarded for either (1) laboratory and other special equipment, or (2) television equipment for closed-circuit direct instruction.

As the agency designated for the administration of this program, the Higher Education Coordinating Commission reviews, validates and ranks applications for grants according to the state plan and HEW regulations. The U. S. Office of Education approves the state plan adopted by the Commission and awards grants based on the Commission's recommendations.

Since inception of the program, more than one million dollars have been awarded to 41 Minnesota colleges and universities. The result has been substantial improvement in the quantity and quality of instructional equipment for use in teaching undergraduate students in Minnesota.

In recent years funding for this program has been relatively stable with a slight decrease noticeable in the last biennium. The Education Amendments of 1972 provide for the extension of authorization of the program, however, appropriations have been delayed until the opening of the new session of Congress in January 1973.

Grants awarded during the 1971-1973 biennium for Instructional Equipment Improvements:

<u>Institution</u>	<u>Laboratory Equipment Grant</u>
University of Minnesota, Twin Cities	\$10,000
University of Minnesota, Duluth	\$ 8,607
University of Minnesota, Duluth	\$ 5,162*
University of Minnesota, Duluth	\$ 5,600
University of Minnesota, Morris	\$ 9,504
University of Minnesota, Morris	\$ 6,168
University of Minnesota, Crookston	\$ 9,974
University of Minnesota, Waseca	\$10,000
Bemidji State College	\$10,000
St. Cloud State College	\$10,000
St. Cloud State College	\$ 5,998*

<u>Institution</u>	<u>Laboratory Equipment Grant</u>
Winona State College	\$ 9,968
Winona State College	\$ 5,381
Anoka-Ramsey State Junior College	\$10,000
Anoka-Ramsey State Junior College	\$10,000*
Lakewood State Junior College	\$10,000
North Hennepin State Junior College	\$ 9,886
Rochester State Junior College	\$10,000
Willmar State Junior College	\$ 6,596
Augsburg College	\$ 9,845
Augsburg College	\$ 8,201*
Bethel College	\$ 9,803
Gustavus Adolphus College	\$ 7,888
Minneapolis College of Art and Design	\$ 9,925
College of St. Benedict	\$ 6,330
College of St. Catherine	\$ 6,804
St. John's University	\$ 976
St. Mary's College	\$ 3,475
St. Olaf College	\$10,000
St. Olaf College	\$ 2,800*
College of St. Teresa	\$ 4,412
College of St. Thomas (2)	\$10,000
College of St. Thomas (1)	\$ 9,992
St. Mary's Junior College	\$ 4,711

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\*Indicates closed-circuit television grants; all others are laboratory and special equipment grants.

APPENDIX N

FEDERAL ACADEMIC  
FACILITIES PROGRAM

FEDERAL ACADEMIC FACILITIES PROGRAM  
(TITLE VII, PART A, PUBLIC LAW 92-318)

Nearly 40 million dollars in Federal funds have been made available for expanding and improving physical facilities of colleges and universities in Minnesota since inception of the academic facilities program. These funds have been awarded as matching grants to assist in financing the construction, acquisition, or rehabilitation of classrooms, laboratories, libraries, and related facilities. Under program requirements, construction of such facilities, either alone or together with other construction to be undertaken within a reasonable time, must result in a substantial expansion or creation of urgently needed (1) student enrollment capacity, (2) the capacity to provide health care for students and institutional personnel, or (3) capacity to carry out extension and continuing education programs on campus.

As the agency responsible for the administration of this program, the Higher Education Coordinating Commission has been actively involved in assisting institutions of post-secondary education in Minnesota to obtain support for academic facilities construction. Applications for grants in the program are reviewed, validated and ranked in priority order according to the state plan and HEW regulations in the categories of enrollment needs, space needs, and availability of matching financial support. As the applications and recommendations are forwarded to HEW, the Commission serves as an advocate for the review and action process in Washington. Whenever possible, the Commission also attempts to assist institutions in obtaining necessary matching funds or alternate funding if Federal funds are either unavailable or not applicable.

During the past several years, funds for the program have been decreasing. However, the Education Amendments of 1972, as passed by Congress and signed by the President, extended authorization for the program. Appropriations for this and other post-secondary programs have been delayed until the opening of the new session of Congress in January 1973.

Projects funded during the 1971-1973 biennium:

<u>Institution</u>	<u>Project</u>	<u>Federal Grant</u>
College of St. Benedict	Physical Education Building Addition	\$155,000
Hamline University	Partial Classroom Building (New) and Conversion of Old Library	\$189,414
College of St. Benedict	Home Economics Renovation	\$ 62,370
University of Minnesota, Waseca	Learning Resources Center	\$228,533
Minneapolis College of Art and Design	New Technical and Academic Facilities	\$288,776

Historical summary of facilities construction grants:

- 1) Library, fine arts, science, or classroom facilities at Bemidji, Mankato, Moorhead, St. Cloud, Southwest, and Winona State Colleges.
- 2) Classroom, science, performing arts, and library facilities at University of Minnesota (Twin Cities, Duluth, Morris, and Waseca campuses).
- 3) Classroom, activities, fine arts, academic, and library facilities at Austin, Anoka-Ramsey, Brainerd, Fergus Falls, Itasca, Hibbing, Mesabi, Lakewood, Normandale, North Hennepin, Rainy River, Rochester, Willmar, and Worthington State Junior Colleges.
- 4) Classroom, science, fine arts, library, and physical education facilities at the following private colleges: Bethany Lutheran College, Concordia College, College of St. Benedict, College of St. Catherine, College of St. Teresa, College of St. Scholastica, College of St. Thomas, St. John's University, Gustavus Adolphus College, Hamline University, and St. Olaf College.

APPENDIX O  
INTER-INSTITUTIONAL INSTRUCTIONAL  
TELEVISION PROGRAM REPORT



## INTER-INSTITUTIONAL TELEVISION PROGRAM

In Part Three, Section XII, recommendations are made for the continuation of the Inter-Institutional Television Program to foster expansion and improvement in the use of television in post-secondary education. In the following paragraphs, additional background is provided in relation to the development of television centers and instructional materials. A listing of grants made for instructional materials development during the last biennium is also appended.

### DEVELOPMENT OF TELEVISION CENTERS

There are two kinds of television centers, regional production centers, and experimental classroom centers. To carry on in the concept of providing services, the initial centers have provided extensive dubbing and editing services to other institutions in the preparation of their instructional TV materials. One center has compiled a listing of all materials produced by the development portion of the state project and has distributed it statewide. Each center handles considerable requests for information concerning the use of instructional TV. In fact, a large portion of the total effort is given to these consultative services to institutions and agencies. Workshops, seminars, formal classwork and work experiences for students in the television arts account for a large part of the services offered by a regional center.

As the state project moves into yet another new year, the role of the regional centers appears to be taking on a new dimension. The regional centers have stimulated other institutions to become involved in the materials development program. The sophistication of the production process has steadily grown. A trend towards specialization indicates need for further sophistica-

tion at the regional centers. As the library of materials grows larger, so grows the dubbing and distribution operation. Faculty who have experienced the process of preparing high quality ITV materials are now seeking the vast potential of moving out of the classroom with film and remote TV gear to add new dimensions to their instruction. Specialized regional centers are beginning to provide this sophistication in the production process. A fully equipped remote facility at one production center provides unlimited access in this type of project. Color has become a very important consideration, but continues to move beyond available financial resources of most institutions. One center is now equipped for color. Efforts are now being made for other institutions to "shoot" programs at the color facility.

Regional centers serve first their regional areas, but because only three centers exist, they also have to endeavor to serve statewide needs. Associations between centers, institutions, even state agencies know no bounds. Projects are being developed by consortia of institutions located throughout the state, and in some instances several centers cooperate on a single production.

Each regional center has two studios, interconnected for production, taping, viewing, and evaluating, or for conducting several functions simultaneously. A major studio is equipped with background sets and controlled lighting; the cameras are mounted on professional pedestal/dollies and have either zoom or fixed lenses. Housed in the master control room are electronic support systems, audio control consoles, multiplexers, and video switchers. Video tape machines are available for recording, playback and editing.

Should other institutions wish to use the facilities, the staff of the regional center provides assistance with all elements of production, from

the initial planning stages through the final taping. Preparation of visuals used in television production may be scheduled in association with the resident institution's audio-visual/graphic arts department.

The experimental classroom centers at the Bemidji, St. Cloud and Southwest State Colleges and on the Duluth, Morris and Twin City campuses of the University have as a major function to determine how television can best be used on an intra-institutional basis. These centers have aided in the initiation production of some inter-institutional work. These centers also serve as a laboratory in which students may become familiar with the use and care of equipment and the production of television lessons. Further, they provide nearby institutions the opportunity to observe ways in which television can be used for instructional purposes.

Since the equipment is intended for use in all departments of an institution, ease of movement is of prime importance. Thus, the cameras are portable, and the provision of wheeled-carts facilitates the moving of video tape record-playback units and receiving monitors.

## INSTRUCTIONAL MATERIALS DEVELOPMENT

Instructional materials development is designed to encourage the sharing of existing resources by the use of inter-institutional television. Specifically this is accomplished by increasing the use of existing quality T.V. materials, by increasing faculty knowledge about T.V. capability, by increasing faculty skill in the use of T.V. for instruction, and by increasing cooperation among institutions. The foregoing efforts are the inputs toward accomplishing the major goals of the inter-institutional state-wide television program of improved instructional effectiveness and efficiency.

To accomplish the goals of television program development, six objectives were established: (1) to increase the number of cooperating faculty members from different institutions, (2) to increase the resources available to students (3) to increase the use of high quality instructional resources, (4) to increase the use of television for instruction in areas it can best be used: i.e., image magnification, (5) to increase the number of faculty using television for the first time and (6) to increase the number of prepared programs receiving multiple use.

Guidelines reflecting the goals and objectives of the program were developed for use by institutions interested in applying to the Higher Education Coordinating Commission for television program materials support grants. Grants were made to cover the cost of faculty travel, expendable items used during production such as video tape, photographic film and paper. Also included was a reasonable cost for cameramen, arts and graphic work, sets, and special announcers.

Before projects were accepted as eligible for grants, they needed to meet the following four criteria: (1) designed to enrich or improve instruction,

(2) be developed and usable by more than one institution, (3) have an evaluation mechanism as a part of it, and (4) be considered of sufficient educational value to justify its expenditure. To aid in making these determinations, an advisory committee of persons working in the television materials production area is selected to review the projects. Competition for the available funds has become increasingly keen and has resulted in the refinement of guidelines and improvement of proposed projects.

In the judgment of the Inter-Institutional Television Coordinators Committee following considerable experience and operation at the respective centers, the inter-institutional television program represents:

1. The only vehicle and catalyst for statewide cooperation serving all segments of post-secondary education.

2. A unique opportunity for faculty members from different institutions to get together and realize mutual sharing of ideas and to develop creative methods of instruction.

3. New learning opportunities and experiences are afforded to students. Instructional television can bring into the classroom outside resource personnel, innovative experiences such as an inside view of a therapy session between a psychiatric nurse and patient, a comprehensive view of the operation of a center for gifted children, an over-the-shoulder view of discussions with top business executives, an on-site living experience on an Indian Reservation, and many others.

4. Considerable progress in the production and delivery of development programs has been made since the inception of this overall program, thereby infusing new dimensions and improvement in instruction and learning at post-secondary educational institutions throughout our state.

LIST OF TELEVISION INSTRUCTIONAL  
MATERIALS DEVELOPMENT GRANTS  
(From 1971 To Fall 1972)

The following list identifies grants made since the 1971 report. It should be noted that once a grant is made, processing of awards and the production process may require several months to sometimes over a year before a program is complete, and ready for classroom utilization:

<u>PROJECT</u>	<u>GRANT</u>	<u>APPLYING INSTITUTION</u>
Basic Engineering and Physics Video Tape Modules	\$ 5,749.00	Univ. of Minn., Mpls.
Phonics and Work Analysis	4,718.20	Bemidji State College
Bridging the Gap Between Studio Work and Secondary Teaching in Art	8,353.70	Bemidji State College
General Education and Science Planning	844.50	Mankato State College
Materials on Giftedness	2,148.80	Mankato State College
Business Management	2,777.50	Mankato State College
Distributive Education	4,573.60	Mankato State College
Working with the Mentally Retarded	15,366.20	Moorhead State College
Environmental Quality Education in the Lake Agassiz Region	22,405.40	Moorhead State College
Piaget's Developmental Theory: Conservation Concepts	2,241.00	Bemidji State College
Development of Teaching Behavior Models	2,952.60	Bemidji State College
Glassworking	2,611.60	St. Cloud State College
Business Education: Data Processing	1,865.40	Winona State College
Industrial Education	5,489.20	Winona State College
Piaget's Conservation Theory	400.00	Bemidji State College
Behavior Teaching Models	500.00	Bemidji State College

<u>PROJECT</u>	<u>GRANT</u>	<u>APPLYING INSTITUTION</u>
Basic Fundamentals of Ice Skating	\$ 6,621.70	Bemidji State College
Art Experiences at the Elementary Level	4,025.25	Mankato State College
Materials Production Consultant	15,000.00	Mankato State College
Distributive Education-Management Development	4,350.80	Moorhead State College
Area Production Consultant	15,000.00	Moorhead State College
Fundamentals of Solid State Electronics	5,570.65	St. Cloud State College
Psychological Phenomena	10,475.29	Southwest Minnesota State College
Basic Program, Health Education	6,502.31	Southwest Minnesota State College
Business Education: Data Processing	290.00	Winona State College
Industrial Education	1,264.00	Winona State College
Consultant in Television Materials Production	15,000.00	Winona State College
Development of Video Self-Instructional Materials	2,313.50	Univ. of Minn., Morris
Senior Electronics Technician	802.00	Bemidji State College
Ampex Video-Tape Equipment Repair	870.00	Mankato State College
Home Economics: Food Processing	1,278.70	Mankato State College
Use of Instructional Television in Public School Programs in Minnesota	1,437.18	Mankato State College
Maternal Nursing	2,043.10	Mankato State College
Laboratory Experiences	2,468.86	Mankato State College
Plants and Human Affairs	3,127.16	Mankato State College
Environmental Quality Education in the Lake Agassiz Region	4,234.80	Moorhead State College
Working with the Mentally Retarded	1,437.40	Moorhead State College
Television Production Equipment Maintenance	1, 163.00	St. Cloud State College

<u>PROJECT</u>	<u>GRANTS</u>	<u>APPLYING INSTITUTION</u>
Medieval Manuscript Art	\$ 3,347.10	St. Cloud State College
Red Lake Indian Reservation	3,443.55	St. Cloud State College
Indian Life in Southwestern Minnesota	395.00	Southwest Minnesota State College
Media Maintenance Training (Television Production Equipment Maintenance)	909.00	Winona State College
Introduction to Macrame	1,083.32	Winona State College
Administration of the Open School System	1,280.72	Winona State College
"Styles in Consort" - Basic Artistic Elements of Music, Drama, and Dance	1,296.68	Winona State College
Juvenile Offenders	2,223.77	Winona State College
Innovative Programs in Minnesota Elementary Education	2,371.70	Winona State College
Regional Computer Center	1,101.12	Mankato State College
Adult Basic Education	1,462.36	Mankato State College
Northwestern Minnesota: Problems, Resources, and the Future	1,000.00*	Moorhead State College
Environmental Quality Education in the Lake Agassiz Region	1,247.37	Moorhead State College
Working with Social Services	1,000.00*	Moorhead State College
Communicating About Computers to the Educators	1,000.00*	Moorhead State College
Maintenance of Video-Tape Recorders	527.50	Southwest Minnesota State College
Development of Video-Tape Presentations in the Basic Program, Health Education	1,450.00	Southwest Minnesota State College
Camera Techniques	1,000.00	Winona State College
Color Television Production Equipment Maintenance	1,527.00	Winona State College

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\*Granted \$1,000.00 for planning among three projects.



<u>PROJECT</u>	<u>GRANTS</u>	<u>APPLYING INSTITUTION</u>
Preparation of Teaching Materials	\$ 6,262.70	Bemidji State College
Summer Production Personnel Support	3,500.00	Mankato State College
Resident Consultant	15,000.00	Mankato State College
Communicating About Computers to the Educators	6,236.00	Moorhead State College
Working with Social Services	6,810.00	Moorhead State College
Resident Consultant	15,000.00	Moorhead State College
Solid State Electronics	742.50	St. Cloud State College
Red Lake Indian Reservation	1,572.58	St. Cloud State College
Speech Communication	5,316.40	St. Cloud State College
Maintenance of Video-Tape Recorders	873.00	Southwest Minnesota State College
Earth Science: Rocks and Landforms of Southeastern Minnesota	3,151.10	Winona State College
Supplement to: "Regional Television Consultant Service" (Graphic Artist)	5,000.00	Winona State College
Regional Television Center Consultant Services	15,000.00	Winona State College
Political Science: Instructional Analysis	1,668.00	Mankato State College
Northwestern Minnesota: Problems, Resources, and the Future	7,335.00	Moorhead State College
Video Cassette and Video Tape Presentations in the Speech Program	7,197.36	Southwest Minnesota State College
Creativity Through Music	2,529.48	Winona State College

APPENDIX P  
MINNESOTA INTER-INSTITUTIONAL  
INSTRUCTIONAL TELEVISION PROGRAM

## MINNESOTA INTER-INSTITUTIONAL INSTRUCTIONAL TELEVISION PROGRAM

### BACKGROUND

The 1965 Minnesota State Legislature implemented an Inter-Institutional Television Feasibility Study to determine the potential usefulness of inter-institutional educational television in Minnesota higher education. Subsequent legislation in 1967 funded an experimental program designed to encourage inter-institutional cooperation in the development and use of television support materials.

### INSTRUCTIONAL MATERIALS DEVELOPMENT

Instructional materials development is designed to encourage the sharing of existing resources, both human and material, by the use of inter-institutional television. Specifically, this is accomplished by increasing the use of existing quality television materials, by increasing faculty knowledge about television capability, by increasing faculty skill in the use of television for instruction, and by increasing cooperation among institutions. The foregoing efforts are the inputs toward accomplishing the major goal of the inter-institutional state-wide television program of improved instructional effectiveness and efficiency.

### ELIGIBILITY

All public secondary school districts and post-secondary higher education institutions, public and private, are eligible to obtain these video-taped programs, either permanently or temporarily, in accordance with the guidelines of the Television Coordinators Advisory Committee and each respective producing institution. The nominal charge for obtaining the use of these programs includes the cost of video tape, dubbing and shipping fees.

## TABLE OF CONTENTS

Producing institutions appear in alphabetical order

- I. Introduction
- A. Bemidji
- B. Mankato (Regional Production Center)
- C. Moorhead (Regional Production Center)
- D. Southwest
- E. St. Cloud
- F. U of M—Duluth
- G. U of M—Morris
- H. U of M—St. Paul
- I. Winona (Regional Production Center)
- II. How to Obtain Copies

## BEMIDJI

### 1. ELEMENTARY ART EDUCATION (Art)

The primary purpose of this program is to show children working creatively in a classroom situation to serve as a substitute for the inability to take a whole art class to an elementary art situation.

<u>Number</u>	<u>Title</u>	<u>Produced</u>	<u>Length</u>
1	Motivation	9-70	25 min.
2	Creative Planning	9-70	25 min.
3	Rehearsal and Performance	9-70	25 min.

### 2. ELEMENTARY PHYSICAL EDUCATION (Physical Education)

This program is designed to supplement the training of future and in-service elementary physical education teachers. This presentation covers an elementary physical education workshop held at Bemidji State College in July, 1970.

<u>Number</u>	<u>Title</u>	<u>Produced</u>	<u>Length</u>
1	Rope Skipping, Fun With a Parachute	6-70	39 min.
2	Physical Education for the Mentally Retarded	6-70	32 min.
3	Gymnastics and Tumbling	6-70	51 min.
4	Lummi Sticks and Tinikling	6-70	41 min.
5	Rhythm and Ball Bouncing	6-70	29 min.
6	Movement Education	6-70	40 min.

### 3. PHONICS AND WORD ANALYSIS (Education)

Designed to provide elementary teachers with a means of presenting, motivating, and reinforcing student learning of the phonic method, these two programs provide an opportunity to view actual classroom situations.

<u>Number</u>	<u>Title</u>	<u>Produced</u>	<u>Length</u>
1	Short Vowel Sounds and the "R" Controlled Vowels	6-70	20 min.
2	The "wh" Sound and Individual Games	6-70	20 min.

## BEMIDJI Con't

### 4. BRIDGING THE GAP BETWEEN STUDIO WORK AND SECONDARY TEACHING (Art, Education)

This series of three programs documents experienced teachers working with secondary students dealing with a variety of art materials and techniques to provide an opportunity for future art teachers to view the reality of classroom setting and practice.

<u>Number</u>	<u>Title</u>	<u>Production</u>	<u>Length</u>
1	Inner-City School	Production in Progress	
2	Suburban School	" "	" "
3	Rural School	" "	" "

### 5. TEACHING BEHAVIOR MODELS (Educational Psychology, Education)

Eight video tapes, each approximately 40 minutes in length, present models for students to follow in the areas of clarifying instructional objectives, assessing student performance, motivational strategies, and assessment of instructional outcomes.

<u>Number</u>	<u>Title</u>	<u>Production</u>	<u>Length</u>
1	Clarifying Instructional Objectives-1	Production in Progress	
2	Clarifying Instructional Objectives-2	" "	" "
3	Assessing Student Readiness	" "	" "
4	Assessing Entering Performance	" "	" "
5	Motivational Strategies-1	" "	" "
6	Motivational Strategies-2	" "	" "
7	Assessing Instructional Outcomes-1	" "	" "
8	Assessing Instructional Outcomes-2	" "	" "

### 6. PIAGET'S DEVELOPMENTAL THEORY IN THE AREA OF CONCEPTS OF CONSERVATION (Education, Science)

Each of these four tapes consists of a child-interviewer setting, wherein the child is asked to perform certain tasks to demonstrate his understanding of one of the concepts of conservation as developed by Jean Piaget. The purpose of these programs is to demonstrate the soundness of Piageton developmental theory.

## BEMIDJI Con't

<u>Number</u>	<u>Title</u>	<u>Produced</u>	<u>Length</u>
1	Piaget's Conservation Concepts, Horizontal Approach, Grade 1	8-72	20 min.
2	Piaget's Conservation Concepts, Vertical Approach, Grades 1-6	8-72	20 min.
3	Piaget's Conservation Concepts, Horizontal Approach, Grade 3	8-72	20 min.
4	Piaget's Conservation Concepts, Vertical Approach, Part 2	8-72	20 min.

### 7. BASIC FUNDAMENTALS OF ICE SKATING (Physical Education)

This program consists of one 39 minute tape summarizing a short history of ice skating, demonstrating the basic fundamentals and techniques of beginning skating, as well as some suggestions on the purchase, care, and use of the equipment.

## MANKATO

### 1. PLANT BIOLOGY (Botany)

A self-instructional program demonstrating the use of the microscope, paper making, and specimen preparation.

<u>Number</u>	<u>Title</u>	<u>Produced</u>	<u>Length</u>
1	How to Make Paper	9-70	15 min.
2	How to Make a Freehand Section	9-70	7 min.
3	How to Use an Oil Immersion Lens	9-70	7 min.
4	How to Use a Compound Microscope	9-70	11 min.
5	How to Use a Polarizing Microscope	9-70	6 min.
6	How to Prepare a Fossil Peel	9-70	8 min.

### 2. MODERN DANCE (Physical Education)

These programs provide an opportunity for students to discover and explore movement as a medium of expression.

<u>Number</u>	<u>Title</u>	<u>Produced</u>	<u>Length</u>
1	Preparatory Techniques in Modern Dance	Production in Progress	
2	Spatial Exploration in Modern Dance	3-72	26 min.

### 3. NURSING PLANNING CONFERENCE (Nursing)

Nursing team members meet to share observations and develop, evaluate, and change nursing care plans. This program stresses the importance of group dynamics as an integral part of the conference situation.

<u>Number</u>	<u>Title</u>	<u>Produced</u>	<u>Length</u>
1	The Nursing Planning Conference	11-71	18 min.

### 4. TECHNIQUES OF FEEDING THE MENTALLY RETARDED (Nursing)

Entitled "Normal and Abnormal Eating Process," this program covers six different techniques used in teaching the mentally retarded to feed themselves, and includes the following demonstrations:



## MANKATO Con't

<u>Number</u>	<u>Title</u>	<u>Produced</u>	<u>Length</u>
1	Normal and Abnormal Eating Process	2-72	48 min.
	a. Positioning the Resident for Comfortable Feeding		
	b. Sucking Reflex of the Normal Baby		
	c. Teaching Resident to Suck		
	d. Teaching Resident Lip Closure		
	e. Teaching Resident to Swallow		
	f. Teaching Resident Tongue Control		

## 5. THERAPEUTIC RELATIONSHIPS WITH THE MENTALLY ILL (Nursing)

Designed to illustrate how to establish, continue, and terminate therapeutic relationships with psychiatric patients. Each program is on a separate tape.

<u>Number</u>	<u>Title</u>	<u>Produced</u>	<u>Length</u>
1	Group Psychotherapy: Initial Phase	Production in Progress	
2	Group Psychotherapy: Continuing Phase	" "	"
3	Group Psychotherapy: Terminal Phase	" "	"
4	Non-Directive Psychotherapy: Initial Phase	" "	"
5	Non-Directive Psychotherapy: Continuing Phase	" "	"
6	Non-Directive Psychotherapy: Terminal Phase	3-72	36 min.
7	Directive Psychotherapy: Initial Phase	3-72	45 min.
8	Directive Psychotherapy: Continuing Phase	3-72	45 min.
9	Directive Psychotherapy: Terminal Phase	3-72	26 min.

## 6. MINNESOTA GEOGRAPHY (Geography)

Incorporating photographs, motion pictures, models, special maps, and graphs, this program deals with Minnesota's rich glacial heritage—the Minnesota river valley and the vast system of glacial moraines.

<u>Number</u>	<u>Title</u>	<u>Produced</u>	<u>Length</u>
1	Minnesota: The Story of Her Lakes	Production in Progress	
2	Minnesota: The Story of the Glacial River Warren	" "	"
3	Minnesota: The Story of Her People	" "	"

## MANKATO Con't

### 7. INTERRELATIONSHIPS OF DISCIPLINES WITHIN THE SOCIAL SCIENCES (Social Science, Humanities)

Relates each specific discipline to the other disciplines within the Social Sciences and introduces the student to the role of Social Sciences in the academic and real world using American agriculture as a common denominator. Production on these two programs is in progress.

### 8. SOCIAL SCIENCE CONCEPTS (Social Science, Humanities)

By using segments from popular commercial movies, reinforced by conceptual analysis, this program dramatically delves into the raw material of dramatist and social scientist alike: human behavior and the structured role concept.

<u>Number</u>	<u>Title</u>	<u>Produced</u>	<u>Length</u>
1	The Concept of "Role"	11-71	50 min.

### 9. TEACHING ECONOMICS AT THE PRE-COLLEGE LEVEL (Economics)

These programs demonstrate the teaching of selected economic concepts at grades 1, 3, 5, 9, and 12. Production of these five programs is in progress.

### 10. BUSINESS MANAGEMENT (Business)

Through interviews and discussions with business executives, these five programs provide an in-depth look at the reality of the business world together with a current analysis of present and future socio-economic problems.

<u>Number</u>	<u>Title</u>	<u>Produced</u>	<u>Length</u>
1	Management in the '70's	1-72	36 min.
2	Managerial Control	3-72	37 min.
3	Managerial Coordination	Production in Progress	
4	Managerial Systems	4-72	36 min.
5	The Analytical Approach to Management	Production in Progress	

11. DISTRIBUTIVE EDUCATION (Business Education)

This program is based upon several seminars and workshops as well as individualized interviews and discussions centered on such topics as: group dynamics, coordination, personnel procedures, merchandising, selecting store location, and a look at DECA and its activities. Production on these three programs is in progress.

12. GIFTEDNESS (Special Education, Educational Psychology)

There are two programs in this series: the first tells the story of the Federally funded Gifted Opportunity Center in Hutchinson, while the second examines applied illustrations of teaching strategies and techniques on giftedness.

<u>Number</u>	<u>Title</u>	<u>Produced</u>	<u>Length</u>
1	The GO Center	4-72	29 min.
2	GO Center Field Labs	Production in Progress	

13. ART EXPERIENCES AT THE ELEMENTARY LEVEL (Art)

Each program in this series emphasizes a special area of art education methods including: organizing materials, motivation, creative process, aesthetics and appreciation, and evaluation. By using live classroom situations this series provides a valuable substitute for actual in-classroom observance. Production on these five programs is in progress.

## MOORHEAD

### 1. TRAINING THE TEACHER OF THE HANDICAPPED (Special Education)

This program deals with preservice as well as inservice training of teachers to acquaint them with programs and facilities available to the handicapped in the Moorhead-Bemidji area. Completed but no additional information is available at this time.

### 2. FAMILY LIFE EDUCATION (Health)

This program is designed to provide a background for "Sex Education" teachers in dealing with the public pros and cons of the issue, including the basic anatomy terms as well as the developing male-female relationship and cultural roles.

<u>Number</u>	<u>Title</u>	<u>Produced</u>	<u>Length</u>
1	Introduction and Scope	5-71	30 min.
2	Rationale and Teacher Preparation	5-71	30 min.
3	Semantics and Attitude Formation	5-71	30 min.
4	Human Growth	5-71	30 min.
5	The Curriculum	5-71	30 min.
6	Maturity, Basic Needs and Love	5-71	30 min.
7	Pre-Marriage Considerations	5-71	30 min.
8	Marriage Adjustments	5-71	30 min.

### 3. STUDENT TEACHING ABROAD PROGRAM (Education)

The purpose of this program is to introduce the student teaching abroad program and its concept of communicating the basic unity of man through exposure to the differences existent among the world's cultures. Completed but no additional information is available at this time.

### 4. WORKING WITH THE MENTALLY RETARDED (Special Education, Nursing)

Seventeen one-half hour and two 45-minute video-taped programs by 22 cooperating professional personnel from colleges, hospitals, and technical institutions. The series is intended to serve multiple functions, such as, preservice education for future teachers

## MOORHEAD Con't

of elementary, secondary, and special education; inservice programming for mental health personnel, educators, and administrators; updating of competence of the colleges special education staff; and parent orientation.

<u>Number</u>	<u>Title</u>	<u>Produced</u>	<u>Length</u>
1	What is Mental Retardation?	6-71	30 min.
2	Biomedical Aspects of Mental Retardation Part I	6-71	30 min.
3	Biomedical Aspects of Mental Retardation Part II	6-71	45 min.
4	Biomedical Aspects of Mental Retardation Part III	6-71	30 min.
5	Social Environmental Aspects Affecting the Mentally Retarded	Production in Progress	
6	Psychological Problems of the Mentally Retarded	6-71	30 min.
7	The Retardate as a Developing Person	6-71	30 min.
8	Behavior Management	6-71	30 min.
9	The Social World of the Retardate	6-71	45 min.
10	Education and Training of the Trainable Retarded	6-71	30 min.
11	Education and Training of the Educable Mentally Retarded	6-71	30 min.
12	Special Social and Vocational Training Needs of the Severely and Profoundly Retarded	Production in Progress	
13	Training and Habilitation of the Adult Retarded	6-71	30 min.
14	Special Needs of the Physically Disabled Retarded	6-71	30 min.
15	Community Services Available to the Mentally Retarded	Production in Progress	
16	Innovations in Community Resources	6-71	30 min.
17	Careers in Mental Retardation	6-71	30 min.

## 5. ENVIRONMENTAL QUALITY IN THE LAKE AGASSIZ REGION

Twenty-nine one-half hour video tape presentations on environmental problems and quality

## MOORHEAD Con't

with attention drawn to characteristics pertinent to the Lake Agassiz Region. This project is intended to provide the nucleus of a multidisciplinary environmental course. Also, an individual presentation or multiple presentations may supplement other existing courses.

<u>Number</u>	<u>Title</u>	<u>Produced</u>	<u>Length</u>
1	Approaching the Environmental Crisis	Production in Progress	
2	Nature and Structure of the Ecosystem	6-71	30 min.
3	Functional Aspects of the Ecosystem	6-71	30 min.
4	Man As an Integral Part of the Ecosystem	Production in Progress	
5	Pollution and Inadvertent Destruction of Ecological Resources	Production in Progress	
6	Attitude Toward Our Environment	6-71	30 min.
7	Patterning, Mean Location and Human Distribution	6-71	30 min.
8	Population Growth and Human Behavior	6-71	30 min.
9	Social Change and the Environment	6-71	30 min.
10	The Atmosphere as a Resource	6-71	30 min.
11	Atmospheric Pollutants and Their Sources	6-71	30 min.
12	Biological and Chemical Effects of Air Pollutants--Part I	Production in Progress	
13	Biological and Chemical Effects of Air Pollutants--Part II	" " "	
14	Introduction to Water Resources	" " "	
15	Introduction to Water Cycle	" " "	
16	Inorganic Pollutants in Water	" " "	
17	Water Pollution: Unseen Enemies and How to Detect Them	6-71	30 min.
18	Sewage Plants	Production in Progress	
19	Introduction to Land Resources	6-71	30 min.
20	Agricultural Land Utilization	6-71	30 min.
21	Wildlife Resources on the Land	6-71	30 min.
22	Mineral Resources	6-71	30 min.
23	Land and Water Resources of the Lake Agassiz Area	6-71	30 min.

# MOORHEAD Con't

<u>Number</u>	<u>Title</u>	<u>Produced</u>	<u>Length</u>
24	Noise Pollution	Production in Progress	
25	Economic Growth, Regional Development and the Environment	6-71	30 min.
26	Economics of Environmental Maintenance	6-71	30 min.
27	Law and the Environment: Applications in Minnesota and North Dakota	6-71	30 min.
28	Law and the Environment: A Conceptual Analysis	6-71	30 min.
29	(Title not yet chosen)	Production in Progress	

## 6. INTEGRATING ROLE PLAYING AND CASE PROBLEM ANALYSIS FOR MANAGEMENT DEVELOPMENT (Business)

This series includes eight one-half hour presentations telling about leadership or management styles.

<u>Number</u>	<u>Title</u>	<u>Produced</u>	<u>Length</u>
1	Collaborative Management	Production in Progress	
2	Theory X Style of Management	4-72	30 min.
3	Theory Y Style of Management	Production in Progress	
4	Theory Z Style of Management	"	"
5	Effective Communication: Keys for Able Management	"	"
6	The Management of Time	"	"
7	(Title not yet chosen)	"	"
8	(Title not yet chosen)	"	"

## SOUTHWEST

### 1. HEALTH EDUCATION (Health, Physical Education)

To provide students with the basic health principles, and to provide insights into common health problems, this program presents a topical discussion of mental health, drugs, human sexuality, nutrition, fitness, and chronic and communicable diseases.

Submitted: 5-15-71

Unavailable for distribution at this time.

### 2. PSYCHOLOGICAL PHENOMENA (Psychology)

A series of five programs demonstrating application of psychological concepts. Topics include:

<u>Number</u>	<u>Title</u>	<u>Produced</u>	<u>Length</u>
1	Piaget's Developmental Stages	2-1-72	20 min.
2	Conformity and compliance in a group situation	2-1-72	35 min.
3	The use of physiological measures and techniques in physiological research	2-1-72	30 min.
4	Applications of behavioral modification	2-1-72	20 min.
5	Operant conditioning and schedules of reinforcement	2-1-72	25 min.



## ST. CLOUD

### 1. LITERATURE OF THE AMERICAN FRONTIER (American Literature, English, Social Science, Humanities)

The purpose of this project is to develop a series of tapes highlighting the development of frontier literature (its origins) and trace its evolution to the present.

<u>Number</u>	<u>Title</u>	<u>Produced</u>	<u>Length</u>
1	What Is the Frontier? or Westward the Course of Empire Takes Its Way	7-71	50 min.
2	The Early Colonies or A Stern and Rock Bound Coast	7-71	50 min.
3	The Old Northwest or Natty Bumppo's Bonanza	7-71	55 min.
4	The Old Southwest or The Ring-Tailed Roarers	7-71	55 min.
5	The Mountain Men or On Account of His Beaver Hat	7-71	53 min.
6	The Mining Frontiers or When I Went Out to Prospect	7-71	55 min.
7	Crossing Over the Plains or Do You Remember Sweet Betsy from Pike?	7-71	55 min.
8	My Little Old Sod Shanty On the Plain or While Starving to Death on My Government Claim	7-71	53 min.
9	The Front of the Dime Novel or Buffalo Bill Baffled	7-71	55 min.
10	As I Walked Out On the Streets of Laredo or When You Say That, Smile	7-71	53 min.
11	That's Where the West Begins or The Green Hills of Earth	7-71	56 min.

### 2. TURMOIL OF THE SIXTIES (Humanities)

The objective of this program is to state the tumultuous events of the sixties and endeavor to show the educational and intellectual changes that have taken place in the American culture in the past decade. Production on this program is in progress.

## ST. CLOUD Con't

### 3. CONTEMPORARY TECHNOLOGY (Industrial Education and Technology)

These tapes orient the student to six contemporary technological areas.

<u>Number</u>	<u>Title</u>	<u>Production</u>	<u>Length</u>
1	Printing	Production in Progress	
2	Aluminum Rolling Plant	" "	"
3	Granite Cutting and Processing	" "	"
4	Taconite Mining and Processing	" "	"
5	Plastics Fabrication	" "	"
6	Innovations in Wood Processing	" "	"

### 4. GLASSWORKING (Art)

A workshop held in St. Cloud in 1971 and on-campus guest artists during the year provide an opportunity for art students to observe well-known artists in action as they work on pieces of glass art. These three tapes give a first hand look at techniques and materials used.

<u>Number</u>	<u>Title</u>	<u>Production</u>	<u>Length</u>
1	The Art of Glassworking	4-72	35 min.
2	Techniques	4-72	23 min.
3	Individual Styles	4-72	38 min.

### 5. FUNDAMENTALS OF SOLID-STATE ELECTRONICS (Industrial Arts)

The purpose of this series is to provide the student with a basic understanding of solid state electronics. The series consists of eight programs covering the following topics: basic semiconductor properties, PN junction properties, the transistor, basic amplifier I and II, advanced amplifier, transistor and integrated circuit fabrication processes, and integrated circuits.

<u>Number</u>	<u>Title</u>	<u>Production</u>	<u>Length</u>
1	Basic Semiconductor Properties	Production in Progress	
2	PN Junction Properties	" "	"
3	The Transistor	" "	"

# ST. CLOUD Con't

<u>Number</u>	<u>Title</u>	<u>Produced</u>	<u>Length</u>
4	Basic Amplifier, Part I	Production in Progress	
5	Basic Amplifier, Part II	"	"
6	Advanced Amplifier	"	"
7	Transistor and Integrated Circuit Fabrication Processes	"	"
8	Integrated Circuits	"	"

## 6. MINNESOTA GEOGRAPHY (Geography)

Incorporating photographs, motion pictures, physical models, special maps, and graphs, this program deals with Minnesota's rich glacial heritage—the Minnesota river valley and the vast system of glacial moraines

<u>Number</u>	<u>Title</u>	<u>Produced</u>	<u>Length</u>
1	Glaciers—Moraines—A Land Flow Feature	Production in Progress	
2	Lakes—Their Death	"	"
3	Population—Towns	"	"

# U OF M – DULUTH

## 1. CORRECTIONAL INSTITUTIONS (Sociology)

A series of interviews with prison officials discussing rehabilitation programs at the institutions listed below. Illustrates the types of correctional institutions at four levels: juvenile and adult reformatories, state and Federal prisons.

<u>Number</u>	<u>Title</u>	<u>Produced</u>	<u>Length</u>
1	Iowa Training School for Boys, Eldora, Iowa	9-70	45 min.
2	Iowa Training School for Girls, Mitchellville, Iowa	9-70	45 min.
3	Women's Reformatory, Rockwell City, Iowa	9-70	45 min.
4	Iowa State Penitentiary, Fort Madison, Iowa	9-70	45 min.
5	Riverview Release Center, Newton, Iowa	9-70	45 min.
6	Kettle Moraine Boys School, Plymouth, Wisc.	9-70	45 min.
7	Wisconsin School for Boys, Wales, Wisc.	9-70	45 min.
8	Black River Camp, Black River Falls, Wisc.	9-70	45 min.
9	Wisconsin State Prison, Waupan, Wisc.	9-70	45 min.
10	Wisconsin State Reformatory, Green Bay, Wisc.	9-70	45 min.
11	Wisconsin Correctional Institution, Fox Lake, Wisc.	9-70	45 min.
12	Wisconsin Home for Women, Taycheedah, Wisc.	9-70	45 min.
13	United States Penitentiary, Marion, Illinois	9-70	45 min.
14	Minnesota Home School, Sauk Centre, Minn.	9-71	45 min.
15	Minnesota Correctional Institution for Women, Shakopee, Minn.	9-71	45 min.
16	Minnesota Reception-Diagnostic Center, Lino Lakes, Minn.	9-71	45 min.
17	Federal Correctional Institution, Sandstone, Minn.	9-70	45 min.
18	Thistledeew Forestry Camp, Togo, Minn. St. Croix Forestry Camp	9-70	60 min.
19	State Training School for Boys, Red Wing, Minn.	9-71	45 min.
20	Minnesota State Prison, Stillwater, Minnesota	9-71	45 min.
21	Minnesota State Reformatory, St. Cloud, Minn.	9-71	45 min.

## U OF M-DULUTH Con't

### 2. THE DISADVANTAGED LEARNER (Education)

This series of fifteen interviews with administrators discussing the disadvantaged learner concerns itself with the upper midwest area and its particular problems (i.e. Indians, migrant workers) in an attempt to prepare future teachers to understand their unique problems.

<u>Number</u>	<u>Title</u>	<u>Produced</u>	<u>Length</u>
1	<u>The Role of the State in Minority Education</u> Howard Casmev, Minnesota Commissioner of Ed.	8-70	35 min.
2	<u>The Role of the State in Minority Education</u> Archie Holmes, Equal Educational Opportunities Section, Minnesota Department of Education	8-70	45 min.
3	<u>The Role of the State in American Indian Education</u> Will Antell, Minnesota Director of Indian Education	8-70	45 min.
4	<u>Education in an All Indian School</u> , Jerry Buckanaga, Principal, Pine Point Elementary School, Park Rapids Public Schools	7-70	30 min.
5	<u>Working with American Indian Employees</u> , Paul Schultz, Director of Minority Programs, Boise-Cascade Company, International Falls, Minnesota	8-70	30 min.
6	<u>The Minnesota Indian</u> , Dean Crawford, Professor, University of Minnesota, Duluth	8-70	30 min.
7	<u>Educational Programs for Migrant Children (Part I)</u> Father Eugene Heckert, Director of Migrant Programs, Clara City, Minnesota	8-70	45 min.
8	<u>Educational Programs for Migrant Children (Part II)</u> Father Eugene Heckert, Director of Migrant Programs, Clara City, Minnesota	8-70	40 min.
9	<u>How the Local Community Works to Break the Poverty Cycle</u> , Robert Hoch and John Radosovich, Duluth Community Action Program	7-70	30 min.
10	<u>The Head Start-Follow Through Programs</u> , Terry Churchill, Director of Early Childhood Education, Duluth Public Schools	8-70	35 min.
11	<u>The Community School and the Disadvantaged</u> Robert Bzasnik, Community School Director, Duluth Public Schools	8-70	30 min.
12	<u>Turn on to Living (TOTL Program)</u> , staff and students of the TOTL Program, College of St. Scholastica, Duluth, Minn.	8-70	45 min.

# U OF M-DULUTH Con't

13	<u>The Role of the Principal in the Inner City School</u> John Downs, Duluth Public Schools	8-70	30 min.
14	<u>Education in an Indian School</u> , Melvin Buzzard, Resources Director, Pine Point Elementary School, Park Rapids Public Schools	7-70	30 min.
15	<u>The Role of the Elementary School Counselor in the Inner City School</u> , Ed McGrew, Duluth Public Schools	8-70	30 min.

## 3. CRITICAL INCIDENT-DRUGS (Health, Psychology, Education)

Through the use of video taped interviews and set dramatization serving as stimulus material, this program places students into situations in which they must critically examine their own value system concerning drugs and their use.

<u>Number</u>	<u>Title</u>	<u>Produced</u>	<u>Length</u>
1	Current Research on Drug Effects	2-71	45 min.
2	Orientation to Drug Use Patterns	1-71	55 min.
3	Patterns of Alcohol Abuse and Rehabilitation	2-71	45 min.
4	Simulation Between Drug Experiences and Religious Experiences	2-71	40 min.
5	Drugs in First Aid	11-71	30 min.
6	Orientation to Drug Education	3-71	30 min.
7	Demonstration of Effects of Alcohol on Humans	6-70	40 min.
8	Patterns of Drug Use in the San Francisco Area	10-70	35 min.
9	So You Want a Joint!! Whatever Turns You On!!	8-70 8-70	20 min. 20 min.
10	St. Louis County Prosecuting Attorney on Drug Laws, Part I	6-70	30 min.
11	St. Louis County Prosecuting Attorney on Drug Laws, Part II	8-70	30 min.
12	The People Next Door	8-70	45 min.
13	The People Next Door	8-70	45 min.
14	The People Next Door	8-70	45 min.

# U OF M-MORRIS

## 1. THE PURPOSES AND OPERATIONS OF MICRO TEACHING (Education)

This program orients the pre- and in-service teacher to small group and one-to-one instructional methods on the elementary and secondary level.

<u>Number</u>	<u>Title</u>	<u>Produced</u>	<u>Length</u>
1	Discussion	6-70	22 min.
2	Role Play	6-70	21 min.
3	Socratic	7-70	22 min.
4	Study Group	7-70	19 min.
5	Brainstorm	7-70	20 min.
6	Task Group	8-70	16 min.
7	Inquiry	8-70	22 min.
8	Workshop	2-72	20 min.

## 2. SUPPLEMENTAL MATERIALS IN TECHNICAL THEATER (Theater Arts)

Produced to supplement instructional materials in the field of theatrical costuming, scenic design, and lighting techniques.

<u>Number</u>	<u>Title</u>	<u>Produced</u>	<u>Length</u>
1	Lighting - Reflection, Refraction and Absorption	6-70	10 min.
2	Stage Lighting - Lighting Instruments	6-70	12 min.
3	" " - Intensity Control	6-70	15 min.
4	Scenic Design - Multipoint Perspective	6-70	28 min.
5	" " - Styles of Staging	6-70	24 min.
6	" " - 1 & 2 Point Perspectives	6-70	35 min.
7	" " - Fundamentals of Scenic Design	7-70	28 min.
8	Stage Costume - Costume Design	7-70	27 min.
9	" " - Construction of Accessories	7-70	16 min.
10	" " - Construction Techniques	7-70	17 min.
11	" " - Egyptian Costume	7-70	18 min.
12	" " - Biblical Costume	7-70	18 min.
13	" " - Greek Costume	7-70	18 min.
14	" " - Roman Costume	7-70	19 min.
15	" " - Byzantine & Romanesque	7-70	22 min.
16	" " - Early Gothic	7-70	21 min.
17	" " - Late Gothic	8-70	22 min.

U OF M--MORRIS Con't

<u>Number</u>	<u>Title</u>	<u>Produced</u>	<u>Length</u>
18	Stage Costume - Renaissance Costume	8-70	26 min.
19	" " - Elizabethan Costume	8-70	30 min.
20	" " - Cavalier Costume	8-70	20 min.
21	" " - Restoration Costume	8-70	17 min.
22	" " - Romantic Costume	8-70	17 min.
23	" " - Crinoline Costume	8-70	18 min.
24	" " - Bustle Costume	8-70	18 min.
25	" " - Gibson Girl Costume	8-70	17 min.



## U OF M-ST. PAUL

### 1. ISSUES IN THE ENVIRONMENT (General)

This series of 22 programs focuses on selected, critical issues of environmental quality and conservation of natural resources, covering such areas as: water quality, use of forest lands, herbicides and pesticides, agricultural waste disposal, and environmental design and planning.

<u>Number</u>	<u>Title</u>	<u>Produced</u>	<u>Length</u>
1	Introduction	6-71	43 min.
2	Cultural Design	6-71	43 min.
3	Biological Considerations	6-71	40 min.
4	Ethological Considerations	6-71	43 min.
5	Environmental Inventory	6-71	45 min.
6	The Problems of Water Pollution	6-71	40 min.
7	The Physical and Subtle Wastes	6-71	43 min.
8	Eutrophication	6-71	42 min.
9	The Setting of Standards	6-71	43 min.
10	The Animal Problem	6-71	42 min.
11	Pollutional Effects and Management	6-71	43 min.
12	Treatment of Animal Manure	6-71	44 min.
13	Agricultural Wastes	6-71	43 min.
14	Pros and Cons of Pesticide Use	6-71	42 min.
15	Pesticide Movement From the Soil Environment	6-71	42 min.
16	Degradation of Pesticides	6-71	43 min.
17	Avoiding Pesticide Residues	6-71	43 min.
18	Forest Stand Management	6-71	45 min.
19	Environmental Considerations in Forestry	6-71	43 min.
20	Forest Resources and Their Uses	6-71	41 min.
21	Recreational Uses of Forests, Parks and Wildlands	6-71	40 min.
22	Summary and Conclusion	6-71	46 min.

## 2. BASIC ENGINEERING AND PHYSICS—ENGINEERING CIRCUIT ANALYSIS

These pilot modules draw heavily on basic physics in presenting the topics involved in electrical engineering ranging from definitions of charge, current, voltage, and power to sinusoidal forced response.

<u>Number</u>	<u>Title</u>	<u>Produced</u>	<u>Length</u>
1	Overview Module, Lesson 1	7-71	33 min.
2	" " Lesson 2	7-71	25 min.
3	Loop Equation Module, Lesson 1	7-71	19 min.
4	" " " Lesson 2	7-71	14 min.
5	" " " Lesson 3	7-71	8 min.
6	" " " Lesson 4	7-71	10 min.
7	Direct Methods Module, Lesson 1	7-71	12 min.
8	" " " Lesson 2	7-71	20 min.

## WINONA

### 1. ELEMENTARY SCIENCE EDUCATION (Science)

The purpose of this project is to study the feasibility of developing and employing video-taped demonstrations designed to contribute to the overall understanding of how science is taught effectively in the elementary schools.

<u>Number</u>	<u>Title</u>	<u>Produced</u>	<u>Length</u>
1	Pendulums	2-71	36 min.
2	Mystery Powders	4-70	45 min.
3	Predictions	4-71	61 min.
4	Collisions	4-71	26 min.

### 2. STUDENT PLACEMENT

This project examines the functions of the student placement bureau, the application process, and interviewing techniques employed by both student and prospective employee.

<u>Number</u>	<u>Title</u>	<u>Produced</u>	<u>Length</u>
1	Placement—What's That ?	11-70	25 min.
2	Sell Yourself—Applying For a Job	11-70	28 min.
3	Do You Want the Job?- An Interview	11-70	40 min.

### 3. SPEECH

This project is an introductory course in speech and introduces the student to the basics of speech making.

<u>Number</u>	<u>Title</u>	<u>Produced</u>	<u>Length</u>
1	Stage Movement	6-71	38 min.
2	Theatre of the Mind	6-71	19 min.
3	Experimental Tape	Production in Progress	

### 4. HUMAN GROWTH AND DEVELOPMENT

This covers the basic psychological and physiological development of the human organism and the concepts of guided group interaction.

## WINONA Con't

<u>Number</u>	<u>Title</u>	<u>Produced</u>	<u>Length</u>
1	Oedipal and Latency	6-70	46 min.
2	Latency and Normal Adolescence	6-70	40 min.
3	Guided Group Interaction II	6-70	54 min.
4	Habit Training	6-70	32 min.
5	Ego Defenses	6-70	45 min.
6	Therapeutic Community	6-70	60 min.
7	Guided Group Interaction I	6-70	44 min.
8	Delinquency	6-70	43 min.
9	Positive Peer Culture: Rationale	6-70	48 min.
10	Pre-natal and Oral Periods of Development	6-70	41 min.
11	Personality Structure	6-70	47 min.

### 5. "TRIP INTO TRUTH" (Health)

Excerpts from a "Drug Education Workshop" held August 1, 1970, are presented on such topics as: medical, social, psychological, and legal aspects of drugs.

<u>Number</u>	<u>Title</u>	<u>Produced</u>	<u>Length</u>
1	Ken Beitler, Panel Discussion	7-70	42 min.
2	M. Dearden, Part I	7-70	36 min.
3	M. Dearden, Part II	7-70	30 min.
4	M. Dearden, Part III	7-70	25 min.
5	Ken Beitler	7-70	19 min.
6	Dr. Abuzzahab	7-70	32 min.
7	Dr. Behnke	7-70	33 min.
8	Users and Exusers	7-70	35 min.

### 6. MINNESOTA HISTORY (History)

Covers the topic areas of economics, agriculture, and transportation from a historical viewpoint.

## WINONA Con't

<u>Number</u>	<u>Title</u>	<u>Produced</u>	<u>Length</u>
1	Original Inhabitants	7-71	27 min.
2	Arrival of the Chippewa and Sioux	7-71	27 min.
3	Chippewa and Sioux Cultures	7-71	54 min.
4	Water Transportation	7-71	28 min.
5	Land Transportation	7-71	25 min.
6	Lumbering	7-71	30 min.
7	Cereal Trade and Milling	7-71	30 min.
8	Pioneer Farm	7-71	31 min.

### 7. "LINES AND THINGS" (Art Education)

This project is designed to encourage teachers to emphasize a child's awareness of his environment and expressing this awareness creatively through art.

<u>Number</u>	<u>Title</u>	<u>Produced</u>	<u>Length</u>
1	Lines and Things	11-71	30 min.
2	Hand-Drawn Images	8-70	62 min.

### 8. INDUSTRIAL EDUCATION (Industrial Arts, Vocational Technology)

This program deals with a straightforward "How to" format for students in industrial arts programs. The proper procedures for seven areas of required shop skills are thoroughly and visually explained.

Topics included are: welding, x and y machine alignment, oscilloscope testing of automotive circuits, electronic calculator applications, drill bit maintenance, tool bit sharpening, and operation of valve grinding machines. Production on these programs is in progress.

### 9. BUSINESS EDUCATION—DATA PROCESSING (Business)

The purposes of this program are to introduce business students to data processing, and to serve as supplemental material in courses on data processing. Topics covered range from the idea of the punch card to computer programming.

WINONA Con't

<u>Number</u>	<u>Title</u>	<u>Produced</u>	<u>Length</u>
1	Data Processing, Lesson 1	1-71	31 min.
2	Data Processing, Lesson 2	Production in Progress	

## HOW TO OBTAIN COPIES OF TELEVISION PROGRAM

To obtain a copy of a program, or more information about one, contact the producing institution under which the program appears. Additional information on using the programs or participating in the Program Development Grants can be obtained from any of the following coordinators or by contacting:

Minnesota Higher Education  
Coordinating Commission  
Suite 400 - Capitol Square  
550 Cedar Street  
St. Paul, Minnesota 55101

### Television Coordinators

William McGinley  
Audiovisual Department  
Mankato State College  
Mankato, Minnesota 56001  
(507) 389-2613

James H. Spear, Director  
Audiovisual Department  
Winona State College  
Winona, Minnesota 55987  
(507) 457-2016

Vern Thomas  
Audiovisual Department  
Bemidji State College  
Bemidji, Minnesota 56601  
(218) 755-2051

Russ DuBois  
University of Minnesota, Morris  
Morris, Minnesota 56267  
(612) 589-1070

E. Scott Bryce  
Speech and Theater Department  
St. Cloud State College  
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Bruce Lehan, Director  
Educational Media Program  
University of Minnesota, Duluth  
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Sheldon Goldstein  
Assistant Director  
Radio & Television Committee  
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Minneapolis, Minnesota 55455  
(612) 373-3805

Soren Munkhof  
Radio-Television  
Instructional Resources  
Southwest Minnesota State College  
Marshall, Minnesota 56258  
(507) 537-7126

Lee Nordrum  
Audiovisual Department  
Moorhead State College  
Moorhead, Minnesota 56560  
(218) 236-2295

APPENDIX Q  
MINITEX REPORT



## MINITEX REPORT

The list of libraries and institutions which follows shows the history of involvement in the interlibrary exchange program and represents the status of the participation to date.

### HISTORY OF MINITEX USAGE

January 1969	Bemidji State College Duluth Public Library (Arrowhead Regional Library) Mankato State College Rochester State Junior College Rochester Public Library Southwest Minnesota State College St. Cloud State College St. John's University St. Mary's College University of Minnesota, Duluth University of Minnesota, Morris
January 1970	Winona State College (Shared St. Mary's TWX) College of St. Teresa (Shared St. Mary's TWX) St. Olaf College (Used own TWX equipment) Carleton College (Used own TWX equipment)
January 1971	Moorhead State College Winona State College
July 1971	Gustavus Adolphus College College of St. Scholastica Carleton College St. Olaf College College of St. Teresa Winona Public Library (Used Winona State College TWX) Concordia College (Moorhead)
October 1971	Augsburg College Bethel College Concordia College (St. Paul) Hamline University (CLIC) James J. Hill Reference Library Macalester College College of St. Catherine College of St. Thomas
November 1971	East Central Regional Library (Cambridge) Great River Regional Library (St. Cloud) Lake Agassiz Regional Library (Moorhead) Minnesota Valley Regional Library (Mankato) Nobles County Library (Worthington) Northwest Regional Library (Thief River Falls) State Library Division (St. Paul) Northland State Junior College Worthington State Junior College

January 1972

University of Minnesota, Crookston  
University of Minnesota, Waseca  
Normandale State Junior College  
Mesabi State Junior College  
Austin State Junior College  
Crow River Regional Library (Willmar)

June 1972

Brainerd State Junior College  
Fergus Falls State Junior College  
Hibbing State Junior College  
Itasca State Junior College (Grand Rapids)  
Northland State Junior College (Thief River Falls)  
Rainy River State Junior College (International Falls)  
Vermilion State Junior College  
Willmar State Junior College  
Anoka County Library  
Dakota County Library System  
Hennepin County Library  
Minneapolis Public Library  
Scott County Library System (MELSA)  
St. Paul Public Library  
Ramsey County Public Library

APPENDIX R  
CRIMINAL JUSTICE RESEARCH FELLOWSHIP  
PROGRAM REPORT

CRIMINAL JUSTICE RESEARCH  
FELLOWSHIP PROGRAM

The Criminal Justice Fellowship Program was initiated by the Higher Education Coordinating Commission in cooperation with the Governor's Commission on Crime Prevention and Control for the 1972-73 academic year. The major purpose of the program is to provide additional data to the existing research base in crime prevention, law enforcement, and/or delinquency through fostering such graduate research in Minnesota colleges and universities. Research fellows devise their own instruments for data collection, analyze and interpret their data and provide a copy of the final report resulting from their individual research projects to both the Governor's Crime Commission and the Minnesota Higher Education Coordinating Commission.

A second goal of the program is to familiarize an increasing number of graduate students with the literature and problems associated with criminal justice research, thereby increasing interest in this area. For example, while individual projects are in progress, three seminars are held with the fellowship recipients, members of the Governor's Crime Commission, the project director who is a member of the staff of the Higher Education Coordinating Commission and interested experts in the criminal justice field during the fall, winter, and spring quarter of the academic year. The seminars provide an opportunity for each criminal justice fellow to share and assess his progress and problems in conducting his research with his own peers as well as benefit from dialogue with those already working in the criminal justice system. The seminars also provide the staff with an opportunity to assess the progress of the research fellow in completing his project.

While not eligible for the fellowship program themselves, the graduate faculties provide a vital link in the Criminal Justice Research Fellowship Program by encouraging able students to enter the fellowship competition and later by directing graduate students in their research projects.

As a result of the initial request for grant funds, the Criminal Justice Research Fellowship Program provides seven research fellowships of \$3,000 each to qualified graduate students in disciplines related to criminal justice studies. Graduate students enrolled full-time in both Minnesota's private and public institutions of higher education are eligible to apply. The Criminal Justice Research Fellowship Program receives \$18,750 from Federal funds under the Omnibus Crime Control and Safe Streets Act of 1968 (P. L. 90-351), and \$6,250 in matching funds from the Governor's Crime Commission. The total funds administered under the fellowship program are \$25,000.

The projects that were awarded are listed below:

Marshall Dermer	University of Minnesota	<i>Do (SEDERM) Socio-Economically Disadvantaged, Ethno-Racial Minorities Receive Fair Jury Trials?</i>
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The Sixth Amendment provides for "trial by an impartial jury" and the Fourteenth Amendment guarantees "equal protection of the laws." Certain social psychological formulations suggest that present judicial practices may result in trials which are in violation of the United States Constitution. The present study is designed to determine if existing jury trials in fact deny the socio-economically disadvantaged, and ethno-racial minorities (SEDERM) defendants fair trials. This study will specifically examine the juror selection of the Hennepin County courts in relation to SEDERM and how adequately members of SEDERM are represented on jury panels.

Peggy C. Giordano	University of Minnesota	<i>Effectiveness of Organizations in the Juvenile Justice System: A Client Perspective</i>
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The purpose of this project is to examine the effectiveness of major organizations dealing with problem juveniles in the

Hennopin County area using problem juveniles as the informational source. Although intended as an independent project, it will complement other studies being done at the University of Minnesota on the same organizations, only from different perspectives.

Pamela A. Lanoue      University of Minnesota      *Women's Role in the Administration of Criminal Justice*

The purpose of this project is to determine the extent to which women are presently being denied employment in the law enforcement field; what are the career possibilities for women in police organizations; and the specific barriers to employment from a legal, administrative and attitudinal perspective.

R. Christopher Perry      University of Minnesota      *Attitudes of the Accused: Dimensions*

The purpose of this study is to investigate and identify differences in the pre and post trial perceptions of the accused in order to determine how the process affects him.

William M. Rhodes      University of Minnesota      *Economic Analysis of Plea Bargaining*

An economic analysis of plea bargaining is intended to give an insight into two simultaneous processes. The first process is the decision of the prosecutor to either take a case to court or accept a guilty plea with a reduced charge. The second process is the decision of the defendant to either accept the prosecutor's offer of a bargain, or to force the issue to be decided by a bench or jury trial. It will be shown in this project that these decisions can be partially explained using standard economic theory. That is, the prosecutor's and the defendant's choice either to go to trial or to plea bargain is a problem involving the rational allocation of scarce resources to competing uses. The purpose of this analysis is to determine how the interaction between the above two decision makers determine the number of criminal cases decided by trial rather than by a guilty plea, and the severity and distribution of sentences which the guilty receive. Moreover, this analysis is intended to illustrate how the reallocation of resources within the judicial system will alter the flow of cases through the system.

The purpose of this project is to explore stigmatization (imposed upon an individual by other individuals or social groups) and alienation (an individual's feeling of noninvolvement in and enstrangement from his society and culture) due to detention and to determine how stigmatization and alienation are affected by different bail procedures. Particular emphasis will be placed on identifying differences that occur by race.

John W. Townsend      University of Minnesota      *Group Homes: A Closer Look*

The concept of group homes has become an integral part of the spectrum of community care for dependent and delinquent youths especially by justice, corrections and welfare officials in the metropolitan area. Only limited data is available on the actual effects of the group home experience on its residents. The specific objectives of this study are: 1) to promote the coordination and cooperation of the variety of agencies involved in the group home enterprise, provide opportunities for mutual feedback processes to develop and initiate the employment of a consistent system of record keeping on juveniles across group home programs; 2) to assess the attitudes of those closely associated with the group home enterprise toward the general group home environment, diagnostic and placement practices, treatment methods and community involvement; and 3) to conduct a systematic follow-up on a sample of juveniles after their discharge from the group home facility to appraise their adjustment to the community. Included in this effort will be a report on the difficulties of interpreting the findings of such post hoc treatment analyses.

APPENDIX S

COMMUNITY SERVICE AND CONTINUING  
EDUCATION REPORT



## COMMUNITY SERVICE AND CONTINUING EDUCATION REPORT

In 1965, the Congress, recognizing the need for means through which the resources of higher education might be addressed to the growing problems of society, enacted Title I of the Higher Education Act of 1965.

Designed to provide "grants and contracts ... to strengthen continuing education and extension methods and teaching and public service resources of colleges and universities", Title I HEA has been the catalyst that has encouraged Minnesota institutions of higher education into working partnerships with others in the broadest of attacks on community problems. Consortia has been developed and channels of communication opened between communities and higher education institutions. The formation of these essential linkages between community and faculty may be vital to efforts in facing community and institutional challenges in the future.

The results in Minnesota have been impressive. Through careful planning and coordination and a judicious use of limited matching funds, the approximately \$175,000 in Federal funds made available to the state in each of the seven years has enabled 19 institutions, including junior colleges, area vocational-technical institutes, state colleges, private colleges and the university to mount 73 community service programs of major importance. The impact of these programs extends far beyond the immediate results achieved. Of greatest significance has been the development of institutional ability to respond to needs articulated by the community. The increased competence and heightened awareness of the viable role of the campus in identifying and ameliorating community problems are significant products of the experience with Title I projects in Minnesota.

The following community service projects were funded in 1971-72 under Title I HEA of 1965:

### 1971

#### A Diversified Recreation Program for Inner City Youth

AUGSBURG COLLEGE, Minneapolis, Minnesota 55404

Program Director: Howard Pearson, Associate Professor, Health and Physical Education, Augsburg College, 332-5181, Ext. 582

A diversified summer recreation program at Augsburg College promotes: (1) constructive use of leisure time for 150 inner city boys and girls ages 8-13 (2 groups of 75, each for a three-week period); and, (2) provides an opportunity for 14-16 year old inner city youths with leadership potential to work in a program where this potential is developed. What to do with one's leisure time is an immense problem for the inner city. This problem will never be solved without programs which supply indigenous leadership for the various schools, playgrounds and agencies of the inner city. This program is producing this type of indigenous leadership needed by recruiting junior assistants with leadership potential from various areas of the inner city. These junior leaders help supervise the three groups of 25 boys and girls. They are placed under Augsburg College students in either art, drama, music or physical education, according to their demonstrated abilities. The college students are those majoring in art, drama, music and physical education and are selected because of their interest in teaching or working in the inner city and developing this ability with a practical seven week experience.

Institutional Contribution:	\$19,580
Federal Contribution:	<u>5,000</u>
Total Project Budget:	\$24,580

Urban Curriculum Development in Community Planning for Model City  
Residents and College Students

AUGSBURG COLLEGE - HIGHER EDUCATION CONSORTIUM FOR URBAN AFFAIRS, INC.  
 Program Director: Robert W. Clyde, Ph.D., Director of Social Science  
 Research Center, Augsburg College, Minneapolis, Minnesota 55404  
 332-5181, Ext. 329

The aim of this project is to develop experimental courses in Urban Planning and Development focusing on the inner-city with the following objectives:

- a. Improvement of educational opportunities for low-income resident planners employed in the Minneapolis Model City community. Particular emphasis is placed on relating their experience to broader political and social concepts which are a part of the planning process. Additional emphasis is placed on the encouragement of qualified residents to continue their pursuit of college level study.
- b. Improved understanding by college students of the reality problems encountered in attempting to plan and implement programs and policies designed to effect positive changes in the inner-city. Emphasis in this instance is again on relating the more conceptual and theoretical material to the realities of the planning process.
- c. Provision of the 13 colleges and universities represented in the Consortium with the opportunity to test a unique educational approach in Urban Studies with implications for further curriculum development. To this end, courses include both residents and students in the same classes and incorporate the findings of the Consortium's interdisciplinary evaluation team presently examining the Model Cities planning process. The format calls for heavy use of community officials and leaders as resource persons (e.g., state and local government officials, state, metropolitan and local planners, etc.).

As a result of this project, colleges represented in the Consortium should be in a better position to modify existing course offerings in Urban Studies or develop additional curricula incorporating some of the experience gained in this project.

Institutional Contribution:	\$ 4,000
Federal Contribution:	<u>8,000</u>
Total Project Budget:	\$12,000

A Program of Community Development and Environmental Quality

BEMIDJI STATE COLLEGE, Bemidji, Minnesota 56601

Program Director: Mrs. Ida Mae Geittmann, Associate Director of  
Continuing Education, Bemidji State College, 218-755-2068

The primary objective of this program is to meet the needs of the area in community and resource development. It is the intent of this program to create an awareness of the problems confronting the people of the area so that they and the leadership can make intelligent and informed decisions governing the future of the area.

The project includes the sponsorship of programs to promote area economical development, improvement of governmental and educational service and addressing environmental and sociological needs.

Institutional Contribution:	\$ 2,500
Federal Contribution:	5,000
Total Project Budget:	\$ 7,500

Community Problem-Solving in Southern Minnesota Urban Regions

MANKATO STATE COLLEGE, Urban Studies Institute, Mankato, Minnesota

Program Director: Dr. Robert A. Barrett, Urban Studies Institute Director;  
Professor, Department of Political Science; 507-389-1714

The objectives of the program are as follows: To provide a laboratory experience for experimentation and simulation of urban problem-solving; to apply the findings of interdisciplinary research on systematic community problem solving; to sensitize community leaders and community development specialists regarding community problems and development; to encourage more flexible attitudes toward local government modernization of structure and techniques, with particular emphasis upon the newly formed Minnesota Valley Council of Governments; and to promote better use of existing information resources.

Institutional Contribution:	\$10,000
Federal Contribution:	20,000
Total Project Budget:	\$30,000

Western Minnesota Communication and Resource Development

MOORHEAD STATE COLLEGE, Moorhead, Minnesota 56560 (On behalf of the Tri-College University)

Program Director: Charles E.P. Simmons, Dean of Social and Behavioral  
Sciences, Moorhead State College, Moorhead 218-236-2166

The demands placed upon established community institutions today frequently exceed their delivery ability for effective action planning, community building, and intergovernmental cooperation. In addition communities in western Minnesota are experiencing continued out migration and a declining tax base. (In this proposal "Western Minnesota" refers particularly to Region IV, but also to portions of Regions I and II.) Regional development commissions, although not yet established in western Minnesota, will eventually serve as vehicles for needed planning and development and the improvement of delivery systems (the several complexes of institutions which provide services

such as health care facilities) within regions. The colleges in western Minnesota have educational resources which can assist in the process of regional development and in the improvement of governmental and social services. The project is designed to harness these resources to contribute to the development and planning processes.

Institutional Contribution:	\$24,409
Federal Contribution:	20,000
Total Project Budget:	<u>\$44,409</u>

Continuation of Southwest Minnesota Community Service Clearinghouse

SOUTHWEST MINNESOTA STATE COLLEGE, Marshall, Minnesota, and  
WILLMAR STATE JUNIOR COLLEGE, Willmar, Minnesota

Program Director: Mr. Clifford D. Sibley, Assistant to the Director,  
Public Services and Development, Southwest Minnesota State College  
507-537-7119

The nineteen-county area of southwestern Minnesota consists of 194 communities with both individual problems and interrelated problems. Agriculturally based, this rural area suffers from both declining population and economic bases. This situation causes related difficulties in education, health, social and other sectors.

Through the currently funded Title I project, "Southwest Minnesota Community Service Clearinghouse", communities are being provided names and pertinent information about people and agencies who possess knowledge or expertise to assist them with their problems. Also through this action project, conferences and workshops dealing with specific problems faced by communities are being held throughout the area.

Many progressive communities, particularly those with small populations, even with the assistance of the present Clearinghouse project, have difficulty in identifying their problems in a priority manner and following through on recommendations to solve the problems they face.

Institutional Contribution:	\$26,308.24
Federal Contribution:	20,000
Total Project Budget:	<u>\$46,308.24</u>

Community Analysis Forums II - Callbacks and Updating

ST. JOHN'S UNIVERSITY, Collegeville, Minnesota

Program Director: Dr. L. Dennis Kleinsasser, Associate Director,  
Center for the Study of Local Government, St. John's University 612-363-7725

Phase I of this program to serve twelve selected Minnesota "micro-cities" was assisted by \$11,000 from Title I last year. It is basically a "delivery system" for Micro-City research findings to Minnesota cities in the 10,000 to 50,000 size category. Too often research remains academic and gathers dust. This project is a pilot experiment to "deliver" results to cities in a practicable form for further action by them. To do this, the Center at St. John's is developing a new interdisciplinary, intercity comparative model. This model was field tested over the past twelve months through a "municipal diagnostic" service to twelve cities in Minnesota, a service not now available

so far as we know anywhere in the nation.

Institutional Contribution:	\$10,886
Federal Contribution:	10,000
Total Project Budget:	<u>\$20,886</u>

Area Workshops on Intergovernmental Cooperation and Coordination

UNIVERSITY OF MINNESOTA, Department of Agricultural and Applied  
Economics and Agricultural Extension Service

Program Director: Charles Sargent, Associate Professor, Agricultural  
Economics and Community Development Specialist 373-0950

The main objective of the workshop is to provide a unique educational setting where community leaders and experienced academic and agency personnel can interact and discuss in depth alternative solutions to current local issues. An attempt is being made to improve public decision making by putting more "power of knowledge" into the hands of the people who can influence change. Participants will include county, city and village officials and their staffs plus other community leaders and legislators.

Institutional Contribution:	\$ 6,853
Federal Contribution:	12,000
Total Project Budget:	<u>\$18,853</u>

Tri-County Poverty Assistance Program (Minnesota counties of Winona, Houston, and Fillmore)

COLLEGE OF SAINT TERESA, Winona, Minnesota

Program Director: Miss Bernadette Graf, ACSW, Assistant Professor,  
Social Work, College of Saint Teresa. 507-454-2930, Ext. 215

The specific problem addressed by this project is: How can the unsatisfied needs of a largely rural, economically disadvantaged segment of the population of the area with which this proposal is concerned best be served?

It has been well established that the alleviation of almost any social need can be conducted successfully through a person-to-person relationship between the individual or family and the worker. But this is an ideal which can be put into practice only if the two sides, two persons essential to the communication, are present. The agencies in the area under study (and this is by no means unique to this particular area) are not sufficiently staffed to provide this service in anything like the volume needed.

With this deficiency in mind, representatives of the Southeastern Minnesota Citizens' Action Council approached some members of the faculty of the College of Saint Teresa in the summer of 1970 with this question: Might there be students interested in performing this service as volunteers? They would have to be oriented to existing conditions and needs so that they might become competent to handle situations likely to be encountered. If this could be done, the SEMCAC people said, then those volunteering and adequately oriented, could be put to good use. By supplementing work now being done, they could extend the usefulness of agencies in the area, including those in the SEMCAC

organization, interested in making use of them. Furthermore, the work would provide the student volunteers with valuable clinical experience.

Institutional Contribution:	\$ 6,350
Federal Contribution:	12,000
Total Project Budget:	<u>\$18,350</u>

Black Family Life in an Urban Community

UNIVERSITY OF MINNESOTA - Afro-American Studies Department

Program Director: Mrs. Josie R. Johnson, Instructor, University of Minnesota, Afro-American Studies Department 376-7221 or 373-0143

There is a growing belief that a "breakdown" within the American family structure is the basic for many of society's most vexing problems. Numerous programs, all operating on the thesis that there is something both distinguishable and worthwhile within the American white family, have been designed to assist the Black family in America to become "like the white family." This study adopts for exploration purposes the thesis that it might well be an important part of America's salvation that the "strengths" which are within the Black family are those which should be being emulated by the white family. Thus the attempt here is to determine realistically and within terms of the Black experience what are the features unique to the tradition, Black family, which have - despite all outside efforts to the contrary - kept it a more viable force in the development of its members than is credited by existing scholarship in the field.

Institutional Contribution:	\$ 3,000
Federal Contribution:	5,000
Total Project Budget:	<u>\$ 8,000</u>

Expanding Educational Opportunity to Secondary School Dropouts

Through Independent Study (Correspondence)

UNIVERSITY OF MINNESOTA, Department of Independent Study, General Extension Division

Program Director: Jerome C. Winegar, Assistant Director of Independent Study, University of Minnesota 612-373-3803.

In order to provide an alternative educational structure to dropouts and to those termed "potential dropouts" by local schools, various school districts throughout the United States have developed so-called "dropout centers" during the past four years. These are operations normally located within a storefront or other non-school building. The center provides facilities for vocational and technical training in order to instruct attendees in a skill that may be useful to them when securing a job. Some centers also provide limited academic training, usually in the areas of reading, writing, and general mathematics. The limits on the academic offerings usually exist because of the employment of a staff primarily equipped to offer the vocational subjects. In order to supplement the academic offerings, most dropout centers arrange for interested persons to attend a regular secondary school on a part-time basis. Hopefully, by this cooperative method, some dropouts will eventually graduate.

Institutional Contribution:	\$ 3,467
Federal Contribution:	5,000
Total Project Budget:	<u>\$ 8,467</u>

University-Community Program for Planning and Development in  
the Arrowhead Region

UNIVERSITY OF MINNESOTA, DULUTH, Duluth, Minnesota 55812

Program Director: Wayne A. Jessewein, Assistant Professor of Economics,  
University of Minnesota, Duluth 218-726-7256

Under the proposed program the University of Minnesota through all its units, but primarily through its Duluth campus is cooperating with the Regional Commission and assisting the local communities through both a continuation and an expansion of the program begun under the previous Title I grant. The existing educational efforts aimed at assisting the Arrowhead Regional Development Commission explain to local communities of northeastern Minnesota how to function effectively within the regional structure and how to formulate and implement development plans are being continued. New educational efforts aimed at exploring selected problem areas in the process of planning and aimed at increasing the efficiency of local government operations are being started.

Institutional Contribution:	\$10,000
Federal Contribution:	20,000
Total Project Budget:	<u>\$ 30,000</u>

Formation of a Regional Planning Commission

UNIVERSITY OF MINNESOTA, MORRIS, Morris, Minnesota

Program Director: Sun M. Kahng, Executive Coordinator, Regional Research  
Center for Community Development 589-2211, Ext. 279

The specific objectives of the proposed program are:

- a. To facilitate the formation of a regional planning commission at the nearest possible date.
- b. To strengthen and enlarge the resources and capability of the Regional Research Center for Community Development (RRCCD) at the University of Minnesota, Morris.
- c. To establish a Community Development Association (CDA) to carry out various multi-county community projects.

Institutional Contribution:	\$ 2,770
Federal Contribution:	3,500
Total Project Budget:	<u>\$ 6,270</u>

West Central Regional Inter-Agent Help Program

WILLMAR STATE JUNIOR COLLEGE, Willmar, Minnesota

Program Director: Mr. Bert Phillips, Director of Community Services,  
Willmar State Junior College 612-235-2131

Health and social services and the particular problems with which they might deal must be viewed as part of the total social, economic system.

The inter-agency comprehensive planning becomes one of the many broader areas of planning in the context of the overall development. In other words, inter-agency planning must relate closely to other planning programs within the region. It is hoped that the cooperative efforts of the inter-agency program and the agencies will result in the development of a sound planning program that will match needs and resources in the community.

Institutional Contribution:	\$ 1,805
Federal Contribution:	3,500
Total Project Budget:	<u>\$ 5,305</u>

Minnesota Catalog of Programs for Individual and Community Development  
WINONA STATE COLLEGE, Winona, Minnesota

Program Directors: Ahmed H. El-Afandi, Associate Professor 507-457-2124  
and C. Kenneth Meyer, Assistant Professor 507-457-2124

The overall objective of the proposed catalog is to provide a single reference for those working in the community planning field containing information on programs already in existence so as to provide for maximum use of these programs. A catalog such as that proposed will enable state legislators in the future to improve upon existing programs and to possibly avoid duplication of functions.

Institutional Contribution:	\$ 1,750
Federal Contribution:	2,000
Total Project Budget:	<u>\$ 3,750</u>

1972

Tri-County Poverty Assistance Program (Minnesota counties of Winona,  
Houston and Fillmore)

COLLEGE OF SAINT TERESA, Winona, Minnesota

Program Director: Miss Bernadette Graf, ACSW, Assistant Professor, Social  
Work, College of Saint Teresa 507-454-2930, Ext. 256

The first year's experience has shown that the person-to-person relationships which the program has been able to establish have not only satisfied the immediate needs, but in several cases have led to the discovery of more basic, deeper needs some of which are being treated. These needs may be, for example, a desire to learn to read, to learn a vocation or trade, to become qualified for a job requiring a high school diploma, how to use the food dollar more effectively. These cases are not numerous, but it is believed that the program could move toward the improvement or motivation of at least a part of the disadvantaged segment and the partial elimination of some of the resignation to a poverty existence or the encouragement of a spark of desire to emerge from an existence of hopeless and endless poverty.

Institutional Contribution:	\$ 6,900
Federal Contribution:	10,000
Total Project Budget:	<u>\$16,900</u>



Central Minnesota Public Service Consortium, Phase I

COLLEGE OF ST. BENEDICT, St. Joseph, Minnesota

Program Director: Dr. Robert Wick, Distinguished Service Professor,  
Saint Cloud State College, Saint Cloud, Minnesota 612-255-0121

The objectives of this project are to inventory the needs of the region, the capabilities of the colleges, the feasibility of some type of consortium structure, the creation and staffing structure, the formation of action programs to meet the needs as defined in the earlier mentioned survey, and data collection. This is an operation that requires more than a year to implement. Consequently, although much of the preliminary work will involve action, it is a type of action that will logically lead in the direction of increasingly direct assaults on community problems - a necessary preliminary to mounting a continuous action program within the region. It is action on one of the region's most pressing problems - the absence of a viable mechanism to provide sophisticated services, research and problem solving capability.

Institutional Contribution:	\$14,918
Federal Contribution:	18,000
Total Project Budget:	<u>\$32,918</u>

Model Instructional Program for Local Officials

ST. JOHN'S UNIVERSITY, Collegeville, Minnesota 56321

Mr. David Slipy, Micro-City Project Director, Center for the Study of  
Local Government, St. John's University, 612-363-7725

The objectives of our instructional program for municipal officials were created cooperatively with the University of Minnesota staff. Based on the specific problem, this program is to create and test a model instructional program for local decision makers from communities in out-state Minnesota. In order to form a comprehensive educational effort, the creation of such a program will be coordinated with the University of Minnesota as described below and will incorporate materials being created by the Metropolitan Council. These materials will be in the form of a planning and zoning training manual.

The efforts are being directed toward creating and testing a model program that will enable local officials to:

1. Define "community planning" as distinguished from "zoning" and identify its role in a community.
2. Define their own needs for training in the planning process.
3. Identify and participate in the major steps of a planning process.
4. Recognize their own role and the functions of others in this process.
5. Use the tools that are available to them in planning, recognizing appropriate and inappropriate uses.
6. Improve decision-making skills with a recognition of responsibility and the long range effects of decisions on the community.

7. Recognize the importance of relating land planning decisions to the comprehensive community plan.

In addition to these objectives, the program has an experimental focus. With the University of Minnesota project proposal, it is hoped that comparative data regarding effective alternative strategies for training can be gathered, given common objectives and evaluative techniques.

Whereas, the Center is working with two or three communities in the out-state area, the University project draws representative participants from several local units around the metropolitan area. The Center is attempting to have 100% participation by municipal officials in the communities that they work with, while the University project deals with representative participants. Results of the techniques being tested may suggest a variety of strategies for programming in other parts of Minnesota. The long-range aim, not included in this proposal, would involve implementation of the instructional program throughout the state.

Institutional Contribution:	\$ 6,525
Federal Contribution:	12,667
Total Project Budget:	<u>\$19,192</u>

Housing Needs for the Low Income and Elderly

UNIVERSITY OF MINNESOTA Agricultural Extension Service, St. Paul, Minnesota  
Program Director: William J. Sliney, Area Extension Coordinator, University of Minnesota 218-755-2069

The principle objective of this project is to provide adequate housing for the people of the three-county area by creating an awareness of the housing situation and the resources available to provide better housing.

More specific objectives are:

- a. Investigate with public officials and community leaders the need for county Housing and Redevelopment Authorities.
- b. Inform the general public and community leaders on the availability of private and public financial assistance for housing.
- c. Inform individual home builders, remodelers, public housing officials and contractors on housing space needs, psychological needs and the economics of building and home ownership.
- d. Investigate with public officials, housing authorities and community leaders the phenomenon of the disproportionate number of older men to older women and the implication it may have for senior citizen housing.

Institutional Contribution:	\$10,050
Federal Contribution:	8,910
Total Project Budget:	<u>\$18,960</u>

A Collaborative Approach to the Regenerating of Rural Regions in Minnesota  
UNIVERSITY OF MINNESOTA, Minneapolis, Minnesota

Program Director: Robert D. Clemence, Associate Professor of Architecture, and Coordinator, Urban Education Center, University of Minnesota  
373-2198 and 827-2608.

This project calls for an application of the service/learning concept (referred to in parts one and two) focusing on Renville County and the Renville County Region in West central Minnesota.

There are rather specific reasons for choosing the Renville County Region as the Demonstration area for this concept.

First of all, the proposed project has already been piloted successfully in the Bird Island - Olivia area of Renville County by two University students (John Sanger, now a graduate of the School of Architecture and Eric Bundlie, now a Journalism School graduate), and a very receptive climate for county-wide cooperation has been established. If, and this is the hope and intention, John Sanger can continue his affiliation with the project in the role of field coordinator, we are confident that county residents will welcome the collaborative input of other young people from the University. And, as noted in part two of this proposal, the presence of community receptiveness is essential if outside contributions are to be meaningful. We would in fact hope that much (but not all) of the student input would come from University students who have grown up in rural or small town Minnesota. This would assure us that they would be welcome as returning "insiders" with special educational talents and an interest in their homeland. In addition it might even yield a cadre of students with as much dedication to rural community viability as that now found in John Sanger.

Institutional Contribution:	\$ 8,908
Federal Contribution:	14,000
Total Project Budget:	<u>\$22,908</u>

Development of a Pilot Center for Home Improvement Design Services for  
Referred Low Income Clients in Minneapolis, Minnesota

UNIVERSITY OF MINNESOTA, St. Paul, Minnesota

Program Director: Gertrude Esteros, Head, Design Department,  
University of Minnesota 373-1015

The purpose is to provide low income clients with alternative solutions to home improvements. The center for home improvement design services would serve as an "idea" source. It is an old house in need of many improvements. Differing kinds of wall and floor treatment, storage, furnishings and equipment would all provide suggestions for clients' own problems. The improvement of the center itself would be accomplished largely by do-it-yourself volunteers - University students and volunteer professionals. (If feasible, there may be some client assistance.) Some of the rooms would be used as workshop areas where clients could work on their own furnishings problems with help of the volunteer professionals (student and other) and aides. Individual consultation service would be provided.

To establish a method for using talents and skills of University housing and interior design personnel in community improvement. This has dual purpose: (1) to help solve community problems; (2) to provide educational field work experience for students and continuing contact with community agencies and low income home environment problems for faculty.

To establish a liaison with community organizations concerned with home improvement services. The two organizations most closely concerned with this proposal will be a private non-profit corporation, Project for Pride in Living (a project of Advocate Services, Inc.), and the Minneapolis Model Cities Housing Bureau. In addition, welfare agencies who make referrals of clients would be involved.

Institutional Contribution:	\$ 9,048
Federal Contribution:	16,200
Total Project Budget:	<u>\$25,248</u>

Indian Mini-College for Urban Indians

METROPOLITAN STATE JUNIOR COLLEGE, 50 Willow Street, Minneapolis, Minnesota  
Program Director: Howard E. Bergstrom, President, Metropolitan State Junior College, 335-8944.

The most specific goal of the project is an effort to humanize education. The overall program and courses developed for the mini-college are aimed at changing previous educational patterns, stimulating a motivation to learn and assisting in career direction. This can be done by the use of trained Indian personnel, the development of courses related to the residents' culture and values, and teaching the courses in their home area.

It is not anticipated that this program will accomplish the total objective of proper education of Indians, but it will be an action with a positive direction and course. It is a start, a beginning, and an attempt to find a possible solution to the educational system for Indian people with Indians participating and advising this project.

Institutional Contribution:	\$10,600
Federal Contribution:	12,150
Total Project Budget:	<u>\$22,750</u>

Southwest Minnesota Community Service Clearinghouse

SOUTHWEST MINNESOTA STATE COLLEGE, Marshall, Minnesota;

WILLMAR STATE JUNIOR COLLEGE, Willmar, Minnesota;

WORTHINGTON STATE JUNIOR COLLEGE, Worthington, Minnesota.

Program Director: Mr. Clifford D. Sibley, Director, Center for Community Services, Southwest Minnesota State College, Marshall, Minnesota  
507-537-7119

The principal objectives of this project are:

- a. Identify and select 6 - 10 communities in southwestern Minnesota to act as models for organizing, developing problem-solving procedures and applying problem-solving procedures in a planned manner to the problems they face.
- b. To match expertise of selected college faculty and students from Southwest Minnesota State College, Willmar State Junior College, and Worthington State Junior College to problems faced by area communities.

- c. Through cooperative, team approaches by personnel from the three institutions, work with area communities to find solutions to community problems.
- d. Act as a model for similar communities; provide both a written history of the model communities' processes and actions and serve as open laboratories to visitors from other communities.
- e. Disseminate a quarterly progress report regarding problem-solving activities of the model communities.
- f. Model communities will host a conference to share with leaders of other communities the problem-solving process they followed and their successes and failures.

Institutional Contribution:	\$14,933
Federal Contribution:	14,868
Total Project Budget:	<u>\$29,801</u>

West Minnesota Communication and Resource Development (Phase II)

MOORHEAD STATE COLLEGE, Moorhead, Minnesota 56560 (On behalf of Concordia College, Fergus Falls State Junior College, Moorhead State College, North Dakota State University, University of Minnesota, University of Minnesota at Morris, and the Adult Distributive Education Program of the Area Vocational-Technical Institutes)

Program Director: Dr. Byron L. Schmid, Assistant Professor of Political Science, Moorhead State College, Moorhead, Minnesota 218-236-2942

The overall objective of the West Minnesota Consortium (Concordia College, Fergus Falls State Junior College, Moorhead State College, North Dakota State University, the University of Minnesota, the University of Minnesota at Morris, and the Adult Distributive Education Program of the Area Vocational-Technical Institutes) proposal is development of partnerships between units of government and institutions of higher education in west Minnesota for community and regional problem-solving activities. The program proposes development of cooperative relationships with the regional development commission and other units of government through which the resources of higher education can be made available for problem-solving activities in order that educators can join with public officials, agency personnel and planners and other interested citizens in efforts designed to guide creative change in the regional community.

Institutional Contribution:	\$23,976
Federal Contribution:	17,973
Total Project Budget:	<u>\$41,949</u>

Region IX Community and Regional Development

MANKATO STATE COLLEGE, Urban Studies Institute, Mankato, Minnesota

Program Director: Mr. Roger A. Davis, Assistant Director of Community Service, Urban Studies Institute 507-389-6425

Communities need help and colleges need to offer legitimacy both to their students and to the public. A natural blending of the centers of training and knowledge with centers of urban and regional problems seems to offer

itself as an acceptable proposal to both parties. If government programs are to become less overwhelming to communities in need, this type of proposal can become a key element to implementation. If the people of our state are to accept the increasing burdens and commitment to higher education then tangible programs such as this one, which they can touch and see working are needed now. If we are to channel the energies of students toward constructive use of their talents and if we are to assist them in acquiring problem solving talents, once again, this type of proposal is needed. Finally, if we are to take seriously the commitment of our youth and their desire to have something to say concerning the direction and quality of their educational effort, particularly about the environment, then this project clearly has its objectives defined.

Institutional Contribution:	\$11,059
Federal Contribution:	17,550
Total Project Budget:	<u>\$28,609</u>

Action Systems for Community Problem Solving and Rural Development  
BEMIDJI STATE COLLEGE, Bemidji, Minnesota 56601  
Program Director: Edward Gersich, Director of Area Services, Bemidji  
State College 218-755-2068

Priority objectives are concerned with initiating, developing and implementing needed programs as determined by the Northern Minnesota Coordinating Council for Continuing Education and Community Services (hereafter referred to as NMCCCECS) group. The people in the service area should experience increased awareness, understanding and appreciation of and ability to analyze local, physical, social, cultural and economic conditions, trends, problems and public issues. It is intended that this will enhance and improve their decision-making about problems issues and opportunities. A primary objective is to provide those research results and other information to communities, groups, individuals and agencies which will assist in developing their human, institutional, cultural and natural resources implied by the several local, regional and state contexts. It is intended that this will enhance the understanding of and desire to cope with those forces which are changing established rural communities and will improve the educational capabilities of cooperating institutions to deal with problems of rural development, new rural forms and rural growth.

Institutional Contribution:	\$ 7,560
Federal Contribution:	10,440
Total Project Budget:	<u>\$18,000</u>

APPENDIX T  
COMPUTER REPORT

SUMMARY AND REVIEW OF COMPUTING ACTIVITIES AND BUDGET  
REQUESTS FOR THEIR SUPPORT IN MINNESOTA POST-SECONDARY  
EDUCATION, 1973-1975

I. Introduction

The Minnesota Higher Education Coordinating Commission was established in 1965 by the Minnesota State Legislature to review and coordinate various aspects of post-secondary education. The five "systems" of education represented on the Commission are the University of Minnesota, the Minnesota State College System, the Minnesota State Junior Colleges, the private colleges (represented through the Minnesota Private College Council), and the Area Vocational-Technical Institutes which report through the State Department of Education.

In 1970 an intensive study of the use of computers in Minnesota post-secondary education was carried out as part of an overall study of State Information Systems sponsored by the Governor's Advisory Committee on Information Systems. The study resulted in a report, Computers and Information Systems in Higher Education, 1970-1980, which suggested that the requirements for instructional, research, and administrative computing and data processing in post-secondary education can be met most effectively through implementation of a long-range plan for cooperative planning and utilization of computers. The Minnesota Higher Education Coordinating Commission endorsed this suggestion and adopted a policy statement which, taken with other recommendations in the report and legislation passed by the 1971 Legislature, defined for the Commission five responsibilities:

- (1) Develop plans and policies for assuring coordinated and efficient development of the use of computers and related information systems in higher education, and recommending



implementation thereof to the Commissioner of Administration  
(Chapter 918, H. F. 2166, Section 3. [16.92])

- (2) Prepare for each session of the State Legislature a report on computing activities and facilities in post-secondary education during the previous biennium, indicating how their evolution has been consistent with or deviated from the long-range plan and how that plan should be modified for the future.
- (3) Prepare for each session of the State Legislature a summary of the proposed computing budgets of each of the four publicly-supported systems of post-secondary education, along with a plan for the development of computing facilities and services over the next biennium.
- (4) Review and make recommendations on proposals for establishing new computing facilities in the publicly-supported institutions of post-secondary education.
- (5) Establish technical standards for computer hardware and software--especially that connected with remote communications between computers and terminals--to facilitate sharing and exchange of facilities and services among the institutions of the state.

The Commission has requested the Computer Advisory Committee to assist in the responsibility for preparing these reports, reviews and standards. This Committee is constituted of two members each representing the University of Minnesota, the State College System, the State Junior Colleges, the Area Vocational-Technical Institutes, and the private colleges of the state, plus one representative from the State Department of Administration

and one from the Governor's Advisory Committee on Information Systems.

This report, prepared by the Computer Advisory Committee of the Minnesota Higher Education Coordinating Commission, responds to items (2) and (3) above; it is a very brief report on the computing activities and facilities in post-secondary education over the past biennium and a summary and review of the proposed computing budgets within post-secondary education for the 1973-75 biennium. The basis of the Committee's review of past progress and future plans is the 1970 report mentioned above (hereinafter referred to as the "State Plan"). This plan recommended the development of a computing capacity in Minnesota higher education which by 1975 would be adequate to meet two general goals (p. 4-17):

- (1) "Provide educational computing services for all of higher education in Minnesota equivalent to that available at a few leading universities of the nation in 1967-68."
- (2) "Establish machine-readable data bases and an administrative data processing capacity which is sufficient to support the management information needs of institutions and systems of higher education and lay the basis for program planning and budgeting."

The plan contained detailed computer capacity estimates for meeting these goals by 1975, as well as estimates of the facilities and operating costs involved. These cost estimates were not adjusted to allow for inflation, and the recommendations were not cut back in response to anticipated state fiscal problems. They were aimed at achieving the reasonable goals stated above by about 1975; the 1971-73 computing budget requests to the legislature were based on linear progress toward those goals.

The basis of the present requests and of this budget review is to continue that progress as outlined in the State Plan. Since its specific recommendations of facilities and costs extend through 1975, this review is based on those specific recommendations and projections. It is the

responsibility of the governing boards of the various systems of education, the Higher Education Coordinating Commission, the Governor's office, the State Department of Administration, and the legislature to review these requests and recommendations and scale them to the resources which they feel can be allocated to this kind of activity in higher education, making appropriate allowances for the merits of the proposed computing activities and for other demands on public funds.

The budget requests summarized in this document for the University of Minnesota, the State College System, and the State Junior Colleges have been approved by the respective governing boards of those systems. The Computer Advisory Committee, in submitting this report, recommends to the Minnesota Higher Education Coordinating Commission that these budget requests be approved and be recommended to the Governor and to the legislature for approval and funding. In addition to these system requests, the Committee has recommended four inter-system proposals for funding and implementation through the Higher Education Coordinating Commission itself; these are summarized in Section V of this report. Following the final decision on resources which can be allotted to computing in post-secondary education, the Computer Advisory Committee and the Higher Education Coordinating Commission will again review the allotments to coordinate the use of available resources to meet the most important needs at the least possible cost.

One of the major tasks for the 1975-77 biennium will be extension of the detailed State Plan beyond the 1975 date to 1980. For that purpose, a number of ad hoc and formal committees have been active over the past several months, devising plans which may more closely link all educational computing activities in the state. The most advanced and far-reaching

of these planning efforts is the work of the Governor's Joint Committee on Computers in Education\* to investigate the establishment of an organization (Minnesota Educational Computer Consortium - MECC) to provide computing and data processing services to all educational institutions in the state. It is not possible at this time (early October 1972) to predict the outcome of these discussions and their possible effect on the budget requests summarized in this report. The Computer Advisory Committee, however, has reviewed the Minnesota (Educational Computer Consortium) Proposal and discussed the problem of how it relates to this report. Their conclusion was that the budget requests are directly related to essential programs within the submitting systems and should stand as they are; that they will form the basis for participation by higher education in any consortium which may be formed.

The format of this review is as follows:

Section II: Qualitative identification of accomplishments during the 1971-73 biennium and plans for 1973-75 within each system, and how these accomplishments and plans relate to and deviate from the State Plan;

Section III: A quantitative summary of proposed system budgets and comparison of them with cost estimates in the State Plan for 1973-75;

Section IV: An overall summary of budget requests for 1973-75 from all systems, and comparison with the State Plan;

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\*Members of the Governor's Joint Committee on Computers in Education are: Richard L. Brubacher (Chairman), Edgar Carlson, Howard B. Casmey, Richard C. Hawk, Philip C. Helland, Gilbert A. Holmes, G. Theodore Mitau, W. G. Shepherd, Edward G. Ziegler.

Section V: Recommendations of an inter-system nature requiring funding and implementation through the Higher Education Coordinating Commission;

Appendices: Detailed statements and descriptions of proposed budgets for computing facilities and operating support from each of the systems of post-secondary education.

II. 1971-73 Progress and 1973-75 Programs Proposed by the Systems of Post-Secondary Education -- Comparison with the State Plan

University of Minnesota

Computing activities at the University of Minnesota are divided into two categories: administrative and instruction-research. For administrative data processing, the State Plan was rather general in its recommendations. At the same time the 1970 study was under way, the University's administrative data processing operations were under scrutiny by an outside consultant, and since then the data processing activities on the Duluth Campus of the University have undergone the same kind of study. In deference to these more complete studies, the State Plan did not offer any specific recommendations. These other studies have been completed and progress has been made in accordance with them. The Administrative Data Processing Division has been expanding its applications services and adding to the peripheral and remote communications facilities of its IBM 360/50 computer system to implement this expansion. In 1972-73 work is beginning on the design of a student registration system and on the implementation of a remote terminal link between the Duluth Campus and the 360/50.

The University does not include in its budget an item for support of administrative data processing--funds to support these activities are programmatic expenditures within the units which use services from the Administrative Data Processing Division. The University's "budget request"

for administrative data processing, therefore, is in fact a projection of the costs of providing services which are budgeted within departments and other administrative units. This projection includes core memory and peripheral expansion on the IBM 360/50 to support additional remote data processing activities and additional applications an annual contribution to a sinking fund from which such additions are financed and which accumulates reserves for needed replacements and upgrading of equipment; a remote terminal and staff for data processing from the Duluth Campus on the Minneapolis computer; and operating support which is commensurate with these additions. On the basis of the dollar figures in the State Plan, the University's request for operating support for administrative computing is higher; on the basis of the formula adopted for calculating the costs of administrative data processing in the State Plan, the request is lower.

For educational computing (instruction and research), the State Plan envisioned for 1971-73 and 1973-75 a continued expansion of the CDC 6600 computer's capacity to service remote terminals as a statewide computing facility. Small additions to a number of the University's dedicated instructional computing facilities were also anticipated (Health Sciences, Duluth, West Bank, Hybrid, and special-purpose laboratory and vocational training computers). And finally, expansion of the use of time-shared computing was expected. These developments have proceeded generally as they were anticipated in the State Plan, even though the 1971-73 appropriations in support of these programs were significantly less than proposed. The substantial progress has been made possible by some engineering developments and by the acquisition and refurbishing of a large number of used remote terminals at an extremely low price. As a result, the remote computing capability of the CDC 6600 has grown more rapidly than expected

and has changed the facilities needs of the University significantly, without changing the general thrust of service anticipated in the State Plan. The University is proposing that substantially less facilities funding go into the smaller computers and terminals in 1973-74, and that some funds be diverted to a major core expansion and some peripherals needed to service the demands on the 6600 which have been growing faster than anticipated. This addition will obviate the need for a central processor addition which was anticipated for 1975-76 at a cost of \$1.8 million. The next major expansion of the University's primary instruction and research computing facilities will come at a later time and will require replacement of the central computer.

On the Duluth Campus of the University, the State Plan envisioned a modest expansion in the core memory of the CDC 3200 computer to keep pace with the growing demand for instruction-research computing and to provide some services to other institutions and agencies in northeastern Minnesota. During the past year it has been possible for the University to exchange rights to a new operating system developed by Dr. John Gergen, Director of the University of Minnesota, Duluth Computer Center, with Control Data Corporation for substantially more additional core memory and peripherals than anticipated, and at no cost to the State. The Duluth computer facility now has, as a result, almost the same capacity as the Mankato State College Univac 1106.

#### State College System

The State Plan called for development of a network of regional computer centers, with a two-hub configuration planned for the State College System. A phased approach to this configuration was recommended, with establishment of the first hub at Mankato in 1970 (the Univac 1106), and a medium-scale computer at St. Cloud in 1972-73 which would be expanded to a large facility

in 1974-75. During the 1971-73 biennium, the Mankato computer facility has been an outstanding success, especially in providing instructional computing services to colleges and high schools in the area. The State College System has made a decision to designate Mankato as an educational computing center, and to identify the facility at St. Cloud State College as an administrative data processing center to serve the rapidly-growing management information needs of the State College Board staff and all of the state colleges. For this reason, a somewhat larger computer currently is being installed at St. Cloud than the State Plan envisioned for 1972-73, and the core memory size of the Mankato 1106 will soon be expanded to accommodate the increasingly heavy load placed upon it. The decision to differentiate roles of the two major computer facilities in the State College System is consistent with experience at the University, in the Junior College System, and in most other major educational institutions and systems throughout the nation.

#### State Junior Colleges

Administrative data processing began in the Minnesota State Junior Colleges in the 1967-68 academic year with the acquisition of a second-generation IBM 1401 computer with core capacity of 12,000 characters and supporting unit record equipment. Services were provided to five of the existing 17 colleges.

In the Fall Quarter of 1968 student registration was completed for all 17 colleges with a total enrollment of 13,103 FTE students. Computer center personnel consisted of a full-time director, one full-time and one half-time keypunch operator, and student help.

Since 1967 the student population has increased to over 18,033 FTE.

**402** In order to handle the expanded enrollment and the additional administra-



tive data processing services to the colleges, a third generation IBM System 360, Model 25 with 48,000 bytes (characters) of internal core storage was installed in January 1972. This increase in computing capacity is in accordance with the State Plan which also suggested adding a remote inquiry system for use in individual colleges. The Plan did not, however, include the cost of this expansion in the proposed budget figures. The projected costs are included in the Junior College Board's budget request.

The Junior Colleges' experience in instructional time-shared computing has been very successful, but this use has not developed to the extent projected in the State Plan. The less-than-expected involvement is attributed to two factors: Instructors in only a limited number of disciplines are active in the time-sharing plan and usage varies from college to college. Some colleges are very limited in their participation. This is due largely to a lack of knowledge and sophistication in the use of instructional computing by the instructional staff. Accordingly, the Junior College Board budget has included a larger amount for coordination and workshops to encourage expansion to other disciplines and to assist colleges in providing this valuable instructional tool to more students than are now being served.

#### Private Colleges

A difficulty exists in the inclusion of the private colleges in this report. Because there is no central information source or uniform reporting code, information on the private colleges is very difficult to collect. For this review, the best that could be done was to collect incomplete information from 19 four-year colleges on their facilities, services used, staff, courses offered, and estimated 1972-73 expenditures for computing and data processing activities. This information provides an indication

of the present level of activity, but it is not possible to compare it in detail with the situation two years ago or with State Plan projections. The only recommendation in the 1970 State Plan was the establishment of a fund to support 50 percent of the cost of private college use of public computer facilities. This fund was not requested of the 1971 Legislature.

The situation has improved a little since 1970. For example:

- Bethel and Hamline have mini-computer systems
- Concordia and St. Thomas have or plan to use terminals to MERITSS
- Gustavus Adolphus is tied into the Mankato 1106, and
- St. Thomas into the University 6600

But the problem still is serious. The private colleges, in general, cannot incorporate computing services into their educational or administrative activities to the extent that they should. (There are, of course, notable exceptions: Carleton and St. Thomas in particular). Yet private colleges have, in the past (and may in the future, depending on support), significantly contributed to the state of the art of computing in Minnesota. They have made a real contribution to the coordination of academic computing in higher education at significant expense to themselves and for the benefit of all of higher education.

The two basic needs of the private colleges are:

- (1) Increased coordination among the private institutions themselves and with public and statewide facilities;
- (2) Support for the participation of private institutions in statewide projects and coordination efforts.

Some recommendations in Section V of this report may help private colleges upgrade their computing-related activities and programs and interact more effectively with one another and with the coordinating mechanisms available

under the Higher Education Coordinating Commission.

#### Area Vocational-Technical Institutes

During the 1971-73 biennium, some of the area vocational-technical institutes have upgraded the computer systems used in their data processing instructional programs (Alexandria, Duluth); some of them have added small, limited-capacity computers (Austin, St. Cloud), and in keeping with a specific recommendation in the State Plan, two have acquired remote terminals to the Mankato AVTI computer for use in training students in accounting and related business programs (Canby, Jackson). As part of the coordinated activity in working with the Computer Advisory Committee, a reorganization plan has been developed for the redeployment of computer hardware within the area vocational-technical institutes.

However, the vocational-technical system computer budgets are not contained in this report. Budgetary information by institute has not been collected in the past. All area vocational-technical institute computer-related budget data has been incorporated with that of each local district for presentation to the Commissioner of Education. Because of this, there is no historical base upon which to project biennial expenditures for each institute involved.

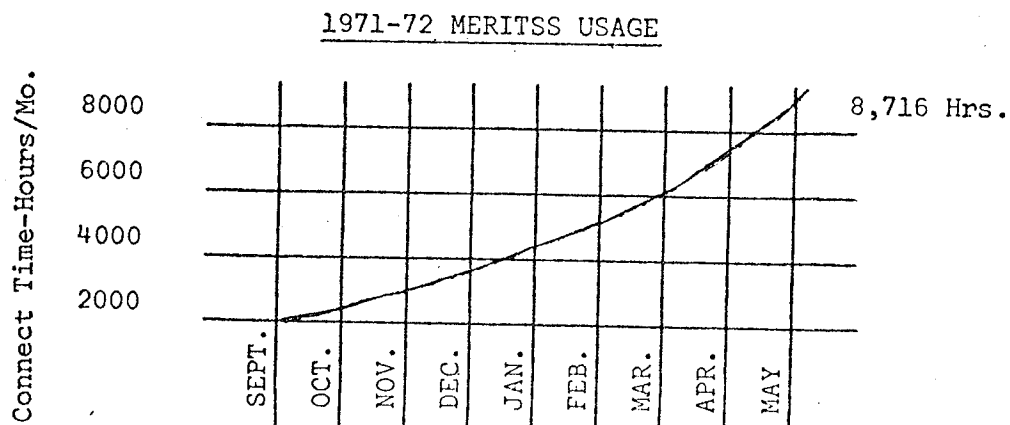
It is anticipated that budgetary data by institute will be available for the first time in October or early November. At that time it will be made available to the Computer Advisory Committee for forwarding to the Higher Education Coordinating Commission and the Department of Administration as an addendum budget to the other systems of higher education. This addendum should be available to the Department of Administration by the end of the calendar year.

## Minnesota Educational Regional Interactive Time Sharing System (MERITSS)

MERITSS is a joint project of all the higher education systems in the state. This regional computer facility was recommended in the State Plan and has offered time-shared computer services to educational institutions in the upper Midwest since fall 1971. The facility is a CDC Cyber-72 computer system which is located at and managed by the University of Minnesota Computer Center for all of higher education. Many students throughout the upper Midwest use teletype or cathode-ray-tube display terminals to communicate with the computer over standard telephone lines.

By April 1972, MERITSS was serving all 18 State Junior Colleges, the Twin Cities and Morris Campuses of the University of Minnesota, the College of St. Thomas, Winona State College, and Moorhead State College. The University of Nebraska at Omaha and the Fargo-Moorhead public secondary schools also use MERITSS by special arrangement.

Students at these institutions use the system with its four main programming languages for assistance in learning German and calculus; for immediate processing of laboratory data; for quick access to large data stores; and for problem solving. It is a highly adaptable tool for use in almost any classroom.



It is estimated that the MERITSS system has brought computer time-sharing to 15,000 post-secondary student users during the past year. The MERITSS system can accommodate up to 128 active terminals in its initial configurations; 78 were in use as of June 1972. The graph shows the substantial increase in the number of connect hours from September 1971 through May 1972.

Plans for the immediate future include three instructional laboratories at the University each equipped with 10 terminals. The state colleges and state junior colleges also plan to expand their usage.

#### Other Recommendations of the State Plan

In addition to the recommendations for computing facilities and support in the individual institutions and systems of higher education, the State Plan recommended the funding of four other computer development activities as important to the evolution of effective computer utilization in Minnesota higher education:

- (1) About \$3 million was recommended for the biennium to support the first phase of a major statewide library automation project which would eventually provide automated services and processing for all libraries in the state and substantially reduce future cost increases for library services. This rather large request was not formally presented to the legislature, and the Library Advisory Committee of the Higher Education Coordinating Commission, which has been instrumental in promoting this recommendation, has been inactive since that time.
- (2) \$270,000 was recommended in the State Plan to support developmental activities in computer-assisted instruction. This request was not made. The University did request some support

for developmental work and usage of computer-assisted instruction. The statewide time-shared computing system, MERITSS, has been the vehicle for this work, and systems software has been partially developed to support CAI on this facility. As the state moves toward a more closely integrated computing system for all of education, funds to support CAI development will become increasingly important if the state is to exploit the potential benefits of this form of instruction.

- (3) A biennial appropriation of \$350,000 was recommended to support developmental projects in computer utilization in higher education. Although this recommendation was based on the success of a similar \$300,000 appropriation for the 1969-71 biennium, it was not submitted to the legislature. Funding to the individual systems in 1971 was adequate, so the loss of this development fund was not damaging to the goals of the plan.
- (4) \$105,000 was recommended in the State Plan for the 1971-73 biennium to encourage and assist in the development of adequate computer services within the private colleges by subsidizing their use of facilities in the public sector of higher education. The intent of this recommendation was to build up the level of this subsidy over a period of years to cover eventually about half the cost of educational computing within the private colleges. This recommendation was not presented to the 1971 Legislature.

These four recommendations were not considered in 1971. With the exception of number (4) at a reduced level, they are not being recommended for action in 1973 in form presented by the 1970 State Plan. However, there are four recommendations in Section V of this report which satisfy some of the needs identified above, though at less cost than envisioned in 1971.

### III. Summary of Proposed System Budgets and Comparison with the State Plan

It should be stressed once again that the cost estimates from the State Plan, against which the proposed budgets are compared here, all are based on reasonable formula calculations. Briefly, the formulas used are these:

- (1) Facilities for educational computing: The cost of computer hardware and terminals adequate to provide the computing capacity and input/output capacity required for instructional use by students at various levels and in various kinds of academic and vocational programs. These estimates are based on an 80 percent utilization factor for a 14-hour day, and include a mix of time-shared and remote job entry or on-site computing which was judged most suited to the institutions and academic programs involved. Where computing facilities are leased, their cost was figured as 27 percent of purchase price per year. (An additional 3 percent maintenance cost was included under operating costs.)
- (2) Operating costs for educational computing facilities: These were estimated to equal the annual lease plus maintenance cost, or 30 percent of purchase price per year, for this particular kind of computing in which students and faculty are doing most of the programming as part of their educational process. Telephone line communications costs for terminals are included here.
- (3) Facilities for administrative data processing: The cost of the computer hardware, input/output devices, and mass data storage equipment necessary to computerize all of an

institution's administrative data applications, assuming three-shift per day operation. Most of these applications are proportional to headcount enrollment.

- (4) Operating costs for administrative data processing: Following standard practice, the operating costs were estimated at twice the annual lease plus maintenance cost for administrative applications, or 60 percent of purchase price per year. This reflects the greatly increased need for applications programmers to implement data systems for large, complex institutions. Communication line costs for remote terminals are included here.
- (5) Projections from 1970 to 1975: The projected facilities and operating budget estimates for the years 1971 through 1975 were based on a uniform rate of increase of expenditures, starting from the existing base budgets of 1970 and aiming at the goal of adequate computing power for higher education in 1975, as defined in the Introduction. The estimates in the State Plan were all in 1970 dollars--they did not include any inflationary factors. The last graph in this section (Figure 4) includes a conservative 5 percent increment for wage and price inflation added to the 1973-75 projections from the State Plan.

University of Minnesota (See Table 1 and Figure 1).

As mentioned above, the proposed administrative computing expenditures of the University are higher than projected by the State Plan because of the inadequate allowance for necessary facilities additions in the Plan. Facilities costs for the instructional computing are substantially less than projected because of the much lower cost of remote terminals to the 6600 and because some of the special-purpose computing facility expansion projected by the Plan has proven to be unnecessary. The total proposed expenditures



are significantly below those projected in the State Plan, even without taking into account wage-price inflation.

State Colleges (See Table 2 and Figure 2)

For the state colleges, there is a rather large difference between the State Plan projection and the system's budget request for 1973-74. The difference is attributable for the most part to two items: (1) the decision to accelerate the planned upgrading of the St. Cloud administrative data processing facility and, (2) the need to upgrade Bemidji to third-generation computing capability.

State Junior Colleges (See Table 3 and Figure 3)

There is some variance between the Junior College Board computing budget request and the State Plan projection. Although the body of the State Plan recommended an expansion in administrative computing, the cost estimates presented there were less than adequate in support of that recommendation. The budget request is for the level of effort recommended by the State Plan and includes inflationary effects that have occurred since the State Plan was proposed.

The instructional facilities request of the Junior College Board is less than that recommended by the State Plan while, on the other hand, the request for operating support is higher. The difference exists because of less rapid expansion in the use of time-shared computing services due to a lack of sophistication and experience on the part of college staff members. The need for the coming biennium is for training and support rather than for greatly expanded facilities.

The net result is that the total request of the Junior College Board for the 1973-75 biennium is approximately 3 percent less than that recommended in the State Plan.

#### Private Colleges (See Table 4)

As mentioned above, the only budget data which could be collected for private colleges was projected expenditures for 1972-73 for 17 of the 19 four-year colleges surveyed. This information, summarized in Table 4, indicates the magnitude of activity in this sector of higher education. The annual level of expenditures by private colleges is substantial (over \$800,000) and somewhat larger than that projected in the State Plan for 1975-76 (Tables 4.1, 4.2, 4.3). But the services at all but a few colleges are significantly below the level suggested in the State Plan.

#### MERITSS

The table below displays the estimated budget contributions of post-secondary systems to MERITSS. These contributions are contained in the individual systems' plans and requests (Tables 1-4 and Figures 1-3): they do not constitute a separate budget request.

	1972 -73	1973 - 74	1974 - 75
1. University of Minnesota	\$126,400	\$232,160	\$327,920
2. State College System	52,599	89,897	99,029
3. Junior College System	105,560	149,272	217,172
4. Private Colleges	10,500	12,000	24,000
Estimated Total	\$305,059	\$483,329	\$668,121

The following four tables and three figures summarize the computing budgets for the various systems compared with the State Plan. Private college budgets are also included.

TABLE 1  
COMPUTING BUDGETS, UNIVERSITY OF MINNESOTA

	1972 - 73		1973 - 74		1974 - 75	
	STATE PLAN <sup>c</sup>	BUDGETED	STATE PLAN	REQUEST	STATE PLAN	REQUEST
<u>Facilities</u>						
Administrative <sup>b</sup>	\$ 70,000	\$ 200,000	\$ 19,000	\$ 223,000	\$ 19,000	\$ 250,000
Instructional	<u>602,000</u>	<u>47,000</u>	<u>752,000</u>	<u>147,100</u> <sup>d</sup>	<u>677,000</u>	<u>430,000</u> <sup>d</sup>
TOTAL	\$ 672,000	\$ 247,000	\$ 771,000	\$ 370,000	\$ 696,000	\$ 680,000
<u>Operating Support</u>						
Administrative <sup>b</sup>	\$ 810,000	\$ 860,000	\$ 870,000	\$1,078,123	\$ 920,000	\$1,086,944
Instructional <sup>a</sup>	<u>979,900</u>	<u>957,000</u>	<u>1,220,000</u>	<u>1,126,290</u>	<u>1,456,000</u>	<u>1,285,050</u>
TOTAL	\$1,789,900	\$1,817,000	\$2,090,000	\$2,204,413	\$ 2,376,000	\$2,371,994
GRAND TOTAL	\$2,461,900	\$2,064,000	\$2,861,000	\$2,574,513	\$3,072,000	\$3,051,994

<sup>a</sup>Includes 5/8 of cost of MERITSS, corresponding to University use of MERITSS.

<sup>b</sup>Figures here are anticipated expenditures of user departments rather than direct budget requests.

<sup>c</sup>All State Plan estimates are in 1970 dollars.

<sup>d</sup>\$227,500 in income from research and other outside users is budgeted to offset the cost of some of these facilities to the State by that amount. See Appendix A. Table 1b.

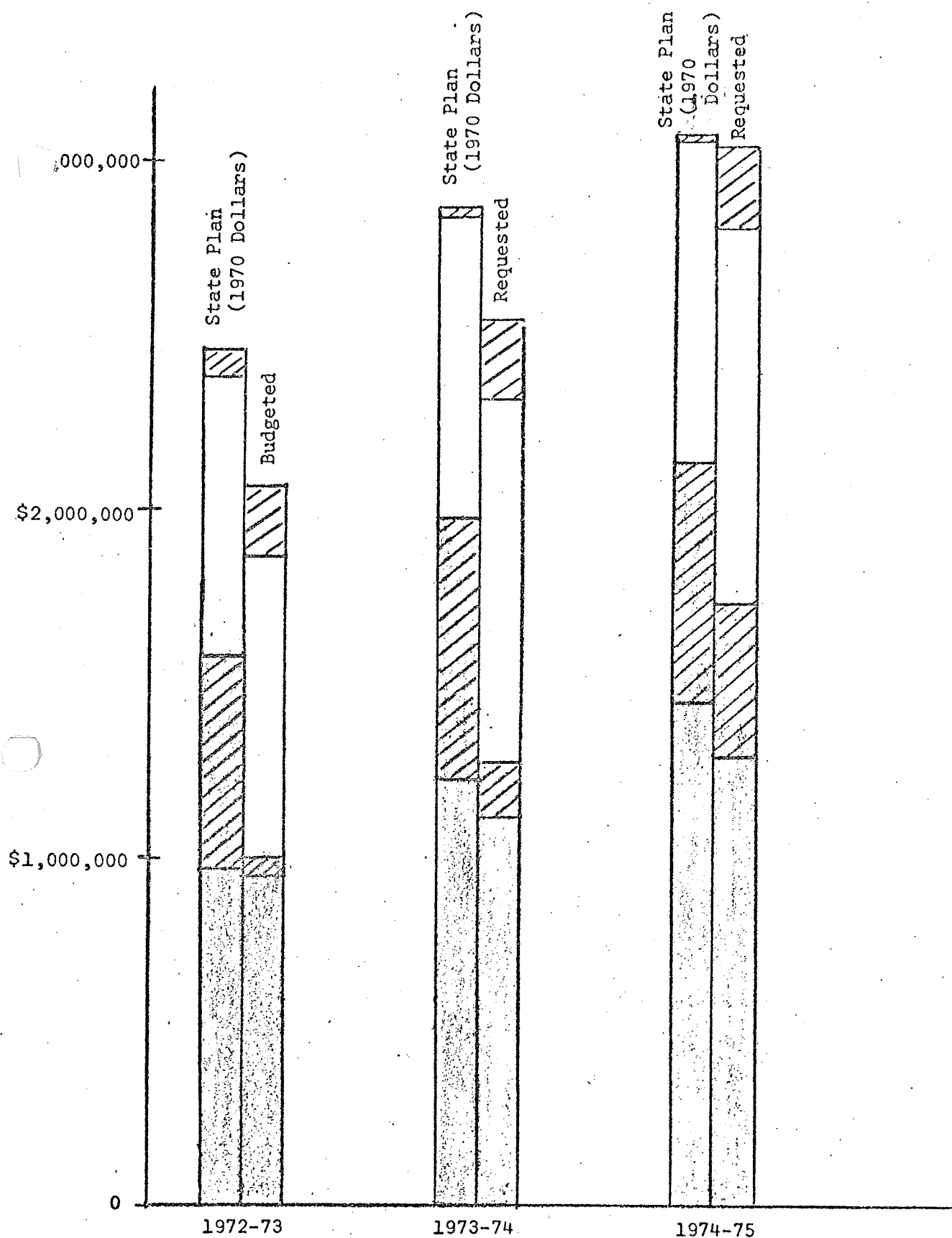


FIGURE 1: COMPUTING BUDGETS, UNIVERSITY OF MINNESOTA

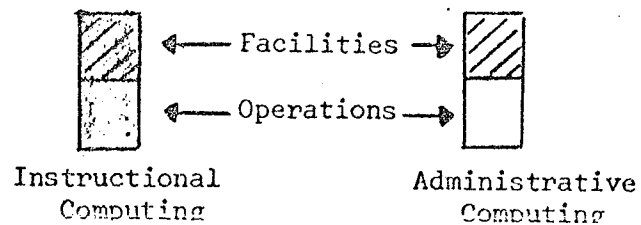


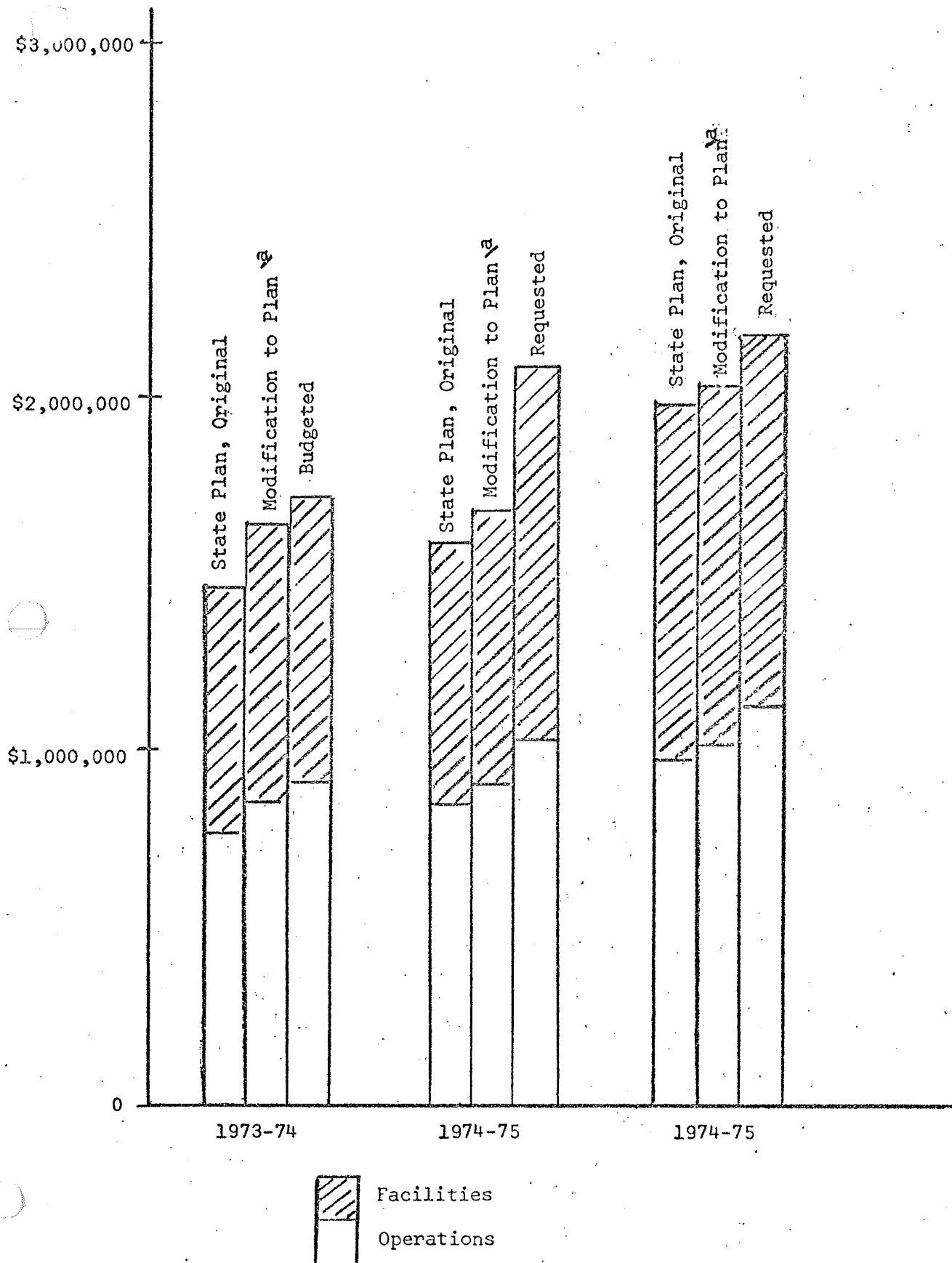
TABLE 2  
COMPUTING BUDGETS, STATE COLLEGE SYSTEM

	1972-73			1973-74			1974-75		
	ORIGINAL STATE PLAN <sup>a</sup>	MODIFICATION OF STATE PLAN <sup>b</sup>	BUDGETED	ORIGINAL <sup>a</sup> STATE PLAN	MODIFICATION OF STATE PLAN <sup>b</sup>	REQUESTED	ORIGINAL <sup>a</sup> STATE PLAN	MODIFICATION OF STATE PLAN <sup>b</sup>	REQUESTED
Facilities	\$ 699,600	\$ 783,000	\$ 802,663	\$ 740,100	\$ 780,500	\$1,048,801	\$1,008,600	\$1,024,000	\$1,065,880
Operations	783,440	867,000	924,171	854,600	917,500	1,039,123	983,880	1,024,000	1,124,480
TOTAL	\$1,483,040	\$1,650,000	\$1,726,834	\$1,594,760	\$1,698,000	\$2,087,934	\$1,992,480	\$2,048,000	\$2,190,370

<sup>a</sup> All State Plan estimates are in 1970 dollars.

<sup>b</sup> The State Plan modified to reflect the decision to accelerate the planned upgrading of the St. Cloud facility and the need to upgrade Bemidji to third generation computing capability.

FIGURE 2: COMPUTING BUDGETS, STATE COLLEGE SYSTEM



<sup>a</sup>The State Plan modified to reflect the decision to accelerate the planned upgrading of the St. Cloud facility and the need to upgrade Bemidji to third generation computing capability.

TABLE 3  
COMPUTING BUDGETS, STATE JUNIOR COLLEGES

	1972-73		1973 - 74		1974 - 75	
	STATE PLAN <sup>a</sup>	BUDGETED	STATE PLAN <sup>a</sup>	REQUEST	STATE PLAN <sup>a</sup>	REQUEST
FACILITIES						
Administrative	\$125,000	\$133,060	\$125,000	\$158,400	\$125,000	\$173,400
Instructional	<u>121,200</u>	<u>61,836</u>	<u>178,800</u>	<u>93,256</u>	<u>236,300</u>	<u>136,156</u>
TOTAL	246,200	194,896	303,800	251,656	361,300	309,556
OPERATING SUPPORT						
Administrative	80,000	108,576	105,000	132,388	145,000	158,064
Instructional	<u>33,494</u>	<u>43,724</u>	<u>49,941</u>	<u>56,016</u>	<u>66,388</u>	<u>81,016</u>
TOTAL	113,494	152,300	154,941	188,404	211,388	239,080
GRAND TOTAL	\$359,694	\$347,196	\$458,741	\$440,060	\$572,688	\$548,636

<sup>a</sup>All State Plan estimates are in 1970 dollars.

FIGURE 3: Computing Budgets, Junior College System

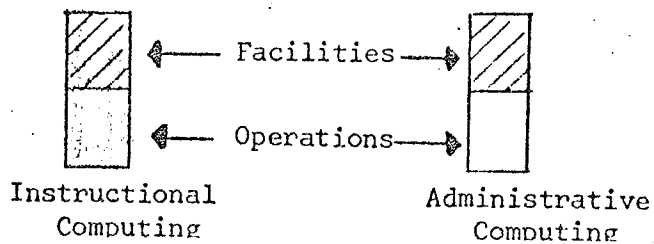
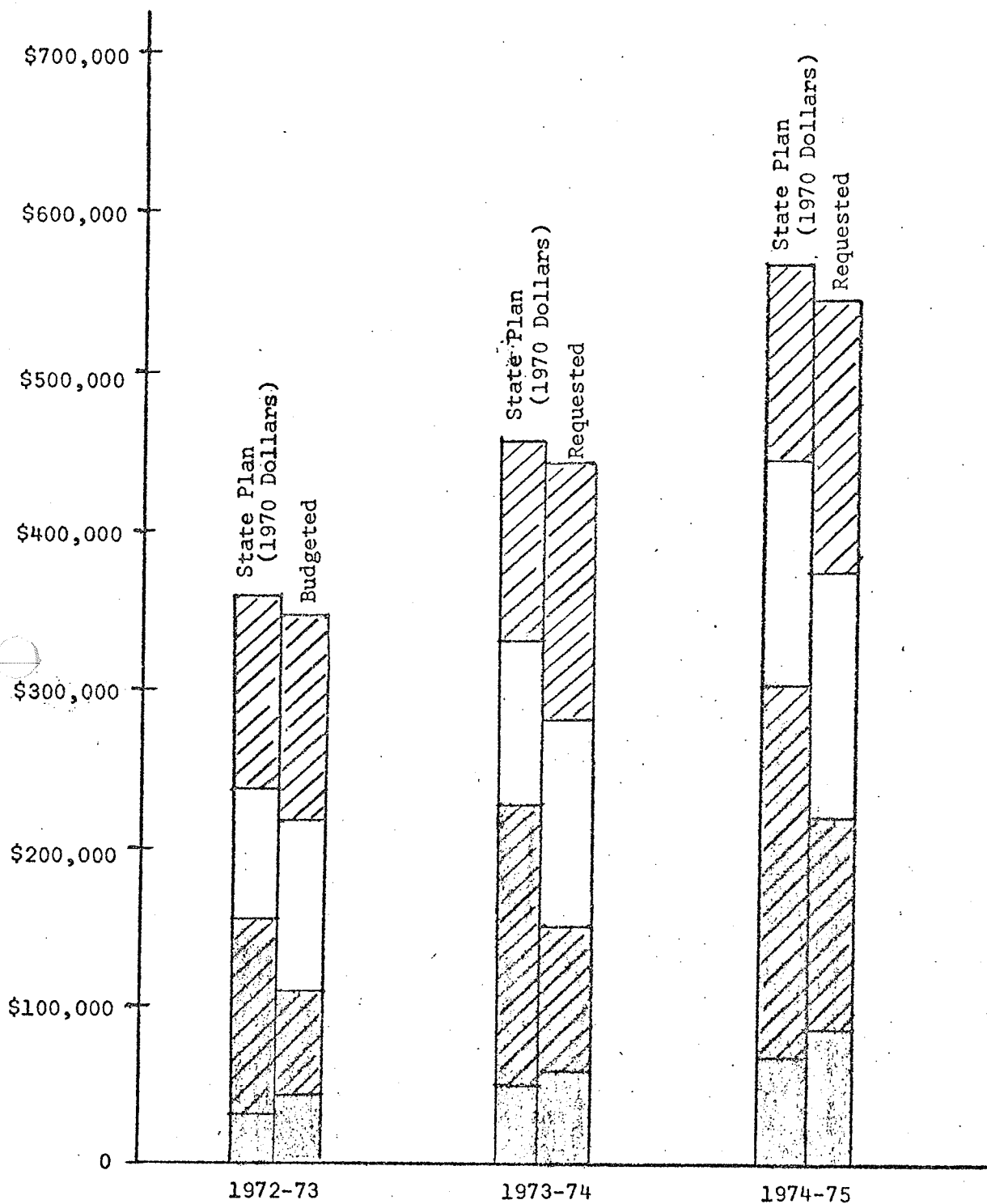




TABLE 4  
COMPUTING BUDGETS, PRIVATE COLLEGES  
TOTAL FOR 1972-73 ONLY

	1972 - 73
	BUDGETED <sup>a</sup>
Facilities	
Administrative	\$211,305
Instructional	<u>81,777</u>
TOTAL	\$293,082
Operations	
Administrative	372,515
Instructional	<u>169,475</u>
TOTAL	\$541,990
GRAND TOTAL	\$835,072

<sup>a</sup> Only budgeted figures are available for the private colleges since the State Plan did not include estimates for private college spending on computers and information systems.

Overall Summary of 1973-75 Budget Requests

In Table 5 and Figure 4 are summarized the total requests from public higher education (not including the area vocational-technical institutes). These are compared in each case with projections from the State Plan. These displays also show the effects of an estimated 5 percent inflation of the State Plan projections for 1973-75, (the State Plan used 1970 dollars and took no account of inflation). From the standpoint of costs, it can be seen that the total funds expended and requested, when inflation is considered, are somewhat below the State Plan recommendations--it has been possible to save money over these recommendations while still making significant progress toward the functional goals of the plan. Each of the systems of public higher education plans to have available by 1975 administrative computing capacity equivalent to that recommended by the State Plan. All of the administrative applications envisioned may not be implemented by 1975 (though a large fraction will be). For educational computing, the University and State College Systems are progressing well according to the plan recommendations. They will each have the capacity to serve their students near the level recommended in the plan by 1975 if the budget requests can be funded. The junior colleges, on the other hand, will be functioning in 1975 at about half the level recommended in the State Plan. This reduction is based on the experience of the past two years, which has shown that, due to the dispersed nature of the system and the small size of many of the colleges, it is more difficult to educate the faculty and develop the instructional materials and applications for use in the junior colleges compared with the larger four-year institutions. The level of instructional computing proposed for the junior colleges is consistent with their needs as projected for the 1973-

75 biennium, and a more significant amount of resources is being requested by the State Junior College Board to assist the junior colleges and their faculty in using the instructional computing services effectively in their academic and career-oriented programs.

V. Inter-System Recommendations for Implementation Through the Higher Education Coordinating Commission

In carrying out its review of progress over the past biennium and budgets and plans for the next two years, the Computer Advisory Committee recognized several problems which could not easily be solved by the public-supported systems of post-secondary education themselves. The four recommendations below, which will require implementation and funding through the Higher Education Coordinating Commission, are presented as a suggestion for dealing with some of these problems. The Committee hopes that the Commission will give these recommendations serious consideration.

(1) The establishment, within the Higher Education Coordinating Commission office, of a position of Coordinator of Post-Secondary Education Computing

Though Minnesota has made a great deal of progress in coordinating its activities in computing in higher education, there is a need for more effective and continuing exchange of information between Minnesota institutions and with other institutions and organizations in the nation. Further, there is a need for more regular, continuing support of the time-consuming coordination activities which are necessary within Minnesota to implement the mechanisms established by the State Plan and to assist in the collection and organization of the information which is required for those mechanisms to work smoothly and effectively. During the past year, the coordination has been effected with excellent

TABLE 5

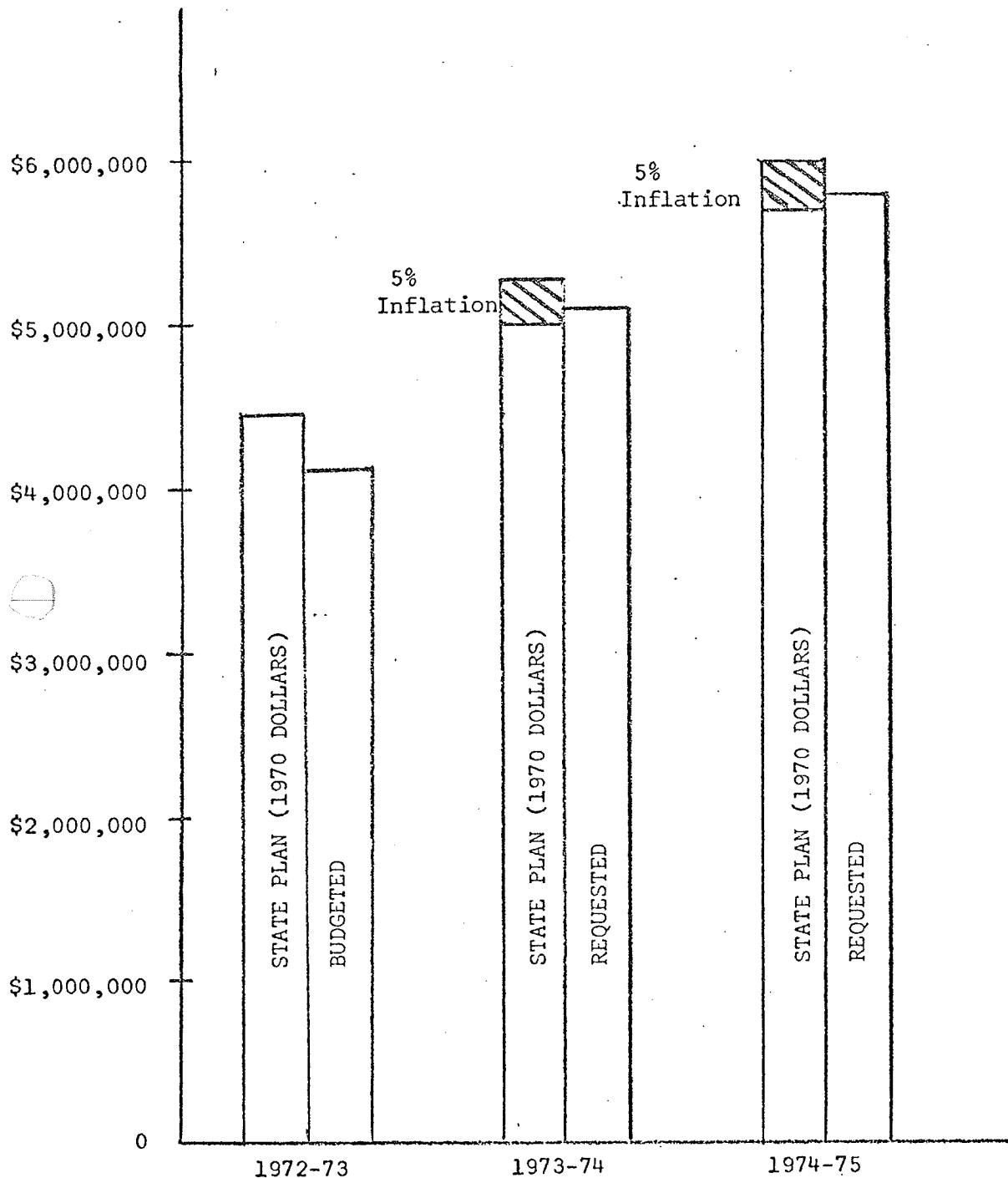
TOTAL COMPUTING BUDGETS OF PUBLIC HIGHER EDUCATION COMPARED WITH STATE PLAN (a)

	1972-73		1973-74		1974-75	
	STATE PLAN	BUDGETED	STATE PLAN	REQUEST	STATE PLAN	REQUEST
University of Minnesota	\$2,461,900	\$2,064,000	\$2,861,000	\$2,574,513	\$3,072,000	\$3,051,994
State College System	1,650,000 <sup>b</sup>	1,726,834	1,698,000 <sup>b</sup>	2,087,934	2,048,000 <sup>b</sup>	2,190,370
State Junior College	359,694	347,196	458,741	440,060	572,688	548,636
TOTAL	\$4,471,594	\$4,138,030	\$5,017,741	\$5,102,507	\$5,692,688	\$5,791,000
(Inflation effects of 5 percent)			(250,887)		(284,634)	

<sup>a</sup>All State Plan estimates are in 1970 dollars.

<sup>b</sup>The State College System line uses the State Plan modified to reflect the decision to accelerate the planned upgrading of the St. Cloud facility and the need to upgrade Bemidji to third generation computing capability.

FIGURE 4: Computing Budgets, Public Post-Secondary Education in Minnesota (Omitting Area Vocational-Technical Institutes)



NOTE: State Plan (1970 Dollars) reflects modifications for acceleration toward State College System planned goals.

part-time assistance from the Commission staff and by dint of much hard work on the part of several COMPAC members. This effort will inevitably grow, and is more than can be sustained on a continuing basis by COMPAC members in addition to their regular institutional and system responsibilities. Therefore, COMPAC recommends the establishment of a staff position within the Commission to serve the needs of all post-secondary education by collecting and disseminating information among institutions in Minnesota and between Minnesota and programs in other states and nationwide; and by managing and supporting the activities of the Computer Advisory Committee and its working subcommittees (at present the Technical Standards Subcommittee and the MERITSS Policy Advisory Committee). The level of funding required for this position should be determined by the Executive Director of the Commission.

- (2) The establishment of a fund for the reimbursement of non-publicly funded private colleges providing staff or facilities for use in statewide projects

Over the life of the Computer Advisory Committee and other similar coordination activities, staff members from private colleges have made major contributions to the planning and programs that have developed. They have done this at considerable expense to their institutions and to their personal lives. Because of limited funds and staff, at least two individuals from private colleges have been asked by their administrations to limit or terminate their participation in statewide coordination activities. The Computer Advisory Committee feels that the state cannot afford to be without the expertise and the viewpoints that reside within the private colleges. Therefore, they recommend

the establishment of a fund within the Higher Education Coordinating Commission to reimburse private colleges for the services of their staff members as consultants or major participants in coordination activities, and for the use of their facilities, when these services and facilities will benefit all of Minnesota higher education. The level of funding suggested is:

1973-74: \$15,000

1974-75: \$20,000.

- (3) The establishment of a fund to support the use of the statewide time-shared computer facility for research and development projects, innovative instructional usage, or ongoing activities

Many institutions of post-secondary education are in need of time-shared computing facilities to enhance the quality of and supplement current programs, and to establish new programs of quality education to meet developing needs. However, many institutions simply lack the funds to meet these goals, knowing how recognizable and worthy they may be. This is especially true for the private colleges. To meet this need, it is recommended that a fund be established to provide 50 percent matching grants for computer time (port charges) on the statewide time-shared computing facility (MERITSS). These grants would not support costs of terminal equipment and communications. They would be awarded on the basis of the merits of proposals submitted and the consideration of previous legislative funding to the requesting institutions. The proposed level of funding is:

1973-74: 10 ports @ \$3,000/yr. x 50% = \$15,000

1974-75: 20 ports @ \$3,000/yr. x 50% = \$30,000.

(4) Subsidies for computing costs incurred by private colleges for instructional and administrative computing utilizing publicly-supported facilities

Since the private sector accounts for 25 percent of all students in Minnesota higher education, it is important that the quality of education and the quality and quantity of computing services be near the same level as in the public systems. It has been indicated elsewhere in this report that, although the private colleges collectively are spending a substantial amount of money on computing, they are not, in general, achieving a level of computing services equivalent to that in the public institutions. The purpose of this recommendation is to provide assistance which will be necessary to some colleges if they are to have access to adequate computing services for their students, and to provide an incentive to use shared facilities in the public sector which ultimately will be less expensive for all concerned. It is proposed that these funds be distributed in the form of grants covering no more than 50 percent of the computer service costs, not including terminal equipment and communications. A similar recommendation in the 1970 State Plan, for \$35,000, \$70,000, \$105,000 and \$140,000 respectively for the years 1971-72 through 1974-75, was not funded. The level of funding recommended by COMPAC is:

1973-74: \$35,000

1974-75: \$50,000.



APPENDIX U  
COMPUTER REVIEW GUIDELINES

GUIDELINES FOR REVIEW OF COMPUTER  
FACILITIES IN MINNESOTA HIGHER EDUCATION

I. Introduction.

In 1970 an intensive study of the use of computers in Minnesota post-secondary education was carried out as part of an overall study of State Information Systems sponsored by the Governor's Advisory Committee on Information Systems. The study resulted in a report, *Computers and Information Systems in Higher Education, 1970-1980*, which suggested that the requirements for instructional, research, and administrative computing and data processing in post-secondary education can be met most effectively through implementation of a long-range plan for cooperative planning and utilization of computers. The Minnesota Higher Education Coordinating Commission endorsed this suggestion and adopted a policy statement (see the Appendix) which, taken with other recommendations in the report and legislation passed by the 1971 Legislature, defined for the Commission five responsibilities:

- (1) Responsibility for the development of plans and policies for assuring coordinated and efficient development of the use of computers and related information systems in higher education and recommending implementation thereof to the Commissioner of Administration (Chapter 918, H.F. 2166, Section 3. [16.92])
- (2) Preparation for each session of the State Legislature of a report on computing activities and facilities in post-secondary education during the previous biennium, indicating how their evolution has been consistent with or deviated from the long-range plan and how that plan should be modified for the future.

- (3) Preparation for each session of the State Legislature of a summary of the proposed computing budgets of each of the four publically-supported systems of post-secondary education, along with a plan for the development of computing facilities and services over the next biennium.
- (4) Review and make recommendations on proposals for establishing new computing facilities in the publically-supported institutions of post-secondary education.
- (5) Establishment of technical standards for computer hardware and software-- especially that connected with remote communications between computers and terminals--to facilitate sharing and exchange of facilities and services among the institutions of the state.

The Commission has requested the Computer Advisory Committee to assist in the responsibility for preparing these reports, reviews and standards. This Committee is constituted of two members each representing the University of Minnesota, the State College System, the state junior colleges and the area vocational-technical institutes, and the private colleges of the state, plus one representative from the State Department of Administration and one from the Governor's Advisory Committee on Information Systems. This document contains the Guidelines for reviewing proposals for new computing facilities (item 4 above).

The computing facilities subject to review by the Computer Advisory Committee shall include all new computers and computer systems acquired after April 1, 1972, by publically-supported institutions of post-secondary education in Minnesota. Significant changes in and additions to system configurations, as well as remote terminals with no significant stand-alone computing capability, will not be subject to complete review. However, institutions and systems

planning to acquire such devices are expected to notify the Committee.

Special-purpose research computing facilities which receive no support from units of state or local government are not included in this review procedure. It is expected that private colleges will participate in the review procedure in much the same way as the publically-supported institutions.

The purposes of the facilities review procedures outlined here are several:

- To ensure adequate access by students and faculty to the computing facilities and services required by the programs in which they are involved;
- To ensure adequate administrative data processing and management information services for operating the institutions, for improving and understanding their operations, and for providing adequate information to governing and coordinating boards and the executive and legislative branches of government to assist them in making wise management and funding decisions;
- To ensure the orderly and coordinated development of these necessary services throughout post-secondary education without unnecessary duplication;
- To ensure consistency with long-range planning and to assist in modifying the long-range plans to properly account for changes in technology and programs; and
- To assist institutions and systems of post-secondary education to obtain these necessary services in the most effective and economical way by sharing technical expertise in the development of functional technical specifications for the facilities or services needed and reducing reliance on vendors for information and technical advice.

In other words, the purpose of the review procedure is not arbitrarily to control or restrict the establishment of computing facilities, but to help,

inform, coordinate, and share facilities to provide most efficiently and economically the services that are required for academic programs and institutional operations and management.

## II. Procedures.

### A. Preliminary Notification

A Preliminary Notification of the need for the services of a computing facility should be filed with the Commission as soon as that need has been established, its potential funding sources identified, and its general characteristics and alternative sources of service identified. The purpose of this notification is to inform and alert the Commission, the other institutions and systems, and affected agencies of state government; to make appropriate technical help available when it is needed in dealing with vendors and evaluating their proposals; and to properly articulate academic computer facilities with the Program Review function of the Commission. In the case of facilities associated with a new program, the Preliminary Notification will usually accompany the Program Proposal submitted to the Curriculum Advisory Committee. Since the Preliminary Notification is intended to provide information about the need for services of a particular type, it does not assume a final commitment by the submitting institution or system to establish the facility, nor does it imply full approval by that institution's or system's governing board. It does, however, assume authorization by the governing board for transmitting the Preliminary Notification. While each of the governing boards will establish its own procedures, the Commission would prefer that Preliminary Notification be transmitted through the central office of the system.

The Preliminary Notification need not follow any specified format--it can be as brief or as detailed as the submitting institution feels appropriate.

However, it should include the following information:

- (a) The need for services of a computing facility of specified magnitude.
- (b) A functional description of the services to be performed.
- (c) Alternative means or facilities to provide these services: This statement of alternatives should include estimated costs of each alternative, including staff support.

After review by Commission staff to ensure that adequate information is provided, Preliminary Notifications will be accepted by the Computer Advisory Committee and transmitted to the Technical Standards Sub-Committee for detailed review and recommendation to the Computer Advisory Committee and the submitting institution. Comments, suggestions, and questions arising from this consideration will be transmitted promptly to the submitting institution.

#### B. Formal Proposal

When detailed planning for a new computer facility has been completed and tentative approval given by the institution's governing board or appropriate board committee, a Formal Facility Proposal should be submitted to the Commission. The purpose of the Formal Proposal is to collect in one document all of the necessary information required to reach a sound decision on the relationship of the proposed facility to the long-range planning for computer facilities and the needs of the state. More specifically, the Formal Proposal should include statements on the following points:

- (a) The need for the facility, with appropriate documentation (this will include an appended copy of the approved Formal Program Proposal to which the facility is related if applicable);
- (b) All services to be provided by the facility to the institution submitting the proposal and to other institutions, both immediately and anticipated over a five-year period;

- (c) A narrative description of the facility, covering hardware, software, and communications capability to be provided initially, and expansions or changes anticipated over a five-year period;
- (d) The number of students, faculty members, and others to be served initially and over a five-year period;
- (e) Relationships between the proposed facility and other computing facilities available to Minnesota higher education;
- (f) Relationships between the proposed facility and the long-range plan for computers in Minnesota higher education, mentioning how the two are compatible, how they differ, and justification for the differences;
- (g) Additional staffing implied by the proposal, (including both academic and support staff), initially and over a five-year period;
- (h) Other non-computer and building space implications of the proposal;
- (i) Total estimated costs of the proposed new facility, initially and over a five-year period, including all capital costs, rentals, maintenance, supplies, additional staff, and other related facilities;
- (j) Anticipated sources of funds to meet these costs, initially and over a five-year period;
- (k) Detailed technical specifications on which vendors will be expected to make formal quotations.

Commission staff will review formal proposals to ensure that all necessary information is included. The staff will then transmit copies to members of the Computer Advisory Committee. Normally, the Committee will receive a proposal for discussion at its next meeting following this transmission, and will make formal recommendation to the Commission at the following meeting. This normal review procedure by the Committee will therefore require between one and two months. For cases in which the computer market or institutional schedules

require faster action, the Commission staff and the Committee will do their best to compress this time scale.

The recommendation of the Computer Advisory Committee will be transmitted to the Higher Education Advisory Committee for information and to the Commission itself for approval, disapproval, or other action. Institutions and systems will be expected to withhold any binding commitment of funds to the facility until after the Commission has acted.

### III. Criteria for Evaluation.

Each proposed facility will be judged in terms of the following basic criteria:

- (1) Importance to the academic programs and/or administrative needs of the institution or system;
- (2) Consistency with the long-range State Plan for computers in higher education as most recently modified, and with any other state planning guidelines which may have been accepted by the Higher Education Coordinating Commission; if the proposed facility is not consistent with these plans, the reasons should be clear and justified;
- (3) Cost-effectiveness of the proposed facility relative to other alternatives which could provide adequate computing service;
- (4) Quality of the technical specifications for the facility in defining tightly the necessary functional characteristics of the proposed facility, omitting unnecessary features, and placing appropriate minimum and maximum boundaries on systems which may be proposed by vendors.

### IV. Appendix: General Policy Statement Adopted by the Higher Education Coordinating Commission in September 1970 (attached)



The links between institutions and systems implied by the preceding recommendations will require a high degree of coordination in developing the facilities and organizations required to achieve an effective and efficient educational computing capacity in the state. To bring about this coordination, the Minnesota Higher Education Coordinating Commission has based its approval of this Report on the following statements of general policy:

1. All institutions and systems of higher education, prior to the development of their legislative requests, shall identify to the Higher Education Coordinating Commission their plans for computing for both facilities and for operating costs. These plans should provide detailed information on budgeted costs and program justification. The Commission shall review these proposals to determine how these plans are coordinated with the Master Plan — how they approximate the goals and where they deviate from them. The Commission shall prepare a Summary Report for each Legislature on the progress that has been made toward achieving the goals of the Master Plan. This Summary Report also shall include recommendations regarding the requests which are being submitted by the institutions and systems, and by the Commission itself.
2. For on-going or operational computing activities, the responsibility for planning and for preparing legislative requests shall rest with the individual systems of higher education. Funding will be appropriated to the individual systems.
3. The Computers and Information Systems in Higher Education Report identifies four programmatic areas of a developmental nature. These are:
  - (a) a development center for Computer-Assisted and Computer-Managed Instruction,

- (b) a State-wide automated library system,
- (c) a program of grants for projects in research and in development, within each biennium, related to computing in higher education (continuation of an existing program).
- (d) grants to private colleges in support of their computing activities.

For these four developmental activities, the responsibility for planning shall rest with the Commission. For grants programs (c and d above) the Commission will also prepare the legislative requests and receive the appropriations. For activities which involve both new facilities and operating support (a and b above), the legislative requests will be prepared jointly by the Commission and those individual systems which plan to make use of the facilities. Appropriations for facilities will be made to the Commission; appropriations for operating costs associated with the developmental activities themselves will be made to the appropriate system or agency, including the Commission itself. The Commission may assign management responsibility for the facility to another board or agency.

4. Adjustments in implementation plans presented to the legislature in accordance with procedures outlined in Number 1 above shall be subject to review by the Commission.
5. The Commission proposes to review periodically the effectiveness of the policies being adopted here and to make or recommend such changes as it deems advisable.

Adopted by the Executive Committee  
of the Minnesota Higher Education  
Coordinating Commission  
September 17, 1970

SOURCE: Minnesota Higher Education Coordinating Commission, *Computers and Information Systems in Higher Education Part of Information Systems in the State of Minnesota, 1970-1980* (St. Paul: Minnesota Higher Education Coordinating Commission, September, 1970)\* p. 4-61.

APPENDIX V  
ST. PAUL RAMSEY MEDICAL  
EDUCATION REPORT

ADVISORY COMMITTEE ON MEDICAL EDUCATION PROGRAMS

AT ST. PAUL-RAMSEY HOSPITAL

Report to the Vice President for Health  
Sciences, University of Minnesota

J. PETER DEVINE, SECRETARY  
Office of Secretariat

MINNESOTA HIGHER EDUCATION  
COORDINATING COMMISSION  
550 Cedar Street  
St. Paul, Minnesota 55101

NOVEMBER 1972

ADVISORY COMMITTEE ON MEDICAL EDUCATION PROGRAMS  
AT ST. PAUL-RAMSEY HOSPITAL

Report to the Vice President for Health  
Sciences, University of Minnesota

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EXHIBITS

- A. Minutes of Committee Meetings . . . Volume 2
- B. Inventory of Documents . . . Page 16 and Volume 2
- C. Documents 1 Through 28 . . . Volume 2

MOORE, COSTELLO & HART

ATTORNEYS AT LAW

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SAINT PAUL, MINNESOTA 55101

227-7683  
AREA CODE 612

FORMERLY  
FARICY, MOORE, COSTELLO & HART

WALTER V. DORLE  
OF COUNSEL

ROLAND J. FARICY (1922-1962)  
RICHARD A. MOORE  
HARRY G. COSTELLO  
B. WARREN HART  
WILLIAM F. ORME  
IRVIN J. PERTZIK  
PATRICK LEIGHTON  
FREDERICK J. PUTZIER  
DAVID L. WHITE  
HAROLD R. FOTSCH  
ROBERT A. ALBRECHT  
RONALD E. MARTELL  
WILLIAM M. BEADIE  
DENIS L. STODDARD  
BRUCE E. KIERNAT  
LARRY A. HANSON  
PHILIP K. ARZT, JR.  
ALAN K. RUVELSON, JR.

December 8, 1972

Dr. Lyle A. French, M.D.  
Vice President  
Office of Vice President for  
Health Sciences  
432 Morrill Hall  
University of Minnesota  
Minneapolis, Minnesota 55455

Dear Dr. French:

On behalf of the Advisory Committee on Medical Education Programs at St. Paul-Ramsey Hospital, I herewith submit the Committee Report pursuant to Minnesota Statutes 1971, Chapter 851.

The Report summarizes the Committee deliberations and provides several recommendations germane to the Legislature's charge in establishing the Committee. I am pleased to inform you that these recommendations received the unanimous consent of the Committee members, as well as support from several affected organizations as noted among the documents which accompany the Report.

As you know, the Statute provides for transmittal of the Report to the Regents and ultimately to the 1973 Legislature through your good offices. Mr. J. Peter Devine of the Higher Education Coordinating Commission served well as Secretary to the Committee. He is prepared to forward as many copies of the Report as you require, including copies of the supporting documents.

I am confident that I speak for each member of the Committee when I say that we are at your disposal and that of the Regents and Legislature to testify and comment on the substantive issues addressed by the Committee in this Report.

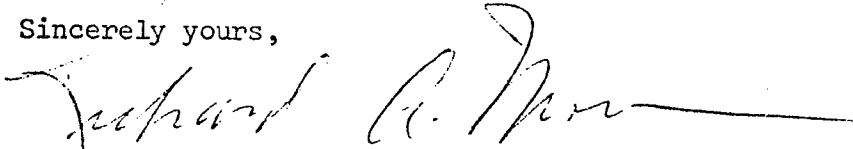
Dr. Lyle A. French, M.D.

December 8, 1972

Page 2

The Committee joins me in expressing gratitude to you personally for your continuing interest in the issues of concern to the members, and for taking occasion to share your valuable insight.

Sincerely yours,

A handwritten signature in dark ink, appearing to read "Richard A. Moore", with a long horizontal flourish extending to the right.

RICHARD A. MOORE, CHAIRMAN

RAM:gb  
Enclosures

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LEGISLATIVE REFERENCE LIBRARY  
STATE OF MINNESOTA

MINNESOTA  
HIGHER EDUCATION  
COORDINATING COMMISSION

SUITE 400  
CAPITOL SQUARE  
550 CEDAR STREET  
SAINT PAUL 55101

OFFICE OF THE EXECUTIVE DIRECTOR

December 8, 1972

Dr. Lyle A. French, M.D.  
Vice President  
Office of Vice President for  
Health Sciences  
432 Morrill Hall  
University of Minnesota  
Minneapolis, Minnesota 55455

Dear Dr. French:

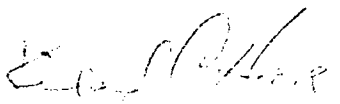
This is to advise you that the report of the St. Paul-Ramsey Medical Advisory Committee was presented at the December 1 meeting of the Higher Education Coordinating Commission and that the Commission took official action to receive the report.

You should also be advised that following discussion of the Committee's report, the Commission passed the following motion:

In view of the initial success of the experiment involving St. Paul-Ramsey Hospital, the Commission recommends that Hennepin County General Hospital be encouraged to develop parallel plans as recommended to the 1971 Legislature.

Your cooperation and the cooperation of other members of your staff with the Commission, as secretariat of the Committee, has been most appreciated. As always the Commission stands ready to assist the University Administration and the Board of Regents in addressing the Committee's recommendations.

Sincerely,

  
RICHARD C. HAWK  
Executive Director

RCH:gb

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## SUMMARY AND RECOMMENDATIONS

The Advisory Committee on Medical Education Programs at St. Paul-Ramsey Hospital responded to the legislative intent in Minnesota Laws 1971, Chapter 851 by serving as convener, moderator, monitor, reviewer and evaluator in a scope of legislation which encompassed:

- appropriations to relieve the hospital patient of educational costs, and a request that the Regents give separate identity to the Hospital's health education programs;
- appropriations to encourage development by the University Regents of a core of educational programs from which a full range of health education programs could be developed in the Hospital, and in particular a core consisting of post-graduate medical education and family practice;
- an invitation to the University Regents and the County Hospital Commission mutually to develop and implement novel administrative arrangements demonstrating the feasibility of collaboration for the purposes mentioned; and
- a similar invitation to develop and implement novel administrative arrangements with other area and rural health facilities demonstrating the feasibility of collaboration for the same purposes on a wider geographic scale.



In its brief life the Committee could do little more than encourage and monitor the experimental steps in what is perforce a lengthy journey in unplotted territory.

The Committee is firmly convinced, however, that all affected parties have generously participated in careful initial steps and that they have demonstrated the ultimate feasibility of novel arrangements in delivery of all types of formal health education programs. The Committee is also convinced of the continuing need for the functions it was established to perform.

Therefore, the Committee recommends:

1. Review and Evaluation of Programs (851, Subd. 6)

Although a number of specific programs were evaluated and inventoried, the review and evaluation charge remains partially fulfilled at the present time. The Committee believes this function is viable and necessary and *recommends the continuation of this Committee for another two-year period with supporting services provided again by the Higher Education Coordinating Commission.*

2. Administration of Medical Education Programs at Saint Paul-Ramsey Hospital (851, Sec. 1)

The Committee can report its general satisfaction with progress in this area which appears to be consistent with the legislative intent. The Committee makes the following specific recommendations:

- a. *Improved communication and better working relations between the University department heads and the Saint Paul based faculty are desirable and the present efforts in this direction should be encouraged.*
- b. *Improved communication and better working relations between the Ramsey County Hospital and Sanitarium Commission, its administrative officers and the Saint Paul based University faculty are desirable and the present efforts in this direction should be encouraged.*
- c. *Improved communication and better working relations between the Ramsey County Hospital and Sanitarium Commission, its administration and the University Health Sciences representatives through the mechanism of the Joint Education Council is desirable and the present efforts in this direction should be encouraged.*

The Committee remains keenly aware of the critical nature of negotiations in each of these areas so that educational development may be accomplished according to legislative intent. The Committee recommends and urges a continued monitoring of this progress through the aforesaid continuation of the Committee.

3. Planning and Development of Medical Education at Saint Paul-Ramsey Hospital (851, Sec. 1)

The Committee reviewed the development of the Saint Paul-Ramsey Hospital based faculty organization and approves proposals to expand it to other Saint Paul based University

faculty. The Committee reviewed the plans for the future development of the program in education of Family Physicians and *recommends continued financial support of this program by the legislature.*

The Committee reviewed the proposal to relocate the Gillette State Hospital to the Saint Paul-Ramsey Hospital site. It noted that although such a move would have many advantages from the standpoint of economy and service it would also provide an unusual opportunity to expand the health science education role of both institutions at minimal cost. The Committee *recommends that the legislature finance its share of the expenses involved.*

The 1971 Legislature appropriated funds to the University of Minnesota for undergraduate medical education at Saint Paul-Ramsey Hospital. The Committee reviewed the allocations of these funds by the University and determined they were made in accordance with legislative intent. The principle was established that funds were allocated where the students are being educated. The Committee *recommends continued financial support of undergraduate medical education at Saint Paul-Ramsey Hospital by the legislature.*

4. Possible Utilization of Other Saint Paul Area Hospitals and Health Institutions and Existing Regional Rural Hospitals, Clinics and Physicians (851, Subd. 3)

The Committee examined and stimulated discussion about the feasibility of utilizing area health institutions to develop a coordinated cooperative health education effort in association with the programs at Saint Paul-Ramsey Hospital. One of the main items of discussion was the need for additional state funding which must be made available on an equitable basis. The discussions made it clear that such a consortium cannot be imposed by the University but must be the result of voluntary participation by the appropriate groups organized in a democratic manner. Since there is currently no overall cooperation and coordination of the health science education programs of the facilities in the area, there needs to be established a mechanism whereby communication and coordination between University and area health facilities are accomplished so that unnecessary duplication of effort is avoided, maximum utilization of facilities is achieved, and University Health Science education programs are carried out with maximum economy.

To further this end the Committee *recommends that the legislature fund a St. Paul-based University official to coordinate and develop health science programs.*

The Committee is convinced that the functions it sought to serve are essential for orderly development of health science education programs in Saint Paul and *recommends to the legislature that these functions be preserved.*

Legislative Charge

MINNESOTA LAWS 1971, CHAPTER 851

Subd. 6. "...an advisory committee is hereby appointed to evaluate and review the medical education programs at St. Paul-Ramsey Hospital, including future expansions thereof authorized by this act, and submit a report thereof to the vice president for Health Sciences at the University of Minnesota who will report to the President and the Board of Regents. The Board of Regents shall submit its comments, together with those of the advisory committee, to the legislature on or before January 15, 1975.

...The advisory committee will remain in operation no longer than June 30, 1973.

Sec. 2. This act is in effect on July 1, 1971, subject, however, to the conditions set forth in section 1.\*"

---

\*Before July 1, 1971, both the Regents and the Ramsey County Commissioner were to formally advise the State auditor of compliance with a legislative request to provide and gradually develop health sciences education cooperatively.

## Introduction

The Advisory Committee on Medical Education Programs at St. Paul Ramsey Hospital was established by the 1971 Legislature effective on July 1, 1971, and operative until June 30, 1973.

Membership of the Advisory Committee was duly established according to law (see Document 22), and on November 9, 1971, the first meeting was announced by the Executive Director of the Higher Education Coordinating Commission (see Document 19). At its first meeting the Advisory Committee appointed a Chairman, Mr. Richard A. Moore of St. Paul (Laws 1971, Chapter 851, Subd. 6). The Higher Education Coordinating Commission had appointed Mr. J. Peter Devine as Secretary, and provided professional staff (Chapter 851, Subd. 6).

The Advisory Committee held formal meetings on\*:

1. November 24, 1971
2. December 28, 1971
3. January 28, 1972
4. July 7, 1972
5. August 18, 1972
6. November 15, 1972
7. November 28, 1972

The August meeting took the form of a hearing to ascertain the responses of east-metropolitan hospitals to a proposal to develop cooperation and coordination as an area health sciences campus.

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\*See Minutes in Exhibit A.

In addition, the Advisory Committee stimulated several informal meetings on this and other proposals.

In brief, the work of the Advisory Committee principally concerned these major items:

1. the role of the Advisory Committee,
2. review and evaluation of programs (851, Subd. 6),
3. administration of medical education programs at St. Paul-Ramsey Hospital (851, Sec. 1),
4. planning and development of medical education programs at St. Paul-Ramsey Hospital (851, Sec. 1),
5. possible utilization of other St. Paul area hospital and health institutions and existing regional rural hospitals, clinics, and physicians (851, Subd. 3).

The Advisory Committee also concerned itself with the legal responsibility in utilization of funds appropriated by the 1971 Legislature. Although the Advisory Committee did not consider this issue as directly related to its role, it satisfied itself that the legal responsibilities were adequately accounted for.

#### 1. Role of Advisory Committee

The relevant legislation referred to "medical education programs" and to "a gradual development of health science education activities" (Chapter 851, Subd. 1, 4) at St. Paul-Ramsey Hospital.

The former denoted education of physicians and principally

graduate physicians because reference was made (Subd. 2) to "training of persons primarily interested in patient care" and to expansion and proper funding of the health science activities that were in use at St. Paul-Ramsey Hospital by the Regents of the University.

The latter denoted the full range of health science education including undergraduate medical (Subd. 4) because the legislature stated its desire for expansion in terms of "nurses and various technical specialists, as well as undergraduate and graduate medical students."

With respect to the Advisory Committee, the operative part of the legislation appointed the Committee "to evaluate and review the medical education programs at St. Paul-Ramsey Hospital, including future expansion thereof authorized by this act" (Subd. 6), and "submit a report to the Vice President for Health Sciences." Thus the charge to the Advisory Committee covered the full range of existing and contemplated health science education programs at St. Paul-Ramsey Hospital.

Other operative parts referred explicitly to the Regents and to the Ramsey county hospital and sanatorium commission. The Regents 1) received an appropriation "for the on-site administration, planning and development of medical education programs (Subd. 1), and were requested 2) to "expand health science education at St. Paul-Ramsey Hospital (Subd. 2), 3) to act "in cooperation with the Ramsey county hospital and sanatorium commission" (Subd. 3), and 4) to utilize, if possible, other St. Paul area health institutions and rural hospitals,



clinics and physicians (Subd. 4). The appropriation would be available only when the University formally acceded to the requests and the hospital commission formally agreed to cooperate with the Regents (Subd. 5).

These formal actions were duly accomplished (see Document 23).

Because the full-range charge to the Advisory Committee included future expansions, its role encompassed development of medical and health education programs to be planned and administered on-site by the Regents, as well as cooperation between the Regents and the county commission and utilization of area and rural health facilities. In this regard, the Advisory Committee could serve as a stimulus and convener toward implementation of cooperation and utilization.

## 2. Program Review and Evaluation (851, Subd. 6)

The Committee found that its review/evaluation role was perforce of less importance than that of stimulus and convener at this time for several reasons:

- a. The legislation focussed immediate attention only on existing programs and only insofar as they involved graduate education of physicians, particularly family practice physicians.
- b. Plans for expansion into programs for undergraduate medical students, baccalaureate nurses and allied health personnel were not current in a form that could be addressed by the Advisory Committee.
- c. Existing programs could not be studied adequately without paying simultaneous attention to such expansion plans.

- d. Indeed none of these issues could be reviewed and fully evaluated during the life-span of the Committee prior to acceptable implementation of the legislative prescriptions.
- e. In addition, during this period the County commission was taking steps to reorganize the internal structure of hospital administration so that it might better accommodate its own needs and those imposed by the legislation requiring that the hospital become in effect a health science campus and perhaps the focal point of an area-wide health science campus.

Nevertheless, the Advisory Committee can report several activities consistent with the program review portion of its charge.

First, the Committee reviewed documents relating to medical education programs at Duluth and Rochester, as well as the Higher Education coordinating Commission 1971 recommendations on medical education (Documents 1, 2, 3).

Second, the Committee heard reports with supporting documents on the Family Practice program and on other physicians' education programs at St. Paul-Ramsey Hospital (see Minutes 12/28/71, 1/28/72 and Documents 4, 7, 9). There was general approval of the progress reported.

Third, in relation to outstate and rural programs the Committee expressed approval for NAME's plan to present its proposal to the Educational Policies Committee of the University (see Documents 8, 20, Regional Medical and Allied Health Education Centers and minutes 1/28/72).

Finally the Committee moved to obtain inventory information on existing health education programs at St. Paul-Ramsey Hospital and in area health institutions. For medical education programs and for some allied health programs, this information was obtained in meeting reports (see Minutes 1/28/72, 8/18/72 and Documents 9, 12, 13, 16, 17). Through its cooperation with a recent study conducted under the auspices of the State Comprehensive Health Planning Agency, the Higher Education Coordinating Commission staff provided inventory information on allied health programs in all Minnesota institutions, as well as in hospitals (see Documents 24). This inventory includes a number of allied health education programs at St. Paul Technical-Vocational Institute, such as practical nursing for hospitals and institutions, medical lab assistant and others.

In sum, the Committee's review and evaluation charge remains partially fulfilled at this time. The Committee believes that this function is viable and necessary, and therefore should be continued.

### 3. Administration of Health Education Programs (851. Sec. 1)

The Committee remained cognizant of the force and wisdom in the the University's original suggestions concerning an effective sequence for establishing an administrative structure. On December 24, 1970, (see Document #27, University Position on St. Paul-Ramsey) a step-wise approach was recommended.

1. Make "substantial progress...toward meeting current expenses of the core medical education programs already in existence." The aim was to relieve support "from monies collected from patients." The

Committee applauded the resultant University budget request and the response of the legislature when it reviewed the programs in medical education and family practice.

2. The Committee also noted that the Hospital "curriculum...is closely integrated with that of the Health Science Center in Minneapolis", and is a flexible base "to permit extensive educational innovation" and "development...of substantial autonomous clinical health science programs coordinated with the programs of the Health Science Center in Minneapolis."

3. Subsequent steps should be "establishment of a health science faculty organization", "development of substantially autonomous clinical undergraduate medical programs coordinated with the programs of the Health Science Center in Minneapolis", and inauguration of an "educational policy committee [related] to the office of the Vice President for Health Sciences."

For reasons previously mentioned, the Committee reviewed proposals for a structure and organization adequate to accommodate the developments requested by the legislature. These proposals were developed by the governing bodies involved and the Committee reviewed the proposals, acted as a sounding board, and helped in convening the appropriate persons for thorough discussion of acceptable administrative arrangements.

In this respect, the four broad areas concerned relationships between the Regents and the County commission, between the University health sciences administration and the hospital administration, between the various functions within St. Paul-Ramsey Hospital, and between area health education institutions.

During its deliberations the Committee discussed these types of relation and reviewed the several reports germane to each (see Documents 5, 6, 10, 11).

The Committee can report its general satisfaction with progress in each area, particularly as this progress, in the opinion of the Committee, appears to be consistent with the legislative intent concerning educational development. At the same time, the Committee remains keenly aware of the critical nature of negotiations in each area so that educational development may be accomplished according to legislative intent. Consequently, the Committee urges a continued monitoring of this progress, at least during the coming biennium.

4. Planning and Development of Medical Education at Saint Paul-Ramsey Hospital (851, Sec. 1)

The Committee reviewed the scope and plans for development of the programs at Saint Paul-Ramsey Hospital as prepared by the Saint Paul-Ramsey Hospital based faculty and endorses them (see Documents 5, 6). The Committee reviewed the development of the Saint Paul-Ramsey Hospital based faculty organization and approves the proposals to expand this organization to include other east metropolitan based University Health Science faculty.

The Committee reviewed the scope and plans for development of graduate training of Family Physicians at Saint Paul-Ramsey Hospital and recommends continued support by the legislature.

The Committee reviewed a proposal to relocate the Gillette State Hospital to the Saint Paul-Ramsey Hospital site. The economies and efficiencies to the operation of both hospitals were noted. The

Committee determined that such a move would provide a unique opportunity to strengthen and develop two existing Saint Paul Health Science education programs at minimal cost and recommends that the legislature appropriate funds to finance its fair share of state service and health education expenses involved.

The Committee reviewed the effect of the appropriations of the 1971 legislature of funds for undergraduate medical education at Saint Paul-Ramsey Hospital. The allocation of these funds by the University were determined to be in accordance with legislative intent. The principle was established that the funds were allocated to where the students were being educated. The Committee determined that this funding was indeed necessary to carry out the legislative intent and recommends that the 1973 legislature continue financial support of undergraduate medical education at Saint Paul-Ramsey Hospital.

#### 5. Utilization of Area Health Institutions (851, Subd. 3)

The Advisory Committee was able to stimulate a representative examination of the feasibility of utilizing area health institutions as to a coordinated, cooperative health education system in association with Saint Paul-Ramsey Hospital.

To this end, the Committee contacted the Boards and Chief administrators of each Saint Paul hospital and invited attendance at a special Committee meeting held at the State Capitol on August 18, 1972. (See minutes 8/18/72). The invitees were requested to report on existing health education programs. They were also apprised of the proposal for coordination and asked to comment (see Document #25).

The comments were generally favorable. Some institutions expressed

reservations, seeking assurances of equitable participation and inclusion of all health education at all levels including vocational programs (see Minutes 8/18/72 and Documents 12, 13, 15, 16, 17, 26). Many felt that legislative support would be essential to success and that a coordinated approach to the legislature would be most effective.

As a result, a joint meeting was held at Saint Paul-Ramsey Hospital on September 11, 1972. The Chairman of the Advisory Committee, Mr. Moore, advised the participants of the issues and urged inter-institutional cooperation. The participants agreed to establishment of an ad hoc committee to discuss the principle of cooperation and coordination. Subsequently, the ad hoc committee produced a resolution concerning coordination and a proposed structure for cooperation.

The resolution also stated that the Advisory Committee might be the appropriate vehicle to encourage further action to implement the resolution. (see Documents 18, 21).

In effect, implementation would create an East Metropolitan Health Sciences Coordinate Campus. It would provide, expand and coordinate didactic and clinical health education opportunities in the Ramsey County area with staff and facilities now existing or proposed in the participating institutions. If the legislation remains in effect, this would be done mainly through "on-site administration, planning and development" provided by the Regents, but in a cooperative arrangement with the Ramsey County Hospital and Sanatorium Commission. This could not occur, however, without equitable participation of the area health institutions, if the ad hoc resolutions are implemented. One of the main functions of such an arrangement would be the presentation to the legislature of a

unified, systematic plan and request for funding.

In the temporary absence of a detailed proposal reflecting plans, organization, programs, resources and funding to implement an East-Metropolitan Health Sciences Campus, the Advisory Committee endorses the substance and concept herein described which follows:

POLICY STATEMENT TO THE LEGISLATIVE ADVISORY COMMITTEE AS APPROVED

OCTOBER 16, 1972

- I. The subcommittee of the Legislative Advisory Committee met to consider the feasibility and the desirability of the formation of an East Metropolitan Area Health Science Campus. The Saint Paul hospitals represented were: United Hospitals, Inc., Saint Joseph's Hospital, Bethesda Hospital, Children's Hospital, Saint John's Hospital and Saint Paul-Ramsey Hospital.
- II. This subcommittee agreed that it is desirable that an East Metropolitan Area Health Science Campus be established. It sees such an organization as being necessary to coordinate efficiently the efforts at undergraduate medical education in the medical centers presently involved. There is every reason to expect that this will be even more necessary in the future with the anticipated expansion of medical education and the need for larger clinical facilities thereby. It should be better able to develop programs to meet the newly emerging needs of the community.
- III. The East Metropolitan Health Science Campus, in order to be viable, must be organized in a democratic fashion. The subcommittee feels that any hospital in this geographic area involved in medical education should have the opportunity to be represented in this body and must then have a participative voice in the decision-making process governing the group. The decisions involving both matters of educational content and direction, and those of financing must be arrived at in this democratic manner. Whatever formula used to determine financing for undergraduate medical or other health career education must be applied equally to all participating medical centers. The decisions that direct the disbursement of such funds must take into account the capabilities and qualities of the centers under consideration. It is understood that no one institution will take over the identity of the Health Science Campus but rather that it will remain an amalgamation of all the centers involved.



- IV. The subcommittee further expressed the conviction that if the East Metropolitan Health Science Campus is to redound to the benefit of all medical education in the community at large, it must have a voice in the decisions involving educational direction in Saint Paul and should have a voice at all levels of the Health Sciences. The details of this participation are left to be worked out by the parties concerned in the spirit of good will and cooperation, assisted by direction from the legislature where it seems appropriate.
- V. The subcommittee feels that the Legislative Advisory Committee represents an ideal vehicle for not only carrying these recommendations forward to the Regents but also to serve the purpose of answering the questions the legislature will have when this matter is discussed before that body.

### Epilogue

The Advisory Committee expresses its thanks to the legislature for permitting this experiment to determine the feasibility of novel arrangements in delivery of all types of formal health education programs. In the opinion of the Committee, at least the feasibility has been demonstrated, and the Committee is gratified to have been a part of this effort.

In so brief a time span, it could not be expected that movement between feasibility and implementation could have been fully completed. Nevertheless, the Committee is confident that all signs of eventual success are present. If the Committee has stimulated a small part of this progress, its work has been well rewarded.

At the same time, the Committee is convinced of the continuing need, at least for the next biennium, of the functions it sought to serve: convener, reviewer and evaluator, stimulator and monitor. These functions pertain to organization as well as to programs and are in protection of the legislative intent. The Committee therefore urges that these functions

be preserved.

Finally, the Advisory Committee commends and thanks the many individuals, institutions and organizations which aided and participated in its deliberations, and in particular the two governing bodies most directly affected: the University Board of Regents and the Ramsey County Hospital and Sanatorium Commission.

M E M B E R S

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## INVENTORY OF DOCUMENTS

The St. Paul-Ramsey Hospital Advisory Committee has received several documents from various members or people attending the meetings.

- DOCUMENT 1 -- 1969 Session Laws, 1971 Session Laws and Chapter 851-House File No. 1099
- DOCUMENT 2 -- Statement of Recommendations on Medical Education, March 1971
- DOCUMENT 3 -- Proposal for the Establishment of a Medical Education Program at the University of Minnesota, Duluth, October 1970
- DOCUMENT 4 -- Family Medicine Residency
- DOCUMENT 5 -- Flow chart presented by Dr. Perry on the faculty organization at St. Paul-Ramsey Hospital.
- DOCUMENT 6 -- Proposed Constitution for Organization of University of Minnesota Health Sciences Faculty Members at St. Paul-Ramsey Hospital, November 18, 1971
- DOCUMENT 7 -- Current Activities in Medical Programs, St. Paul-Ramsey Hospital
- DOCUMENT 8 -- A Proposal for Developing and Establishing Regional Medical and Allied Health Education Centers, Davitt A. Felder, M.D., President, NAME, January 1972.
- DOCUMENT 9 -- "Current Activities in Medical Programs, St. Paul-Ramsey Hospital"
- DOCUMENT 10 -- Letter to Mr. Ettel from John Milton, Cecil March and Robert Gumnit, M.D. plus a report on the relationship between the Hospital Commission and the Medical Education and Research Foundation, January 1972.
- DOCUMENT 11 -- Memorandum to Members of the Faculty Subcommittee on Long Range Planning from Robert J. Gumnit, M.D., Subcommittee Chairman, regarding Development of St. Paul Health Science Campus and an enclosure, June 7, 1972.
- DOCUMENT 12 -- Report to the Advisory Committee for St. Paul Health Science Campus from the Children's Hospital, St. Paul, August 15, 1972.
- DOCUMENT 13 -- Memorandum to Richard A. Moore, Chairman, from Jean D. Conklin, Administrator, Gillette Children's Hospital, regarding the St. Paul Health Science Campus, August 18, 1972.

- DOCUMENT 14 -- Letter to Mr. Richard A. Moore, Chairman, from George C. Power, Jr., United Hospitals, August 4, 1972.
- DOCUMENT 15 -- Letter submitted to the Higher Education Coordinating Commission from Kenneth J. Holmquist, Administrator, Bethesda Lutheran Hospital, August 18, 1972.
- DOCUMENT 16 -- Letter to Mr. Richard A. Moore, Chairman, from G. Theodore Mitau, Chairman, Education and Training Committee, regarding St. Paul Health Science Conference, September 22, 1972.
- DOCUMENT 17 -- Memorandum plus two enclosures to Richard A. Moore, Chairman, from S. W. Damberg, M.D., Chairman, Education Committee, regarding St. Paul Health Science Campus, October 5, 1972.
- DOCUMENT 18 -- Addendum to the Proposed Draft Statement to the Legislative Advisory Committee, October 1972.
- DOCUMENT 19 -- Memorandum to Members of the Advisory Committee on Medical Education Programs at St. Paul-Ramsey Hospital from Richard C. Hawk, Executive Director, Higher Education Coordinating Commission, regarding Advisory Committee Meeting at 10:00 a.m., November 24, 1971, November 9, 1971.
- DOCUMENT 20 -- Memorandum to St. Paul-Ramsey Hospital Advisory Committee on Medical Education Programs from Ronald A. LaCouture, Executive Administrator, NAME, regarding NAME Proposal for Development and Establishing Medical and Allied Health Education Centers, January 14, 1972.
- DOCUMENT 21 -- Memorandum to Representatives to the Legislative Advisory Committee of Various Metro Hospitals, from John F. Perry, Jr., Chairman, Faculty Steering Committee, St. Paul-Ramsey Hospital, regarding ad hoc Committee Meeting, October 9, 1972.
- DOCUMENT 22 -- Membership of Advisory Committee on Medical Education Programs at St. Paul-Ramsey Hospital.
- DOCUMENT 23 -- Letter to Mr. Rolland F. Hatfield, State Auditor from C. T. Johnson, Assistant Vice President at the University of Minnesota, May 22, 1972.
- DOCUMENT 24 -- Memorandum to Members of the Advisory Committee on Medical Education Programs at St. Paul-Ramsey Hospital from Dr. Donald P. Draine, Assistant Executive Director of Academic Planning regarding Inventory of Allied Health Programs in Minnesota, November 7, 1972.
- DOCUMENT 25 -- List of invitees and copy of invitation Letter sent to various metro hospitals from Richard A. Moore, Chairman, July 14, 1972.

- DOCUMENT 26 -- Letter to Mr. Moore, Chairman, from S. W. Danberg, M.D. St. Joseph's Hospital, October 23, 1972.
- DOCUMENT 27 -- Letter to Dr. Draine, Director of Academic Planning, Higher Education Coordinating Commission, from Raymond Davoli, Assistant Principal, St. Paul Area Technical-Vocational Institute, November 16, 1972.
- DOCUMENT 28 -- University Position on St. Paul-Ramsey, December 24, 1970.

APPENDIX W

MINNESOTA HIGHER EDUCATION  
FACILITIES AUTHORITY  
ANNUAL REPORT

LETTER OF TRANSMITTAL

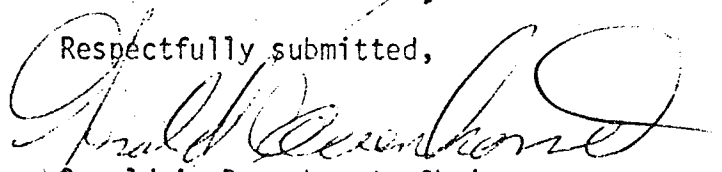
Mr. Jack Lynch, President, and Members of the  
Minnesota Higher Education Coordinating Commission

The Minnesota Higher Education Facilities Authority is pleased to submit its first Annual Report for the period July 1, 1971 to June 30, 1972. The report provides a general analysis of the activities during the past calendar year.

During the past year, the Authority has received preliminary applications from eleven institutions for financing \$21,390,800 of new construction, remodeling, or refinancing projects. Of these eleven institutions, seven have submitted formal applications and all other requested documents. Besides the eleven institutions submitting preliminary applications, another five colleges have made informal requests.

The Authority looks forward to being of continued service to the State of Minnesota and the higher education community.

Respectfully submitted,



Gerald A. Rauenhorst, Chairman

September 1, 1972



MINNESOTA HIGHER EDUCATION FACILITIES  
AUTHORITY ANNUAL REPORT

THE AUTHORITY

The Minnesota Higher Education Facilities Authority is a state administrative agency created to provide additional educational opportunity for the people of the state and for the purpose of alleviating the pressing demands upon tax supported colleges and universities by assisting non-profit institutions of higher education in Minnesota to build needed facilities at a lower interest cost than might otherwise be available to them. The Authority was created by Chapter 868 of the Minnesota laws of 1971. It does not make any facility grants, and has access to capital improvement funds only through borrowing. All borrowed funds obtained by the Authority must be repaid through rentals charged the participating institution.

The academic and other facilities built by the Minnesota Higher Education Facilities Authority must be financed by the sale of revenue bonds by the Authority. In turn, the Authority will have to enter into lease agreements whereby an institution will pay rent to the Authority in the amount needed to retire the Authority's debt.

Since the Authority is an agency or instrumentality of the State of Minnesota, the interest paid by the Authority to bond holders is exempt from federal and Minnesota income tax under the present provisions of law. Bonds providing income tax free interest normally sell on the market at a lower rate of interest than other bonds.

The use of the financing arrangements for facility construction made possible by the existence of the Minnesota Higher Education Facilities Authority is entirely voluntary. No institution is required to enter into agreement with the Authority. The Authority desires to assist institutions of higher education to the extent each institution wishes to take advantage of its services.

## MEMBERSHIP

The Authority is comprised of seven members, one of whom is the Executive Director of the Minnesota Higher Education Coordinating Commission and six of whom are appointed by the Governor with the advice and consent of the Minnesota Senate. The Directors are:

Gerald A. Rauenhorst, Chairman  
term of office expires January 1, 1977

Bernard P. Friel, Vice-Chairman  
term of office expires January 1, 1977

Richard C. Hawk  
ex officio Member and Secretary

Robert W. Freson, Member  
term of office expires January 1, 1975

Earl R. Herring, Member  
term of office expires January 1, 1973

Norman Perl, Member  
term of office expires January 1, 1975

Michael Sieben, Member  
term of office expires January 1, 1973

The Authority appointed Joseph E. LaBelle as its Executive Director, the law firm of Faegre & Benson as its bond counsel and Springsted, Incorporated as its fiscal agent.

## FINANCING FOR INSTITUTIONS OF HIGHER EDUCATION

During the last fiscal year the Authority has received requests from eleven institutions for financing \$21,890,800 of new construction, remodeling, or refinancing projects. Projects submitted from three colleges have been given formal approval and are progressing rapidly to the stage of bond sales. Projects from another four colleges are presently being formally reviewed. Refinancing projects from two institutions are being temporarily delayed. A project submitted by Villages Housing Association (an organization controlled and managed by a student group at Southwest State College in Marshall, Minnesota) was denied because the Association is not eligible to participate in the program. Only higher education institutions are eligible.

### Projects Formally Approved

#### \$2,075,000 Housing Project of Augsburg College

The project will provide apartment type housing for 300 students in 100 dwelling units. The project, which will be a part of a student housing program, will serve not only students at Augsburg College, but also of St. Mary's Junior College, St. Olaf College's four-year nursing program taking their clinical work at Fairview Hospital, and students in the Fairview Hospital three-year diploma program. \$1,925,000 is for construction of the building and \$150,000 for the completion of acquisition and demolition of properties required for the provision of related off-street parking. This project is required primarily to maintain the institution's ability to serve its existing student body through replacement of substandard facilities.

#### \$1,500,000 Housing Project of Bethel College

Bethel College is currently completing a move of its campus to a new 214-acre site in Arden Hills. The project being financed through the Authority consists of two clusters of seven townhouse type buildings housing 480 students in apartment type facilities. Each building has six apartments that provide space for six students per apartment, two per bedroom. One building will house a commons area as well as laundry facilities. Another will house a central student housing service. The buildings are all designed to blend esthetically with the hilly, heavily wooded landscape of the college campus.

### \$500,000 Housing Project of St. Mary's College

The project consists of a village of seven buildings, each containing four apartments. Each apartment contains a living room, two bedrooms, a three-compartment bathroom and an efficiency kitchen. Each apartment houses four students and each building houses sixteen students with the exception of a two-man apartment for faculty advisors. The total village capacity is 108 students, mostly upperclassmen. The need for additional housing is due primarily to an increased enrollment. The village type student housing was proposed to offer a viable alternative to the traditional dormitory structures presently housing the majority of the student residents.

### Projects Awaiting Formal Approval

### \$1,276,000 Project for the College of St. Benedict

The project consists of four distinct building programs. The largest project consists of 30 units of two bedroom apartments for housing 120 students. The second part of the project consists of \$107,000 for renovation of the Home Economics Department serving 350 students. The third part is a \$171,000 renovation of the present dining facilities. The fourth building program is the construction of a new \$265,000 indoor swimming pool addition to the Physical Education building. These new facilities are needed to accommodate the dramatically increased enrollment as well as to improve the old substandard structures on the campus.

### \$7,000,000 Project for the Minneapolis College of Art and Design

The project consists of a new teaching facility, remodeling existing facilities, land acquisition and equipment for the project. The new facility is being designed by Kenzo Tange of Tokyo, Japan, one of the world's foremost architects and urban designers, as a part of a major arts complex, which includes the Minneapolis Institute of Arts and a theater for the Children's Theatre Company of the Minneapolis Institute of Arts. The new building is comprised of three major zones of activities: (1) technical laboratory zone, (2) student work zone, and (3) academic zone. Each of these zones is linearly organized and are parallel to the others. The project will allow an increase in size of the student body from 475 to 600.

#### \$415,000 Housing Project for the College of St. Scholastica

The project consists of six four-plex housing units. Each unit will have four students in each apartment for a total of sixteen in each four-plex and a total of 96 students in all six housing units. The units will be built in a factory, brought to the site and assembled on the foundation. Each apartment unit will have approximately 800 square feet, or 200 feet per student.

#### \$1,450,000 Project for Gustavus Adolphus College

The project consists of two building programs. The first program involves a new \$425,000 Administration building and an additional \$175,000 for equipment including a Univac Computer. This building is a two-story, fully air-conditioned office building containing 18,500 square feet and will bring into one building all administrative offices previously dispersed throughout the campus. The second building phase involves a remodeling of the old library into a social science classroom. This remodeling will bring together all social science classrooms and faculty offices within one structure. When completed, the college will have classroom facilities in permanent type buildings for 2,200 students. The remodeled social science building and its refinancing will cost \$850,000. ...

MINNESOTA HIGHER EDUCATION

FACILITIES AUTHORITY

REPORT OF EXPENDITURES

FISCAL YEAR 1972

EXPENSES (November 1, 1971 to June 30, 1972)

Full-Time Employees	\$15,765.87	
Appointed Commission	770.00	
Sub-Total		\$16,535.87
Rents & Leases*	1,116.88	
Repairs & Maintenance	70.03	
Printing and Binding*	481.71	
Non-State Employee Service	267.94	
Tabulating Service	-	
Sub-Total		1,936.56
Communications	703.22	
Travel and Subsistence	265.95	
Other Contractual Services	-	
Sub-Total		969.17
Stationery & Office Supplies	239.86	
Scientific & Educational Supplies	185.12	
Sub-Total		424.98
Contributions	1,204.58	
Insurance	236.80	
Sub-Total		<u>1,441.38</u>

T O T A L - - - - - \$21,307.96

\*Estimates; Rents and Leases may be adjusted downward; Printing and Binding may be adjusted upwards.