

REPORTS ON OUTREACH ACTIVITIES

1975

UNIVERSITY OF MINNESOTA

Prepared by the Office of the
Vice President for Academic Affairs

May, 1976

MAG
gAc 120

TAND, UNA
4305197

REPORT ON OUTREACH ACTIVITIES, 1975

The documents and data enclosed were prepared during the summer of 1975 to provide background information for the discussion of outreach activities on all campuses of the University of Minnesota.

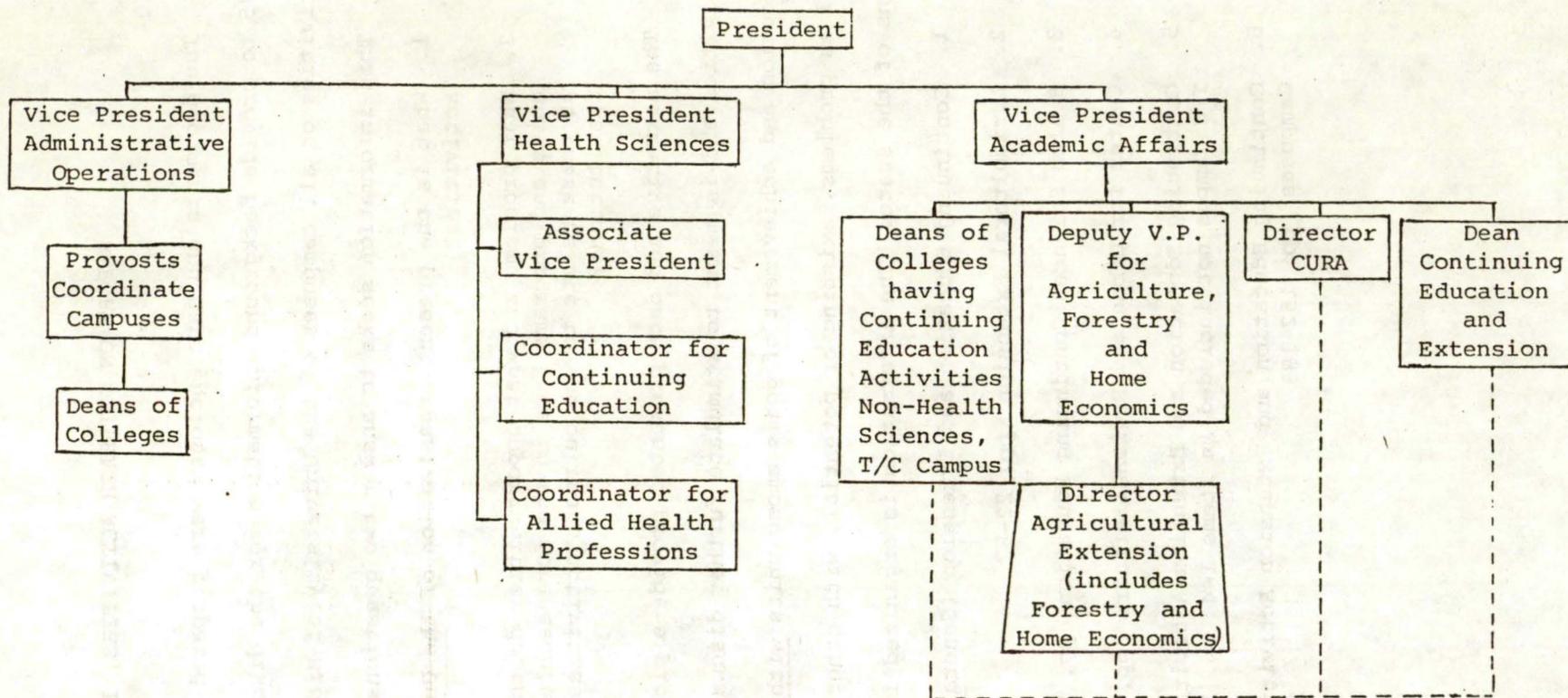
This information seeks to answer two questions:

1. What is the present organization of the University's outreach activities?
2. What problems and what opportunities do the various outreach units and programs face in the foreseeable future, particularly as these relate to the outreach activities of other state institutions?

The narrative and data presented provide a picture of outreach activities and is meant to stimulate further discussion of problems of execution and achievement of goals among units within the University as well as problems, existing or potential, with other educational institutions of the state. The information is organized into six major parts:

1. Continuing Education and Extension (General Extension) pp. 1-21
2. Agricultural Extension pp. 22-57
3. Health Sciences Continuing Education pp. 58-80
4. Center for Urban and Regional Affairs pp. 81-114
5. Continuing Education and Extension Activities in Units of the T/C Campus not included in Items 1-4 pp. 115-151
6. Continuing Education and Extension Activities at the Coordinate Campuses pp. 152-183

ADMINISTRATION OF "CONTINUING EDUCATION AND EXTENSION ACTIVITIES" AT THE UNIVERSITY OF MINNESOTA



* For details of administrative structure of the various units, see the individual reports. Many formal and informal relationships exist among the officers shown and these might have been shown by numerous dotted lines.

CONTINUING EDUCATION AND EXTENSION

CURRENT ASSETS, PROBLEMS, AND OPPORTUNITIES OF
CONTINUING EDUCATION AND EXTENSION

Throughout the United States the interest in and support of education for adults have been growing dramatically. To some institutions, particularly those that have been in continuing education for a long time, this burgeoning interest in adult and continuing education seems like the growth that can be expected as the result of long-term work, planning, demonstration, assessment, staffing, and the like. To others, especially to those who are newcomers to the field, it looks like a lucky break, something that came along just at the right time, to take up the slack of falling enrollments in day school operations, under-employment of teachers, etc. To some entrepreneurs, it looks like a good field for investment, with the hope of a good profit picture at the end of each fiscal year.

This is an appropriate time for the University of Minnesota to examine its continuing education and extension activities, to determine what some of its problems may be and to discover--and then capitalize on--some of the special opportunities which may, as yet, have not been addressed.

Present Assets - of Continuing Education and Extension

1. Support from Central Administration. One of the greatest assets that continuing education and extension now has is the declared interest and evidenced support from the President of the University, from various Regents and from key legislators.
2. Long experience (since 1913) with a unit that has had a clear mission, a history of dedicated staff members, a tight budget, a mature public to serve and the encouragement and support of a number of people in Central Administration and of a good many faculty and staff members throughout the University system.
3. A system-wide organization. There are only a few University-wide systems--for example the computers, the Graduate School, University College, and Continuing Education and Extension. Through the Continuing Education and Extension system--and its centers--the total resources of the University can be drawn on and deployed to serve a wide public, territorial imperatives can be lessened, costs of the total operation can be scrutinized and competition (including special pleas to the Legislature) from separate CEE units are minimal.

From time-to-time, coordinate campuses and various academic departments have toyed with the idea of taking over the responsibility for their own extension activities, imagining that the income is great and that the teaching assignments and student head counts that might be generated would solve the budget problems and declining enrollments of their day operations. The University of Minnesota is lucky to have placed the extension assignment with two University-wide units (CEE and CURA) and one special focus unit (Agricultural Extension Service) and to have provided the administrative machinery for these three to work closely with and in a complementary way to the academic departments and the coordinate campuses.

4. Good working relationship with Agricultural Extension Service and with CURA. A good working relationship between CEE and all other units of the University is of great importance, but absolutely crucial with AES and CURA, for they too make some of the special resources of the University available to an "outside" public.
5. Ability to manage the diverse facilities and human beings needed in an extension operation. There is great diversity in the departments within CEE, yet all of them must articulate and complement each other if the parent unit is to serve the University mission effectively. From Women's Programs to FIRE; from Minnesota Marine Advisory Service to Minnesota School of the Air (KUOM); from Community Programs (for the disadvantaged) to Semester in London; from a social work conference on human sexuality to an evening class on theology--all must be budgeted, staffed, promoted, brought into close articulation with relevant academic departments, etc.
6. Economy of scale. Because the greater part of the continuing education and extension activities of the University is lodged in one unit, a variety of special services and activities can be provided and performed at relatively low cost: counseling service for adults, research, promotion, media resources, common registrations (for many of the sub-units), business office support, budget preparation, etc.
7. Loyal student body. Over the years, the University, through its extension work, has developed a great group of adult students--loyal to, concerned about, supportive of their University. These people pay taxes, elect and then talk with their legislators, meet Regents as their equals, and analyze the effectiveness and availability of their University.

Important to the adult student is the "student advocacy role" that CEE has learned to play. These students do not have the time or the skills and experience of the full-time day student to "battle the machine." A unit within the University has to champion their cause for them. CEE has learned how to do this, with some diplomatic finesse and bit of administrative grace.

8. Flexibility. CEE has a sense of the innovative and ability to capitalize on special resources. The extension staff developed the University's closed circuit capability, founded the World Affairs Center, began the women's programs, developed the first residential center for continuing education in the nation, developed a nationally recognized counseling center for adults, developed a FIRE Center, created a summer arts center, etc.
9. Focal point. CEE's presence serves as a focal point for continuing education and extension. Faculty members and students orient to an identifiable center, minimizing their exploratory efforts for service, support, information and approved mechanisms for meeting their needs and efforts.

Present Problems of Continuing Education and Extension

1. Limited Financial Resources.

- A. Because CE and E must depend largely on the income it can produce, its programming is all too frequently shaped by the budget. For example, conferences can be organized and presented for clients who can afford to pay all of the costs (and more)--such as lawyers, doctors, dentists, and business executives, but, with much less frequency, for the people who are in the lower- or non-income groups--minorities, personal service workers, clergymen, nurse's aides, AFDC mothers, etc.
- B. Payments to faculty members who instruct in CEE programs lag 2-3-4 years behind the salary schedule of the rest of the University. But an increase for instruction means that fees and tuitions must be raised--thereby making extension programs even more unavailable to lower income people.
- C. Limitations in funding prevent CEE from mounting many programs that we know how to mount, know there is a clientele for and know that they would be a part of the mission of the University. Additional funding would also provide an FM station in the Twin Cities area, mobile TV units, greater use of AM radio and television, etc.
- D. Many important courses and programs are offered only infrequently because in no way will they draw enough students to pay the costs. Good programming should not be built on "fiscal outlook."
- E. Working adults who take extension classes have as great a need for tuition waivers and scholarships as the younger day student has, but there is very limited funding for waivers and scholarships. Every student admitted free diminishes the very necessary income.

2. Minimum Rewards for Faculty Who Instruct in or Develop Programs for CEE.

- A. Income ("overload pay") is becoming less and less attractive to some faculty members. They can earn more through consulting.
- B. Providing instruction at distant sites is often difficult or impossible. Teachers have found the hours spent in driving--to Rochester, for example--non-productive and fatiguing. Present budgeting does not allow for payment to instructors for time spent behind the wheel of their car.
- C. In many departments, participation in continuing education activities works against a faculty members. His efforts are looked upon as a trivial "non-academic" effort.
- D. Because the University did not (except for the last year or so) get any legislative funding for the extension enrollees, these registrations have not been considered a bona fide part of the University effort.

E. The University has said that instruction, research and public service are the important roles of a faculty member. But there are very few rewards and almost no recognition for service efforts.

3. Graduate School Limitations

The 12-hour limitation, imposed by the Graduate School, on the number of hours a graduate student can earn in extension classes, is unrealistic (and also inconsistent with the mission of the University).

The University has--in a sense--a franchise on many of the graduate programs in the State of Minnesota. For the University to say that graduate courses should be offered only during the day, or in very small numbers at night, and that in no case will more than 12 hours be accepted (if taken in the evening) is insensitive to the needs of the people of Minnesota.

If evidence can be developed that University instructors teach graduate-level courses to graduate students during the day-light hours better than they can teach in the evening and that graduate students who register through the "day mechanisms" make greater use of the libraries, consult more with their advisors, think better, write better, and do better research--then ways need to be sought to duplicate this climate for the graduate-level extension class. Merely to ban--or nearly ban--the extension-taught graduate-level course is not rational. We in CEE, however, do not concede--that extension graduate courses and evening-enrolled graduate students are in any way inferior to their day counterparts.

4. Competition.

With the aggressive entry of the many community colleges and state universities into the extension effort, the University of Minnesota no longer has a near-exclusive franchise which it can exercise as much or as little as it wishes, when it wishes, and how it wishes. If the University is to shape its own extension efforts, it must continue to adopt a positive stance, keep closely in touch with its student clients, reward its teachers for their service efforts and provide adequate funding.

Some of the professional associates which have mandated continuing education requirements for re-licensing, have discovered the financial benefits of the requirements and have set up continuing education programs. As yet, the "commercial" adult education programs (Betty Crocker, Control Data, etc.) have not provided discernible competition. But they very likely will, in time.

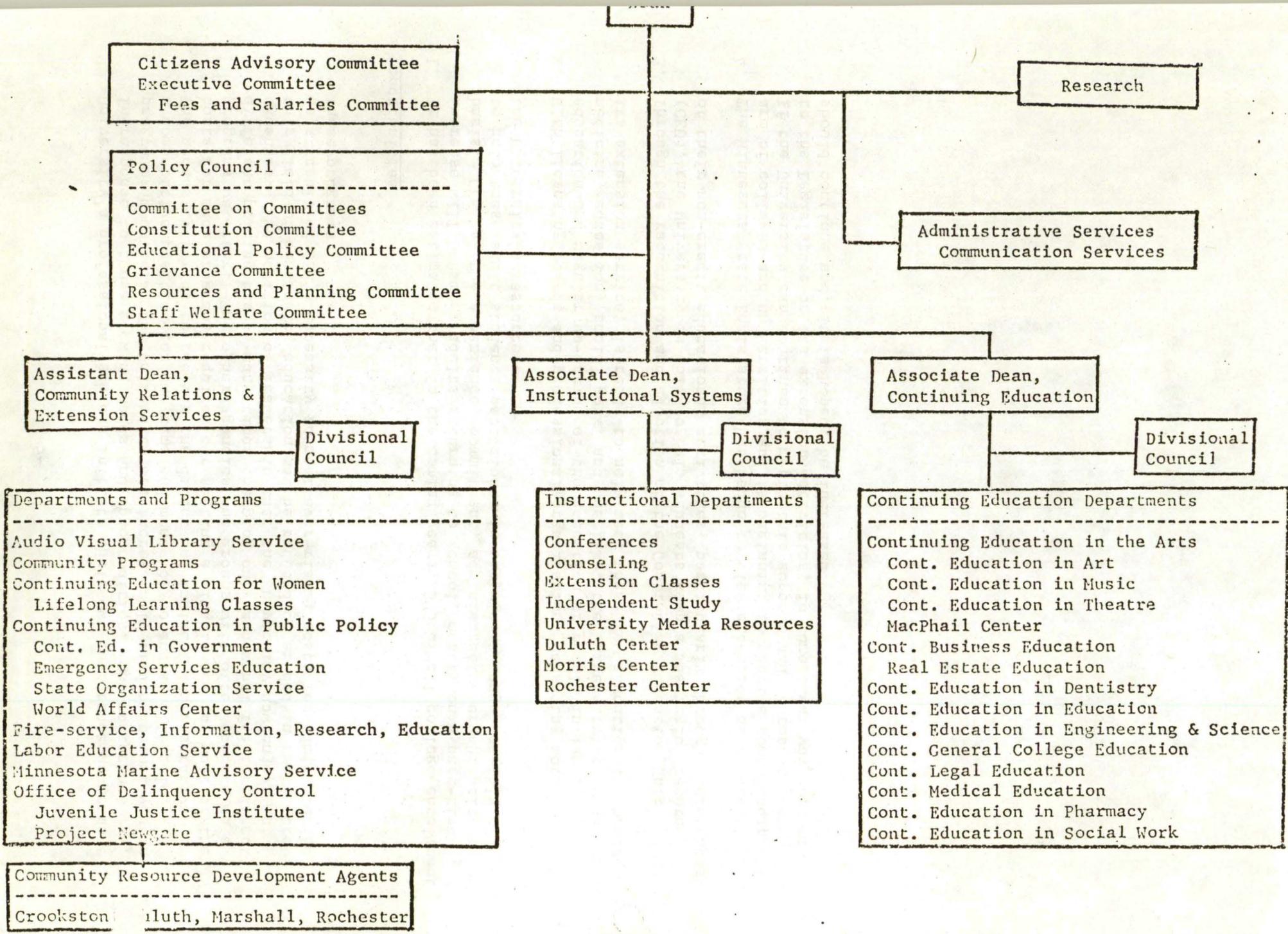
5. Internal Competition.

There is a growing interest and demand for conferences and institutes to meet the career needs of professional and business groups. Certain of the

University's professional schools initiate their own conference programs in response to these growing needs and opportunities. Our conference programming units at the University are increasingly finding themselves in a competitive position for the time and money of potential clientele. The necessity for us to recover the direct and indirect administrative costs for such programs requires our setting a sizable fee for most of the programs we offer. The other agencies and groups will often operate on a different pricing basis--many times charging only a nominal fee for direct expenses. The position of leadership that the University now enjoys in this field of continuing education may be reduced or eroded in the future as a result of CEE's necessity to meet ever-rising costs for administering these programs.

Opportunities

1. It has been estimated that in the coming years, 3/5 of all college enrollment increase will be among adults returning to school, mostly on a part-time basis. CEE has the experience, commitment, administrative organization to help these adult students participate in the widest range possible of the University's resources.
2. With licensing boards and professional organizations demanding more education and regular up-dating of the education of people in law, medicine, education, social work, and the like, the University, through its extension service, is ready to help meet these new educational demands.
3. Through the recognition and adoption of the Continuing Education Unit (CEU), the University is able to help students keep a meaningful record of their non-credit educational activities, particularly through Conferences.
4. The Minnesota State Legislature has begun to view extension as a worthy arm of colleges and universities and is beginning to provide some funding. If the University can continue to merit this support and to report back to the Legislature on its extension activities, in some clear way, support should continue and, it is hoped, be increased.



Citizens Advisory Committee
Executive Committee
Fees and Salaries Committee

Research

Policy Council

Committee on Committees
Constitution Committee
Educational Policy Committee
Grievance Committee
Resources and Planning Committee
Staff Welfare Committee

Administrative Services
Communication Services

Assistant Dean,
Community Relations &
Extension Services

Associate Dean,
Instructional Systems

Associate Dean,
Continuing Education

Divisional
Council

Divisional
Council

Divisional
Council

Departments and Programs

Audio Visual Library Service
Community Programs
Continuing Education for Women
Lifelong Learning Classes
Continuing Education in Public Policy
Cont. Ed. in Government
Emergency Services Education
State Organization Service
World Affairs Center
Fire-service, Information, Research, Education
Labor Education Service
Minnesota Marine Advisory Service
Office of Delinquency Control
Juvenile Justice Institute
Project Newgate

Instructional Departments

Conferences
Counseling
Extension Classes
Independent Study
University Media Resources
Duluth Center
Morris Center
Rochester Center

Continuing Education Departments

Continuing Education in the Arts
Cont. Education in Art
Cont. Education in Music
Cont. Education in Theatre
MacPhail Center
Cont. Business Education
Real Estate Education
Cont. Education in Dentistry
Cont. Education in Education
Cont. Education in Engineering & Science
Cont. General College Education
Cont. Legal Education
Cont. Medical Education
Cont. Education in Pharmacy
Cont. Education in Social Work

Community Resource Development Agents

Crookston, Duluth, Marshall, Rochester

Relations Between CEE and Other Units and Organizations
In and Outside of the University

CEE is separated into three functional divisions. The basis for organization is in large measure one of relationships.

Within the University, a representation of relationships between CEE departments and units outside of CEE can be presented partly in chart form.

I. Departments in the Division of Continuing Education are charged with establishing relationships with specific colleges or departments, the resources of which are known to be in heavy demand by the public. Charting these relationships is fairly easy to do and to see in chart form. Chart I shows programmatic relationships within the University between Continuing Education departments and units outside of CEE.

II. Departments in the Division of Instructional Systems are charged with establishing relationships with all University colleges, schools, and departments for purposes of delivering University resources to the people of the State. The relationships are so comprehensive that trying to chart them becomes an almost meaningless exercise, as does the seeking of specific information from the charts. Chart II shows continuous programmatic relationships; Chart IIa adds some intermittent, administrative, and advisory relationships within the University.

III. Departments in the Division of Community Relations and Extension Services are charged with establishing relationships with defineable clientele groups and then finding University resources to meet needs of the defined groups. Internal University relationships, therefore, may appear spotty. Chart III shows programmatic relationships within the University.

IV. Relations between CEE and entities outside the University are far too numerous and varied to chart. Even a simple listing is here reduced to groupings and examples.

Departments or their members conduct continuous programmatic or service relationships or, in their official CEE capacities, serve active advisory or committee membership roles with all of the institutions and organizations listed, and many more (Chart IV).

The continuity and degree of relationship are not even. For example, the Rochester Center works closely with all the public and private schools and colleges, state universities, and area vocational-technical schools in southeastern Minnesota; Continuing Education in Education works with all Minnesota public schools but performs a specific service to the Osseo schools; the World Affairs Center relates programmatically with ten private colleges and four state universities; Independent Study has a direct, programmatic, but not continuous, relationship with all high schools, colleges, and universities in the State. Thus, in Chart IV, the blanket terms, "All state universities," "All private colleges," "All public and private schools" cover varying relationships of several CEE departments. The same is true for many other categories listed. (A more detailed breakdown of any category can be provided.)

CIEE departments serving the greatest numbers of people - Extension Classes, Conferences, University Media Resources, Audio-Visual Library Service - did not develop specific or complete lists, simply because of the volume. The Department of Conferences, for example, either responds to requests from or enlists the support of (or both) one or more professional, educational, civic, or other organization in the planning and carrying out of virtually every one of the 200-plus conferences it puts on each year. For purposes of this presentation, it seemed more useful to illustrate by example than to try to be complete.

Continuing Education and Extension
UNIVERSITY OF MINNESOTA

9-15-75

DIVISION OF CONTINUING EDUCATION - programmatic relationships between Continuing Education departments and other units within the University but outside of CEE (X=programmatic relationship; JA=joint appointment)

Continuing Education Departments in CEE

University Units outside of CEE ↓	CE Genl Col	CE Arts	CE Soc Wk	CE Busi- ness	CE Educa- tion	CE Eng & Sci	CE Legal	CE Medi- cal	CE Pharm- acy
General College - total	X JA	X							
Liberal Arts - Arth		X							
- Arts		X							
- Music		X JA							
- Theatre		X JA							
- Social Work			X JA						
- Psych			X						
- Spch/Comm				X					
Business - total				X					
Education - total					X JA				
- Adult Ed				X					
- Art Ed		X							
- Music Ed		X							
- Child Dev			X						
Technology - total				X		X JA			
- Architecture		X							
Law - total							X		
Medicine - total			X					X JA	
Pharmacy - total									X JA
Public Health - total			X					X	
- Hosp & Hlth Care								X	
U Hosp - Soc Svcs			X						
Area Hlth Educ								X	
Hlth Sci CE Coord Counc								X	X
Agriculture - Hort		X							
- Rhetoric				X					
Forestry - USDA Exp Sta				X					
Home Ec - Design		X							
- Youth Dev			X						
- HE Ed					X				
Ag Extension		X JA							
Duluth - Fine Arts		X							
- Let & Sci		X				X			
- Social Dev			X						
- Med Sch								X	
Morris - Humanities		X							
- Sci & Math						X			
Crookston		X							
Waseca		X							
Graduate School		X	X	X	X	X			
Summer Session		X JA							
U Gallery		X JA							
U Libraries		X							
Small Grants Office		X							
U Development Office		X							
U Relations		X							

II. DIVISION OF INSTRUCTIONAL SYSTEMS - continuous programmatic or service relationship between Instructional Systems departments and other units within the University but outside of CEE (X=continuous programmatic or service relationship; JA=joint appointment; IL=in-load appointment)

		Instructional Systems Departments in CEE							
University Units outside of CEE ↓		Ext Classes	Indep Study	Conf	Media Res	Rochester	Duluth	Morris	Counseling
Academic Units									
-	MOST TC units	XXXXXX		XXXXXX					
-	about 60 units		X						
General College						X		X	
-	HELP Ctr		X						
Liberal Arts						X			
-	Anth				X				
-	ArtS				X				
-	CJS				X				
-	Engl	IL							
-	Fr&It				X				
-	Germ				X				
-	Jour				X				
-	Lib Sch				X				
-	Ling				X				
-	Music				X				
-	Psych				X				X JA
-	Spch/Comm				X JA				
-	Theatre				X				
Business						X			
-	Acctg	IL							
-	Ind Rel				X				
-	Mktg/Bus Law	IL			X				
-	MIS	IL							
Education						X			
-	Econ Ed				X				
-	Hum Rel	IL							
-	Res Ctr				X				
Techology						X			
-	Chem				X				
-	Min Res Ctr				X				
UC -	UWW							X	
CBS					X				
Medicine					X				
Dentistry					X				
Nursing					X	X			
Public Hlth					X				
HS Media Spec Comm					X				
Agriculture					X	X			
Home Ec					X	X			
Ag Extension			X		X	X		X	
Counc Envir Qual					X				

(continued on next page)

Division of Instructional Systems - continued

Instructional Systems Departments in CEE

University Units outside of CEE ↓	Ext Classes	Indep Study	Conf	Media Res	Roches- ter	Duluth	Morris	Counsel- ing
Duluth - all acad					X	X		
- Admin						X		
- Grad School						X		
- Research Admin						X		
- Counseling						X		
- Admin Data						X		
- Lake Sup Basin						X		
- Campus Rel						X		
- Summer Session						X		
Morris					X		X JA	
Graduate School					X			
Summer Session						X JA	X JA	
CURA		X					X	
U Libraries				X				
U Comm Video Ctr				X				
Ctr Educ Dev				X				
For Student Adv				X				
Orientation				X				
Concerts & Lect				X				
News Service				X				
Board of Regents				X				

IIa. DIVISION OF INSTRUCTIONAL SYSTEMS - in addition to the continuous programmatic or service relationships presented in chart II, Instructional Systems departments maintain intermittent programmatic or continuous administrative relations, or serve in advisory capacities, with the following University units outside of CEE

Academic Units

- all teaching departments of the University
- all student personnel offices

Liberal Arts

- SPAN
- OSLO
- Learning Resource Center

Education

- Economic Education Council
- Education Career Office

Biological Sciences

- Bell Museum

Home Economics

- Seminar on Youth

Duluth

- Alumni Association

President's Office

- Equal Employment Opportunity
- Development Office

Academic Vice President, seven units including

- Measurement Service
- University Gallery

Vice President, Administration, nine units including

- Personnel
- APDP

Vice President, Finance, 24 units including

- Bookstores
- Central Duplicating
- Payroll
- Planning
- Purchasing

Vice President, Institutional Planning, two units

Vice President, Student Affairs, 22 units including

- Admissions and Records
- Counseling Bureau
- Reading Skills Clinic
- Regents Scholarships
- Financial Aids

Campus Club

Minnesota Daily

Alumni Association

III. DIVISION OF COMMUNITY RELATIONS & EXTENSION SERVICES - programmatic relationships between Community Relations and Extension Services departments and other units within the University but outside of CEE (X=programmatic relationship; JA=joint appointment)

Community Relations & Extension Services Departments in CEE

University Units outside of CEE ↓	CE Women	CE Pub Pol	FIRE	Commun- ity Pro	Project Newgate	Marine Adv Svc	AVLS	Crooks- ton CRD
General College	X			X	X			
Liberal Arts - many				X				
- AmSt	X							
- Clas	X							
- Econ	X	X						
- Engl	X							
- Hist	X	X						
- Hum	X							
- Music	X							
- Pol Sci		X JA						
- Psy	X							
- Pub Aff		X						
- WoSt	X							
Business - Acctg	X							
Education - EdPsy	X							
Technology - total	X							
- Arch			X					
- ME			X					
UC - UMW			X					
Medicine		X						
Env Hlth & Safety			X					
Public Health		X						
Agriculture - total						X		
- Ag & Appl Econ		X	X					
- Ag Eng			X					
- Ent			X					
- Hort	X							
Home Ec - total			X					
- Fam Soc Sci	X							
Ag Extension		X	X	X		X JA		X JA
- Specialists						X		
- StL, Lk, Ck agts						X		
Duluth - selected						X		
Crookston - total								X JA
OIP		X						
ROTC		X						
Intern Student Adv		X						
MPIRG			X					
Financial Aid					X			
All University Depts							X	

IV. CONTINUING EDUCATION AND EXTENSION -- continuous programmatic or service relationships, or active advisory or committee membership roles representing CEE, with institutions and organizations outside of the University

Educational Institutions and Organizations, Boards and Commissions

All Minnesota State Universities
All Minnesota Private College
All Minnesota Community Colleges
All Minnesota Public and Private School
All Minnesota Area Vocational Technical Institutes
All Minnesota Public Libraries
Selected Professional or Vocational Schools and Colleges
(theology, law, real estate, etc.)
Selected Community School Adult Evening Programs
Duluth Center of Learning
Isabella Environmental Learning Center
All Public Libraries
KTCA-TV
WDSE-TV
WCAL
11 Out-of-State Universities
Public Schools in 5 Cities Out-of-State
Minnesota State High School League
State Commission on Juvenile Courts
Minnesota Council on Quality Education
Minnesota Government-College Council
Minnesota Board of Realtors
Minnesota Board of Pharmacy
Minnesota School Board Association
Minnesota Intergenerational Educational Consortium
Minnesota Advisory Council Fire Service Education Research
Selected Local School Boards
Lake Superior Association of Colleges
Committee on Institutional Cooperation - ITV Committee

Professional or Educational Associations

Minnesota Association for Continuing and Adult Education
 National University Extension Association
 Adult Education Association of the USA
 Minnesota Education Association
 Phi Delta Kappa
 Sigma Theta Tau
 National Council on Measurement in Education
 Educational Resources Roundtable
 Minnesota Community Education Association
 American Educational Research Association
 American Society for Training Development
 American Society for Engineering Education
 Minnesota Association of School Librarians
 Minnesota Council for Social Studies
 Southeast Minnesota In-Service Education Organization
 Minnesota Public Education Radio Stations
 Minnesota Public Radio
 National Public Radio
 Corporation for Public Broadcasting
 National Association of Educational Broadcasters
 Minnesota Educational Computer Consortium
 Educational Media and Technology Conference
 Upper Mississippi Media Conference
 State and Regional Associations of Educational Communications & Technology
 State and Regional Audio Visual Communications Associations
 Minnesota Academy of Science
 American Chemical Society
 Water Pollution Control Federation
 American Society of Civil Engineers
 Sea Grant Association
 Society for Applied Spectroscopy
 Minnesota Speech and Hearing Association
 Minnesota College and University Council of Music
 Minnesota Music Teachers Association
 Minnesota Jazz Educators Association
 Minnesota String Teachers Association
 American String Teachers Association
 American Youth Orchestra Congress
 Music Educators National Conference
 Minnesota State Orchestra League
 Suzuki Association of America
 American Theatre Association
 Minnesota Association of Community Theatres
 American Society for Theatre Research
 Metropolitan Children's Theatre Association
 Minnesota Society of Architects

Professional or Educational Associations, continued

Art Educators of Minnesota
National Council of Teachers of English
American Library Association
Minnesota Library Association
Society of Professional Journalists
Minnesota Professional Photographers Association
Minnesota State Bar Association
Practicing Law Institute
American Law Institute - American Bar Association
Federal Bar Association, Minnesota Chapter
Minnesota Trial Lawyer Association
Hennepin County Bar Association
Minnesota County Attorneys Council
Office of Continuing Education for State Court Personnel
Minnesota Chiefs of Police Association
Minnesota Safety Council
Minnesota Association of Township Officials
Minnesota State Fire Chiefs
Minnesota Association of Fire Fighters
Minnesota State Fire Departments Association
International Association Fire Chiefs
National Professional Qualifying Board for Fire Service
American Society for Public Administration
League of Minnesota Municipalities
Minnesota State Medical Association
Minnesota Academy of Family Practice
Minnesota State Pharmacists Association
American Association of Colleges of Pharmacy
Minnesota Hospital Association
District Nurses Association, Rochester
Minnesota Association of Nurse Anesthetists
Minnesota Dietetic Association
Minnesota Medical Records Association
Minnesota Society of Radiologic Technicians
National Association of Social Workers
Minnesota Welfare Association
Minnesota Social Services Association

Government or Quasi-Governmental Units

- Governor of Minnesota
- Treasurer, State of Minnesota
- Legislature, State of Minnesota
 - Legislative Research Department
- Supreme Court, State of Minnesota
- Higher Education Coordinating Commission
 - Mesabi Consortium
 - Western Consortium
 - Southeast Minnesota Consortium
 - Educational Technology Committee
 - Interinstitutional Television Program
 - Interinstitutional Program Planning Committee
- Minnesota State Arts Council
- Minnesota State Fair Board
- Minnesota Historical Society
- Minnesota State Departments and Agencies
 - Administration
 - Attorney General
 - Commerce
 - Corrections
 - Economic Development
 - Education
 - Energy Agency
 - Health
 - Highways
 - Manpower Services
 - Natural Resources
 - Planning Agency
 - Penal Institutions
 - Pollution Control Agency
 - Public Safety
 - Veterans Affairs
 - Vocational Rehabilitation
 - Welfare
- Development Commissions, Regions III, IV, VI, X
- Arrowhead Regional Planning Commission
- Rural Minnesota Concentrated Employment Program
- Selected Local Housing Authorities
- Selected Municipal Officials
- City Councils, Minneapolis, St. Paul, Rochester, Morris,
- All Local Fire Departments in State
- County Courts, Ramsey, Hennepin
- Defense Act for Non-Traditional Education Study
- Headstart
- Pilot City
- Model Cities
- Bureau of Indian Affairs
- Federal Bureau of Prisons

Health, Welfare, Religious Organizations; Community Centers

Northland Regional Medical Program
Veterans Administration Hospital
Kenny Institute
Southeast Minnesota Health Planning Council
Stevens County Public Health Nursing Service
Headstart
Model Cities
Pilot City
Community Action Programs
Neighborhood House Association
Council on Aging
Big Brothers
Planned Parenthood
Council of Community Councils
County Welfare Boards
County Court Services
Boards of Social Welfare Agencies
Rochester Center for Coordinated Child Care
Jewish Community Relations Council
Jewish Chaplaincy Service
Minnesota Council of Churches
National Interfaith Worship
Selected Churches and Synagogues
Cedar-Riverside Lifetime Learning Center
AARP- Institute for Lifetime Learning
Richfield Senior Center
Edina Park and Recreation
St. Louis Park Community Education
OPEN Board, St. Paul
Higher Education Board, North Minneapolis
St. Paul Jewish Community Center
Rochester Community Center

Voluntary Organizations

League of Women Voters of Minnesota
 Citizens League
 Upper Midwest Council
 Minneapolis Downtown Council
 City Beautiful, St. Paul
 Minneapolis Junior League
 Urban Concerns, Minneapolis
 American Association of University Women
 Committee on the Urban Environment, Minneapolis
 Twin Cities Chapter, Young Audiences
 Committee for Open Media
 A. K. Rice Institute
 Norwegian Council
 Swedish Council
 Minnesota Federation Business and Professional Women
 Minnesota Federation of Women's Clubs
 Minnesota Parent Teacher Association
 American Civil Liberties Union
 Urban League
 National Association for the Advancement of Colored People
 Rochester YMCA
 Twin Cities YMCA World Service
 Bicentennial Commission
 Grand Rapids Performing Arts Council
 American Red Cross
 American Youth Hostels
 Lake Superior Area Environmental Groups
 United Nations Association of Minnesota
 United Nations Rally Committee
 International Institute of Minnesota
 Minnesota International Center
 World Federalists, USA
 Committee on Foreign Relations
 Alliance Francaise
 English Speaking Union
 Foreign Policy Association
 Japan - American Society
 Irish American Cultural Institute
 Minnesota - Uruguay Partners
 Minnesota World Trade Association
 HoPan American Club
 Women's International League for Peace and Freedom
 Experiment in International Living
 Twin Cities International Program
 Minneapolis People to People
 World Affairs Council of Greater Minneapolis

Cultural Enterprises

Minnesota Orchestral Association
St. Paul Chamber Orchestra
Schubert Club
Bach Society
Minneapolis Civic Orchestra
Greater Twin Cities Youth Orchestra
Minneapolis Civic Orchestra
Metropolitan Opera
Minnesota Opera Company
Guthrie Theater
Chimera Theatre Company
Theater in the Round Players
Children's Theatre Company
Rochester Civic Theatre
Dudley Riggs Brave New Workshop
All Community Theatres in State
Minnesota Museum of Art
Minneapolis Society of Fine Arts
Walker Art Center
American-Swedish Institute
Rochester Art Center
Southwest Minnesota Arts & Humanities Council
Red River Art Center
Blandin Art Gallery
Madison Art Center
St. Paul Science Museum

Industries and Related Organizations

Minnesota Mining and Manufacturing Company
International Business Machines Company
Honeywell
Univac
Medtronic
Control Data Corporation
Minnesota Farmers Union
All Radio Stations in Minnesota
Penton Learning Systems
Chambers of Commerce: Minneapolis, Rochester, Morris
Jaycee's: Minneapolis, St. Paul
College of Life Underwriters
Insurance Institute of America
American Institute for Property and Liability Insurance Underwriters
North Center Credit and Financial Managers Association
Administrative Management Society
American Society of Personnel Administration
National Funeral Directors Association
Minnesota Society of Professional Engineers
Minnesota State Real Estate Education Commission
Minnesota Association of Realtors
St. Paul Board of Realtors
National Association Realtors
South Dakota, North Dakota, Wisconsin Associations of Realtors

THE AGRICULTURAL EXTENSION SERVICE

The Agricultural Extension Service--1975:

Mission--Organization--Program--Opportunities

This document is intended to describe the Agricultural Extension Service of the University of Minnesota in terms of its mission and programs; how it is organized to carry out its responsibilities; how it relates to other University units, other educational systems in the state, and state and Federal agencies of government; and some present problems and opportunities. Organizational and other diagrams are attached as appendices to amplify the narrative discussion.

I Basic Authorization

The Agricultural Extension Service was established by the University in 1909 as directed by the state legislative session of the same year. The purpose of the "division of agricultural extension and home education" was to provide instruction in agriculture and home economics through local lectures, demonstrations, information, correspondence courses, and publication of bulletins. The legislation stipulated that all persons residing in Minnesota should have the right to participate in such programs of instruction free of charge and to receive bulletins on request likewise without charge.

A few years later, in 1914, the Congress enacted the Smith-Lever law which provided for Federal support of cooperative agricultural extension work at the state land-grant colleges specifying the basic conditions under which such financial support would be available. This legislation provided for extension programs in "agriculture, home economics and subjects related thereto to persons not attending or resident in said colleges in the several communities, and imparting information on said subjects through demonstrations, publications, and otherwise and for the necessary printing and distribution of information in connection with the foregoing; and this work shall be carried on in such manner as may be mutually agreed upon by the Secretary of Agriculture and the State agricultural college or colleges receiving the benefits of this Act." The Federal funds were to be matched by state funds used in support of these extension programs and excluded courses for college credit.

Subsequent to the Federal legislation, the Secretary of Agriculture and the Board of Regents entered into a memorandum of understanding implementing the provisions of the Smith-Lever Act. The legislature passed a county cooperative extension act providing the basis for county-University cooperation in support of extension education work in the counties. The state and Federal legislation and the memorandum of understanding have provided the mission and basis for conduct of cooperative extension work in Minnesota henceforth.

I Mission of the Agricultural Extension Service

The faculty of the Agricultural Extension Service in May 1975 reviewed and revised slightly its statement of mission which reads in part: "Extension's primary missions are to reach people where they are and to assist them in identifying needs and goals, decision making, problem solving, community development, and self-enrichment The Agricultural Extension Service provides leadership and a staff of specialized personnel at the county, area and state levels for the development and presentation of a broad variety of timely educational programs, demonstrations, consultations and informational activities throughout the state on a year-round basis The resources and capabilities of the AES primarily center around the broad programmatic areas of agriculture and related industries, home economics and family living, 4-H youth development, community development, and public affairs. They are directed at assisting people in the development of skills, understandings, attitudes and abilities relating to:

- Efficient and effective production of an adequate and high quality food and fiber supply to meet state, national and world needs.
- Development of an effective food and fiber marketing processing and distribution system.
- Development of persons, as individuals, in their careers and as members of families and communities.
- Conservation and efficient use of natural resources and energy.
- Development and improvement of communities and community organizations.
- Continuing development of leaders for our democratic society.
- Continued improvement of the environment and the level and quality of family and community living through wise resource management and sound decision making."

III Organization

Extension organization is illustrated in Appendices A, B and C.

Appendix A shows the cooperative relationship among the Federal, state and county governments in financing and administering state and county extension work. This cooperative relationship gives rise to the term "Cooperative Extension Service" now used by 3/4 of the states in contrast to our term "Agricultural Extension Service." The Federal input comes as a grant from the USDA as an agent of the Congress to the University (the land-grant institution) designated by the legislature to receive the grant. The Federal administrative relationships are carried out between the administrator of the Extension Service/USDA and the Director of Extension in the state. The Director, appointed by the University, must also be approved by the Secretary of Agriculture since the Director is held responsible to USDA for the Federal funds and has been delegated authority to confer Federal appointment to State Extension employees.

The county extension committee by law shares with the University appointive authority and budget authority for county extension agents. In practice, in filling a county vacancy, county extension committees choose from a panel of three or four candidates recommended to them by the District Extension Director following screening and recommendation by the Extension Agent Personnel Committee.

Appendix B outlines the relationship of the Extension Service in the Institute of AFHE. The Extension Service specialist staff are all members of their respective collegiate departments, hold tenure appointment in those departments and are main items in department budgets. Salary and expense funds are provided by the Extension Service. Evaluation for promotion takes place within the respective departments with input from Extension Program Directors. Salaries are mutually agreed upon among the department head, the respective Dean and the Director of Extension. Some area staff are located at the Branch Experiment Stations.

Appendix C illustrates the internal organization of the Extension Service.

Appendix D, while not an organizational chart per se, does illustrate relationships between AES and other University units as regards extension work in which AES is involved.

V Programs

A. Program Development

Extension programs are carefully developed with input from the state Extension staff, county extension agents and, most importantly, local county people. Each year specialists provide county staff with their views as to programs likely to need priority attention in the months or years immediately ahead. County extension agents meet and discuss with county program planning committees the kinds of problems or program thrusts desired by the community leaders who make up those committees. Based on those discussions each county formulates a plan of work addressed to the areas of emphasis desired by the county committees. These plans when forwarded to the state Extension office are grouped by subject and the specialists develop their plans to provide desired assistance whether it be participation in county educational meetings, publication development, demonstrations or whatever.

These plans of work are assembled into a state plan of work which forms the basis for release of Federal funds to the state Extension Service. The plans are developed in the spring of the year and the state plan submitted to ES/USDA about one month before the beginning of the fiscal year. Up to the present this has been July 1 but will likely become October 1 in 1976.

B. Major Emphases

- The educational program of the Agricultural Extension Service is conducted basically within four major program areas: Agriculture and Related Industries; Home Economics-Family Living; 4-H and Youth Development; and Community Resource Development. Cutting across these major program areas are activities emphasizing protection of the environment, farm and home safety and consumer information. In addition Communication Skills, Systems Development including Minnesota Analysis and Planning Systems (MAPS) and the Office of Special Programs provide selected program emphasis and services.

Following is a brief list of the major components of each of the program areas identified above. A more detailed report of programs conducted is on file in the Office of the Director of the Agricultural Extension Service.

Agriculture and Related Industries includes field crops and soils management; commercial and home horticulture (urban and rural); forest and woodlot management and technology; farm business management and legal affairs; irrigation technology and development; soil conservation; livestock enterprise management; animal and plant health; insect and weed control; crop and livestock machinery, equipment and building technology; marketing and processing of agricultural products; agricultural policy; land use and environmental protection; and farm safety.

Home Economics - Family Living includes family development and child care; consumer information; family nutrition and health; housing design and improvement; household equipment and furnishings; textiles and clothing; family business management and legal affairs; the family in the community; and food service management.

4-H and Youth Development includes programs in science and technology related to agriculture, natural resources and the home; personal growth and development; citizenship; special education audiences (mentally retarded, minority youth); and leadership for both volunteer adult leaders and older youth.

Community Resource Development includes public affairs education; programs for local government officials; environmental concerns of the community; tourism and outdoor recreation resources; rural, community and regional economic development.

Special Environmental Quality program efforts within the above include livestock waste management; environmental and conservation education for teachers and youth; proper use of pesticides and other agricultural chemicals; protecting Minnesota lakes, streams and other water supply; and information on Dutch elm and oak wilt diseases of trees.

Consumer Information includes a wide variety of newspaper releases, radio and television programs, telephone and office calls and publications concerning consumer inquiries about products and materials, practices, and problems. Outstanding among these services are the Plant Disease Clinic which received a metered count of 7254 telephone calls for information; the Horticulture Clinic which handled 35,890 telephone calls during the year; Insect Pest Clinic 15,116 calls; and Home Economics Information Service which answered 25,316 telephone calls for information. By far the largest percentage of all consumer information calls originate from residents of the Twin City Metropolitan area. The plant related clinics including forestry received a total of over 12,000 specimens for diagnosis of problems. A substantial number of these related to tree diseases.

Communications Skills efforts centered on support for educational programs and information dissemination efforts of the Extension staff.

Computer Systems Development provided support for Extension programs and a wide variety of public and private inquiries for statistical information about various facets of Minnesota, its people and economy primarily through MAPS.

The Office of Special Programs provides for support and presentation of in-depth short courses, conferences and workshops in many aspects of Extension program areas and handles short term educational programs for foreign exchange students. Short courses offered through the programming and facilitating resources of the Office of Special Programs covered a wide range of subjects of which the following are examples:

- Township Officers Short Course
- Income Tax Services Short Course
- Milk Sanitarians Short Course
- Cheesemakers Short Course
- Veterinarians Short Courses
- Garden Store Operators Short Course
- Christmas Tree Growers Short Course
- Nutrition Conference (animal)
- Resort Operators Short Course
- Lumbermen's Short Course

These short courses are usually held in the Twin Cities as they have statewide audiences which prefer a central location. Some like the Township

Officers Short Course and others are held at regional locations out-state. Most of the short courses held in the Twin Cities are sited at metropolitan hotels and motels although a few of the smaller ones are held on the St. Paul campus. Completion of the Continuing Education building on the campus will add a great deal to the setting for short courses particularly for audio visual and other educational aids and the educational atmosphere of a campus location.

Statistical Summary of Program Effort--1974-75

In Table I following, is shown the man-day equivalents devoted by the total Extension faculty to the major program areas and the percent of total time to each. Efforts in environmental quality, safety and consumer information are not reported separately but are included in the major areas since they cut across all four.

Table I
Program Emphasis--1974-75

<u>Program Area</u>	<u>No. Man Days</u>	<u>Percent of Effort</u>
1. Agriculture, Horticulture, Forestry and Related Industries	36,799	35%
2. Home Economics-Family Living	16,822	16%
3. 4-H and Youth Development	39,953	38%
4. Community Resource Development and Public Affairs	<u>11,565</u>	<u>11%</u>
	104,939	100%

Table II shows a summary of extension educational meetings and participation in them; number of newspaper articles; and number of radio and television programs throughout the state by program area.

Table II
Summary of Program Activities--1974-75

<u>Program Area</u>	<u>Extension Meetings</u>		<u>Number of</u>		
	<u>Conducted¹</u>	<u>No. Attended²</u>	<u>News Articles³</u>	<u>Radio Programs⁴</u>	<u>T.V. Programs</u>
1. Agr, Hort, For. & Related Ind.	3,778	267,645	5,766	5,004	235
2. Home Ec & Family Living	4,119	185,433	3,913	2,498	183
3. 4-H & Youth Dev.	9,911	815,758	4,001	1,994	122
4. Community Resource Dev. & Pub. Affairs	<u>1,892</u>	<u>72,986</u>	<u>657</u>	<u>772</u>	<u>51</u>
Total all programs	19,700	1,341,822	14,337	10,218	591

Footnotes:

1. Educational meetings planned and conducted by Extension staff. Of these meetings, over 400 in 50 counties were conducted by telelecture (amplified telephone).
2. This is total number of individuals participating in educational meetings. Some participate in more than one meeting. We estimate over 225,000 different individuals reached in Extension instructional meetings.
3. In addition about 375 stories plus another 500 short "in briefs" or "Helps for Home Economists" were distributed from the State Communication Program.
4. These are radio programs initiated, prepared or participated in directly by an Extension staff member. In addition taped programs are sent out on request to 162 stations for replay. In total 941 programs were presented on 162 stations (making more than 46,000 station programs) with nearly 3,450 hours of station time.

C. Special Program Emphases

There are several programs which cut across the four major programs of agriculture, home economics, youth and community development. In a similar manner they also cut across collegiate, departmental and disciplinary lines.

1. Safety

A good example of the above is safety education. Staff members working on agriculture and related industry programs include safe operation of farm equipment, safety precautions with livestock, and safe handling and use of agricultural chemicals (especially pesticides). Home economists emphasize safe handling, preservation and preparation of food, and safe use of equipment and the home. The 4-H youth program has had an extensive safety project which includes both individual and group activity. The same safety hazards and precautions are studied by youth in their safety projects as concern adults in agriculture and homemaking. In the last two years a special bicycle safety project was conducted under a State Department of Public Safety grant. In this older teen-aged youth were trained in bicycle safety and they in turn trained the younger 4-H members.

Pesticide safety has had special attention since the Congress placed emphasis on this in the Federal appropriations for Cooperative Extension in the early 1960's. A more recent development grows out of EPA's requirement that all applicators of restricted pesticides must be licensed by October 1976. To do so they must pass an examination. Through USDA, EPA is providing special funds under which Extension has been requested to provide the special training required so that applicators can be licensed. This is an illustration also of Extension's role in conducting educational programs for the USDA or related Federal agencies on programs affecting agriculture.

2. Environmental Quality

Program efforts related to environmental quality likewise cut across discipline and project lines. In a sense the pesticide programs are a real part of the environmental quality work. Others include work with owners of lakeshore or stream-bank property who must take special steps to assure that their sewage systems do not pollute public waters. Legislative requirements placed on these land owners have led to educational programs by agricultural engineers to assist the landowners in deciding which of several steps they can take. Extension faculty have assisted elementary and secondary school faculties in becoming better informed about soils, soil conservation, soil and water relationships, forestry and similar aspects of environment often absent in the conventional teacher training programs.

3. Energy Conservation

Efficient use of production or consumer inputs has always been an element of extension instructional and informational programs. With the recognition of a growing shortage of energy, efficient use of energy related inputs has been given special emphasis. Kinds of emphases include aspects such as: adoption of cultural practices minimizing use of tractor fuel, use of earlier maturing crop varieties to reduce artificial crop drying, electrical energy conserving practices in the home or on the farm, etc.

4. Nutrition

A national nutrition level study in 1965, the hunger march on USDA and a growing recognition of the extent of malnutrition in the U.S. led the USDA and Congress to mandate and fund a nutrition education program for low-income families. This was assigned to the Cooperative Extension Services of the states. It is carried out through the training of homemakers indigenous to the low-income population who in turn carry out educational counselling, demonstrations and instruction with neighboring homemakers. In Minnesota funding has enabled us to conduct the program in 30 counties with about 100 program assistants on a 75% time basis taking information on nutrition, food budget management and dietary improvement to their neighbors. This program is also an example of Federally instigated and financed program responsibility assigned to Extension.

D. Program Support

1. Office of Special Programs

This unit provides the coordination, logistics and arrangements staff for the conduct of in-depth short courses, seminars, conferences and institutes. Similar facilitation is provided by county extension agents for county educational activities. But for statewide or campus based events, the Office of Special Programs provides the particular facilitation support. OSP is now a unit in the Agricultural Extension Service although it has an independent and separate budget with some 0100 funds but resting primarily on fee income for its support and operation. Programs are developed primarily with and through the Extension Program Directors although it also serves colleges, Departments and the Institute for special institutes, seminars or conferences those units desire to conduct on campus or in the Twin Cities.

OSP is a very useful and effective program support unit. It makes possible some kinds of continuing education activity by Institute of Agriculture, Forestry and Home Economics units which are not fundable from conventional Agricultural Extension resources. It adds a large degree of flexibility to extension and continuing education efforts of the IAFHE.

2. Information and Agricultural Journalism

This unit provides the leadership for conduct of the mass media-based, publications and audio visual aspects of Agricultural Extension Programs. It is not a news distribution unit. Rather it provides news stories to press, radio and television which are part of specific and deliberate planned extension education programs. The department assists field staff and specialists on the campus to develop and present radio and television programs.

With Extension carrying the responsibility to prepare and publish information bulletins on agricultural, home economics and related subjects, this publication activity is a substantial activity. Approximately 500 separate publication items are developed or revised and printed each year and distributed to Minnesota residents with a total volume of more than 3,000,000 copies. While these are authored by extension specialists, the editing and publication of the manuscripts is carried out by the publications unit of the Information and Agricultural Journalism Department.

To aid in effective instruction, Extension specialists and agents rely heavily on illustrative materials. These include all types of audio visual materials and equipment. The department works closely with the faculty in the development of these materials, obtaining the necessary photographic or other graphics required for specific teaching situations. The audio visual unit also duplicates the materials as needed for circulation for county use, as for example in connection with our extensive telelecture program, where as many as 8 or 10 sets will be in use in as many locations simultaneously out-state.

In addition to the support aspects indicated above the Information and Agricultural Journalism Department provides in-service training for other Extension faculty in the use of press, radio, television and audio visual materials as well as in their selection and preparation.

3. Computer systems

Through the Minnesota Analysis and Planning System (MAPS) computer technology adapted to Extension education needs is provided. The unit operates primarily on income and non-Extension users pay fees to MAPS. Extension uses are covered by Extension funds allocated to the unit. Computer based decision making aids for specialized agriculture are available through MAPS and used by specialists for instructional purposes. MAPS also provides the hardware for the Minnesota Extension Management Information System (MEMIS). MEMIS includes a program planning and reporting or effort system plus a personnel subsystem and work on its use for budget allocation to program objectives is in progress.

E. Program Operation Characteristics

1. Non-credit--and primarily non-fee

All Agricultural Extension programs are non-credit. No programs are offered bearing collegiate credit and, because of an exclusion in the Federal Smith-Lever Act, no Federal or state matching funds for Extension support can be used for collegiate credit instruction.

No fees are charged program participants in keeping with state legislation and implied qualifications in Federal legislation. There are a few exceptions. These are: The Office of Special Programs being funded by 0100 and non-matching Extension funds and maintaining a separate budget does not fall under the no-fee restriction. Its activities could not be carried on without fee support. The other exceptions are an occasional multi-county extension program requiring special printed material for participants which is particularly costly or non-University resource persons on a fairly high honorarium. As an offset similar information is provided subsequently in less expensive, simplified printed form for free distribution.

2. Methods

Extension programs and educational activity are carried out through five primary

VI Problems and Opportunities

An exhaustive statement of problems and opportunities would require eminently more study than has been possible at present and much more extended documentation. Consequently only a few of the more programmatic concerns have been lifted up for consideration at this point. In some instances funding may be or may become a problem to begin or maintain program implementation.

A. Legislatively Generated Problems

The legislature has enacted a Dutch elm and oak wilt disease program. Inspectors to be employed in the program are to be trained by the University. This has been regarded as an Extension responsibility but no funds have been provided to underwrite it unless we discontinue or suspend other priority work.

A similar circumstance exists with respect to EPA action requiring licensing of applicators of restricted pesticides, this to be preceded by essential training. Again Extension is expected to do the training. So far the Congress has provided no new funds for this responsibility. EPA has responded with a small grant to get the program underway in the states but continuity of funding is still lacking. We will likely have to suspend other important work.

A similar situation may develop with respect to education for farmers regarding OSHA requirements. Only minimal funding is in sight but it could be woefully inadequate depending upon the extent to which OSHA presses regulations.

B. New Program Opportunities

Many state extension services have developed an extension health education program going beyond the nutrition aspect. Such programs related to education toward immunization, disease prevention and assisting local health organizations with education programs -- heart, cancer, respiratory problems, dental, etc. There is some interest in Minnesota. We have not sought funding believing support from the University's Medical Sciences and the State Medical Society would be essential both to obtaining funding and to a successful program. The American Medical Association has been fostering such state cooperative extension programs through its rural health section.

The demand for consumer information in the Twin Cities Metropolitan area is almost overwhelming. Information numbers are listed in the telephone book for Insect, Home Horticulture, Plant Disease, Forestry and Home Economics problems. Telephone lines presently installed are often inadequate to handle the calls but personnel to man the lines and provide information is as much a part of the problem. The problem won't go away -- if we did not list the numbers people would still call the University, impose on research staff, or if unable to get information we would create undesirable public images of the University. County offices are not staffed to handle such calls either. This problem represents an opportunity at the same time and we need to expand and improve on our handling of it. Some additional funds may be needed. A campus staff group will be giving further study to it this fall.

Members of our Agricultural and Applied Economics specialist staff work with small agriculturally related business and with regional agricultural cooperatives

on management training for their personnel. Much more could be done. The School of Business Administration has aided some but have not had as much staff time available as they would like. We need to develop this area more with SBA assistance.

C. Use of Television

We believe there are opportunities to do much more in this area, particularly with commercial channels. However, the cost is prohibitive for us to do much at our present level of funding -- maybe for the foreseeable future. It does merit further attention.

D. Coordination of offerings with other University units

There is room for more to be done. For the most part units lack funds to do more than they are now doing. Perhaps future funding of departments to provide staff for continuing and extension education efforts may be a partial answer.

E. Coordination of offerings with other educational institutions

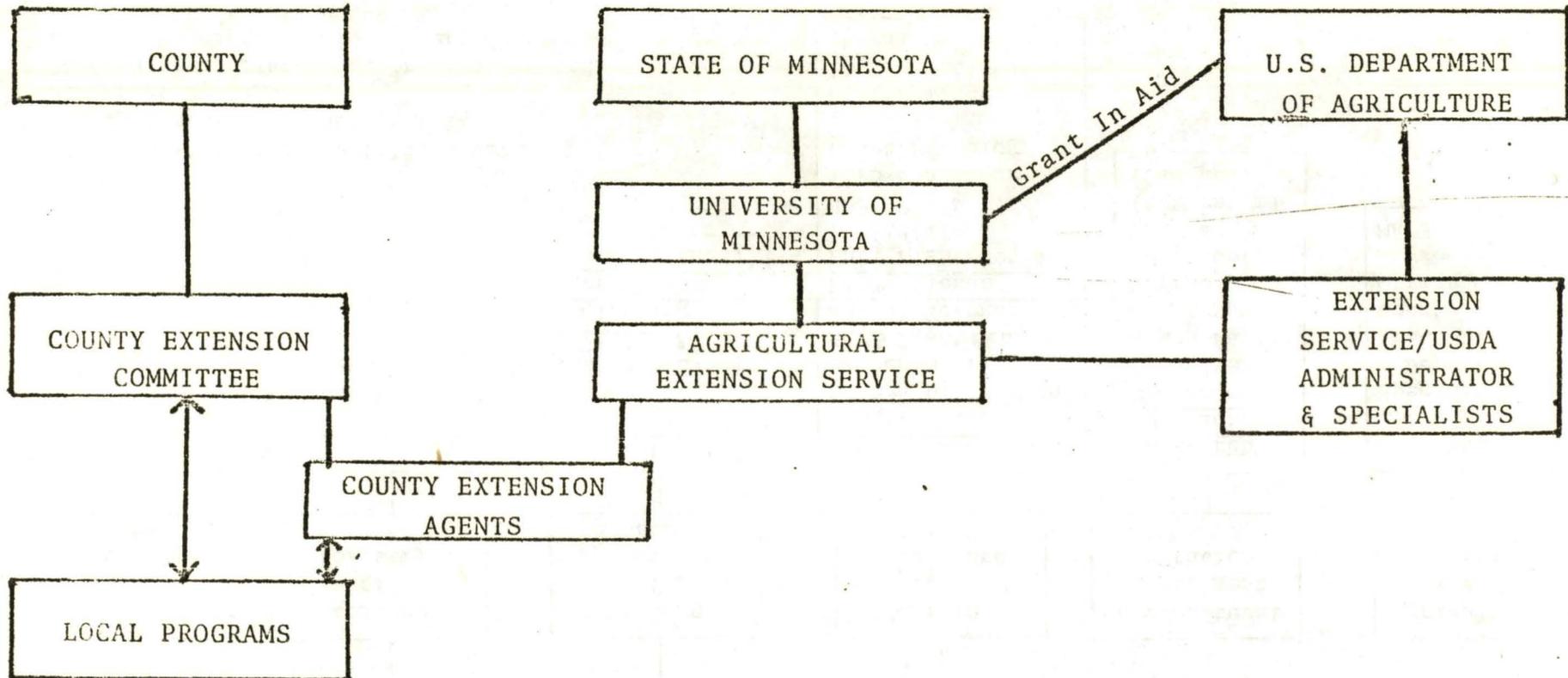
There is reason to believe this could be improved. Hopefully the other units could see the need also. Admittedly such coordination will draw upon staff time simply to accomplish the coordination apart from the instructional time involved. The Agricultural Extension mission as much as the University's extends to the entire state. Thus any geographic approach does not hold a viable solution. Subject content may in part with some institutional groups. For others sheer coordinative effort will be a continuing need.

F. Assistance to Regional Commissions

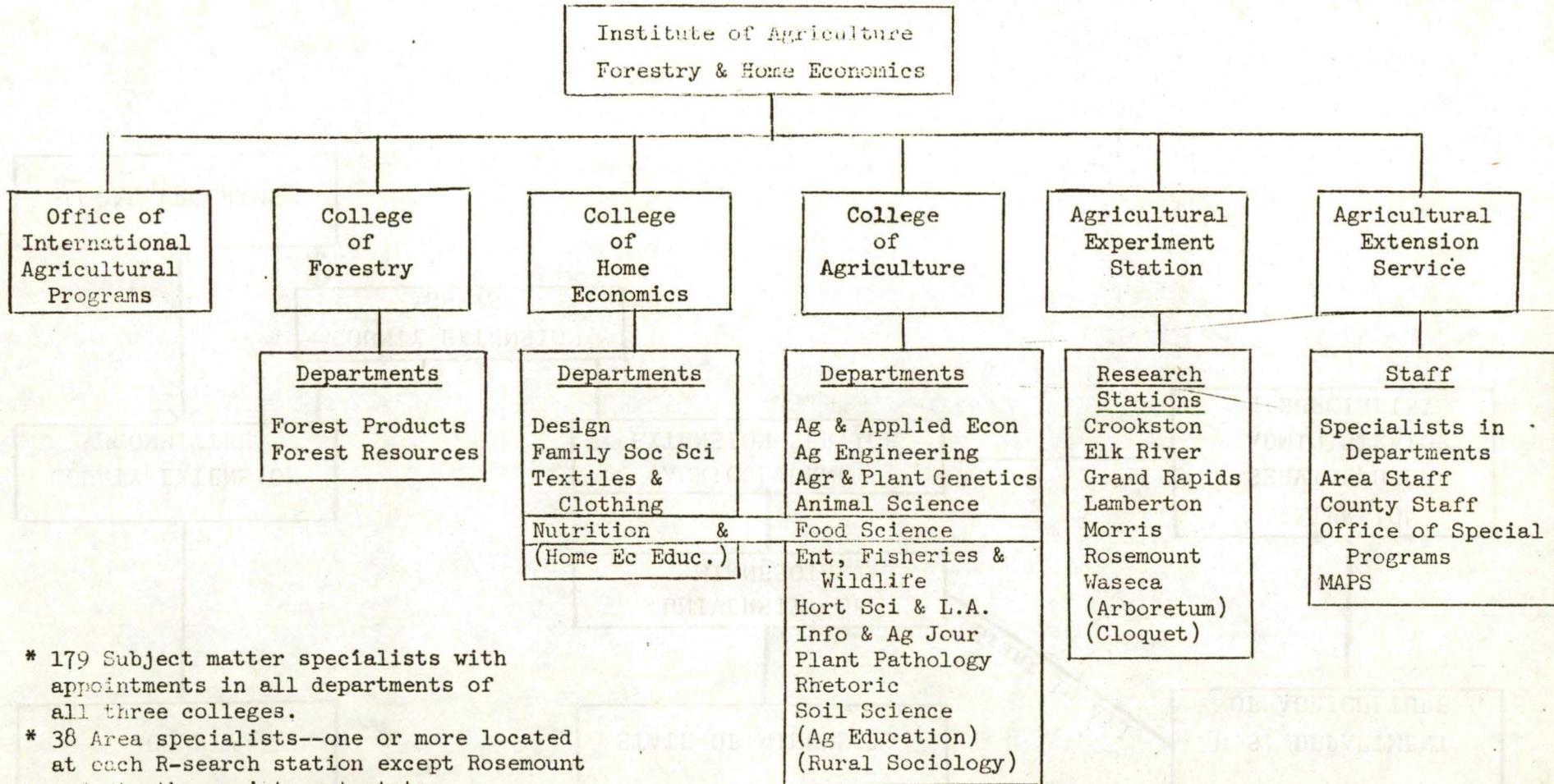
This is as yet an unknown quantity but surely the University has knowledge resources these commissions will need. We need to consider how we can tool up to respond when assistance is sought.

Agricultural Extension Service

Cooperative (Agricultural) Extension Organization & Funding



Intra-Institute of APHE--Extension Organization

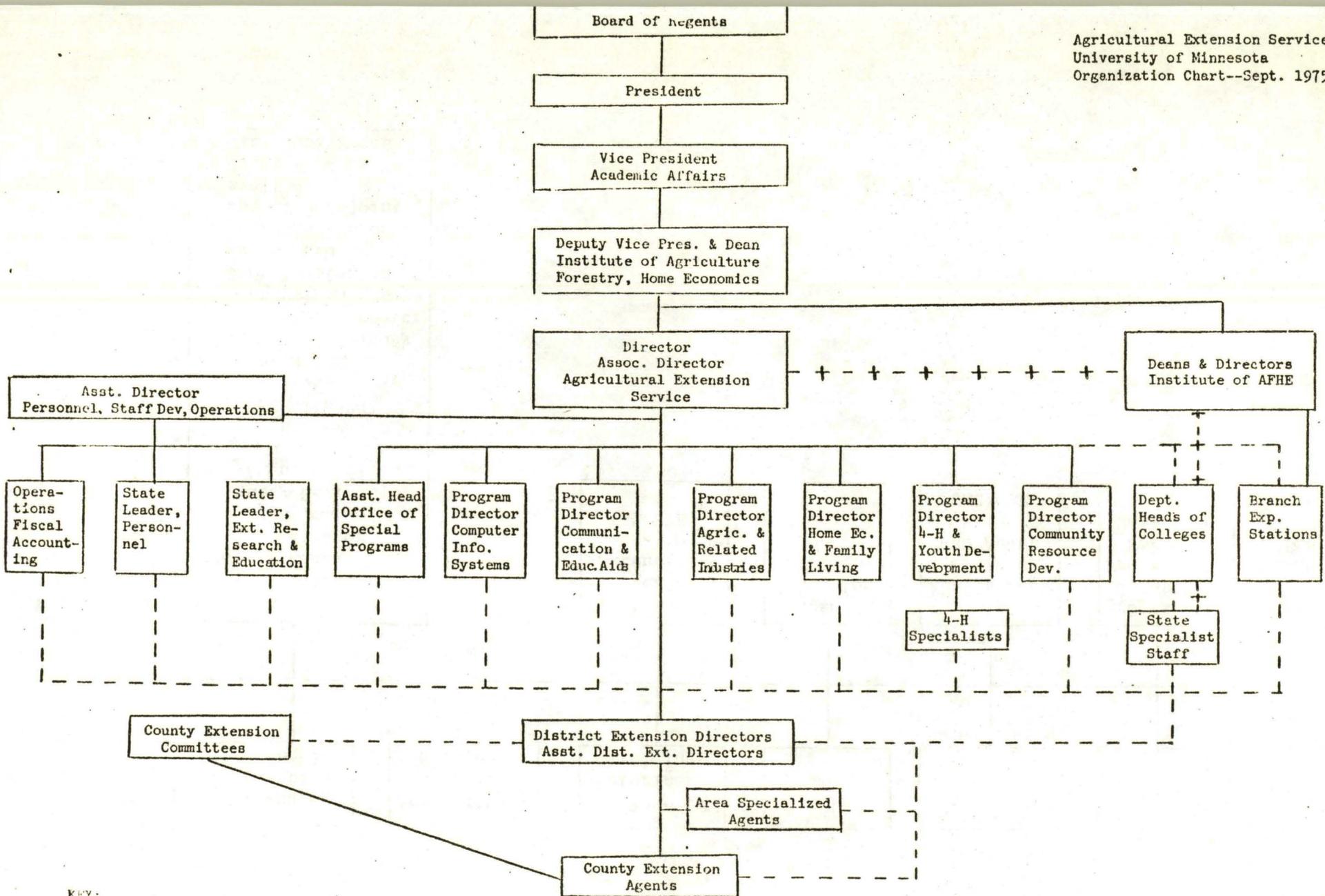


* 179 Subject matter specialists with appointments in all departments of all three colleges.

* 38 Area specialists--one or more located at each R-search station except Rosemount and at other points out-state.

* 250 County staff--one or more located in each of 87 counties and Red Lake Indian Reservation.

* Deans and Directors are members of Institute Executive Council.

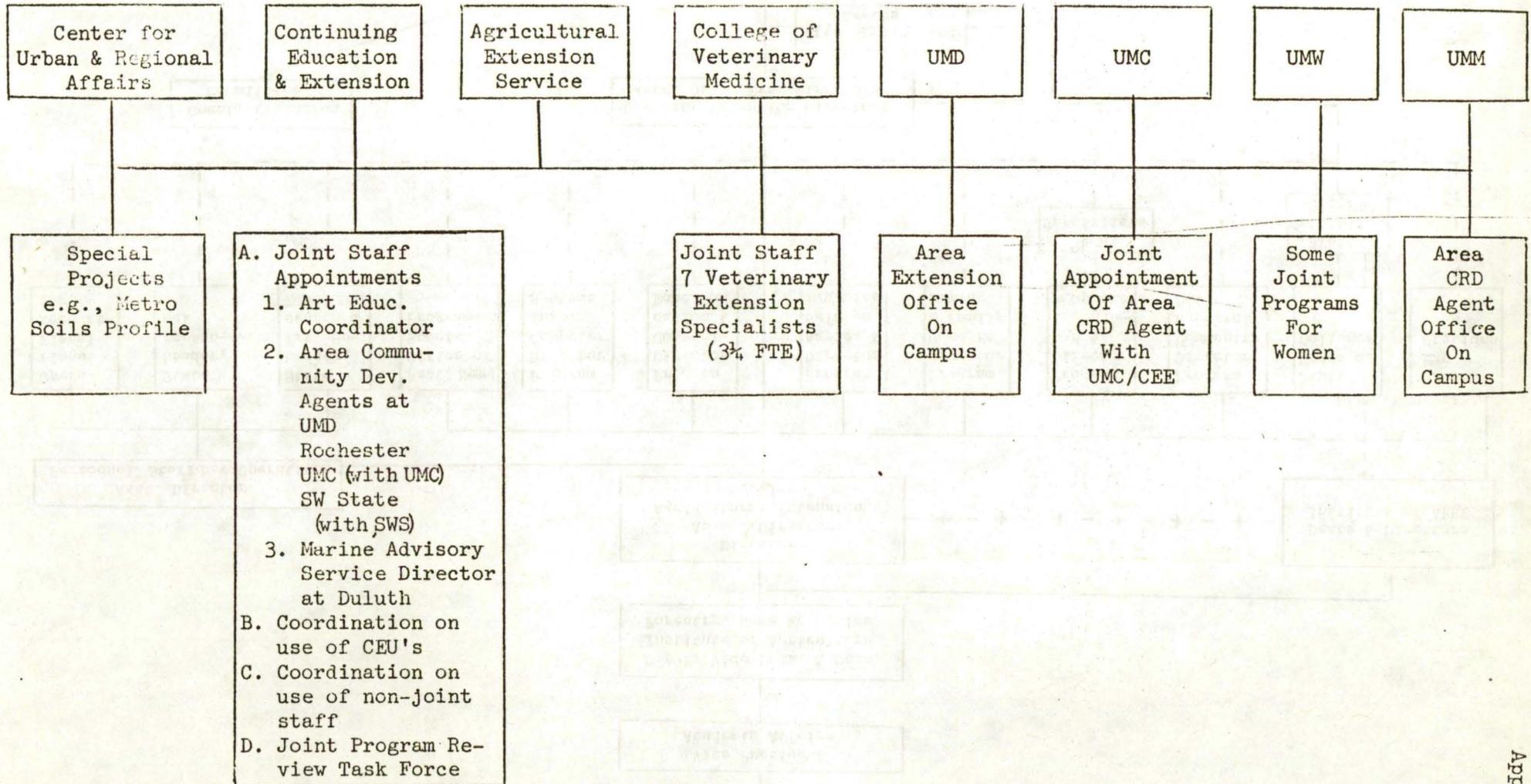


KEY:

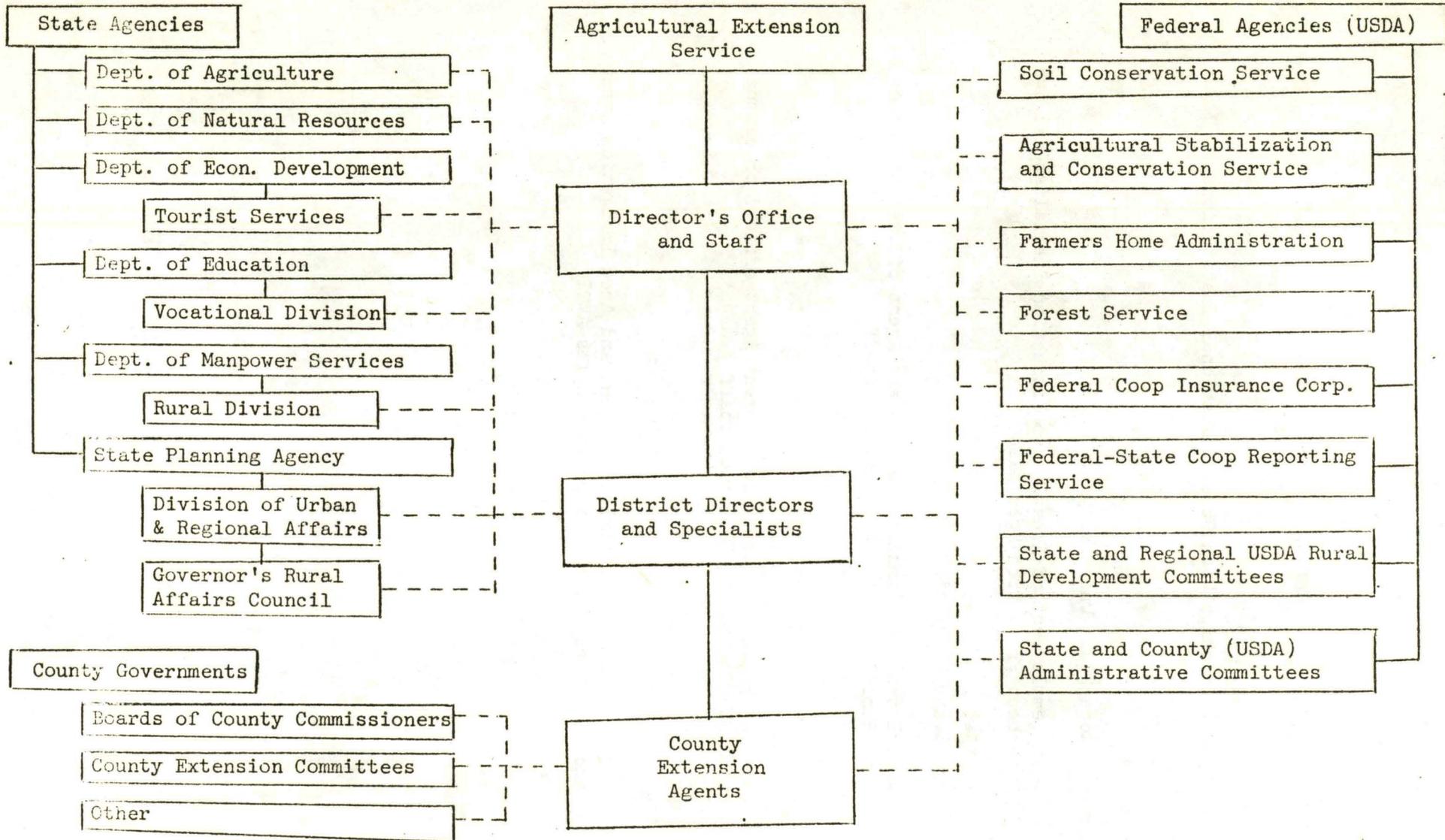
- Administrative line
- Programmatic line
- Joint Administrative-
Programmatic line + - + - + -

Agricultural Extension Service

Intra-University Programmatic Relationships



Government Agency--Extension Programmatic Relationships



September 1975

Agricultural Extension
Service

Relationships With Other Educational Institutions

* North Dakota State University

Joint employment of Area Potato Production Specialist and two
Sugarbeet Production Specialists

* Bemidji State University

Area Extension Community Development Agent officed on campus
with Bemidji Continuing Education staff

* Southwest State University

Area Extension Community Development Agent officed on campus
with SWS Continuing Education staff

* Staples AVTI

Area Specialty Crop Marketing Agent and Area Irrigation Agent
and Plot Supervisor officed at Staples AVTI

methods:

- a. Instructional meetings. These may be single, short meetings or more elaborate and extended sessions such as short courses, seminars, or conferences, and constitute the primary method used. They are characterized as conventional teaching situations in which there are lectures augmented by audio visual, demonstrational and participant exercises. A recent and widely used variant is the telelecture wherein a specialist at a central location speaks simultaneously by amplified telephone to groups in as many as ten widely separated locations.
- b. Consultation. A unique characteristic of extension is the location of extension agents (University faculty) in every county and within easy face to face access by local residents. These persons seek counsel on specific individual problems which can be provided in many instances by the agent being familiar with the specific circumstances involved. Consultations take place through clientele calls to the agent's office, field visits of the agent to the farm, home or other concerned location, by telephone or at other encounters. They are always without any fee. Campus based specialists also are frequently involved in such consultation activity. The staff reports a total exceeding 500,000 such contacts for information annually.
- c. Mass media. These have been discussed under the program support efforts of the Department of Information and Agricultural Journalism. All specialists and field agents utilize the various media--county weekly newspapers, radio stations and, to a lesser extent because of cost, television. Extension agents and specialists also use specialized newsletters to specific audiences such as dairymen, fruit growers, turkey growers, resort owners and operators, or veterinarians.
- d. Demonstrations. "What a man hears, he may doubt, what he reads he may possibly doubt, but what he sees he cannot doubt." This old cliché appears to be borne out in the experience of extension workers for they continue to use widely the demonstration of a practice or the results of a practice in extension education programs. For example, field demonstrations of the superiority of a new crop variety such as New Era wheat produced by the Experiment Station led rapidly to the widespread planting of the variety and subsequent improved wheat supplies and farm income.
- e. Assistance from industry, civic and citizen organizations. The staging of extension educational programs is often enhanced by working with or through organizations in the community or state. The leadership support of such groups, and sometimes financial support often encourages wider participation in the programs or extends the educational information through the groups themselves. Examples include the Minnesota and county crop improvement associations, dairy herd improvement associations, bankers' groups, civic and commerce associations, other educational institutions, etc.

V Relationships

A. Legal

The legislative authorizations regarding cooperative Extension work give significant influence and direction to some relationships that rest on a legal base, augmented by memoranda of understanding.

1. Federal

The Smith-Lever law requires that Federal Extension funds expended in states and the state matching (or offset) funds be used in specific ways. Sometimes this takes the form of designated purposes for appropriations as for example the Expanded Food and Nutrition Program. A plan of work for a succeeding fiscal year, satisfactory to the Secretary of Agriculture, is required before Federal funds can be released to the state Extension Service. An annual financial report is required and audits are conducted against the plan of work to assure appropriateness of expenditures. State matching funds are subject to the same conditions of expenditure as the Federal funds.

The principal exclusions in use of funds are for support of college credit instruction and capital expenditures--i.e. for buildings, land, and similar purposes.

The memorandum of understanding provides that the state Extension Service shall do educational work on programs of the USDA. It also provides that the University's extension educational programs in agriculture and home economics will be conducted by the Cooperative Extension Service.

The Federal relationship also provides for the appointment of state Extension faculty who are on 50% time or more Extension work as agents of the USDA and Federal employees for fringe benefit purposes. As a result most Extension faculty participate in the Federal Civil Service Retirement, Group Life Insurance and Health Benefit programs rather than those of the University. They are also covered by the Federal Employees Injury Compensation provisions. As agents of the USDA (i.e. the Federal government) they are eligible to use the Federal penalty mail privilege. This saving of postage and the fringe benefit coverage from Federal sources amounts to in excess of \$500,000 annually in Minnesota.

The Federal relationship also brings to the state Extension Service access to subject matter specialists on the ES/USDA staff and, at little or no cost, access to USDA publications for free distribution in the state.

2. County.

The county extension law in Minnesota provides for appointment of a "County Extension Committee" in each county to work with the University in the conduct of extension programs in the respective counties. This committee is appointed by the board of county commissioners and includes two county commissioners, the county auditor and six persons selected at large by the board. The extension committee is charged with working with the Dean of the Institute of Agriculture, Forestry and Home Economics or his representative in selecting "suitable" extension agents, establishing an annual support budget including salaries, recommending an appropriation level to the county commissioners, developing a program of work and encouraging persons in the county to participate in the resulting programs.

These provisions mean that the county and the University select and compensate extension agents mutually. This makes administration of a uniform salary plan dif-

ficult, if not impossible as salary determination rests upon negotiation with 87 governing bodies each having appropriating authority in their own counties.

Nevertheless, the participation of the county in this process places them in the position of supporting their extension staff and programs because they have a hand in their selection. This is a decided plus.

B. Intra-University--Twin Cities Campus

1. College of Veterinary Medicine

Although Veterinary Medicine is not part of the IAFHE, the Extension Service has a number of joint appointments with the College of Veterinary Medicine for the purpose of supporting Extension education programs in animal health. This has grown over the years in proportion to other Extension growth in staff. Relationships are mutually amicable and productive.

2. Continuing Education and Extension

Efforts are being made between the operating heads of this unit and Agricultural Extension plus the program people to coordinate and cooperate on appropriate program thrusts. These tend to be in the community development area and in public policy education and programs with local governments. Other areas engaged in by both extension units are more clearly the province of one or the other and coordination takes place rather without special direction. Arrangements have been worked out for consultation between program leaders where the Agricultural Extension resource people are needed in CEE and when Agricultural Extension needs resource persons from those University departments normally working through CEE. A joint AES-CEE staff study committee appointed by the two heads is currently exploring additional and more explicit opportunities and needs for joint effort.

Joint appointments now exist between CEE and AES in community development positions as noted in Appendix D.

3. CURA

Relationships with CURA have tended to be on specific project bases. One of these was participation by CURA through CEE in the non-Agricultural Extension share of funding several of the area community development agent positions. Another was the loan of an Extension specialist to CURA for special soil profile work on a CURA project.

C. Intra-University--Out State Campuses

Relationships are generally good. AES has area staff located on most of the campuses. Only general comments are noted below. More detailed information is reflected in the reports of the District Extension Directors who have the responsibility for working directly with the out state campuses and their faculties in development of coordinate efforts. Their reports are attached as Appendix F.

1. UMD and UMM

Area office space for several AES personnel are provided by UMD on its lower campus. These include the District Director for Agricultural Extension's Northeast district, area extension agents in forestry-recreation, a home management project for physically handicapped, community development and soon, in horticulture. The Marine Advisory Service jointly administered by CEE and AES is also located on the UMD campus. Relationships have been good although joint programming between AES

and UMD has been primarily through CEE's personnel located on the campus. UMD administration has been very helpful and supportive.

An Agricultural Extension area community development agent is officed on the UMM campus. He works with UMM's continuing education director on some programs. UMM administration has been supportive.

2. UMC and UMW

An area community development agent for AES and CEE is employed also one-third time by UM Crookston as continuing education director. This arrangement is one year old and appears to be working reasonably well. However, it also appears the position is really a two-man job at the minimum and perhaps should ultimately move in that direction. UMC has been supportive.

No area extension staff are presently located on the UM Waseca staff. There are some joint program efforts although these have not been extensive. Relationships are cordial.

It is believed by AES that coordination would be enhanced by including UMC and UMW in the group reporting to the Deputy Vice President for Agriculture.

D. Other Educational Institutions

The relationship with non-University institutions is varied. Much depends upon the interest of the institution, its location, its concept of its role and function and possibly personalities as well. Some general observations are offered below. More detailed information is included in the reports of the District Extension Director attached as Appendix F.

1. State Universities (former state colleges)

Area community development agents have been located on the Bemidji State and Southwest State Campus. At Bemidji the agent is employed by Agricultural Extension and offices with BSU's continuing education offices. They maintain close communication on educational offerings by each unit and have jointly sponsored some.

At Southwest State AES and CEE jointly employ the area community development agent. He is officed with SWS's continuing education director. He has assisted primarily with the work of the Countryside Council project of SWS and provided a link to the University as needed. Joint programming is in beginning stages.

Only minimal program or relationships exist with the other state Universities as a general rule although there are some local working relationships at several locations. Their continuing education programs have tended to be in areas not overlapping with Agricultural Extension although there have been a few instances as noted in the reports attached in Appendix F.

2. Community Colleges

Here, cooperation and coordination, or the lack of it has depended entirely upon the mutual interest of college faculty and local extension agents. In some instances there has been mutual programming, enough to demonstrate what can be done.

Most coordination has taken place where community colleges have been interested in agricultural or home economics courses. Relationships are generally cordial.

3. Area Vocational Technical Institutes

Cooperation has been variable but quite noteworthy in some instances. These programs can be much more overlapping with local agricultural extension offerings than with the state Universities or most of the community colleges. Exceptions would be those AVTI's which do not offer agricultural or homemaking courses. Fortunately it is in the latter areas that AVTI's and local extension agents have made good progress in coordination although much more could be done.

A good example of mutually helpful relationships is the Staples AVTI situation. Superintendent Lund invited Extension to locate an area extension irrigation engineer at the Staples AVTI. Staples had developed an irrigation demonstration farm and desired the assistance of Extension and the Experiment Station in conducting research and demonstrations there. The University has had an area engineer located there in this relationship and serving a five or six county area for six or seven years. The arrangement worked out so well that it attracted legislative attention in the area resulting in state appropriations to fund three area irrigation positions in West and North Central Minnesota including Staples. It has been a real success story.

Other instances of AVTI-Extension coordination are noted in the District Director reports.

4. Private Colleges

Cooperative efforts in this area have been very few, primarily because the activities normally engaged in by the Extension Service are quite apart from those of the private colleges. Any future cooperation will probably rest on the college's developing interest and will lie in the community development area.

5. Community Schools

These are post-secondary programs rather well funded as adjuncts of the elementary-secondary school system. Many are well developed and quite extensive. For the most part overlap, when it occurs, is primarily in the home economics area. Extension agents do try to coordinate with the directors of these schools in many instances and vice versa. There are probably more instances where coordination has not begun to develop. Extension needs to work at this but it must be recognized this is a two-way street. In most instances, Extension programs existed in the communities before the Community School concept was implemented.

E. State Agencies

Agricultural Extension conducts educational programs whereas state agencies perform regulatory, promotional or service functions primarily. In this context Extension works with the agencies identified in Appendix E with differing degrees of intensity.

As might be expected Extension works a great deal with the Department of Agriculture. Specialists in Extension work with their regulatory counterparts as in Dutch elm-oak-wilt problems, fertilizer and seed quality, and weed and insect control. County extension agents work closely with the county agricultural inspectors with the agents really serving as the local source of authoritative information on pest control measures. They collaborate on county pest control meetings.

F. Federal Agencies

As noted under legal relationships, Extension assists agencies of the USDA in educa-

tional efforts related to agency programs. The Soil Conservation Service, Agricultural Stabilization and Conservation Service and Farmers Home Administration all have county staffs. Extension agents work closely with those staffs assisting them with educational programs and where appropriate enjoying assistance from them in educational programs. For example local SCS employees often assist extension agents in conducting local conservation education programs.

Relations with the other Federal agencies are not as intensive but are amicable.

September 2, 1975

TO: Roland Abraham

FROM: Northwest District Team

RE: Relationships with Educational Institutions in Northwest Minnesota

Following is a listing and a brief description of relationships with educational institutions in Northwest Minnesota.

Bemidji

Jean Castle, Area Agent Housing and William Sliney, Area Resource Development Agent are officed on the campus of Bemidji State University.

The staff of Bemidji State University assisted Sliney with the two Title I projects. This help included summarization and writing project findings as well as teaching sections of the Self Help Housing Program.

Discussions have been held with Ray Carlson, Vice President for External Affairs, Bemidji State University, concerning future programming opportunities. This includes Bemidji State's "North Country" proposal for serving as a service center in informing the public in this service area about all educational programs being offered by educational institutions serving the area.

Arrangements are being made for President Decker of Bemidji State and Director Abraham to meet and discuss future cooperative relationships.

Past programs have included jointly taught extension programs taught by the Agricultural Extension Service and Bemidji State University staff.

Thief River Falls

Area Vocational Technical School - The Extension Agent serves on the advisory committee of the school.

The Vocational School employs a beef specialist who has been used on extension programs in surrounding counties.

The Associate Agent helped recruit interested teachers in the area to attend a Conservation Education class held at the Junior College in Thief River Falls. The course was taught and graduate credit given by Bemidji State University.

Crookston

Area Extension Agent Community Resource Development jointly employed by Agricultural Extension Service, St. Paul, the University of Minnesota-Crookston and Continuing Education Extension, Minneapolis. The Agent is officed at UMC.

Area Extension Agent - Crops and Soils is officed with the Agricultural Experiment Station on the campus of the University of Minnesota-Crookston.

Both of the above agents are receiving excellent cooperation from the resident staff at UMC.

Clearwater County

The Extension Home Economist has been developing a cooperative program with the public schools in the county in the development of Adult Education programs which are based on the indicated needs of people.

She is helping the schools identify needs, plan programs and identify resource people to teach the classes. The Area Agent - Community Resource Development Region I is assisting the Home Economist in identification of resource persons.

JRH:ns

cc: Arleen Barkeim

Northeast District Director
Report To The Director

Cooperative Effort with other Educational Units

UMD

The County and area office is located at UMD. UMD Plant Services are very helpful in providing services to Extension such as telephone service; help in moving furniture and remodeling rooms to meet our needs. We have a classroom next to our offices which they recently put ceiling tile to improve the acoustics. UMD groups also use the classroom.

In programs we have had several joint programs. Examples are an Art Show; Sociological Survey of Lake, Carlton and North St. Louis Counties; Business Management course for managers of cooperative organizations; Sea Grant program; Environmental Education programs utilizing college students for teachers, and Horticulture programs.

The county staff provides help in supervising UMD students working on practicums for credit.

St. Scholastica

We hold our district conferences at the college. They are very willing to have us use their facilities at moderate cost. We have a close working relationship with the coordinator of conferences and institutes.

Junior Colleges

Joint programs have been conducted at the Junior Colleges in Hibbing and in Virginia on topics such as: Horticulture, Estate Planning and Development of Leadership Skills. The Area Agent in Resource Development has been in contact with representatives at each of the Junior Colleges. At Grand Rapids our Extension Agent served as Chairman of the Continuing Education Committee made up of representatives from the high schools, Junior Colleges and Agricultural Extension.

Area Technical Schools

County agents work closely with the vocational schools. Many joint agricultural programs have been conducted in Pine City, Duluth and Grand Rapids.

4

September 4, 1975

TO: Roland Abraham

FROM: Bill Dorsey

RE: Cooperation with Educational Institutions in West Central Minnesota

Home economists in West Central Minnesota and Assistant District Director Cathy Berntson have developed a strong relationship with the University of Minnesota Experiment Station at Morris, and the University of Minnesota-Morris in the development and conducting of the Homemakers Workshop. All parties participate in the planning and furnishing of resources. Area Extension Resource Development Agent Allan Harris has developed a number of programs in cooperation with Continuing Education and Extension at Morris, University of Minnesota Forest Service to West Central Minnesota. The county and area extension staff surrounding the Experiment Station at Morris work closely with the Experiment Station in the conducting of eight field day programs. They participate in the planning and staffing of the event. The extension staff in Stevens County have developed a number of joint programs around youth, homemaking, and horticulture at the University of Minnesota-Morris.

At Moorhead, county staff have joined with the "Tri-College" to develop an environmental workshop for teenagers. The workshop did not get off the ground due to a number of local problems. It is planned for later in the year. One agent, Ozzie Daellenbach, makes joint use of the Moorhead State computer in carrying out agricultural programs.

At Alexandria the county staff cooperates with the vocational technical school in the presentation of ten to twelve lecture programs a year.

Wadena County Home Economist Kyle Herfindal has served as a resource person on a number of programs relating to home economics and art with the vocational technical school at Wadena.

At the Staples vocational center, the University of Minnesota has stationed two full-time persons, an ag engineer and a marketing specialist, in addition to a research plot supervisor to conduct research and educational programs in cooperation with the vo-tech school. The extension agents surrounding the Staples school district have participated with the vocational technical school in a beef cattle day, herd health program, in addition to irrigation educational work.

At Detroit Lakes the Becker County extension agents and the vocational technical school have cooperated in farm management programs, livestock production programs, and a special effort in the development of specialty crops.

Sherman Mandt and Jared Smalley, connected with the Concerted Services program, have worked with a number of area vocational-technical schools in attempting to develop meaningful educational programs.

Resource development agents Allan Harris and Gordon Stobb have worked with St. John's University in community development programs throughout the West Central District.

Cathy Berntson, Assistant District Director, is presently working with the University of Wisconsin in the development and testing of teaching materials for the native American persons in West Central Minnesota. Home economists in Wilkin County, Minnesota, and Richland County, North Dakota, have conducted a number of home economics lessons for adults in cooperation with the North Dakota State School of Science.

WED/raa

September 8, 1975

TO: Roland Abraham

FROM: Joe Fox

RE: Relationships with Continuing Education Institutions in the East Central District

Because of the number of educational institutions in the district, I choose not to list all institutions but rather list the counties and indicate to the best of my knowledge where they are at in their relationship with them. I would first like to give a few statements as I view the situation.

First, the counties in the district are involved in program offerings with the following type of institutions: (listed in descending order of involvement) Community education with their local school districts, Vo-Tech departments, community colleges and other academic colleges and universities.

Second, all of the listed institutions are taking an active role in expanding their "out-reach" commitments to the community.

Third, the community education programs (those operated by the local school district) appear to be the area where we have the most involvement at the present time. This heavy involvement in some areas is becoming a concern and county staff are taking a "second look" at where they are going. We need to work with staff on this item.

Summary by County:

Anoka - very little involvement with other institutions. They have conducted a training program in environmental education for secondary teachers, but it was an Extension program. Some coordination but no joint programs with the Vo-Tech Center.

Benton and Stearns - an outstanding cooperative programming effort has been established with the Vo-Tech Center in St. Cloud. The Center provides the location and publicity for several of the Stearns-Benton County Extension programs. They have done very little with the college in St. Cloud as well as with St. John's and St. Ben's. They have some communication but no significant joint outreach programs.

Carver, Scott, Wright, Sherburne - virtually no involvement.

Dakota - this County has probably more involvement than others in the district. The Extension service is part of a group called DASC (Dakota Area Services Consortium). Many programs during the past year were held in cooperation with the Dakota Vo-Tech Center, community education programs and with Inver Hills Community College.

-2-

Examples:

- Consumer Day for Young Adults and Senior Citizens at the Vo-Tech Center.
- Six Sessions on Legal Affairs Seminar with Inver Hills Community College.
- Student training program in Extension with I.H. Community College.
- Housing Series with the Community College and Community Education Departments.
- Several 4-H and Youth "Extended Day" programs with community education.

Ramsey and Washington - the two most significant programs conducted with Vo-Tech 916 this past year was in Housing and Legal Affairs. The Vo-Tech Center also has cooperated with horticultural programs conducted by Extension. Several community education and Extension programs have been jointly sponsored. The former Extension Agent in Ramsey served on the Community Education Advisory Committee. Very few significant programs with other colleges or universities.

Hennepin - some relationships with the Vo-Tech and the Community College in the Osseo area. A horticulture series was offered a year ago but again very little significant programming with other educational institutions.

JLF:ns 27

Dr. [unclear] 5

SOUTHWEST DISTRICT - STATUS ON CONTINUING EDUCATION, ETC.

All institutions are generally showing more intense interest in outreach efforts. They see this as a vehicle for visibility. Their motivation is basically twofold: (1) generate enrollment, and (2) to carve a new role and thus expand or even sustain budget support. The outreach programs are both informal community projects (workshops, training conferences and non-credit offerings) plus the traditional extension credit course offerings. It's no secret that they would like to expand both roles if they had the resources to do it.

The cooperation with the University of Minnesota and with Agricultural Extension in particular has been positive in most instances. County Extension staffs have been very appreciative of this. Recently, the trend is toward mutual involvement or joint sponsorship of certain endeavors. Each opportunity must be appraised on its own merits.

Current situations are as follows with each institution:

Southwest State University, Marshall - A new Director of Continuing Education, Franz Novotny, was recently hired and started in July. Neil Meyer has maintained contact. Some of the problems with joint SSU-U of M sponsorship on Extension credit courses are:

1. Case by case basis for course approval
2. Only 9 credits of Extension classes are accepted by Grad school
3. Residence requirements for Masters degree
4. A standardized procedure for approval of SSU faculty by U of M Grad school would be desirable
5. The F.T.E. ratio count is given only to the U of M when adjunct faculty from SSU are used.

At present, joint-sponsored graduate credit courses at SSU have been limited to Education curriculum. Recently there have been two courses taught on Computer Use for Classroom Curriculum Development at Marshall last month and at Redwood Falls this month. Both have been handled so that if taken for graduate credit they are U of M credits, but as undergraduate credit the tuition and credits are at SSU.

A new schedule of SSU Extension offerings (credit and non-credit) has just come off the press.

Kellogg Countryside Council emphasis includes Task Force endeavors on:

- 1) Health
- 2) Housing
- 3) Economic Development (yellow memo attached)

There has been some cooperation of County Extension Agents on the latter. Meanwhile, the Training of Public Officials task force has disbanded and a Training Board appointed to carry on. Neil Meyer is our representative.

Arley Waldo is appearing on the program of a 3-day workshop on September 23-24-25 together with legislators to train township, city and county officials on public finance and changes brought about by the last Legislature.

Another change of interest at SSU is their reorganization forming Alpha College and Omega College in a "point-counterpoint" relationship.

Worthington Community College - A real good, cooperative tone with the Nobles County Extension office has been maintained. They frequently provide facility space for Extension events. Walt Larson moderated his position on staffing an Ag Engineer at a meeting attended by Boxrud, Gehant, and the District Director.

Apparently, this junior college is differentiating between courses that do and don't qualify for college credit transfer. They work very closely with the High School VoAg department. A large block of ag courses are offered that are strictly not for college credit transfer--and on this it appears they are in direct competition with some of the AVTI's.

Pipestone AVTI - Excellent cooperation here with the Pipestone County Extension staff. This is particularly evident on their sheep project.

Canby AVTI - A good ag program here. There has been close cooperation with Dave Johnson serving as Committee Chairman for the Feeder Pig Show at Canby--a new venture in which the AVTI has a prime role. Canby AVTI has hired a swine specialist, but the relationship with Herman Vossen has been good.

Jackson AVTI and Granite Falls AVTI - No special problems and working relationships, while OK, have perhaps not had a focal point.

AKS/raa

5

September 4, 1975

TO: Director Abraham

FROM: Howard Newell

RE: Continuing Education in the South Central District

In general, all institutions in the district are expanding their efforts in continuing education programs in both the credit and the non-credit areas. This effort is directed towards improving their visibility and to encourage enrollments at their institutions. Cooperation with Extension on the whole is good. This is particularly true with the vocational schools, especially at Willmar, Hutchinson, St. Peter and Mankato. Many educational programs at these institutions are jointly planned and sponsored by Extension and the institution.

Mankato State University has the usual campus-operated credits and non-credit courses and have expanded their efforts in the outlying areas. Cooperation and participation in these programs with Extension is more limited as a majority of them are directed towards clientele groups and relating to disciplines other than those we usually work with.

Just to emphasize
Augustine College at St. Peter has not expanded their efforts in continuing education as much as other private colleges in the state. Their programs remain primarily campus-based and are normally directed towards the student or part-time student.

Tech College at Waseca has greatly expanded their program during the past two years. Their campus courses and off-campus courses in continuing education relate very closely to the clientele in the subject matter areas in which Extension is involved. There is cooperation and involvement with Extension in some of the plans and implementation of the program, but not in the total field. There is some overlapping of effort by the colleges and Extension. We are attempting to keep this at a minimum.

HJN/raa

September 4, 1975

TO: Roland Abraham

FROM: Ed Becker *Ed Becker*

RE: Relationships with other institutions concerning Extension
type programs. - Southeast District

Community Education funded in most of the 55 school districts
in the Southeast.

Agents serve on advisory committee in most instances. Problem-
this is organized by school district and agent serves on committee
in the school district where he lives, other school districts
in the County do not usually have much contact with Extension.
Wabasha is an exception where extension works very closely with
Lake City and Elgin-Melville.

AVTI - cooperation generally good. Red Wing and Goodhue County
Extension do joint planning and programming. Walters and Kelm,
Winona-good. Burcalow and Januschka. Albert Lea-little visible
effort. Austin and Faribault no problem but little cooperation.

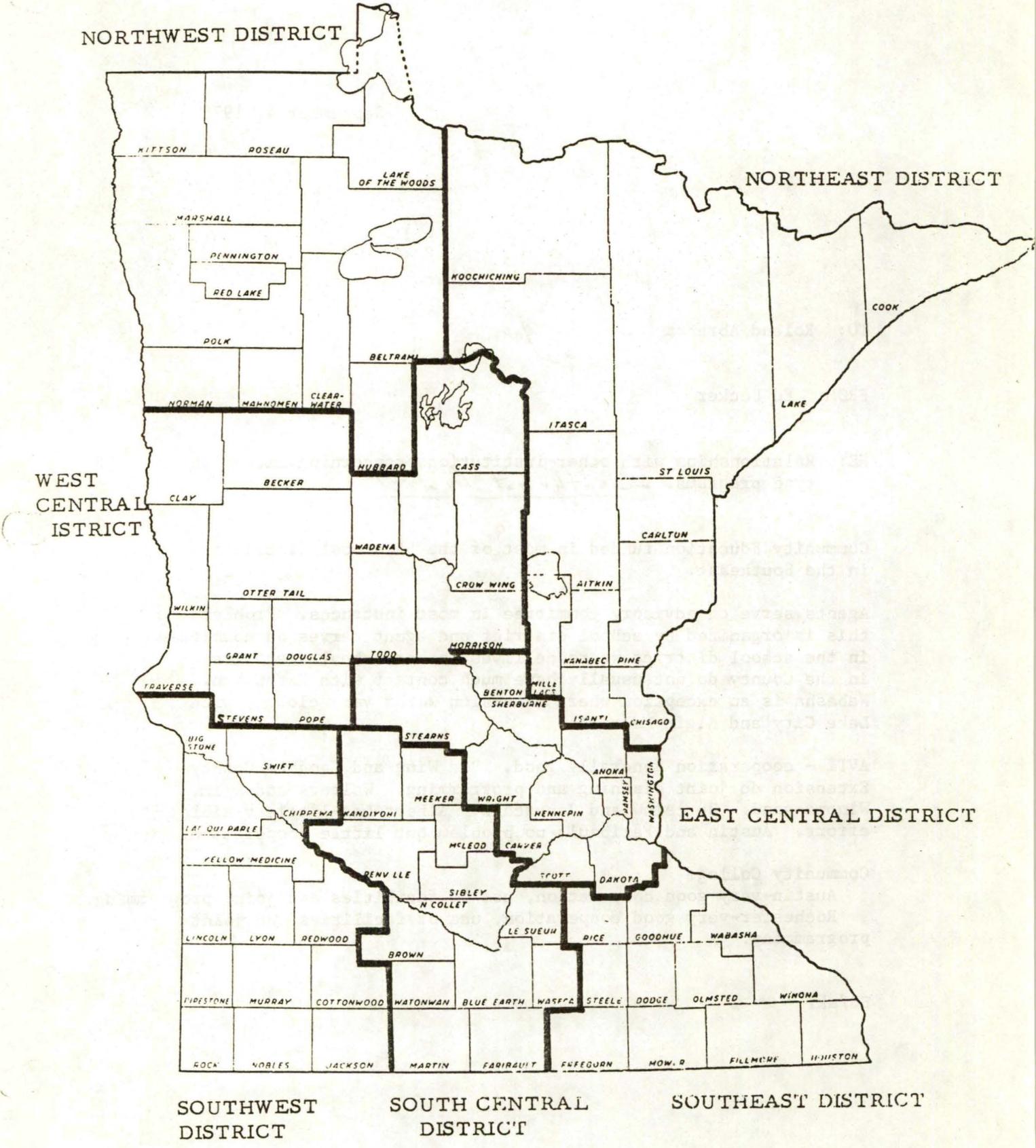
Community College

Austin-very good cooperation, use of facilities and joint programming.
Rochester-very good cooperation, use of facilities and joint
programming.

EB/skr

AGRICULTURAL EXTENSION SERVICE
UNIVERSITY OF MINNESOTA
ADMINISTRATIVE DISTRICTS

Effective May 1, 1972



JUL 25 1975

58



UNIVERSITY OF MINNESOTA
TWIN CITIES

Community-Based Health Education Project
Health Sciences Continuing Education
189 Frontier Hall
Minneapolis, Minnesota 55455
(612) 376-3290

TO: Al Linck
Associate Vice-President Academic Affairs

FROM: William Hodapp
Coordinator

A handwritten signature in cursive script, appearing to read 'W. Hodapp'.

DATE: July 23, 1975

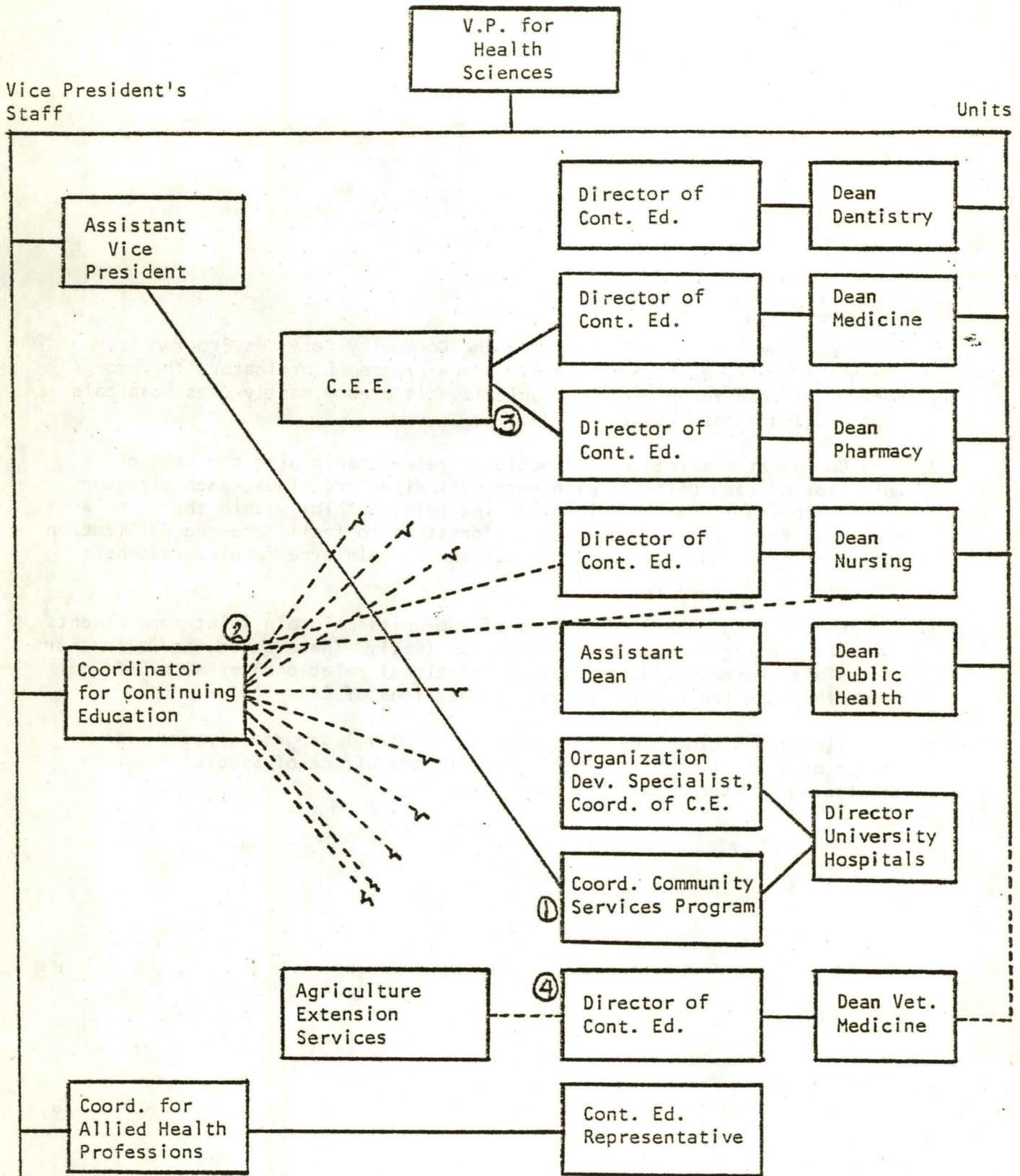
Enclosed are the 20 copies which you requested for the three documents I discussed at the July 21st meeting. Please note that in the document entitled "Health Sciences Continuing Education" which discusses internal and external relationships, I have added some comments relative to external relationships on page 10. Please discard your original copy and replace it with this new copy.

I have also combined the organizational charts with the Health Sciences Continuing Education paper so that it now functions as a coordinated document which was intended originally.

Finally, I have added a composite map showing all of the telelecture sites which Nursing has developed and all of the closed circuit television sites which Pharmacy has developed. My only concern is that this may be construed as sites for all of our continuing education programs. As you know, this is far from the truth. Therefore, it might be appropriate to inform the intended audience that this represents only a small segment of the total educational offerings and that it is intended to show outreach rather than total function.

HEALTH SCIENCES CONTINUING EDUCATION

Figure 1
Health Sciences Continuing Education
Organization and Relationships

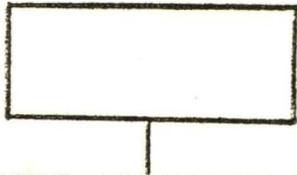


Solid line (—) represent "line" relationships
Dotted lines (---) represent "functional" relationships

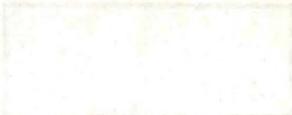
Notes on Figure 1

1. Although the line relationship for the Community Services Program is from the Assistant Vice President to the Program Coordinator, the program is lodged in University Hospitals. It predominantly uses Hospitals personnel and resources.
2. The Coordinator maintains a functional relationship with the dean or director of each unit and with each C.E. director. Thus, each director of continuing education maintains line relationships within the unit. The purpose of this organizational format is to facilitate the utilization of each unit's educational resources and to reinforce faculty responsibility for continuing education.
3. At this writing, the CE directors of two units maintain joint appointments with Continuing Education and Extension (CEE). These units, and all other units also have varying degrees of functional relationships with CEE in that they use the program assistance services of CEE.
4. Veterinary Medicine uses CEE services for only 1 program a year. Its functional relationships are mainly with the Office of Special Programs of the Agricultural Extension Services.

Figure 2
Health Sciences Continuing Education
Activity and Salary Source



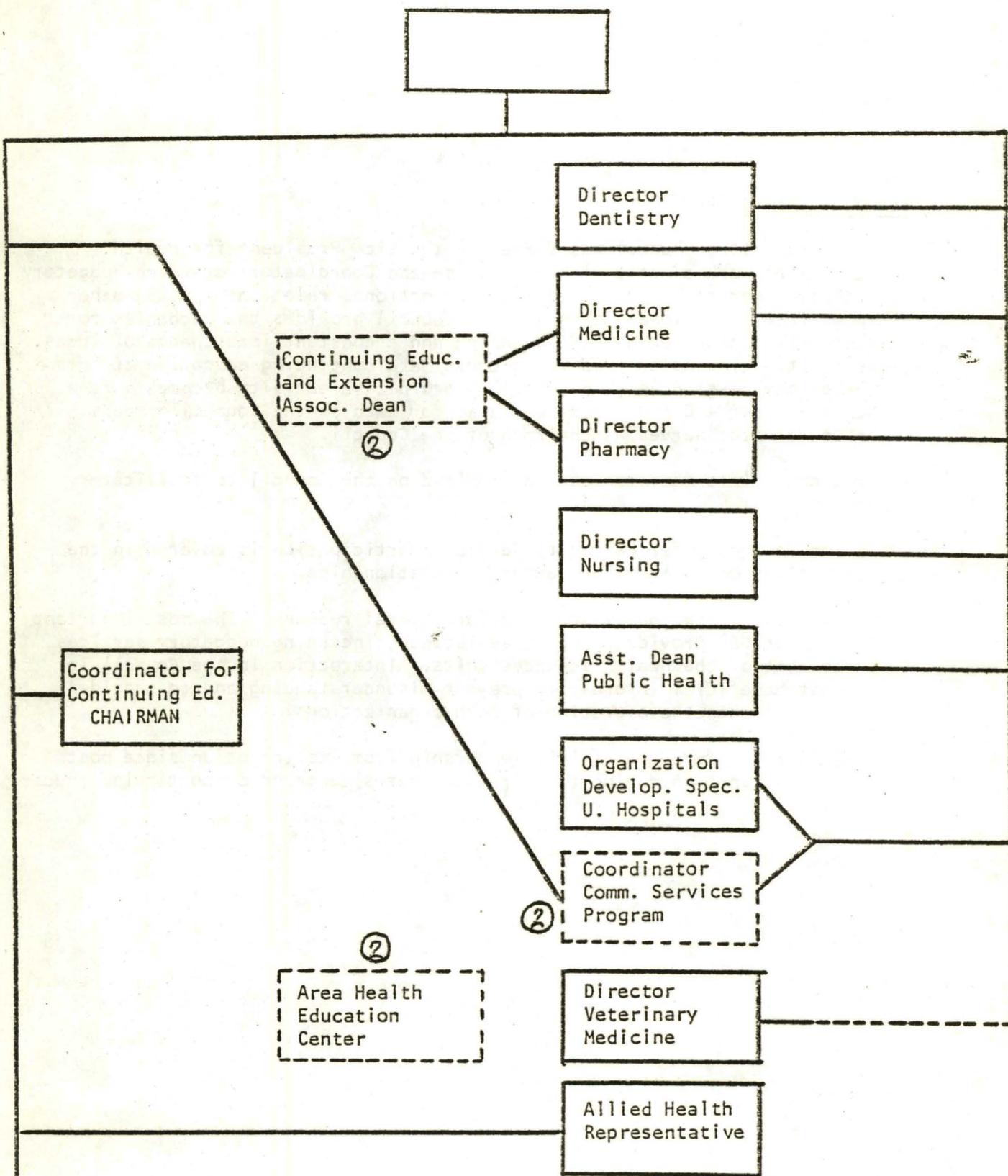
① Salary Source				C.E.E. Unit	Percent of C.E. Activity	②
Allied Health Development Funds	Comm. Service Legislative Special					
			100%	Dentistry 50%	[Dashed box]	
		40%	60%	Medicine 100%		
		40%	60%	Pharmacy 100%		
			100%	Nursing 100%		
			100%	Public Health 10%		
			100%	U. Hospitals Dev. Spec. & Coordin. 100%	[Triangle]	
	100%			Community Services 100%		
			100%	Veterinary Medicine 100%	[Dashed line]	
100%				Allied Health Professions 20%		
			3			



Notes of Figure 2

1. The salary percentages represent the dollar support for each individual for the portion of his or her time devoted to continuing education.
2. Explanation on individual appointments, when necessary, is covered in the section on "Internal Relations".

Individual Name	Salary Percentage	Other Information
[Faint Name]	[Faint %]	[Faint Text]
[Faint Name]	[Faint %]	[Faint Text]
[Faint Name]	[Faint %]	[Faint Text]
[Faint Name]	[Faint %]	[Faint Text]
[Faint Name]	[Faint %]	[Faint Text]
[Faint Name]	[Faint %]	[Faint Text]
[Faint Name]	[Faint %]	[Faint Text]
[Faint Name]	[Faint %]	[Faint Text]
[Faint Name]	[Faint %]	[Faint Text]
[Faint Name]	[Faint %]	[Faint Text]



Solid line boxes indicate regular membership
Dotted line boxes indicate ex-officio membership

Notes on Figure 3

1. The Coordinating Council was formed by the Vice President for Health Sciences to work closely with and advise the Coordinator regarding budgetary matters, programmatic considerations, functional relationships and other appropriate operational matters. The Council provides the mechanism for interdisciplinary educational planning and a constant interchange of ideas. One of its prime objectives is to coordinate continuing education efforts in the health sciences. Thus, this coordinative activity becomes a role not only for the Coordinator, but also for each of the Council members. The Coordinator serves as chairman of the Council.
2. Three ex-officio memberships are provided on the Council to facilitate coordination:
 - a. The rationale for Community Services participation is covered in the sections on internal and external relationships.
 - b. CEE representation is provided for several reasons. The most important is that CEE provides program assistance, including budgetary services, to most of the health sciences units. Interaction in the Council is most beneficial in order to prevent misunderstanding and to provide insight into the operation of both organizations.
 - c. AHEC was offered ex-officio membership from its inception since most of its function during the first two years centered on continuing education.

Health Sciences Continuing Education

With the formation of a Health Sciences Center in 1970, the Board of Regents directed the health sciences to activate the concept of a team approach to health care. The health sciences has sought to activate the concept partially through the development of interdisciplinary education programs. Appointment of a Coordinator for Health Sciences Continuing Education was a deliberate move to extend this concept to the professional-in-practice. Coordinated activity was to be developed through the function of the Health Sciences Continuing Education Coordinating Council (HSCECC). Conjoint and/or collaborative activities have been planned and activated by members of the HSCECC with facilitation by the Coordinator. Active communication and cooperation via the HSCECC is essential to the fulfillment of the stated objectives of health sciences continuing education (CE).

The service area for health sciences CE has been as narrow as a single health care institution and as wide as the audience it attracts (world-wide). Most typically, the service area includes all of Minnesota and a tier of counties in the immediately surrounding states. Dentistry, Medicine, Public Health and Veterinary Medicine, as the only units of their type in a multi-state area, tend to serve a much larger area for CE. Nursing, Pharmacy and some of the allied health units may serve the entire state, specific types of health professionals, or may provide specialized kinds of educational services. Each unit has an intense need to maintain an active relationship with its practicing professional body. Continuing education satisfies this need by keeping the faculty in contact with practitioners and by providing a "reality check" for the professional-in-training curriculum.

Internal/External Relationships

A few brief statements about each unit will identify the problems/opportunities which they face internally (within the University) and externally. Any situation which is applicable to most or all of the units will be mentioned only once and identified with an asterisk (*).

Dentistry

Internal: A specially oriented faculty with strong interest in CE. -- A need exists to gather in and coordinate the "splinter" programs in CE which have developed in dental hygiene and dental assistantship-- New building (Unit A) has self contained CE facilities where almost all programs are held -- Dental CE director at 50% time funded by School of Dentistry, has a full time on site assistant funded 50% by the dental school and 50% by CEE from program income -- *There is a need to have some input to quality and cost of program assistance in order to maintain a competitive and productive position.

External: Serves a multi-state audience -- dental association also programs extensively -- Profession has mandatory CE requirements.

Medicine

Internal: A specialty oriented faculty with strong interest in CE. --Medical School has many forms of outreach which can be categorized as continuing education. Attempts are being made to coordinate these outreach programs in the CE director's office. These programs do not fit a traditional CE image. A full time on-site assistant is funded 100% by CEE out of program income -- Director funded 40% by CEE from program income. *Medical CE operation typifies the question of centralized support services versus decentralized support services. Uses Nolte Center and metropolitan sites for programs -- Few formal programs held outstate, but many informal programs held outstate.

External: Serves a multi-state and serves an international audience -- Medical associations and industrial concerns produce extensive programs -- Regionalized program development is in planning by the medical association. The role of the Director is changing rapidly to meet these new conditions. Professional association has modified mandatory CE requirements.

Nursing

Internal: Faculty has good interest in CE but most program faculty are drawn from clinical settings -- Director and one other position supported from the School of Nursing -- Program assistance provided by CEE staff. *Some overlapping of function with CEE relative to program direction versus program assistance.

External: Statewide audience with multiple outlets to serve them via tele-lecture (telephone) system and seminars -- State and Community Colleges offer programs at lower costs -- Many schools of nursing exist in the state -- New role for University School of Nursing CE must evolve. Programming frequently done with the professional association. Profession has mandatory CE requirements.

Pharmacy

Internal: Developing clinical faculty group has high interest in CE -- Director funded 40% by CEE from program income -- A full time on-site assistant is funded 100% by CEE out of program income-- *relationship with CEE provides opportunity to meet with and interact with people who are working in CE.

External: Statewide and sometimes national audience which is reached by multiple CCTV outlets and seminars. Nolte center sometimes used--

Active professional society CE program -- Developing professional society regionalized program. Profession has mandatory CE requirements.

Public Health

Internal: Diverse programs in CE run at the departmental level -- Assistant Dean serves in coordinative role -- Relationships with CEE vary by department -- Programs tend to be for credit or certificate.

External: Nationwide audience reached by seminars and course work -- Some segments of this audience have mandatory CE requirements.

University Hospitals

Internal: Individual departments sponsor both In-service and CE programs-- Inservice programs have an internal audience only -- CE activities are a relatively new development -- Support services, when used, come from CEE -- Coordinator serves also as Organizational Development Specialist.

External: Programs are interdisciplinary in nature which creates problems in obtaining certification for each discipline which has this need.

Veterinary Medicine

Internal: Specialty oriented faculty with considerable interest in CE -- All but one or two programs utilize program support services from the Office of Special Programs -- Director supported from School of Veterinary Medicine.

External: Active program of both University centered and outstate seminars -- Work closely with professional associations.

Allied Health Programs

Internal: Diverse nature of these programs and lack of funding has curtailed a coordinated response -- Each unit responds on an individual basis-- Some offerings are programmed through CEE in order to offer credit via adult special registration -- Some units offer few, if any, programs.

External: Some units work closely with professional associations -- Some of the professional bodies have mandatory CE requirements.

Community Services

Internal: Coordinator and program funded by a Legislative Special -- Uses the personnel of University Hospitals, and occasionally faculty from

health sciences units -- Some programs qualify as CE offerings including many inservice education programs, but most can be categorized as consultation, problem solving or other services -- Identifies many needs which could be met through CE programs -- Does not use University support services.

External: Presents programs outstate and brings people to the University Hospitals for short term training -- Relates specifically to health care institutions and their personnel.

External Organizational Relationships

Informal: In the process of planning and presenting CE programs, the health sciences units have developed informal working relationships with many health care institutions, with the coordinate campuses, with all of the state colleges and with many of the community colleges. Most frequently this involves the scheduling and use of classrooms and audio-visual equipment. On some occasions it also involves arrangements for participation by resident faculty members or actual assumption of coursework.

Formal: One type of formal relationship can be exemplified by the faculty appointments which are held by preceptors for the Rural Physicians Associate Program. These clinical appointees are scattered throughout the state. The preceptors participate in CE both as students and as teachers. The second form consists of formal appointments and relationships which were developed for the Learning Resource Center Project. Contractual relationships were developed with Southwest Minnesota State College in Marshall and with both the Lake Region Hospital and the Fergus Falls Community College in Fergus Falls. Resident educators were appointed at both Marshall and Fergus Falls with joint appointments shared between the local educational institution and the health sciences.

General Issues

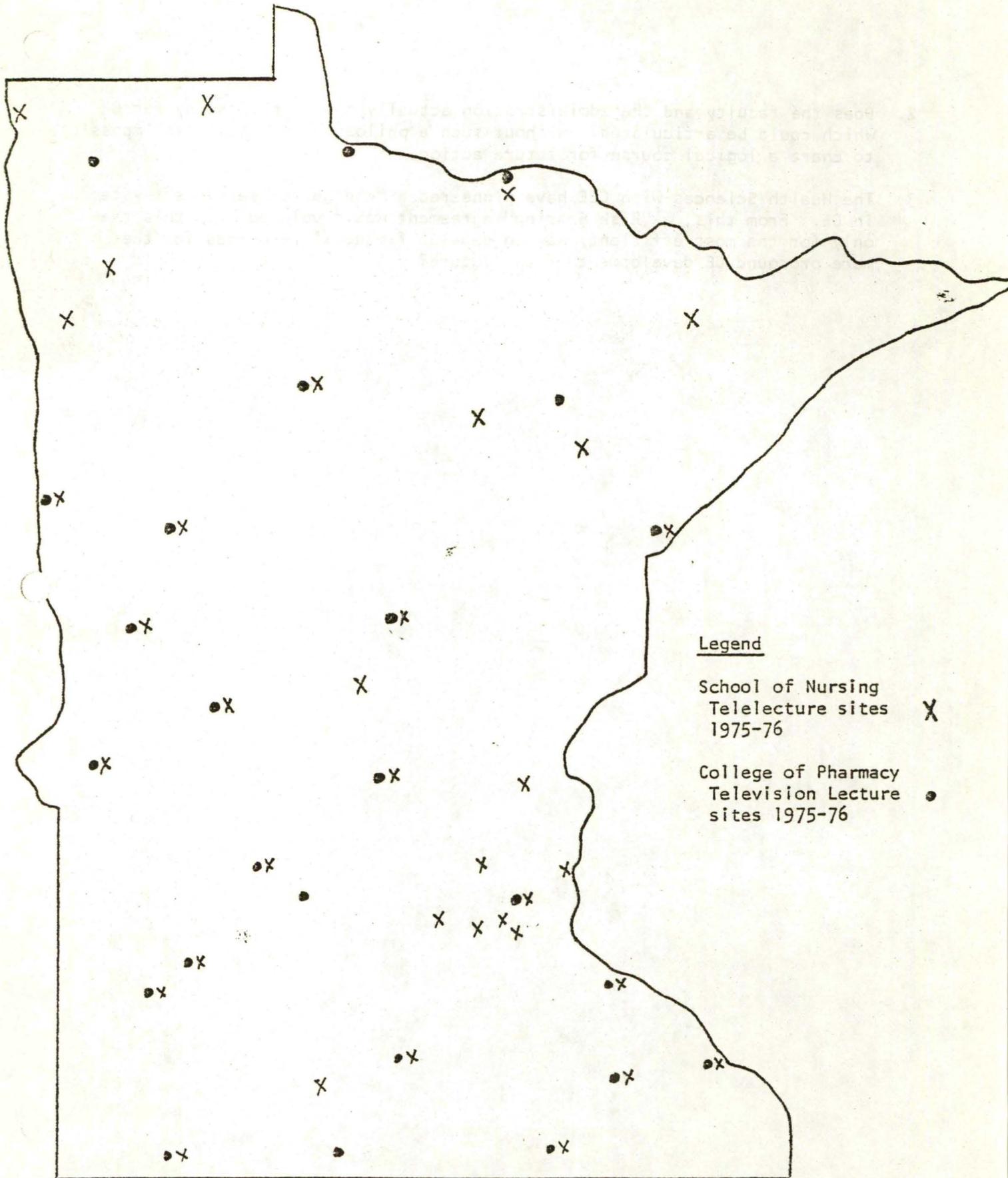
From the Health Sciences point of view there are a number of issues which should be considered in a discussion of CE, outreach and services.

1. Is our current organizational structure adequate to meet changing needs?
 - a. Funding patterns for CE personnel leads to income-oriented programming rather than educationally based programming.
 - b. Centralized versus decentralized educational and program support services needs to be evaluated.
 - c. Clear definition of roles for program design and program support services must be clarified and accepted in order to facilitate function.

2. Does the faculty and the administration actually have a philosophy for CE which could be articulated? Without such a philosophy it is almost impossible to chart a logical course for future action.

3. The Health Sciences with CEE have pioneered a "charge for services" system in CE. From this, a "Risk Sharing" agreement was developed. Is this the only (or the most efficient) way to develop financial resources for the more profound CE development of the future?

UNIVERSITY OF MINNESOTA
HEALTH SCIENCES CONTINUING EDUCATION
OUTREACH THROUGH TELELECTURE AND TELEVISION



TELELECTURE SITES - 1975-76Central and Northern Locations:

ALEXANDRIA	BEMIDJI
BRAINERD	CAMBRIDGE
CROOKSTON	DETROIT LAKES
DULUTH	ELY
FERGUS FALLS	GRAND RAPIDS
HALLOCK	HIBBING
INTERNATIONAL FALLS	MINNEAPOLIS (U OF M)
MOORHEAD	MINNEAPOLIS (NORTHWESTERN HOSPITAL)
ROSEAU	ST. CLOUD
THIEF RIVER FALLS	LITTLE FALLS

Central and Southern Locations:

AUSTIN	MARSHALL
MINNEAPOLIS (U OF M)	MINNEAPOLIS (V A)
FRIDLEY	MORRIS
RED WING	ROCHESTER
ST. JAMES	RED WOOD FALLS
SHAKOPEE	STILLWATER
WACONIA	WILLMAR
WINONA	WORTHINGTON
	ST. PAUL

COLLEGE OF PHARMACY

TELEVISION LECTURE SITES - 1975-76

- | | |
|---------------------|-------------------|
| Alexandria | Mankato |
| Austin | Marshall |
| Baudette | Morris |
| Bemidji | Red Wing |
| Brainerd | Redwood Falls |
| Detroit Lakes | Rochester |
| Duluth | St. Cloud |
| Fairmont | Thief River Falls |
| Fargo-Moorhead | Twin Cities |
| Fergus Falls | Willmar |
| Hibbing | Winona |
| Hutchinson | Worthington |
| International Falls | |

EDUCATION FOR PROFESSIONALS IN PRACTICE
CONTINUING EDUCATION DEVELOPMENT
AND HEALTH SCIENCES RESPONSE

A Discussion Paper
by William J. Hodapp

I. Background

Continuing education for the health professions originated at the University of Minnesota in the late 1930's and was developed as a minimal service to professionals in practice. Increasing demands for service in the 50's and 60's made greater demands on faculty and facilities. Income from programs assumed a major role in supporting program costs and the programs became entrepreneurial in nature. Payment of fees for programs, originally a minor item, became more important when it became apparent that significant dollar income could be generated from a few of the programs. Each health sciences unit takes a slightly different view of its continuing education function but each operates at least partially on an entrepreneurial basis. Thus, during these past 35 years there have been only minor changes in funding patterns and philosophy. In the recent past, however, an innovative step was made by the Vice President for Health Sciences in creating the office of Health Sciences Continuing Education. A slow movement towards funding of continuing education directors through unit funds and a gradual integration of learning resource support services with continuing education has occurred since the creation of the office and appointment of the Coordinator of Health Sciences Continuing Education in 1972.

II. Factors Affecting CE Delivery and Needs for Change

Factors

A number of factors have influenced the field of continuing education in recent years. A discussion of these factors will help us evaluate our current philosophy and function for continuing education. It will also provide the basis for considering any necessary changes.

1. Mandatory continuing education and its variations are the first significant factors. Although mandatory continuing education in its formal sense may not be developed for every health sciences discipline, there will be some form of required participation in continuing education for the next several years for almost every profession. In some instances it will be mandated, in others it will be required for participation in professional societies. The result is the same in either instance, i.e. there will be an increased demand for the planning and production of continuing education programs.
2. Another factor which will create significant need for change is the development of competency based education (CBE) and the testing for competencies. The testing procedures which will uncover deficiencies in competencies will stimulate the development of continuing education programs. These programs will closely approximate formal education in that they will be unitized and sequential in nature and will require the utilization of far more educational resources than has been traditional in continuing education. It is impossible to predict how fast the movement towards CBE will develop but it will have a significant impact on

our continuing education planning and programming.

3. A third factor is the rapid development of training programs for health sciences students in the field. The movement of students into the field will require support for the professionals in practice who serve as preceptors and for the students themselves. It will require the mobilization of educational resources which may have to be delivered through a variety of formats.
4. The next factor is the rapid movement towards regionalization of planning for health manpower development and continuing education. The CHEC system funded by NRMP was one of the first such movements. Comprehensive health planning was developed at the same time. At this writing it is still unclear whether CHECs and CHP agencies will be combined into the new health services areas (HSA's), whether regional planning agencies will take over this function, or whether an entirely new organization will be developed. Regardless of specific organizational structure it is apparent that change is occurring rapidly and we will be affected by this change.
5. The delivery of medical continuing education is in the midst of rapid change. Physician interest is at an unprecedented high level which will require an intensive response from medical continuing education. The first change which should be noted is the development of Directors of Medical Education (DME) on a regional basis by the Minnesota State Medical Association. The AMA has given MSMA the responsibility for accrediting health care institutions in the state which in turn will provide continuing education programs in order that physicians may qualify for the Physicians

Recognition Award. The University CME director has been asked and has agreed to provide training programs in the field of education for these DME's. The RPAP program has an informal continuing education component which is provided at no cost to the preceptors for the RPAP students. AHEC monies will be used to support both of the above mentioned programs.

The medical field is also faced with the movement of the Minnesota Academy of Family Practice towards a six year cyclic core curriculum. The development of legitimate programs to meet their needs will require a programmed, sequential, educational format which has not been typical of our continuing education activities up to this time. Dr. Fenderson is providing informal coordination for these three previously mentioned functions. The question becomes whether informal methods of coordination are sufficient to meet this rapidly expanding need.

A recent development is the VA's regional medical education center (RMEC). The RMEC will provide continuing education to the personnel of VA Hospitals which will also be available to other health professionals on a payment basis. We are keeping close contact with this group since some collaborative ventures may be feasible. Finally, we may find it necessary to negotiate with groups or states to provide continuing education on an extended basis in order to make continuing programming economically feasible.

6. Although Pharmacy is not as well organized as medicine, the State Pharmaceutical Association and the Continuing Pharmacy Education Director are currently developing a plan to train volunteer regional pharmacy education

directors. This plan, which was developed independently is very similar to the MSMA program for DME's.

7. Mandatory continuing education for nurses will make fantastic demands on nursing continuing education which will severely tax the limited resources of the nursing continuing education program. In varying degrees, the other health sciences disciplines have similar problems. We need to reexamine our organizational structure and our staffing in order to determine whether it has the capability to meet our future needs.
8. A most important last point should be made. Continuing education directors are being approached by health professional groups to assist them in developing programs and training their personnel. The "catch twenty-two" position is that if we respond to their needs, we will be actively assisting them in developing programs which will make our traditional mode of operation obsolete. The alternatives to assisting these groups are to let them pursue program development without assistance, or to stand by while they seek help from other sources. Our judgment is that we are better off helping them and becoming an integral part of their development.

Needs

Our need is to develop flexibility in responding to changing demands in the field. This is true whether the demands are in accordance with our philosophy or whether they require an entirely new form of response. The ability to provide quick response will be facilitated through the development of a concise and easily understood philosophy for outreach and continuing education.

Contact with organizations and decision makers in the health professional field in the community must be developed and maintained. A well organized program to provide feedback on the needs, feelings, and attitudes which exist in the community may be critical to long term support of University function. This will require that a significant amount of our time will be spent in the field in order to foster a relationship which will provide information for our decision-making process. The communication process, however, will only function with deliberate nurturing and specific goals.

III. Options

The factors which have been discussed lead to the conclusion that a definite philosophy and specific roles for continuing education must be developed in order to guide the health sciences through the coming years. Specific actions can then be taken to support the philosophy and develop the roles.

First we may adopt the role of "trainer of trainers". The action which would follow would include support of the regionalization concept for continuing education. We would support further development of the learning resource centers; we would encourage and support the development of regional directors of medical, pharmacy and other health professions education, providing training for these people.

Next, we would assume the responsibility for developing educational content and process through the facilities of the health sciences center. A year long, totally integrated, educational program for outstate health professionals would

be developed. The learning resource centers or some equivalent type of center would be the locus for educational activity and provide support for the regional directors of education. This might best be accomplished through three phases of activity which can be described with three terms:

-- PLANNING - COORDINATING - PROVIDING

The development of this concept entails considerable risk for our current operations. The development of out-state centers would require a search and acquisition of funding for these centers. At this time we should consider making a bold move to change the basis of funding for these centers and for our health sciences response. This would involve the funding from program income for outstate centers and regional directors. This concept would have to be sold to outstate health professionals to their professional associations, to the legislature and possibly to outstate educational institutions which would participate in this development. The request to the legislature would convey the definite concept that the University Health Sciences would train the trainers and would provide services to these centers incorporating the three key functions of planning, coordinating and providing.

Planning would include the development of a totally integrated educational program with many options for individual selection and even development at the local site. Coordinating would include the bringing together of all of the resources necessary for implementation of the program. As an example, the Learning Resource Centers currently utilize programs developed by Mayo and the University as well as programs which have been purchased or loaned

from outside sources. At the same time we might be providing certain portions of the programs which were developed here at the health sciences. This would allow us to plan the development of programs to meet specific needs rather than dissipating our resources in an attempt to meet every need. The University would then become the center for educational development and a partner in professional development. Many of the educational responses we will have to make in the future will be on a planned, programmed, sequential basis. Other outreach of the health sciences could be functionally integrated so that consultation, visitation and affiliations would be coordinated for the benefit of the professional-in-practice.

Without question, a process must be developed which would encourage faculty involvement in the major issues of continuing education and outreach which would assure their participation in the action plans which were developed. Utilization of faculty resources would be a necessity for the development of planned, programmed, sequential continuing education. University strengths would be consumed, but significant benefits would accrue in terms of faculty involvement with practitioners and the attendant influence on the professional curriculum.

CENTER FOR URBAN AND REGIONAL AFFAIRS

AUG 20 1975

81



UNIVERSITY OF MINNESOTA
TWIN CITIES

Center for Urban and Regional Affairs
311 Walter Library
Minneapolis, Minnesota 55455

August 19, 1975

MEMO TO: Albert J. Linck, Associate Vice President for Academic Affairs

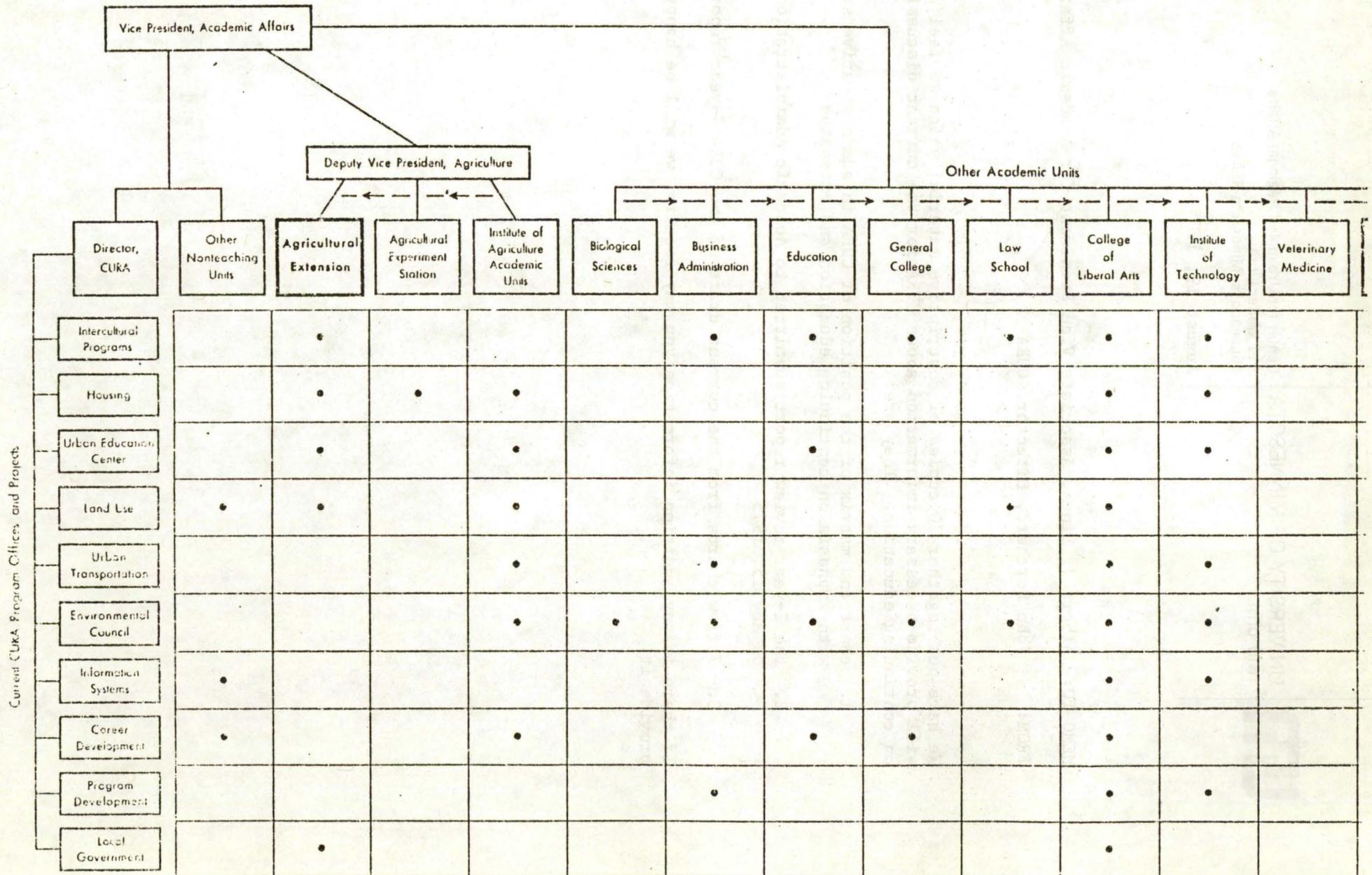
FROM: John Borchert, Director, CURA

We have put together 20 copies of descriptive material which we feel will provide necessary information about CURA for the current discussions on continuing education. They are:

1. chart and matrix of the position of CURA in administrative structure with emphasis on continuing education and extension
2. the 2-year review report submitted to Academic Administration on May 15, 1975
3. 7 flow charts from the current draft of the CURA 7-year report.

If there is any addition information you may require, we will be happy to provide it.

**POSITION OF CENTER FOR URBAN AND REGIONAL AFFAIRS IN ADMINISTRATIVE STRUCTURE,
EMPHASIS ON CONTINUING EDUCATION AND EXTENSION**



CENTER FOR URBAN AND REGIONAL AFFAIRSTWO-YEAR REVIEW

MAY 15 1975

1.	Budget Summary	1
2.	Faculty/Student Involvement Summary	2
3.	Agency Participation	3
4.	Program Narrative	8
5.	Selected Publications	21
6.	Major Problems	23

C.U.R.A. Budget - 1973-75 Biennium

	<u>Legis. Special</u>	<u>Other "U"</u>	<u>Other</u>	<u>Program Total</u>
Career Development	\$ 105,000	\$ 19,900	\$ 202,200	\$ 327,100
Intercultural Programs	207,000	19,000	155,100	381,100
Urban Education Center	54,300	—	27,500	81,800
Environmental Studies	84,000	—	85,700	169,700
Land Use Studies	21,000	—	427,878	448,878
Transportation	32,000	—	15,100	47,100
Housing	93,000	33,000	18,000	144,000
Government Functions & Information System (RAFT)	31,400	—	143,200	174,600
CENTRAL OFFICE				
Admin, Pub, Eval,	85,566	194,600	—	280,166
Other Programs (program development)	130,600	10,100	58,311	199,011
	<hr/>	<hr/>	<hr/>	<hr/>
TOTALS	\$ 843,866	\$ 276,600	\$ 1,132,989	\$ 2,253,455
C.Y.D.R.	\$ 114,000			

- NOTE: 1) CYDR moved to College of Home Economics as of July 1, 1974. CURA support continues thru June 30, 1975.
- 2) Additional CURA legislative special funds totalling \$630,000 for the 1973-75 biennium are administered directly by CLA, GC, and CEE and are not covered in this report. The CURA Special Request for 1975-77 will not contain any non-CURA administered requests.

Faculty/Student Involvement Summary

1973-74

	<u>Compensated</u>		<u>Uncompensated</u>		<u>Total</u>	
	<u>Number</u>	<u>Man Months</u>	<u>Number</u>	<u>Man Months</u>	<u>Number</u>	<u>Man Months</u>
Faculty	50	382	112	61	162	443
Graduate Students	73	249	35	13	108	262
Undergraduate Students	80	157	145	246	<u>225</u>	<u>403</u>
			Subtotals		495	1108

1974-75 (Est)

	<u>Compensated</u>		<u>Uncompensated</u>		<u>Total</u>	
	<u>Number</u>	<u>Man Months</u>	<u>Number</u>	<u>Man Months</u>	<u>Number</u>	<u>Man Months</u>
Faculty	51	248	81	61	132	309
Graduate Students	50	135	64	31	114	166
Undergraduate Students	63	120	109	194	<u>172</u>	<u>480</u>
			Subtotals		418	955

8

AGENCIES CURA PROJECTS HAVE BEEN INVOLVED WITH DURING THE 1973/75 BIENNIUM

*** = Contractual or Grant Relationship
** = Ongoing Working Relationship
* = Short-term Advisory and Consulting Relationship

I. Governmental

A. Federal

Dept. of Health, Education and Welfare ***
Dept. of Housing and Urban Development *
Federal Energy Office *
Federal Power Commission *
Fish & Wildlife Service - Dept. of Agriculture **
Housing and Urban Development - Minn. Area Office *
National Institute of Mental Health ***
Office of Economic Opportunity **
Soil Conservation Service **
U.S. Forest Service - Dept. of Agriculture **
U.S. Geological Survey **
Upper Great Lakes Regional Commission ***
Upper Mississippi Basin Commission *
Urban Mass Transportation Administration ***
VISTA *

B. State

Association of Minnesota Counties *
Commission on Minnesota's Future *
Federal Executive Board *
Governor's Commission on Crime Prevention and Control ***
Governor's Office of Economic Opportunity *
Governor's Rural Housing Task Force *
Higher Education Coordinating Commission ***
Joint Religious Legislative Coalition *
League of Minnesota Municipalities *
Legislative Committees *
Metropolitan Community College *
Minnesota Geological Survey **
Minnesota Historical Society *
State Dept. of Consumer Affairs *
State Dept. of Corrections **
State Dept. of Natural Resources ***
State Dept. of Vocation Education **
State Energy Office **
State Finance Dept. *
State Human Rights Dept. *
State Highway Dept. ***
State Legislature - Corrections Subcommittee *
State Planning Agency ***
State Pollution Control Agency **
Tax Study Commission ***
Intergovernmental Information Systems Advisory Council **
Dept. of Administration ***
Dept. of Revenue **

C. Regional

Association of Metropolitan Municipalities *
 Educational Research and Development Council *
 Greater Metropolitan Federation *
 Metropolitan Area Management Association *
 Metropolitan Council **
 Metropolitan Intercounty Council *
 Regional Commissions (II, III, IV, and IX) **

D. Local

Carnegie Public Library, Madison, Minn. *
 Central High School *
 Council of Community Councils *
 County Auditors *
 County Extension Agents *
 Dakota County ***
 Hennepin County Juvenile Center *
 Hinckley, Minn. *
 Inver Grove Heights Park Commission *
 Irving Adjustment Center and Elementary School *
 Itasca County **
 Legal Assistance of Ramsey County *
 Lewisville, Minn. Housing Dept. *
 Lincoln Co. Planning and Development Commission ***
 Lino Lakes Correctional Institution ***
 Major's Office - St. Paul Model Cities **
 Madison School, Mpls. *
 Mpls. City Planning and Development *
 Mpls. Housing and Redevelopment Authority **
 Mpls. Park Board *
 Model Cities Neighborhood of Mpls. **
 Mora, Minn. Community Resource Development Office *
 New Hope, Minn. Human Rights Commission *
 Nicollet Island Project Area Committee *
 North High School *
 Pilot City (Mental Health Center) in Mpls. *
 Ramsey County *
 Ramsey County Administrators Office *
 Ramsey County Probation Office *
 St. Paul City Council *
 St. Paul City Planning Board *
 St. Paul Housing and Redevelopment Authority **
 St. Paul Ramsey Hospital **
 South High School *
 Village of Rosemount *
 Washburn High School *
 Washington County ***
 West High School *

II. Private

- Action - the National Student Volunteer Program ***
- Advisory Council on Historic Preservation *
- Afro-American Cultural Arts Center **
- Amherst Wilder Foundation *
- Antioch College *
- Balaton Community Building *
- Campfile Girls *
- Camphor Baptist Church *
- Capitol Community Services *
- Catholic Charities of Mpls. *
- Catholic Welfare Services *
- Cedar-Riverside Associates **
- Cedar-West Residents Association *
- Child Welfare League of America *
- Citizens League **
- Colonial Group Home for Girls *
- Community Housing Corporation *
- Concordia College *
- Coordinated Child Care Center of Ramsey County ***
- Daytons Bluff *
- Diabetes Research Fund *
- Eden House, Inc. *
- 4-H *
- Family Affairs *
- Family Tree *
- First Southeast Corporation *
- Freedom House, Inc. *
- Girl Scouts *
- Greater Mpls. Housing Corporation *
- Hallie Q. Brown *
- H.I.R.E. **
- Home of the Good Shepherd *
- Indian School Social Worker Aides *
- Indian Youth Services *
- Jackson-Wheelock Service Center, Inc. *
- Junior Achievement *
- Lea College *
- League of Women Voters *
- Legal Rights Center *
- Macalester College **
- McKnight Foundation ***
- Madelia Child Care Center, Inc. *
- Marshall Day Care Center, Inc. *
- Martin Luther King Center **
- Metropolitan Employers Plans for Progress *
- Minnesota Chapter, American Institute of Planners *
- Minnesota Chapter, American Society of Public Administration *
- Minnesota Council of Residential Treatment Centers *
- Minnesota Housing Institute *
- Minnesota Social Services Association *
- Minnesota Society of Architects *

Minnesota Valley Restoration Project *
 Mpls. Chamber of Commerce *
 Mpls. Day Care Action Coalition *
 Mpls. Institute of Arts *
 Mpls. Urban League ***
 Mpls. Youth League *
 Mpls. Occupational Training Center *
 Metropolitan Open Space Information Project *
 Model Neighborhood Development Company, St. Paul *
 NAACP (National Association for the Advancement of Colored People) *
 National Commission on Juvenile Justice Standards (American Bar Association) *
 National Commission on Resources for Youth **
 Neighborhood House, Inc. *
 The New Way *-
 Northern States Power Co. **
 Northside Residents Redevelopment Council *
 Northside Settlement Services *
 Northside Youth Services Bureau *
 Old Town Restorations, Inc. ***
 Organization of Settlements and Centers *
 Pan-African Heritage Institute *
 Peoples Church *
 Phillis Wheatley Community Center *
 Pilgrim Church *
 Pillsbury-Waite Cultural Arts Center *
 Pioneer Economic Development Corporation *
 Prairie Island Tribal Council *
 Ramsey County Family Practitioners *
 Ramsey County Historical Society *
 Ramsey Hill Association **
 Reachout Today, Inc. *
 Retreat House *
 St. Anthony Park Association *
 St. Paul Street Academy ***
 St. Paul Urban League ***
 St. Paul Youth Service Bureau *
 Salvation Army *
 Scott County Historical Society *
 South High Project Tenants *
 South St. Anthony Park Association *
 Summit Hill Association **
 Training Center for Community Corrections in Mpls. *
 Twin Cities Opportunities Industrialization Center *
 Underground Construction Research Council of the American Society of Civil
 Engineers ***
 University Community Development Corporation **
 University Year for Action **
 Upper Midwest Council **
 Urban Affairs Commission, Archdiocese of St. Paul and Minneapolis *
 Urban Coalition *
 Walk-in Counseling Center *
 West Bank Process *
 West Seventh Street Association for Neighborhood Development *
 Wilder Senior Citizens Center, Inc. *
 Women Helping Offenders *
 Womens Institute for Social Change *
 YMCA *

III. Other

Expo 74 *
Ford Foundation Energy Policy Project **
University of Wisconsin ***

[The following text is extremely faint and largely illegible. It appears to be a list of various organizations and projects, including mentions of the National Association of Manufacturers, National Council on Energy Policy, and various state and local energy commissions. The text is oriented vertically on the page.]

Center for Urban and Regional Affairs

The Regents established the Center for Urban and Regional Affairs (CURA) in the Spring of 1967 to help make the University more responsive to the needs of the larger community, and to increase the constructive interaction between faculty and students on the one hand, and those dealing directly with major public problems on the other hand.

In so doing, the Center facilitates change in programs and priorities for the faculty and students at a time of great change in the wider community. Most CURA programs are pilot, experimental, or short-term. The aim is to probe and evaluate, to complete short-term projects, discard unsuccessful ones, and help to build successful ones into the appropriate part of the academic structure.

This process of interaction has been characterized in the past by heavy involvement in Community Programs carried out mainly in the disadvantaged communities of the Twin Cities. Gradually many of these programs have been built into the programs of appropriate local agencies and spun off into other units of the University (mainly CE&E), but with no real reduction in University involvement in these important areas of social concern. CURA's work in the area of Urban and Regional Studies (Environmental Quality, Land Use, Housing, Transportation, Fiscal Studies and Intergovernmental Affairs) has grown in importance during the last 5 years, as was the original intention.

The 73-75 biennium has been characterized by continued and more rapid shift away from the community program emphasis into a heavier emphasis on research. It is important to note that the type of research CURA is

responsible for generating tends almost always to be what can be called applied interactive research and assistance. While this sounds a bit jargonese, it does accurately reflect the method by which this research is carried out. The research is applied in the sense that it is all focused on a current problem or set of problems in the state of Minnesota. It is interactive in that it is almost always done in a joint or cooperative fashion with a public or private agency which has a responsibility for dealing with the particular problem area being researched. It is a form of assistance in that this process normally requires considerable two-way consultation so that prior to the delivery of any particular research product, University faculty, graduate students and undergraduate students are involved in a form of on-going assistance that benefits directly the agency involved and the constituency they are serving. (See attached list of agencies, both public and private, that CURA programs have been involved with during the current biennium.)

This is not to say that CURA has been totally removed from the community program area, but its role in the community program process has been changed from one of direct delivery of community programs to an indirect R & D and brokerage operation. With few exceptions, the CURA community program effort has been characterized by an R & D effort which culminates in the utilization of other delivery mechanisms, primarily Continuing Education and Extension. CURA's efforts have also involved other elements of the higher educational system in Minnesota, such as the State College System, community colleges and the AVTIs.

Attached is a table showing the number and equivalent man months of University faculty and students that have been involved in the process in the first year of the biennium and an estimate for the second year. This table

in no way takes into account the effect of these programs on the flow of students back into the University educational network, as a significant number of the CURA programs such as those carried out by the Office of Career Development and the Office of Intercultural Programs help stimulate demand for other University offerings.

While CURA has no direct curriculum function, it is clear that through this applied interactive research and assistance approach the content of individual courses offered by those faculty involved in the CURA effort has been positively affected. In addition, a number of the CURA offices have become resource centers for graduate students doing term papers, Plan B papers, and both Masters and Ph.D. theses.

Most of the CURA programs have been and will continue to generate external funds from public agencies and foundations for their work. In this respect, much of the CURA special dollars have been used as start-up and seed money.

The CURA budget for 1973/75 shows a total legislative special amount of \$843,866 directly administered by CURA, with an additional \$276,600 of other University funds and \$1,132,989 of external funding (federal, state and private foundations) for a total of \$2,253,455. (See attached budget breakdown by program area.)

9

OFFICE OF CAREER DEVELOPMENT

The Office of Career Development initiates and administers experimental or demonstration projects exploring new occupational roles and patterns of service delivery as well as testing special job-related curricula and supportive services. The central goal of these programs is to prepare unemployed and low-income persons to enter career jobs in public human services and to move them up the ladder by education and training to become "new" professionals. In addition, the Office of Career Development addresses itself to the notions of lifetime education, work-study arrangements, external degree programs providing alternate routes to credentialing, self-development and fulfilling social roles as new careers and second careers increase in importance for large segments of the population.

In recent years the Office of Career Development has been involved with programs like Careers in Community Development and Urban Planning (CUP), Public Service Careers (PSC), and the Emergency Employment Act (EEA). Two of the major areas of involvement during the 1973-75 biennium are Community Health Worker training and Family Day Care training.

A work/study program, the Community Health Worker program offers a special curriculum for para-professional persons from neighborhood health centers. Basic funding for the project has come through the Health Manpower Development Corporation.

The Family Day Care Training Project funded by the Ramsey County Welfare Department and co-sponsored by the Coordinated Child Care Council of Ramsey County is involved in improving the quality of day care available to the children of working parents whose care is paid for mainly through federal funds. The project has three basic components:

- 1) using media for training because most of the clientele is home-bound;
- 2) developing a new para-professional career--the family day care consultant; and
- 3) creating resource centers stocking toys and materials and serving as a base from which the family day care consultants can operate.

A similar program on a statewide basis was begun Fall 1974 under funding through the Department of Health, Education and Welfare.

Workshop on Mid-Life Careers for Women. Provided labor market information and review of counseling and placement experiences. Jointly sponsored by HECC and CURA.

OFFICE OF INTERCULTURAL PROGRAMS

The Office of Intercultural Programs is active in a wide range of programs operated in cooperation with various departments of the University and community agencies. In 1973/74 approximately half of the programs were in a final spin-off phase into the College of Education. Projects SEED, ELEC, Human Relations/Urban Education and Recruitment of Minority Students Services have been successfully folded into the operating programs of the College of Education.

Other programs were Affirmative Action, Student Flow Study, Racial Prejudice Studies, and Ethnic Studies. The Affirmative Action Program included a survey of post-secondary institutions in Minnesota designed to generate base line data on the participation of minorities in these institutions and a survey of state and selected governmental units to determine the level of participation of minorities on governmental advisory boards and commissions. The Racial Prejudice Studies Program combined a Study of Blacks in Minnesota and collection of Criminal Justice data for the Metropolitan area.

Ethnic Studies projects involved the coordination of Afro-American History Week Commemoration and related projects operated in conjunction with the Departments of Afro American Studies, American Indian Studies and Chicano Studies. A major portion of program activities for 1974/75 will be the completion of the Institutions Correction Study; and the Clearinghouse for Afro American History Week Commemoration.

Two new projects with one year commitments were initiated in program year 1974/75: Vocational Assessment Recruitment and a joint CURA/School of Public Affairs Affirmative Action Study. Candidates for the Vocational Assessment Recruitment project come from the local labor force and are referred to the Vocational Assessment Clinic (A CURA funded, U of M Psychology Department project). A follow-up study will be done on the candidates to determine what effect this process has had on their vocational plans. The CURA/School of Public Affairs Affirmative Action Project represents a cooperative arrangement between the School of Public Affairs, CURA, and Central Administration to evaluate the University's Affirmative Action Program and recommend strategies for improvement. Faculty members, administrators, regents, graduate students work collaboratively on this project.

Other new projects initiated this year are Direct Assistance to Ethnic Studies Departments and the Joint Minneapolis-St. Paul Urban League Development Project. Support for the Ethnic Studies Department is in the form of graduate research assistants who will aid the departments in developing applied research proposals for federal and foundation grants. The Joint Minneapolis-St. Paul Urban League Developmental Project represents a commitment to assist these organizations in upgrading the skills of their staff and a strengthening of their community service programs. Thirty-one staff members are presently enrolled in the University through this project. Additionally, eight community service workshop/seminars are being jointly conducted; four in each city. This project is operated in cooperation with Continuing Education and Extension.

90

URBAN EDUCATION CENTER

The central objective of the Urban Education Center is to offer students learning opportunities which simultaneously provide a needed service to community groups unable to afford that service on the open market.

UEC is expanding the avenues of interaction between the University and Minnesota's communities through student activities such as:

- designing a logo for organizations like the Child Care Resource Center Board
- preparing park designs in places like Ivanhoe or Tyler
- landscaping a Senior Citizens home in Lake Benton
- assisting with the renovation of an old clinic into a community center in Hendricks
- providing architectural assistance for a historic preservation project in Hinckley
- conducting an economic survey in Lincoln County, and
- participating in a large scale development project in Renville county.

Although many of the projects undertaken by the UEC are with metropolitan area groups they are actively attempting to expand their contact with outstate communities. PROJECT REDISCOVERY is an example of this effort. The program which is being jointly undertaken by the UEC and the Minnesota State Art Council's Architecture Program is a Bicentennial self-study project providing low-cost, professionally directed survey, planning and design services to outstate communities in Minnesota upon request. Such projects as downtown facelifting, community restructuring and historic preservation, or park design are typical. In addition the project includes a permanent record of the survey process, the design proposals and the resultant impact on the community in a form that will be useful to Minnesota communities not surveyed.

In February 1974 the Urban Education Center, with financial assistance from the Small Grants Program of the Council on Liberal Education, published the first edition of the Field Experience Catalog. The catalog which lists 203 opportunities to participate in field learning experiences is a preliminary attempt to provide a central resource for students, faculty and communities interested in community-university cooperation. The second edition was published in January 1975 by the CLA Office of Special Learning Opportunities.

In Spring 1975, UEC received a grant to expand its involvement with the University Year for Action (UYA) Program. Because of the length of commitment required by the UYA program (1 year), UEC can offer student services on a year round basis. This will allow the UEC more flexibility in the types of service/learning it can offer both students and client communities.

ALL-UNIVERSITY COUNCIL ON ENVIRONMENTAL QUALITY

The Council was established in October 1971 following the recommendation of the ad hoc Intercollegiate Committee on Environmental Studies. The members of the Council are drawn from each University campus and virtually each major administrative unit of the Minneapolis-St. Paul campus. The core budget is supplied by CURA. In addition, the Council receives grants and contracts to support its research and educational programs.

The Council activities include providing information both within the University and to the community at large about environmental programs and issues; supporting a wide range of instructional activities; research; public service; and internal University administrative functions. Only a few examples of these activities can be provided here. A more complete description is found in the First "Annual" Report (1971-74) of the Council, available from CURA.

One of the first activities was the preparation and publication of the University Bulletin of Environmentally Related Courses and Programs -- still the only University bulletin describing related programs throughout the University and not only within a single administrative unit. During 1972-74 the Council sponsored approximately 14 research projects. Each of them focused on a current environmental issue in Minnesota and bear directly on a pending environmental policy decision. Current research includes projects dealing with: copper-nickel mining in Minnesota; energy use and energy policy for Minnesota; lakeshore development in the Arrowhead Development Region; the ecology of Pig's Eye Lake; timber cutting and its impact on lake quality; trace metals and water quality; revegetation potential for taconite wastes; residential energy conservation; and the state rivers preservation program. Several of these projects have been supported by the State Planning Agency or the Minnesota Resources Commission.

For the past year the Council has prepared and produced, working with KUOM, a series of daily radio programs, "Common Ground". These programs are currently aired by approximately 50 radio stations throughout Minnesota and deal with current environmental issues.

Under contract from the Minnesota State Planning Agency the Minnesota Energy Project: 1) studied the energy supply and demand in Minnesota; 2) wrote a primer on energy supply and demand in Minnesota; 3) identified the fuel and power requirements of essential public services; 4) collected and integrated pertinent information on fuel requirements for agricultural production; 5) identified potential impact of developments in fuel and power technology on the energy supply and demand in Minnesota; and 6) summarized forecasts of energy demand with a description of the various methods and assumptions used in making the forecasts. Project duration was September 1973 through December 1974.

LAND USE STUDIES

The Minnesota Land Management Information System (MLMIS) is a joint project of CURA and the State of Minnesota. The goal of the project is to bring together relevant data into a system that will augment the process of land use planning at all levels of government in Minnesota. The first major product of MLMIS, for example, was a color wall map showing the distribution of types of land use across the state--the first map of this type ever produced in Minnesota. The project staff consists of a small core augmented by faculty and students from a variety of behavioral and resource disciplines. Most of the work is done in coordination with the State Planning Agency which also provides a portion of the funding of the project. The Department of Administration through its Information Resources Development Fund supports the technical development of the system. Working relationships are also maintained with the Department of Natural Resources, the Highway Department, the Pollution Control Agency, several regional commissions and other agencies.

Specific work in this and the coming biennium is designed to aid in the achievement of the project goal. An analytical framework for addressing the issues of land use planning has been developed. That framework is being tested in the Arrowhead Region with specific emphasis on Itasca County. The selection of a data base management system (DBMS) to keep track of the 1.35 million parcels of land in the state will also be made in 1974/75. Limited applied work has been done in supporting Copper-Nickel studies and choosing a landfill site in Washington County. In addition as a joint venture with NSP, CURA has conducted a routing study for the Manitoba Hydro Interconnection (transmission line) - East Corridor. New work will involve much more interaction on specific issues with concerned agencies. As the new tools (data and analytical techniques) become available to answer complex questions, more and more people will come to use them. The products of the project are intended to include more than a computerized data system, they must also include the training of people who must make land use decisions in the state at all levels.

During Spring 1975, State Planning Agency contracted for an expansion of the Minesite Study to identify and evaluate alternate tailings basins, to run models on the Minesite Study area previously tested on the pilot, and to expand analysis models applied to forest productivity and watershed management.

The Land Use and Attitude Survey of the Northshore is a cooperative effort of MLMIS, UMD and the Arrowhead Development region to examine the historical aspects of development along the North Shore of Lake Superior and the attitudes of private owners and users toward the past, present and future trends in this development.

TRANSPORTATION

CURA supports a variety of transportation research activities each biennium. Research priorities are regularly reconsidered and new projects initiated when feasible.

CURA is providing financial support for a graduate engineering student to work on metro area transportation problems under the direction of the Metropolitan Council's transportation planning staff beginning in September 1974. Through this project faculty and students will have the opportunity to coordinate transportation research priorities with the Council work.

An interdisciplinary Urban Transportation Literature Collection is supported with CURA funds. A computer-produced index to the over 3500 urban transportation reports is available at the Metropolitan Council Library as well as the appropriate University libraries.

Under a grant from the Department of Transportation, CURA conducted a Workshop in Computer Traffic Control. The workshop provided the opportunity for people involved in computer traffic control -- users, research agencies, and suppliers -- to formulate a cohesive organization of research needs and guides for system design. As well as publishing a proceedings of the conference, information generated at the workshop has been incorporated into regular University courses.

In cooperation with the Underground Construction Research Council of the American Society of Civil Engineers, the Department of Civil and Mineral Engineering, and the Minnesota Geological Survey, CURA sponsored a conference on "Underground Space as an Urban Resource." The purpose of the session was to present planners, government representatives and community leaders with information about the potential for creative use of underground space in urban development.

OFFICE OF PLANNED RESIDENTIAL DEVELOPMENT AND HOUSING RESEARCH

The Office of Planned Residential Development and Housing Research has been operational for a period of two years and in that time has developed a number of strong working relationships with state and local agencies resulting in a large number of faculty and student involvements.

A collaborative study with Cooperative Extension and the Agricultural Experiment Station designed to build a conceptual model of the Minnesota housing system is underway. Preliminary conceptual statements of housing objectives and issues, and reconnaissance surveys of the housing process in Bemidji, Dawson and Windom have been made. Further definition of the model and design of specific research as well as possible recommendations to public and private agencies are now being developed.

As of September 1, an historic preservation planning program is officially underway with the receipt of Federal funding under a \$50,000 grant from the National Endowment for the Arts to Old Town Restorations, Inc. of St. Paul. CURA is acting as consultant to Old Town Restorations, funneling its own and other University resources into the project. This is a cooperative effort involving in addition to Old Town Restorations, and the University, Macalester College, the Summit Hill Association, the Ramsey Hill Association, the Portland Avenue Home Owners Association, the St. Paul City Planning Board and Housing and Redevelopment Authority, the Minnesota Society of Architects and the Minnesota Historical Society.

Field work has been completed and a report on a study of Mobile Homes in the metropolitan area is in process. This study will be the base for a continuing inventory of the impact of mobile homes on the housing situation in Minnesota.

A study of selected FHA 236 housing projects in the Metropolitan Area is nearing completion and a report is being prepared. In addition, a number of small research projects being done for and with Mpls. Housing Authority and the St. Paul Housing Authority are being done as a part of an overall research effort designed to systematically begin to evaluate residential housing rehabilitation. Effort started in spring of 1974 and is continuing.

Seminar courses on the community development process are being designed and taught for architecture students. Special emphasis is given to the economic and social dimensions of major development projects.

RAPID ANALYSIS FISCAL TOOL (RAFT)

RAFT is a group of computer programs designed to create and manipulate a data base as a means of analyzing current and alternative public policies on taxation. This project was funded originally by private sources (Ford Foundation) and has been funded primarily by the Dept. of Administration during the last three years. Objectives of the project are: to bring large amounts of detailed and accurate data to bear on government fiscal policy analysis and enactment; to depict and explain fiscal variations among the many units of local government, including levels of taxation, tax resource base size and spending patterns; to measure the impacts of present state and local fiscal policies on individuals and individual units of government; to estimate the varying impact of alternative fiscal policies; and to aid in the development of a systematic plan of data reporting for the state of Minnesota through the development of uniform data definitions, procedures and applications of automatic data processing techniques.

Six State Departments and agencies, the Legislature, the Governor's Office, Tax Study Commission, and the Intergovernmental Information Systems Advisory Council have all been involved. This tool is designed to be of particular assistance to the legislature and public agencies of Minnesota involved with formulating fiscal policy.

Currently RAFT is providing major inputs into the work of the Tax Study Commission and it is anticipated that RAFT will be serving both the Senate and the House research staffs during the upcoming session. Analysis capabilities currently available are primarily in the Property Tax area; however the Sales and Income areas as well as budget analysis are being added to the system.

CENTRAL OFFICE ACTIVITIES

Major functions of the CURA Central Office are to facilitate program development and implementation by the various CURA coordinators through priority setting, policy development, bookkeeping, financial reporting and other support activities. Information and communications are important aspects of the Central Office.

The CURA Reporter is a bimonthly publication of the Central Office which disseminates information about CURA projects, related programs and projects in the University, related programs in other Minnesota colleges and universities, and actions outside the educational establishment which affect CURA plans and programs. The Reporter emphasizes the interaction of higher education with communities throughout the state.

In addition, a number of miscellaneous projects are financed out of a central program development fund. Examples are:

- 1) Survey of the Transient Nature of Selected Downtown Residents in Duluth, Minnesota, UMD, completed in February 1974.
- 2) Attitude Survey of Residents of Duluth, Minnesota, UMD, with the Mayor's Office, Duluth, start-up September 1974.
- 3) Vocational Assessment Clinic, Psychology Department, U of M/Mpls. A major pilot effort designed to produce a fully operational program of vocational assessment far in advance of anything now available. Start-up September 1973 and continuing. Department of Psychology has received a grant from the Hill Family Foundation to expand this pilot.
- 4) Peer Teaching (Institute of Technology) with Minneapolis Public Schools. Program designed to increase interest and abilities in Engineering and scientific education among minority students. Completed and spun off to Minneapolis Schools June 1974.
- 5) Joint Position UMD and Arrowhead Regional Commission to facilitate computer-based research.
- 6) Miscellaneous Correctional Education Programs. Pilot efforts in use of media resources in correctional education. Also pilot Indian-focused educational efforts in the Stillwater, St. Cloud, and Sandstone correctional institutions.
- 7) Funding participation in Continuing Education and Extension offices at University of Minnesota/Morris and Rochester to develop pilot activities.
- 8) Public Programs and Minnesota's Development Regions. A project funded in part by the Minnesota State Planning Agency, which resulted in the preparation of an Atlas of programs and service areas in the state of Minnesota and a Manual for the use of the Atlas in developing regional agendas. Started in July 1973 and completed in June 1974.

- 9) Evaluation of University of Minnesota's involvement in Title I of the Higher Education Act. Start-up September 1974, completion January 1975.
- 10) Joint funding and sponsorship of two major symposia with the School of Public Affairs and CE&E. Fall of 1973 Symposium on Revenue Sharing and Fall of 1974 Symposium on Managed Growth.
- 11) Minneapolis Industrial Land Redevelopment Programs. Annotated bibliography of pertinent literature and an analysis of the Twin Cities economy with special emphasis on the issues of (1) industrial land redevelopment programs in Minneapolis and (2) the multiplier effect of jobs added to Minneapolis industries. Conducted for the Minneapolis Housing and Redevelopment Authority during Spring 1975.
- 12) Anti-Trust Investigation. Statistical and mapping analysis of price fixing for the Attorney General's office. Bakery products are being studied during Spring 1975.

10

SELECTED PUBLICATIONS

- Adams, John S., New Homes, Vacancy Chains, and Housing Submarkets in the Twin City Area, (Minneapolis, Mn: Office of Planned Residential Development, Center for Urban and Regional Affairs, University of Minnesota), August 1973.
- Borchert, John R., Perspective on Minnesota Land Use - 1974, MLMIS Report No. 6, (Minneapolis, Mn: Minnesota Land Management Information System, Center for Urban and Regional Affairs, University of Minnesota), October 1974.
- Brown, Jane S., Metropolitan Minority Business Survey: A Study of the Twin City Minority Business Activity and Problems, (Minneapolis, Mn: Office of Intercultural Programs, Center for Urban and Regional Affairs, University of Minnesota), August 1974.
- Center for Urban and Regional Affairs, Public Programs and Minnesota's Development Regions -- Part I: Atlas of Programs and Service Areas, 1973, (Minneapolis, Mn: Center for Urban and Regional Affairs, University of Minnesota), Fall 1973.
- _____, Public Programs and Minnesota's Development Regions -- Part II: Manual for Use of the Atlas in Developing Regional Agendas, (Minneapolis, Mn: Center for Urban and Regional Affairs, University of Minnesota), Summer 1974.
- Fleischman, William and Richard Lichty, Report on the Transient Nature of Selected Downtown Residents in Duluth, Minnesota, (Minneapolis and Duluth, Mn: Center for Urban and Regional Affairs, University of Minnesota), February 1974.
- Gilbert, Wayne and Douglas Gregor, Minnesota Land Use Laws: A Classification of State Powers, MLMIS Report No. 5, (Minneapolis, Mn: Minnesota Land Management Information System, Center for Urban and Regional Affairs, University of Minnesota), October 1973.
- Intercultural Programs, Office of, Survey of Minority Student Enrollment by Department, College, or School at the University of Minnesota, (Minneapolis, Mn: Office of Intercultural Programs, Center for Urban and Regional Affairs, University of Minnesota), January 1974.
- Managed Growth: Proceedings from Five Community Workshops on the Issue of Managed Growth for the Twin Cities Metropolitan Area, (Minneapolis, Mn: Center for Urban and Regional Affairs; School of Public Affairs; and Division of Continuing Education and Extension, University of Minnesota), October-November 1974.
- Minnesota Energy Project, Minnesota: Energy Requirements for Crop Production (MEP-74-15), (Minneapolis, Minnesota: All-University Council on Environmental Quality, Center for Urban and Regional Affairs, University of Minnesota), December 1974.

Selected Publications

Page 2

_____, Minnesota: Energy Used by Selected Public Services (MEP-74-16), (Minneapolis, Minnesota: All-University Council on Environmental Quality, Center for Urban and Regional Affairs, University of Minnesota), December 1974.

_____, Energy Demand Forecasting (MEP-74-17), (Minneapolis, Minnesota: All-University Council on Environmental Quality, Center for Urban and Regional Affairs, University of Minnesota), December 1974.

_____, Minnesota: Historical Data on Fuels and Electricity (MEP-74-18), (Minneapolis, Minnesota: All-University Council on Environmental Quality, Center for Urban and Regional Affairs, University of Minnesota), December 1974.

_____, Minnesota: A Primer on Energy Policy (MEP-74-19), (Minneapolis, Minnesota: All-University Council on Environmental Quality, Center for Urban and Regional Affairs, University of Minnesota), December 1974.

Major Problems

CURA has no problems currently that have reached the crisis stage, rather a number of nagging problems or concerns that have been with us for some time.

CURA's projects tend to be, in large measure, projects that involve faculty with community groups and individuals, by design pilot or experimental, and therefore in many cases short-run. Systematic evaluation under these conditions has been difficult, but not totally absent. The lack of funds dedicated to evaluation has meant that the effort has been largely informal. We have recently taken steps to improve our ability to evaluate by improving the general flow of information to and from the CURA central office, but it remains to be seen whether or not this will accomplish fully our evaluation needs. It must be noted that in 2 previous biennial requests money for systematic evaluation has been dropped from the CURA request.

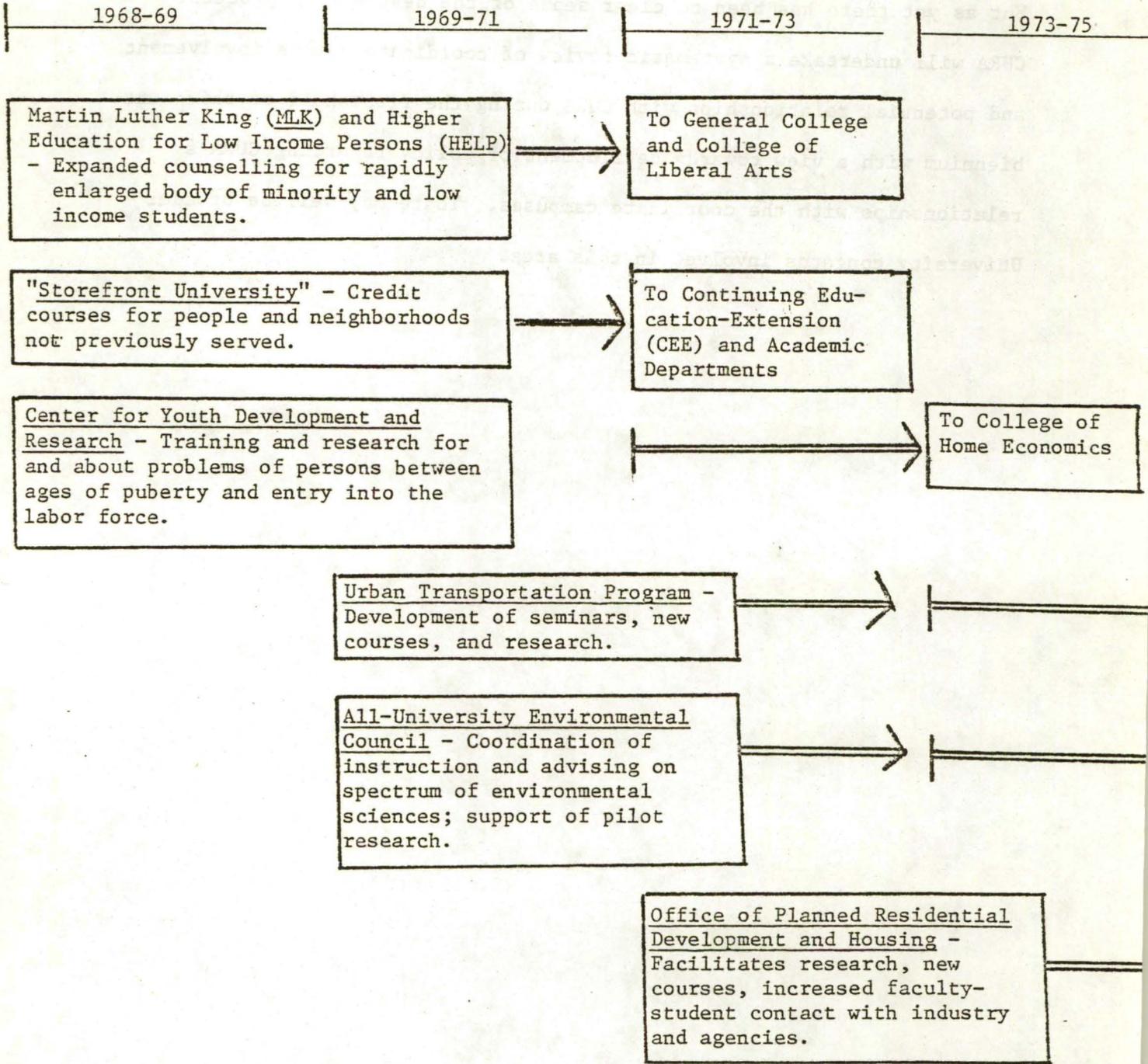
Another problem facing CURA for the next biennium will result from the cut made in the CURA request by the Legislature, following the Governor's recommendation. This cut will come mainly out of new program development funds, therefore reducing somewhat the flexibility for small start-up pilot projects during the biennium. CURA's budget request as originally prepared was considered to be a bare bones standstill request allowing for the same relative flexibility in start-up monies as in the previous biennium. The reduction will significantly affect our ability in this area.

A third problem area is CURA's role with the coordinate campuses which has not been fully developed. No formal procedure for involving

coordinate campus faculty is now followed and no guidelines for funding allocations have been developed. The question of a mechanism or access point to each of the coordinate campuses has been talked about informally but as yet there has been no clear sense of the best way to proceed.

CURA will undertake a systematic review of coordinate campus involvement and potential relationships with CURA during the first half of this next biennium with a view towards development of policy regarding CURA's relationships with the coordinate campuses. There may well be broader University concerns involved in this area.

PROGRAMS have evolved gradually. - Examples:



PROJECTS change more frequently within the Programs.

- Examples of the changing mix:

Office of Intercultural Programs

		1968- 1971	1971- 1973	1973- 1975
<p><u>Early Projects</u></p> <p>toring of school students and ults, preparation of instruc- onal materials for students d parents, in cooperation th public schools, agencies d neighborhood organizations. rving minority or low income pulations and neighborhoods, d correctional institutions.</p>	School without Walls	→		
	Black Community Project	→		
	Migrant Tutorial Project	→		
	Way Pre-School	→		
	Youth Tutoring Youth	→		
	American Indian Educational Development	→		
	Model Cities Alternative School		→	
	Special Education/Math-Sciences		→	
	College Certification of adults		→	
	Afro-American Studies Laboratory		→	
<p><u>ends</u></p> <p>creasing emphasis on applied teractive research and minars, with agencies and ganizations, to increase eir effectiveness and improve e University's training and earch effort on racial blems.</p>	Business Education for Minorities	→	→	
	Affirmative Action Studies			→
	Affirmative Action Seminars			→
	Ethnic Studies Program Development			→
	Joint Minneapolis-St. Paul Urban League Project			→

Office of Career Development

116

1968- 1971- 1973-
1971 1973 1975

<u>Continuing Responsibility</u>				
New combinations of University courses and experimental work-study programs to further the education of para-professional workers. Goal: to open new career opportunities to minority or disadvantaged persons.	Careers in Urban Planning	→		
	Public Service Careers	→		
	Emergency Employment Program - U of M		→	
	Community Health Worker Program		→	
	St. Paul Family Day care Center Training			→
	State-wide Family Day Care Training			→
<u>Trends</u>				
Increasing emphasis on mid-life education and career development, especially for women; increasing state-wide scope.	Women's Mid-Life Careers Workshop			→

Urban Education Center

1968- 1971- 1973-
1971 1973 1975

<u>Continuing Responsibility</u>				
Community Survey and design projects done by University students as part of their educational program. Joint direction of faculty and community leaders.	Model Cities community planning and residential remodeling design (Mpls)	→	→	
	Oxford Playground design project (St. Paul)	→		
	Renville County community design and service areas survey		→	
<u>Trends</u>				
Earlier projects were local, small-scale, and confined to the Twin Cities. Later projects have been larger-scale and more commonly located outside the metropolitan area.	Lincoln County community design and service areas survey (with Southwest Minnesota State College)			→
	Historic preservation planning and design			→

Land Use Program

		1968- 1971	1971- 1973	1973- 1975
<p><u>Continuing Task</u></p> <p>State, local, and federal governments each year probably spend several million dollars collecting data on land resources, use, ownership, and value. Although that information is basic for analysis and projection for planning, it is not assembled in a way that permits such use. The Land Use Program is developing a system for standardizing, storing, and analyzing that mass of data.</p>	Lake Shore Development Study	→		
	State Land Use Map Project		→	
	Land Management Information System - Development work		→	→
	Applications of Land Management System Itasca County pilot project			→
	Arrowhead Development Region pilot Washington county landfill study			→
<p><u>Trends</u></p> <p>Series of pilot projects have been carried on in cooperation with state agencies, regional commissions, and county governments. The system is becoming increasingly applicable and operational, and the data bank grows in areal coverage and detail.</p>	Special Studies			
	Minnesota Land Use-Settlement 1985	→		
	Ramsey County lake study		→	
	Land Use control powers-legal study		→	
	Faculty-State agency seminars		→	
Perspective on Minnesota land use			→	

CURA Central Office

Projects outside existing programs, with potential for new program development within the university or spinoff to other organizations		1968-1971	1971-1973	1973-1975
Experimental projects combining college instruction with community research and service	Service-Trade Area studies: Wadena-Fergus Falls	→		
	Training and Consultation for minority small business (BEAM project)		→	
	Urban Studies undergraduate program development: Twin Cities campus		→	
	Minority business and marketing studies	→		→
	Survey and conference on social responsibility of business corporations			→
	Atlas of public programs and manual for use by public officials			→
	Community Housing, Attitude surveys in social science instructional program: Duluth campus			→
Evaluation and coordination of University community service projects	Experimental regional community service office in cooperation with Fergus Falls Community College	→		
	Survey of higher education projects in state correctional institutions		→	
	Survey and evaluation of projects conducted with U.S. Office of Education "Title I" funds through state Higher Education Coordinating Commission			→
	Support of Continuing Education and Extension offices at Morris and Rochester to develop pilot projects jointly between CEE and Agricultural Extension Service			→
Pilot projects to help develop computerized information systems for state and local government	State and Local Government Data Systems Council - drafted legislation leading to creation of Intergovernmental Information Systems Advisory Council (IISAC)		→	
	Rapid Analysis Fiscal Tool System Development		→	→
	Applications (Tax Study Commission; Senate and House Research staffs)			→

MANY WORKING PROJECTS HAVE BEEN TRANSFERRED to University academic programs, community organizations, or public agencies.

-- Some examples:

<u>CURA</u>	<u>TO</u>
Business Education for American Minorities (BEAM)	Metropolitan Economic Development Association (MEDA)
Service to American Indian Residents (STAIRS)	College of Education - U of M
Forward Bound	College of Education - U of M
Model Cities Mini-School	College of Education - U of M and Minneapolis Public Schools
Youth Training Youth/Black Communiversy	St. Paul Model Cities
Half Way Pre-School and Exceptional Learning Educational Center (ELEC)	College of Education - U of M
Antioch project (development assistance funds for degree program)	Antioch - Minneapolis University
Grant Tutorial Program	St. Paul Public Schools
Project Technology Power	Minneapolis Public Schools
Agency Certificate Program	Continuing Education & Extension - U of M
Careers in Urban Planning	Urban Studies/General College - U of M
Urban Studies Program	College of Liberal Arts - U of M
Special Elementary Education for the Disadvantaged (SEED)	College of Education and Institute of Technology - U of M, and Minneapolis Public Schools
State and Local Government Information Systems Advisory Committee	Intergovernmental Information Services Advisory Council
Community Health Worker Project	General College - U of M
Family Day Care Project (Ramsey)	Ramsey County
Careers in Public Service (PSC)	Civil Service - U of M
Lincoln County Project	Lincoln County Planning Office
Lakeshore Development Project	Shorelands Development Act → Department of Natural Resources Shoreland Management Program

- Developed portions of Minnesota Land Management Information Systems Project → Arrowhead Regional Development Commission Information System
State Planning Agency Information Systems Section, under Natural Resources Division
- West Central Minnesota Project → WesMin Consortium for Community Service and Continuing Education; U of M Continuing Education and Extension - Agricultural Extension area agents at Morris and Crookston.
- Student Community Involvement Project (SCIP) → Minneapolis Public Schools (as of 7/1/75)
- Glen Lake Project → Hennepin County Court Services
- Women's Institute for Practical Social Change → Junior League of Minneapolis - Women's Institute for Social Change

Transfer of successful, working projects to on-going agencies illustrates two important characteristics of CURA.

- CURA's role is development, not operation. CURA stimulates, facilitates, helps develop new activities to meet new needs but does not become the operator of specific long-term programs.
- The transfer process is difficult and sometimes protracted. In most cases it requires changes in institutional priorities for allocating money and hiring people. Hence joint funding and relatively long transition periods appear to be necessary.

TWIN CITIES CAMPUS

AUG 19 1975
115

Office of the Dean



UNIVERSITY OF MINNESOTA
TWIN CITIES

College of Biological Sciences
123 Snyder Hall
St. Paul, Minnesota 55108

August 18, 1975

Dr. A. J. Linck,
Associate Vice President
Academic Affairs
213 Morrill Hall
Twin Cities Campus - Minneapolis

Dear Al:

Regarding your memo of August 6, the departments in CBS do not have any regular activities in Continuing Education. However, a number of the faculty in the College do teach for CEE on an irregular basis. All arrangements for the teaching are handled directly between the faculty member and the Dean of CEE.

The Bell Museum does have a significant continuing education program and I have asked Dr. Tordoff to write you directly about the activities of his unit.

Sincerely yours,

Richard S. Caldecott

Richard S. Caldecott
Dean

RSC:alw

AUG 25 1975
116



UNIVERSITY OF MINNESOTA
TWIN CITIES

James Ford Bell Museum of Natural History
Minneapolis, Minnesota 55455

August 20, 1975

Mr. A. J. Linck
Associate Vice President, Academic Affairs
213 Morrill Hall

Dear Al:

The James Ford Bell Museum of Natural History functions as a department of the College of Biological Sciences, with the director of the Museum reporting to the dean of the college. Our activities fall into two general categories: academic teaching and research funded on the 0100 budget, and public education funded in part on the 0100 budget and in part with a legislative special 0350. Both categories of activities are augmented also by private gifts and by grants.

Our activities in continuing education and extension are programmatic, not budgetary, and consist of providing a natural history museum and program that is visited each year by about 60,000 persons on guided tours and about as many more attending as individuals not on guided tours. We provide exhibits, films on natural history, natural history art shows, special exhibits, the Touch and See Room, telephone answering service for calls on natural history, information on biology to inquiries by mail and from newspapers, lecture speakers on biological topics, and scientific and popular publications on natural history.

Our goal is to provide solid factual information on natural history so that people can find answers to their specific questions. All of our programs try to develop an understanding of why animals and plants live, grow, reproduce, and die in the particular ways they do. We believe that the principles of ecology and evolution must become widely understood in order to make real progress on social issues involving population growth, such as pollution and depletion of natural resources.

Our chief problem is funding. A new exhibit hall in the Museum addition built with public and private funds remains incomplete, and our obligation to the legislature and to the private donors remains unfulfilled. Our major contribution to continuing education programs on a statewide basis will be to maintain a top quality scientific staff as the foundation of our public programs, thereby making it possible for us to provide to the public the best information available on ecology, evolution, and natural history.

Sincerely yours,

Harrison B. Tordoff
Harrison B. Tordoff
Director

HBT:jml
cc: Dean R. S. Caldecott



UNIVERSITY OF MINNESOTA
TWIN CITIES

College of Business Administration and
Graduate School of Business Administration
Business Administration Building
Minneapolis, Minnesota 55455

August 18, 1975

MEMO TO: A. J. Linck, Associate Vice President, Academic Affairs

FROM: Roger B. Upson, Associate Dean

SUBJECT: Summary of Continuing Education Activities

Question 1.

In response to your request, exhibit 1 shows the organization for continuing education activities in business administration. The term "continuing education" has been interpreted liberally and the exhibit includes adult education items such as the EMBA program which is financed entirely out of CBA funds.

There is an important difference between this exhibit and the diagram of the CE & E organization attached to your August 6 memo. The CE & E diagram shows Labor Education Service as part of CE & E, when in fact it is part of the Industrial Relations Center in the College of Business Administration. This mixup occurred in a recent Academic Position Description issued by a CEE search committee and I am enclosing copies of the relevant correspondence. In Hal Miller's July 25, 1975 memo he states:

"We don't see ourselves in a role of supervising Labor Education and haven't for some time."

Consequently, I would appreciate it if your CEE diagram could be amended.

Question 2

There is a large and growing demand for all continuing education programs; the major problem is a shortage of full-time faculty. Achievements and problems in this area are illustrated in the following quotations from the recent "Two-Year Review 1973-1975" of the College and Graduate School of Business Administration:

Statistical Background:

<u>Academic Year</u>	<u>Total</u>	<u>Annual Increase</u>	<u>Proportion of total CEE Registrations</u>
1969-70	8,639		n.a.
1970-71	7,788	-10%	n.a.
1971-72	8,874	14	n.a.
1972-73	10,203	15	n.a.
1973-74	12,049	18	21%
1974-75	Not available but much higher than in 1973-74.		

Continuing Education Program:

Minnesota Executive Program in third and fourth years, 18 graduates each year.

Continuing Business Education short courses, 113% increase in 1973-74 registrations over 1969-70.

Labor Education Service 2% increase in 1973-74 registrations over 1969-70.

Employer Education Service, established in 1973-74, has already served over 1,000 participants since its inception in 1974.

Achievements:

" In order to satisfy the rising interest of adults in business administration courses the College also added many sections to its extension division offerings. Non-CBA faculty members, mainly practitioners, were hired in large numbers to staff these courses.

Continuing education activities were increased by (1) expanding existing programs (Continuing Business Education and Labor Education Service) and (2) establishing a new Employer Education Service. LES and EES are financed in part by a legislative special; CBE is self-supporting. In addition to conducting conferences and short courses LES and EES prepare educational materials and consult with external organizations regarding educational programs. The Minnesota Executive Program--a six-week course for top-level executives--graduated its third and fourth classes.

Extensive budget negotiations were conducted with Continuing Education and Extension and the Summer School that led to increased financing of evening classes, summer school offerings, and continuing business education programs."

Major Problems:

"More resources have also had to be devoted to extension classes in which enrollment has increased significantly. The shortage of full-time faculty members has caused us to recruit more persons from the community to teach these extension classes; the recruiting and coordination of these instructors has become a major task for our department chairmen, and the use of so many non-University instructors may be questioned by AACSB.

The community's demand for continuing business education exceeds our ability to plan and staff these courses because of the small number of full-time faculty and their heavy workloads.

The enormous growth in extension and continuing business education has produced numerous administrative problems including complex relationships with Continuing Education and Extension. These problems include budget, compensation, and organization structure."

Mankato State University and the College of St. Thomas also provide continuing education opportunities in business administration in the Twin Cities area. Mankato State offers courses in the evening at a variety of locations such as high schools and corporate office facilities. These offerings are designed for students seeking B.S. in business or MBA degrees. In its response to a June 1974 survey, Mankato noted that with regard to its off-campus MBA students, "Most students in off campus courses are not yet admitted to the graduate school. Some may eventually be admitted. Drop out rate is high."¹ Despite this, an increase in the number of offerings has been observed this year. The College of St. Thomas offers undergraduate, MBA, and short course and conference programs. Its new (1974) MBA program is specifically designed for part-time students who have full-time employment.

RBU/kri

cc: Dean C. Arthur Williams, Jr.

¹D. V. Harper and R. B. Upson, MBA Degree Programs in Minnesota (University of Minnesota, 1974) p. 28.

EXHIBIT 1
 ORGANIZATION FOR CONTINUING EDUCATION ACTIVITIES
 IN BUSINESS ADMINISTRATION

<u>Program</u>	<u>Implementing Agencies and Title of Head of Agency</u>	<u>Budget</u>	<u>Coordination</u>
Undergraduate Extension Classes	CBA Departments (Chairmen)	CEE & CBA	CBA Dean, CEE Dept. of Extension Classes & CEE Dean
Executive (Evening) MBA	GSBA Office of Graduate Study (Director)	CBA	CBA Executive Committee and Dean
Independent Study	CEE Independent Study	CEE	CEE Dept. of Indep. Study
Short Courses, Conferences, and In-House Programs	Continuing Business Education (Director)	CEE & CBA	CBA Continuing Education Committee CBA Executive Committee and Dean CEE Dept. of Conferences and D
Short Courses, Conferences and In-House Programs in Industrial Relations	Labor Education Service (Director) Employer Education Service (Director)	Industrial Relations (State Special) and CEE	CBA Director of Industrial Relations Center, CBA Continuing Education Committee, Executive Committee and Dean
Executive Department	Minnesota Executive Program (Director)	CEE & CBA	} CEE Director of Continuing Business Education, Dept. of Conferences, CBA Dean and CEE Dean
Statewide Real Estate Education (including non U.M. courses)	Coordinator of Real Estate Education (Coordinator)	Minnesota Commissioner of Securities	

Key: CBA = College of Business Administration
 CEE = Continuing Education and Extension
 GSBA = Graduate School of Business Administration

Note: Coordinators are listed in the order in which matters are reviewed, from first to last review, when more than one coordinator is listed.

SEP - 2 1975

121

Office of the Dean



UNIVERSITY OF MINNESOTA
TWIN CITIES

College of Education
104 Burton Hall
Minneapolis, Minnesota 55455

August 29, 1975

Associate Vice President A. J. Linck
Academic Affairs
213 Morrill Hall

Dear Al:

I am writing in response to your request for information on our organizational structure, operation, and difficulties with our continuing education effort. The enclosed chart shows how we are organized for departmental effort and coordinated collegiate wide effort to address ourselves to the continuing education needs of professional educators. Dr. Reynold Willie, an associate professor on our faculty, serves in the role identified as "Director of Continuing Education and Assistant to the Dean". This is a shared appointment with CE&E paying half of his salary and the College paying the other half.

Professor Willie had prepared the attached statement on our continuing education efforts and, I believe, it contains the information you are seeking. If not, or if you would like clarification on any of the points made in the statement, we would be happy to add to it.

Sincerely yours,

A handwritten signature in cursive script, appearing to read 'Jack C. Merwin'.

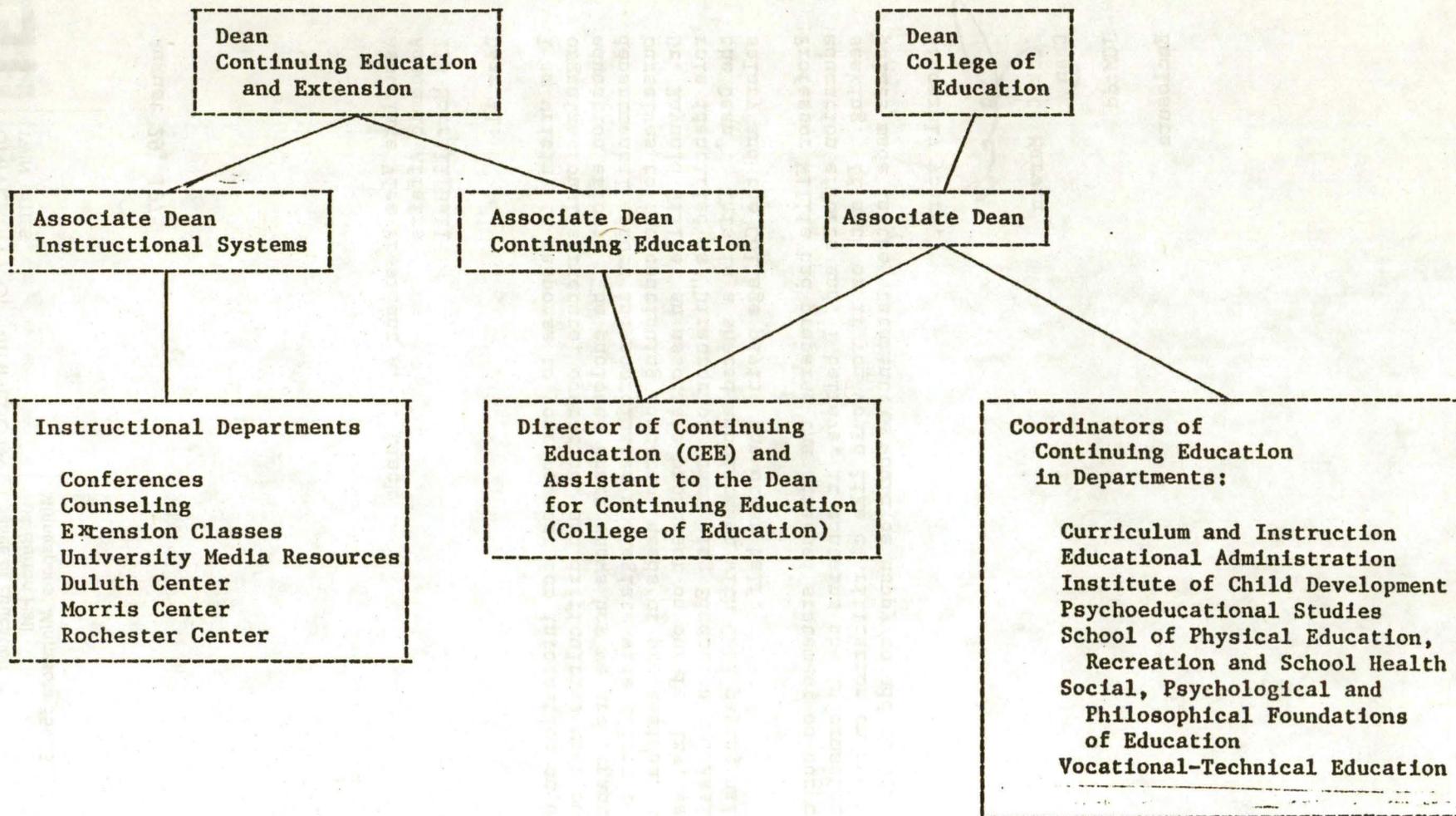
Jack C. Merwin
Dean

JCM:dd

Enclosure

21

Organization for Continuing Education
in the College of Education



The Administration of
the Continuing Teacher Education Program

In recent years the College of Education has repeatedly re-affirmed continuing education as a college-wide priority. The most recent statement, included in "Contexts and Priorities for College of Education Planning, Fall 1973", reads:

A major priority should continue to be given to programs of continuing education. Further, priority should attach to programs whose plans extend beyond practitioner degree programs to the development of expanded capacities for improved, broader and more efficient delivery systems.

The following data are frequently cited as evidence that the College of Education is acting in accord with this statement:

1. In 1974-75 the College offered over 1100 classes at the 5000 and 8000 level at times convenient for teachers* in service. It listed approximately 350 classes for offering through Day School during late afternoons and on Saturday mornings, approximately 415 classes in Summer Sessions I-II 1974, and approximately 360 classes through Continuing Education and Extension during the period beginning July 1, 1974, and ending June 30, 1975.
2. An average of nearly 800 Master of Education and Adult Special students were registered each quarter through Day School in 1974-75. The Education Career Development Office reported the following registrations at the close of the second week of each quarter:

* The term teacher as used in this paper includes all education personnel such as classroom teacher, counselor, principal.

	MEd	Adult Special	Total
Fall Quarter 1974	295	525	820
Winter Quarter 1975	273	395	668
Spring Quarter 1975	347	541	888
Total	915	1461	2376

3. Over two thousand students registered for Summer Sessions I-II 1974*. The Education Planning and Development Office reported the following registrations:

	MEd	Adult Special	SS Only	Total
SS I 1974	160	180	1187	1527
SS II 1974	124	106	660	890
Total	284	286	1847	2417

4. Continuing Education and Extension reported the following registrations for the period beginning July 1, 1974, and ending June 30, 1975:

Registrations	
Evening Classes	3086
Special Classes	3903
Conferences	106 (estimated)
Rochester Center	1238
Total	8387

* Even more students registered for SS I-II 1975. However, the numbers were not available when this report was being written.

5. Approximately 1075 students have been admitted to Master of Education programs since June, 1973, when the revised guidelines for the degree became effective. This is a dramatic increase over admissions prior to that date.

Admittedly, these figures are subject to various interpretations because categories of students are not discrete and the term registration is not applied in the same manner in all units. (There are no indications of the numbers of undergraduate and graduate students in some of the student categories. The term registration as used by Summer Sessions refers to a student regardless of the number of classes which he may be taking; the term as used by Continuing Education and Extension refers to a class enrollment.) Despite these discrepancies in reporting methods, one can confidently state that the College of Education activity in continuing education is very great. If the 2376 quarter registrations reported for Day School 1974-75 and the 2417 registrations reported for Summer Sessions I-II 1974 were single class registrations (i.e., each student registered for one class only) and added to the 8387 registrations reported by Continuing Education and Extension, the total number of class registrations would be 13,180. If each of these class registrations were for three credits, the total number of credits generated would be 39,540. If the average annual credit load for a full-time post-baccalaureate student were 45 credits, the number of full-time equivalent students in continuing teacher education would be 878. Again, this figure is based on three assumptions: (a) that each continuing education student in Day School and Summer Sessions I-II registered for one class only, (b) that that one class carried 3 quarter credits, and (c) that the full-time load of a post-baccalaureate

12b

student is 45 credits per year. Using these assumptions, we know that we have at least 878 full-time equivalent students but the figure is probably well in excess of 1000.

* * * * *

Because of the large number of students participating in continuing education and because of the number of units administering the activities, areas of concern among participants and units are becoming more evident. Although the concerns are common to all, some bear more heavily on the College of Education, others on Continuing Education and Extension, and still others on continuing education students. Briefly sketched, the concerns are:

1. Planning for continuing education. Planning for continuing education takes place at all levels and in many places. Day School schedules are determined at the program area and departmental levels. Summer Sessions schedules are constructed in the Deans' Office with recommendations from departments and in consultation with the Summer Sessions Office. Continuing Education and Extension offerings, although approved by the various department heads and the Deans' Office, continue to be planned primarily by individual faculty members. This kind of planning frequently places faculty members in competition among and with themselves for students and inhibits the development of programs in continuing education. The absence of coordinated plans, purposes, and patterns can result only in the dissipation of effort and the eventual lessening of the impact of the College of Education on the field.

2. Recognizing effort. Of the 1125 Education classes offered in 1974-75 for teachers in service at times convenient for them, approximately one-third (31%) were offered through Day School, approximately one-third (37%) through Summer Sessions, and approximately one-third (32%) through Continuing Education and Extension. Although drawing from the same teaching resource base (i.e., the faculty of the College of Education), each of the three distinct administrative units was credited with the Student Credit Hours generated through classes which it administered. Consequently, the College of Education received credit for only 31% of the continuing education activities in which its faculty engaged.
3. Providing time for class modification. Successful adult education programs--including continuing professional education programs--are oriented to the problems of the participants. Unless unusual pressures are brought to bear upon them, adults, unlike younger learners, will not attend activities which they feel will not help them in finding solutions to their problems. Today's militant teachers are demanding greater returns for expenditures of their time and money. Many school districts are questioning the value of continuing education unless the activities are directly related to the goals of the districts. College instructors are increasingly finding that they must meet with participants so that they can adapt their content as well as their teaching to the needs of the teachers and the districts in which those teachers work. This takes time! Unfortunately, no allowances are currently made in instructors' work loads or compensation for this activity.

4. Providing time for advising. Hundreds of courses appropriate for continuing education students are listed in the College of Education catalog. Because of the wide variety of course offerings and the complexity of the institution, students find the identification and selection of activities meaningful to them to be a most difficult task. Thus the need for advising. But advising time is rarely provided for students registered in the Adult Special and SS Only categories or for students registering through Continuing Education and Extension. The lack of time set aside for advising such students has become an area of great concern.

5. Limiting credits earned through Continuing Education and Extension. One of the greatest areas of concern to Continuing Education and Extension is the 12 credit limitation imposed by the College of Education on work taken through Continuing Education and Extension which may be applied to advanced degrees. Those who protest the limitation present two arguments: (a) the limitation implies that instruction delivered through Continuing Education and Extension is not comparable in quality to that delivered through Day School and Summer Sessions, and (b) that limitation imposes an unfair disadvantage on students who are not free to attend classes during the day hours. Those who support the limitation state that advancing students through degree programs is a costly venture which involves teaching, advising, record-keeping, administering, and the like. When teaching, the only activity which generates Student Credit Hours

is removed, the College has lost the one activity which generates support yet retains those which draw upon that support.

6. Rewarding the individual and the institution for participation in continuing education. Rewards--both personal and institutional--for participating in continuing education have not been systematized. The individual may be rewarded financially for participating in continuing education activities administered by Continuing Education and Extension but he is frequently penalized professionally by such participation because it draws him from the research and writing so essential for promotion. His unit receives no tangible reward for his effort and may, in fact, suffer because activities carried on through Continuing Education and Extension may decrease Day School registrations which generate Student Credit Hours.
7. Serving the large numbers of teachers interested in continuing professional education. Over 50,000 teachers are currently employed in the State of Minnesota. Approximately one-half work in the St. Paul-Minneapolis metropolitan area; approximately three-fourths do not hold life certificates and are therefore subject to the continuing certification regulations of the State Board of Education. A quick calculation would indicate that approximately 17,500 teachers in the metropolitan area are currently required by these regulations to be engaged in continuing education activities in order to maintain certification. Of course, not all teachers will choose to

satisfy requirements by taking classes offered by the College of Education because several other colleges are aggressively promoting their offerings in the area and because many activities other than college attendance satisfy requirements. Nonetheless, our experience indicates that a large percentage of those teachers will register for one or more classes at the University and, that of those who do not, a large percentage would if conditions for their attendance were made more favorable. Another group of teachers—perhaps not so large but perhaps more active—includes those who are working toward advanced degrees, earning college credits for advancement on salary schedules, completing requirements for special certificates, etc. Still other groups such as aides could be added. The potential number of participants is, in fact, frighteningly large. And the College of Education has only 190 full-time equivalent faculty positions (several of which are in low-demand, high-cost areas) at the rank of assistant professor and above!

8. Fulfilling the mission of Continuing Education and Extension.

A special concern to Continuing Education and Extension is that many of the conditions referred to above combine to restrain the unit from actively fulfilling its mission, i.e., extending the teaching of the University to the community.

* * * * *

Perhaps the greatest temptation currently facing the College of Education is the call from practitioners for more and more continuing education activities. The song promising more Student Credit Hours can be bewitchingly sweet. Not to respond builds ill will on the part

of the petitioners; to respond without the guidance of a comprehensive plan leads to over-extension and ultimate deterioration of service. Aggressive action diverting the College of Education from that course must be taken. None of the following suggestions are new for they have been offered before. In that knowledge, I offer them again.

The College of Education and Continuing Education and Extension should:

1. Establish an office for continuing education headed by the Director of Continuing Education in Education and described by William E. Gardner in his paper, "Continuing Education" (draft, April, 1974). Such an office would:
 - a. Be jointly administered and financially supported by the College of Education and Continuing Education and Extension.
 - b. Assume responsibility for planning, scheduling, staffing, and evaluating all continuing education activities offered through Day School, Summer Sessions, and Continuing Education and Extension.
 - c. Receive Student Credit Hours for both in-load and over-load classes offered under its auspices for allocation to appropriate departments.
 - d. Be adequately staffed by instructional and administrative personnel from both Continuing Education and Extension and the College of Education as well as adjunct faculty so that it can deliver exemplary continuing education programs to its clientele.

2. Utilize resident faculty as planners, managers, supervisors of adjunct teaching faculty, evaluators, consultants, and the like rather than as actual teachers of classes so that their influence can be felt over a much greater area than is now possible. Utilize competent practitioners and advanced graduate students selected through appropriate procedures for actual teaching.
3. Develop a reward system which will attract outstanding faculty to the field of continuing education so that the College of Education and Continuing Education and Extension can develop and deliver the finest in continuing teacher education. Efforts in continuing education must be rewarded just as efforts in undergraduate and graduate education are rewarded if continuing education is to be accepted as a legitimate function of the College.
4. Continue to develop the concept of school-as-client so that the impact of the College of Education upon the field will reach maximum proportions.
5. Use promising delivery systems now in existence (e.g., telelecture weekend college) and work toward the development of new ones which will amplify the voice of the College of Education.

Again, these suggestions are not new. They involve risk but but the alternative may involve greater risk. A first step would be the establishment of an office of continuing education with a charge to the director to develop a comprehensive plan incorporating

the next four suggestions. He would be assisted in this task by an advisory committee drawn from the various administrative units and from the potential clientele. The establishment of an office of continuing education and the development of a comprehensive plan would demonstrate the determination of the College of Education and Continuing Education and Extension to fulfill their missions.

Reynold Willie
August 1, 1975

AUG 11 1975

134

Office of the Dean

→ Case



UNIVERSITY OF MINNESOTA
TWIN CITIES

General College
106 Nicholson Hall
Minneapolis, Minnesota 55455

August 8, 1975

A. J. Linck
Associate Vice President, Academic Affairs
213 Morrill Hall, University of Minnesota
Minneapolis Campus

Dear Al,

I am writing in response to your request of August 6, 1975 for a Summary of Continuing Education Activities. The General College is heavily involved and Professor Dewain Long, Director of General College Continuing Education, has agreed to prepare the summary requested. It is his intention to have this report in your office not later than September 10, 1975.

Sincerely yours,

A. L. Vaughan
Dean

ALV:lar

cc: D. O. Long
F. T. Benson



UNIVERSITY OF MINNESOTA
TWIN CITIES

General College
106 Nicholson Hall
Minneapolis, Minnesota 55455

September 11, 1975

A. J. Linck
Associate Vice President, Academic Affairs
213 Morrill Hall
University of Minnesota
Minneapolis Campus

Dear Vice President Linck:

I am responding to your request for a summary of Continuing Education activities in the General College which was referred to me by Dean Vaughan. The office of Director of General College Continuing Education is a department of one person reporting to the Associate Dean, Continuing Education Division in Continuing Education and Extension, and to the Dean, General College. I have a joint appointment serving as Director of General College Continuing Education in CEE and as Assistant to the Dean in General College.

Programmatic ties with Continuing Education and Extension are almost exclusively instructional, i.e., teaching General College courses as part of CEE departmental programs. This, in turn, provides numerous course opportunities for Extension students working toward General College degrees. In the Continuing Education Division we have provided course work for Continuing Education in Social Work in Head Start and Early Childhood Studies programs; we have a joint Associate in Arts degree program with the Industrial Education Department of the College of Education aimed at vocational teachers; and we have developed a procedure for recognizing for credit some of the performing arts classes completed at the Mac Phail Center. In the Instructional Systems Division, General College courses are taught through Extension Classes, Independent Study, and at the Duluth, Morris, and Rochester Centers. Courses are scheduled through the Rochester Center as part of the total Southeastern Minnesota Consortium program. Regular meetings of the Institutional Representatives Committee of the Consortium, which included membership from Rochester Area Vocational Technical Institute, Rochester Community College, Winona State University, Mankato State University, St. Mary's College, the College of St. Theresa, and the General College and Rochester Center of the University of Minnesota provide a forum for open discussion of programs and courses to be offered and avoid duplication of effort.

A. J. Linck
September 11, 1975
Page 2

In the Community Relations and Extension Services Division, General College courses are taught for Community Programs in 3 locations in St. Paul, and 2 locations in Minneapolis; several courses have been offered through Continuing Education for Women; and from the beginning of Project Newgate, the General College has provided the educational component for that program at St. Cloud Reformatory and recently also at Lino Lakes. Skills Centers for various educational programs have been staffed at Stillwater State Prison, St. Cloud State Reformatory, and the Minneapolis workhouse.

General College participation in Continuing Education activities has increased at a rapid rate since 1966. At that time, only a few courses were taught. Approximately 150 courses are scheduled for 1975-1976, mainly through Extension Classes. This growth clearly demonstrates opportunities exist, but it has also created problems which will limit future expansion. One of these problems is staffing. We are experiencing difficulty providing General College faculty for courses in particular subject areas and in more distant locations. This is especially true in our efforts in the Southeastern Minnesota Consortium to provide a balanced program of courses through the Rochester Center for persons working toward Bachelor of Applied Studies and Bachelor of General Studies Degrees. Expansion there and in similar programs may depend on the identification and acceptance of adjunct faculty to teach some of the classes. One adjunct faculty arrangement has been successfully used in Project Newgate where faculty of St. Cloud State University, College of St. Benedict, and St. John's University have served as instructors of General College courses. The staffing problem could be alleviated somewhat by offering some of the extension classes as part of a faculty member's regular teaching load. We have experimented with "inload" extension teaching a few times when individual faculty members requested such an arrangement.

A second major problem is program advising. Few advising problems were encountered when we were scheduling a relatively few classes through CEE and when the only degree available was the Associate in Arts. However, during the past 4 years, the number of students working toward BAS and BGS degrees through CEE has increased greatly and indications are that the growth will continue. The time demands for advising Extension students in Baccalaureate Programs has already become excessive for a few advisors and will require that a regular procedure be established to compensate them for the additional time.

A. J. Linck
September 11, 1975
Page 3

I will be happy to discuss any of our Extension Activities with you or provide you with additional information at your request.

Very truly yours,



D. O. Long
Director,
General College Continuing Education

DOL:lar

cc: Richard P. Bailey, Dean, General College
Eleanor S. Fenton, Associate Dean, Continuing Education and Extension
Alfred L. Vaughan, Dean Emeritus, General College



UNIVERSITY OF MINNESOTA
TWIN CITIES

Office of the Dean

Law School
125 Fraser Hall
Minneapolis, Minnesota 55455
(612) 373-2717

August 18, 1975

To: Dr. A. J. Linck, Associate Vice President,
Academic Affairs

From: Carl A. Auerbach, Dean, Law School *CAA*

Subject: Summary of Continuing Education Activities:
Reply to your Memorandum of August 6, 1975.

1. The Law School as such does not have any organization for continuing legal education. It participates in such an organization centering in CE&E.

In 1965, the Minnesota State Bar Association (MSBA) and CE&E entered into a written agreement, which has been renewed to this day, under which the University agrees to create and maintain a department within CE&E devoted to continuing legal education (CLE). The department is now headed by a director with indefinite tenure as an assistant professor, assisted by a program assistant who is a member of the civil service. CE&E provides support services to CLE. The director of CLE reports to the Dean of CE&E.

In turn, MSBA agrees to appoint a standing committee, known as the CLE Advisory Committee, to oversee broad policy matters dealing with programming, publications and finances. The Advisory Committee has fluctuated in size but has most recently consisted of 21 persons, including, ex officio, the Deans of the University of Minnesota Law School and the William Mitchell College of Law, the Director of CLE, the Dean of CE&E and the President of MSBA. The remaining members are appointed by the President of MSBA.

In recent years, the Advisory Committee has met three times a year; its Executive Committee meets irregularly but

Dr. A. J. Linck
page 2.
August 18, 1975

more frequently.

MSBA agrees to underwrite any annual financial loss. CE&E agrees to transmit any surplus to MSBA.

2. CLE is the only organized program of continuing legal education in the state. No other state institution has such a program.

Recently, the Minnesota Supreme Court adopted the requirement that every attorney licensed to practice in the state must complete 45 hours of approved legal studies every three years in order to maintain his license. This requirement will impose additional demands for continuing legal education. While we shall look to CLE as the principal agency to meet these additional demands, the Law School will also attempt to offer programs of continuing legal education of a kind not offered by CLE. We shall not be able to do much along these lines until we move into the new building.

/gl

AUG 18 1975

140

Office of the Dean



UNIVERSITY OF MINNESOTA
TWIN CITIES

Law School
125 Fraser Hall
Minneapolis, Minnesota 55455
(612) 373-2717

August 18, 1975

To: Dr. A. J. Linck, Associate Vice President,
Academic Affairs

From: Carl A. Auerbach, Dean, Law School *CAA*

Subject: Summary of Continuing Education Activities:
Reply to your Memorandum of August 6, 1975.

1. The Law School as such does not have any organization for continuing legal education. It participates in such an organization centering in CE&E.

In 1965, the Minnesota State Bar Association (MSBA) and CE&E entered into a written agreement, which has been renewed to this day, under which the University agrees to create and maintain a department within CE&E devoted to continuing legal education (CLE). The department is now headed by a director with indefinite tenure as an assistant professor, assisted by a program assistant who is a member of the civil service. CE&E provides support services to CLE. The director of CLE reports to the Dean of CE&E.

In turn, MSBA agrees to appoint a standing committee, known as the CLE Advisory Committee, to oversee broad policy matters dealing with programming, publications and finances. The Advisory Committee has fluctuated in size but has most recently consisted of 21 persons, including, ex officio, the Deans of the University of Minnesota Law School and the William Mitchell College of Law, the Director of CLE, the Dean of CE&E and the President of MSBA. The remaining members are appointed by the President of MSBA.

In recent years, the Advisory Committee has met three times a year; its Executive Committee meets irregularly but

Dr. A. J. Linck
page 2.
August 18, 1975

more frequently.

MSBA agrees to underwrite any annual financial loss. CE&E agrees to transmit any surplus to MSBA.

2. CLE is the only organized program of continuing legal education in the state. No other state institution has such a program.

Recently, the Minnesota Supreme Court adopted the requirement that every attorney licensed to practice in the state must complete 45 hours of approved legal studies every three years in order to maintain his license. This requirement will impose additional demands for continuing legal education. While we shall look to CLE as the principal agency to meet these additional demands, the Law School will also attempt to offer programs of continuing legal education of a kind not offered by CLE. We shall not be able to do much along these lines until we move into the new building.

/gl

SEP 11 1975
14



UNIVERSITY OF MINNESOTA
TWIN CITIES

Office of the Dean

College of Liberal Arts
215 Johnston Hall
Minneapolis, Minnesota 55455

September 9, 1975

Dr. A. J. Linck
Associate Vice President
Academic Affairs
213 Morrill Hall
Minneapolis Campus

Dear Al:

I am replying to your August 6 memorandum on Continuing Education Activities. In doing so, we are interpreting the phrase broadly, to apply to continuing, extension, and general outreach programs, rather than in the narrower sense in which it is sometimes used internal to CEE (as illustrated in the CEE organization chart you enclosed, showing Associate Dean, Continuing Education, as distinct from Instructional Systems and Community Relations and Extension Services). My understanding is that you are interested in the full range of activities and not only in what is called, in the above context, "continuing education".

To address first your specific question on organization for continuing education activities, I can report that at this time CLA has none at the College level. One of the chief outcomes of over a year of discussions and exchanges of memoranda between CLA and CEE is a request to Dean Miller, just recently mailed, for support for a CLA coordinator of continuing education such as CEE seems to be supporting in all the other major colleges on the Twin Cities campus.

There are now two CLA-related positions in continuing education (in the narrower sense), funded partly by CEE and partly by CLA, one in "the Arts" and one in Social Work.

Beyond those examples, our "organizational" relationships to CEE consist of faculty members in some of our departments who receive extra compensation from Evening Classes for administrative work in their departments on behalf of Evening Classes, just as other faculty receive extra compensation for teaching classes in the Evening program. Since these arrangements are made directly between CEE leadership and the individuals (though usually,

(continued)

Dr. Linck 9/9/75

2.

I would assume, with the knowledge of the department chairperson; I mean to imply that College officials are not involved), we have no central registry of these assignments.

My proposal to Dean Miller -- coincidental with this request from you -- that we join in appointing an officer to attend properly to these concerns that we share indicates that I do not consider the present arrangements adequate to the increased role we want CLA to play in meeting these important obligations.

Three other issues relating to continuing-extension activities have been under consideration this past year, all appearing in a report adopted by the CLA Educational Policy Committee in spring, 1974:

- (1) We are seeking to work out a general policy on opening some regular, "day school" CLA classes to students registering through CEE, to replace the current ad hoc arrangements that obtain in this area.
- (2) We are in the process of making the "adult special" registration opportunity even more easily available for students of all ages and interests who may wish to use our regular offerings toward personal, limited, non-degree purposes.
- (3) We are trying to set up in cooperation with CEE and Summer Session, a two to four year experiment in which one of our departments (Geography) would assume full and direct responsibility for Evening and Summer Session offerings completely integrated with "regular" offerings, under a unified budget and flexible twelve month staff scheduling, working toward minimizing over-load payments for extension activities.

Concerning current CLA participation in continuing education activities, reports must of necessity come from the several CEE officials who provide the significant leadership for the many programs in which so many of our faculty are so heavily involved -- Evening Classes, Independent (Correspondence) Study, Community Programs and Conferences, Continuing Education for Women, and the like. We know only that a very high percent of "regular" instruction, research, and scholarship, comes from CLA departments.

(continued)

Dr. Linck 9/9/75

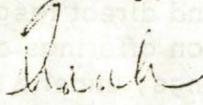
3.

Lacking direct experience, at the College level, in administering these programs and this participation -- as noted above -- we are not at this time well-informed about problems and opportunities of the future. In citing special opportunities and obligations, one is tempted to point particularly to CLA units that seem unique in the state -- Journalism and Mass Communications, Public Affairs, Library Science, for example. But we believe that almost all our units are unique in the state, in terms of quality and strength, scholarship and teaching.

The problem we see is a general one, applying to almost all: How to develop a system for making these resources available to those who could benefit from them, without at the same time stealing the resources from other tasks on which they are already spread too thin. Of course there are difficulties in adequately describing the services for potential constituencies, in tailoring the services in more appropriate ways, and in minimizing inefficient competition with other systems. A more basic problem, however, centers on responsibility of and incentives for faculty in performing these duties. We believe that there ought to be something better than the "overload" extra pay system. That is why the Geography Department experiment, endorsed by our Educational Policy Committee, is so important as an exploration of another approach.

We are eager to work with CEE and with you in examining better ways of extending the great strengths of the large CLA faculty to continuing education and other outreach programs. As a starting point we much need support for a staff member charged with attending to these problems on behalf of CLA and CEE..

Cordially,



Frank J. Sorauf
Dean

FJS:gt

cc: Dean Roger Page

SEP - 5 1975

145



UNIVERSITY OF MINNESOTA
TWIN CITIES

Office of the Dean

Institute of Technology
107 Lind Hall
Minneapolis, Minnesota 55455

September 3, 1975

TO: A. J. Linck

FROM: Richard A. Swalin *RS*

SUBJECT: Report on Continuing Education in Engineering and Science -
Institute of Technology

1) For more than ten years there has been a part-time director of Continuing Education in Engineering and Science. During that time the position was funded by CEE. On July 1, 1973 this position became a full-time job, funded equally by Continuing Education and Extension and the Institute of Technology. In addition to the director there is one senior clerk typist supported by Continuing Education and Extension. The director reports directly to the Dean of the Institute of Technology and is a member of his Dean's office staff. He also meets frequently with the Associate Dean for Continuing Education in CEE, and is a member of the Continuing Education Divisional Council.

2) The primary responsibility of the Director of Continuing Education in Engineering and Science is to assess the needs for professional development of engineers, and to provide educational opportunities which develop the skills of the practicing engineer, and programs which keep him up-to-date in areas of rapidly developing technology. Although many of the programs are in the area of technology, many engineers require managerial skills which they had not learned as undergraduate engineering students.

In order to determine the needs of practicing engineers, it is necessary for the director of Continuing Education in Engineering and Science to keep in constant contact with practicing engineers and engineering management in industry.

Problems in Continuing Engineering Education

In contrast with other professional areas, the area of engineering is so broad and diverse that specific needs for engineering personnel are needed by only comparatively small numbers of engineers. Thus, it is not possible to provide the needs for the practicing engineer by developing courses or conferences for large numbers of practicing engineers. The small numbers involved in specific conferences make the per-student costs high. The second problem involved in meeting the needs of the engineers in Minnesota is a geographic one. Although

over half of the engineers are in the metropolitan area, there are also large numbers of engineers on the Iron Range, in Rochester, Winona, Albert Lee and Duluth. It is difficult for such engineers to undertake extended programs lasting for several weeks, or a quarter, offered at the University. It therefore is necessary to find a technological mode of education which is suitable for such engineers. This is the case of IBM, in Rochester: this has taken the form of instructional television. For more than ten years the Institute of Technology has offered regular day classes to the IBM Company at Rochester via television. Initially this was closed circuit television.

In 1971 the Institute of Technology established a UNITE, UNiversity Industry Television for Education, system using a special frequency (ITFS) of TV broadcasting especially set aside for instructional television. The system provides video broadcasting to any industrial site in the metro area. The students at these industrial sites have the capability of talking directly to the instructor on the University campus. I.T. developed the system by borrowing \$550,000 to construct the system. This is being repaid by the participating companies as the students of these companies take the regular University Institute of Technology classes. This system serves engineers at eight plants of 3M Company, IBM, UNIVAC, Honeywell, and several smaller organizations. About 275 engineers per quarter take regular Institute of Technology day classes for credit. About half of these students are pursuing advanced degrees.

Although the UNITE system provides a means of effective educational instruction, the cost of the UNITE system to companies and students is comparatively high. It is high in part because of the amortization of the capital cost of the system and its operating cost. Only the larger companies feel able to become part of the system. Most smaller high technology companies in the metro area are not currently part of the system. We believe that the TV cost prevents their participation. However, this is relative, in other states with higher cost the entire expense is absorbed in tuition. This is not possible in Minnesota. In order to reduce the per-student cost, it is necessary to increase the number of companies participating, and find ways of disposing of the capital indebtedness.

To meet some of the other needs of practicing engineers, the Institute of Technology has developed, with CEE, ten annual recurring conferences for such groups as the county engineers and the mining industry. This year, in addition to these ten annual courses, five new conferences were planned in such areas as mechanical design, a symposium on fine particles, laser anamometry, and engineering management. In 1975-76 five new special classes in structural engineering are planned.

I.T. Extension Activities

It is extremely costly to offer special programs for small groups of engineers in remote locations using I.T. faculty. A more economical mode must be found. The Director is developing a plan to make regular I.T. courses available to outlying areas using UNITE videotape programs. It is currently suggested that these programs be offered through the community colleges and large out-of-state industries such as those on the Iron Range. If these UNITE videotape courses become popular for the continuing education of engineers outside the metro area, the program will be expanded to videotape offerings available of intensive courses and conferences offered at the University.

The problem of developing a continuing education faculty.

There is a need to find ways to develop a faculty interest in offering special programs in continuing education. At present, those who offer continuing education programs are paid on an over-load basis. Some instructors are regular I.T. faculty and some qualified practicing engineers. The pay is frequently inadequate to attract the best qualified faculty.

Inasmuch as student fees must cover the cost of continuing education programs, to keep these at a reasonable level, the salaries paid are generally less than minimum consulting rates. Even so, the fees for continuing education programs appear to limit attendance. It is hoped a long range solution can be found to this problem. Several alternatives are being considered. One is teaching graduate courses in the late afternoon so that practicing engineers can attend. A second is to offer more remuneration to faculties to develop quality videotapes or special tapes. These would then be marketed through exchange agreements with other engineering colleges. This is currently being done by Colorado State University, M.I.T. and Rochester Institute of Technology. Another way is through the use of visiting professorship. This however, requires additional legislative positions during the initial phase of the program.

Competition among Continuing Education Programs

Currently the University of Minnesota continuing education engineering programs face three sources of competition. Through certain interpretations of federal aid for post-secondary education, certain programs at area vocational technical schools which are clearly post-baccalaureate engineering continuing education are partially funded, thus reducing the fees for these programs. A second source is the offering of management programs which attract engineers by state universities and private colleges. Currently two large local industries are considering contracting with these colleges to have MBA programs offered in their plants. The instructors' fees paid by the state colleges for these programs is allegedly lower than the standard rates we use. A final source of competition is from non-academic entrepreneurial organizations which are offering quality continuing education programs

at a number of institutions across the country. We are currently involved in one such pilot program in engineering and engineering management. There is no easy solution to this problem.

Determining Program Needs

In order to help determine the needs and interests of engineers, the director developed the Engineers Information Registry. Currently over 450 engineers have become a part of this registry. Through information in the registry, it is possible to develop programs which meet the special needs of certain interest groups. This year an advisory committee in structural engineering was formed to develop five special courses to meet the needs of the practicing structural engineer. The director is attempting to establish similar advisory committees in other engineering fields of interest.

There is a great need for special intensive courses directly related to the needs of the practicing engineer. Such courses fall into three categories: State of the Art courses which provide engineers with the latest information on current technology, courses to develop engineering skills and third, courses in management to help the engineer more effectively carry out his responsibility. To indicate the demand for management courses, the Engineers Information Registry, which now includes the names of 490 engineers, indicates that 204 of these are interested in management courses. In the engineering areas, civil engineers (163) are the largest group and interested in the first two categories. Electrical engineers (78) is the next largest group. There is also a large interest in certain companies for biomedical engineering offerings.

Currently we are trying to find ways to meet the needs for management courses that have had a high interest expression on the part of the practicing engineers. The conventional Business Administration apparently does not meet the needs of the engineer. Instead, he needs a special program in engineering management which is built upon a baccalaureate degree. Such a program would not require him to take a number of classes which are required as non-credit prerequisites for a Master's in Business Administration. One alternative would be to develop a Master's of Science and Engineering Management. We feel that the development of such a program would be extremely popular for Minnesota engineers that are performing as engineering managers and project leaders.

Motivation and P. D. R. P.

For engineers to undertake courses in continuing education requires a special motivation. They must feel that the courses are worthwhile and job related. Courses must be readily available to them at conveniently located places, and the course must be time effective. Many of the University courses appear to practicing engineers to proceed at a slow rate. They would prefer shorter and

more intensive courses.

Although some engineers are interested in pursuing master's degrees, many other engineers would prefer to undertake programs that are shorter and more job related. In order to meet this need a Professional Development Recognition Program has been developed. This is a 500 hour program which practicing engineers, working full-time, could complete in two years. There are many attractive features of this program. The first is its feature of encouraging an individual to make a careful assessment of his professional future, and to identify specific educational objectives which he would like to achieve to meet his goals. One of the key features of the program is the concurrence of the individual's manager that his program and educational objectives are in keeping with his job responsibilities. This helps develop a better relationship between the company manager and his engineers than normally exists as a result of regular supervision. Managers realize that they are responsible not only for the direct professional supervision of their employees, but their educational development as well. The individual then meets with a University faculty member to develop a program of courses both University courses and non-University programs to meet his needs. Non-University programs may be such specialized programs as offered by the American Management Association, the Vacuum Society, or certain summer programs at other universities. Although the program started out slowly, it is gaining a great deal of momentum. This program leads to a certificate rather than to a degree inasmuch as a degree indicates a generally specific field of accomplishment in a professional area. The range of PDR programs is so broad that there is no topical material which is common to all programs. Instead, the only real common factor is about 500 hours of effort. Of the first six graduates of the program, two had Ph.D.'s, and two had Master's degrees. The average age was 38.

A program, based upon the University of Minnesota PDR Program, is now being developed in the San Francisco Bay area where six colleges and 20 companies are developing a program where there can be complete interchangeability of courses among the universities offering the program. Thus, it will be possible for a student to take a course at the University of California at Berkeley and get credit for it towards his professional development degree at Stanford. This program is being developed primarily by engineering personnel at Livermore Laboratories at the University of California at Livermore.

Although most of the directors' activities are directed toward the post-baccalaureate engineer, programs through the Extension Classes are offered for technicians who wish to pursue engineering degrees. Currently the Computer Information and Control Science Department is offering a full degree through the Extension Classes and all but about 20 credits towards a baccalaureate degree are offered through

Extension Classes by Electrical Engineering and Mechanical Engineering.

There is an increasing interest among practicing engineers to become registered engineers through the State Board of Registration. In order to help engineers prepare for the engineers training examination, the University, through the Director of Continuing Education in Engineering and Science, leased from the Iowa State University a set of engineers fundamentals review videotapes which were made available to several hundred engineers. These were made available, through Extension Classes, to 3M, the Highway Department, and offered at the Anoka-Ramsey Community College, and at the Raygo Company. This program was undertaken jointly by the University of Minnesota and the Minnesota Society of Professional Engineers. The publicity that was given the program by the Minnesota Society of Professional Engineers contributed to a large extent to the overall success of the program.

Long Range Goal

In order to increase the number of students, it will perhaps be necessary to attract interest outside the state of Minnesota. Through his association with the Continuing Engineering Studies Division of ASEE (American Society of Engineering Education) the director is attempting to develop a wide range of continuing education offerings which can be made available to engineers throughout the country. It appears that this cooperative model has considerable potential.

SEP 10 1975

151



UNIVERSITY OF MINNESOTA
TWIN CITIES

University College
105 Walter Library
Minneapolis, Minnesota 55455

September 8, 1975

MEMO

TO: Al Linck

FROM: Barbara Knudson *BK*

RE: Summary of Continuing Education Activities

University College has no particular kind of special organization for Continuing Education Activities such as a special coordinator. We have, however, two particular relationships which are probably worth noting. The first is that of the approximately 250 students in our Inter-College Program, at any one time about 50 of those students are doing the majority of their course work through Extension. These persons receive advising from the counseling office of CEE, but also are advised in terms of program development by staff of the Inter-College Program. It requires careful coordination between my staff and the CEE counseling, particularly Udine Drews, who serves as chief liaison.

The second special relationship to be noted is that between University College and the University Without Walls. That program might be defined as "continuing education" in its entirety and has always been closely allied with CEE. We are currently engaged in a rather lengthy process of transferring the program from University College auspices (in the fiscal sense) to those of CEE. A portion of UWW students will continue to be enrolled in University College day school programs, while another set will be enrolled through CEE mechanisms. The Department of Independent Study, CEE, is the administrative home. We are working on a fiscal arrangement in which approximately two thirds of the tuition moneys earned through CEE will be returned to UWW and University College to pay for the UWW services. This is a trial period for the CEE/UWW "marriage." It began July 1; a decision will be made before December 31, 1975 for the remainder of the year.

Question #2

Programs of University College interface with programs of other Minnesota state institutions mainly in the non-traditional sector, particularly Minnesota Metropolitan State College, now called Metro U. The relationship has always been one of mutual cooperation in order that we can continue systematically to learn from one another. The two programs are currently linked in a Danforth-sponsored project (collaboratively with Empire State College) entitled the Center for Improvement of Individualized Education. Since both of the units are continuing education-oriented, this relationship seems appropriate to note.

COORDINATE CAMPUSES



UNIVERSITY OF MINNESOTA
TECHNICAL COLLEGE, CROOKSTON

Office of Academic Affairs
Crookston, Minnesota 56716

August 21, 1975

TO: A.J. Linck, Associate Vice President, Academic Affairs
FROM: Don Sargeant^{AS}, Head, Academic Affairs
RE: Summary of Continuing Education Activities

In June of 1974 the University of Minnesota Agricultural Extension Service, Continuing Education & Extension, and the University of Minnesota branch at Crookston filled the joint position of Area Agent in Community Resource Development and Director of Continuing Education/ Community Services for northwest Minnesota based at UMC.

Budgetary & Programmatic Relationships

Approximately \$25,000 was budgeted for the CEE Office to include staff and supporting expenses. The expenses are shared almost equally between UMC, Ag Extension, and CEE. Reporting relationships are as follows:

UMC - report to the Provost (Dr. Stanley Sahlstrom)
Agricultural Extension - report to Assistant District Extension Director for the Northwest (James R. Hoffbeck)
Continuing Education & Extension - report to Assistant Dean for Community Relations & Extension Service (Barbara Stuhler)

Major Responsibility

The duties of the position were to develop and conduct continuing education and extension/community resource development/community services programs with the purpose of expanding and extending the educational opportunities, facilities, and expertise offered by the University of Minnesota to the people and communities in the geographical area known as northwest Minnesota.

Problems

Understaffed. Position should be split or additional professionals or para-professionals should be hired to assist in covering the vast area of this assignment.

Opportunities

Opportunities to expand services to the rural communities, agencies, and citizens educationally, socially, and vocationally are many. Other University branches and other state institutions, i.e. Moorhead, and non-state institutions such as Concordia, UND, North Dakota State University, are interested in cooperative programming. Linkages involving joint sponsorship of Title I grants, expansion of upper division course offerings, and specialized non-credit offerings, conferences, and workshops are being explored.



UNIVERSITY OF MINNESOTA
DULUTH

Office of Vice Provost

Academic Administration
420 Administration Building
Duluth, Minnesota 55812

September 10, 1975

TO: A. J. Linck

FROM: D. A. Vose

SUBJECT: Summary of Continuing Education Activities

Enclosed in response to your memorandum dated August 6, 1975, requesting summary information concerning continuing education activities among the colleges and schools on the Duluth campus are reports from the Deans of the School of Business and Economics, College of Education, School of Fine Arts, School of Social Development; the Acting Dean of the College of Letters and Science (prepared prior to Dean Rapp's arrival); the Directors of the Dental Hygiene Program and the Office of Special Programs. I also wish to submit a verbal response from the then Acting Dean of the School of Medicine, Dr. James Boulger, who reports that continuing education developments within the School of Medicine have been largely confined to the establishment of a series of symposia for continuing medical education in cooperation with the Miller-Dwan Foundation in the City of Duluth. Given the problems of start-up within the School of Medicine, I believe it is understandable that developments of continuing education activities have been slow to date. Expanded continuing education activity and development is expected as the School achieves greater stability and maturity.

In addition to the information provided from the Duluth colleges and schools and programs enclosed, I would like also to take this opportunity to share with you some of my personal thoughts regarding continuing education activities, both on this campus and within the University. I would add from the outset that most of my comments also could be applied to the Summer Session within the University of Minnesota, and finally that many of my comments should be interpreted as being colored by my background in agriculture.

I suspect strongly that a number of individuals to whom your request for information was directed were strongly tempted to respond by saying, "That's simply not my business. Refer your request for information to Hal Miller." Perhaps several even did respond that way. The real problem, in my opinion, is the almost total lack of incentives for the development of continuing education activities within most collegiate units of the University. With the exception of the vocationally and/or professionally oriented units of the University, real incentives for continuing education development are truly lacking. If one were to compile a list of "observed behaviors and/or achievements" of collegiate units to which the central administrative structure of the University responds, primarily through the allocation of scarce resources, certainly the generation of student credit hours or other measures of regular daytime instructional workload along with scholarly output and national or international recognition in Graduate and professional programs would rank very high on the list. I am afraid that evidence of aggressive development of continuing education activities would rank well down on the list, perhaps somewhere near "the table manners of college's faculty members in the Campus Club." In those units which represent notable exceptions (for example, agriculture, medicine, dentistry, education, business administration, nursing, and others), it is my feeling that the University primarily has responded to external pressures or forces through effective lobbying by special interest groups with the Legislature and the Regents. Put another way, the University

A. J. Linck
September 10, 1975
Page 2

simply has not put a very high priority on the development of continuing education activities unless it was absolutely forced to do so as a result of these external pressures. Evidence of this, in my opinion, is substantial. One rather indirect example was the mandate from the Regents several years ago directing the central administrative officers to reallocate something on the order of \$100,000 to \$200,000 from other units of the University to the College of Agriculture. I cannot help but feel that the long standing commitment of the College of Agriculture to continuing education and the strong public support of its programs which resulted not exclusively, but certainly substantially, from those efforts, was a primary factor in that decision. Had the Regents been acting totally without external pressures, I don't believe it would have been done. More importantly, though, it would not have had to be done by the Regents if the central administrative officers had seen priorities in the same light as did the Regents.

I should make it clear that my somewhat critical comments about the central administrative officers certainly do not apply to the current incumbents, but should be interpreted as applying to their predecessors. For the most part, the administrative team is too new to have established a track record in this respect. The problem is, or was, therefore, a lack of commitment and priority assignment with respect to continuing education activities. I sincerely hope that the interest expressed in continuing education activities and their future development is not solely the result of an inspection of demographic statistics which so clearly indicate the future decline in the typical college age population, both within the State of Minnesota and the nation.

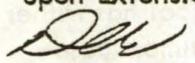
In addition to my concern over the overall priority historically assigned to continuing education activities within the University, I also have concerns about the structure and organization of the University to develop such programs. In some respects the structure and organization for continuing education parallels the relationship between the Graduate School and the various colleges, schools, and departments which represent the basic budgetary units of the University. The difference is that Graduate programs and their development have long operated in a position of much higher priority within the University, and appropriate incentives have been provided to colleges and schools for the development of Graduate level programs. The incentives for Graduate program development also have been double-edged, that is, Graduate students and programs not only generated student credit hours or other measures of instructional load, but also contributed significantly both to the research productivity and the national reputation of the unit. In this environment the Graduate programs of the University have thrived. Aside from the formalized structure of the organization of Graduate programs through the established incentive system, responsibility for the development of such programs clearly has been vested substantially with the collegiate deans, and certainly not exclusively with the Dean of the Graduate School. As an aside, isn't it strange that the Graduate School has rather minimal input into budgetary decisions concerning Graduate program support but almost absolute control over unrestricted research funds? I think therein lies the great difference, as it appears to me, that almost exclusive responsibility for the development of continuing education programs and activities has fallen on the Dean of Continuing Education and Extension, with no real assignment of responsibility implied or expressed with the collegiate deans. The Dean of Continuing Education and Extension basically controls the budget for continuing education programs. I would like to propose a modeling for the development of Continuing Education and Extension which more nearly parallels that of the Graduate School, with clear assignment of responsibility for the overall development of such activities within a college to the dean of the

A. J. Linck
September 10, 1975
Page 3

college. The role of Continuing Education and Extension should be, in my opinion, primarily a supporting and facilitating role. It could provide primarily the technical expertise and logistic support required for successful Continuing Education and Extension programs and activities, with full responsibility for the nature and content of programs, staffing, and the like, the responsibility of the collegiate units.

Before closing, let me come back again to the existing incentive system within the University. The only universal incentive for continuing education is the authorization of overload pay to faculty for participation in continuing education activities. This incentive flows directly to the individual and not to the department, school, or college. The impact of this incentive on the University and its overall goals is highly questionable. I would assume that since it is permitted, or perhaps encouraged, one rationale for overload pay for Extension instruction must be that it enables departments, schools, and colleges to recruit and retain a better qualified faculty than they could otherwise achieve. I think we must assume this relationship, as the obvious alternative would be to establish a larger faculty within colleges and schools to service continuing education programs, and this has not been done. While the practice may achieve the desired effect in those units of the University where the faculty normally have reasonable teaching loads, its impact on units such as Duluth, where the faculty already have heavy teaching loads by University standards, does not lead to the desired result. Perhaps we can initially recruit better qualified faculty than we otherwise could. In most cases a definition of "better" (as I use the term here) is a faculty which is expected to be both strong instructors and productive scholars. Unfortunately, though, a combination of a heavy instructional load, along with overload continuing education instructional responsibility, clearly detracts from the scholarly production of the faculty. Individual faculty members find themselves entrapped by Extension teaching through dependency on the income which it provides them. Eventually they are faced with the choice of accepting a reduced income to free up sufficient time for scholarly production to meet tenure and promotion standards of the University. Individuals recruited who have very strong research interests probably never face the real dilemma because they leave the institution as soon as they see an opportunity for a regular assignment which provides reasonable time for scholarly research and publication. The observation that turnover rates among the Duluth faculty do not appear excessive speaks not against the existence of the incentive-disincentive situation I have described, but more to the intensity of commitment to research and publication among those we can initially recruit.

As you can see, my strong preference would be to discontinue the practice of permitting overload pay for Extension teaching activities, which I believe would be in the long-run best interests of the University. Obviously, it would not be a popular change for those both at Duluth and within other units of the University who have become somewhat dependent upon Extension salaries within their basic family budget.



- DAV/mm
- Enc.
- cc: R. W. Darland
- R. L. Heller
- W. H. Bruning
- UMD Collegiate Deans
- J. J. Kafka
- H. A. Miller

P.S. to A. J. Linck: It is not just a diatribe, it is a rambling diatribe!



UNIVERSITY OF MINNESOTA
DULUTH

School of Business and Economics
109 Social Sciences Building
Duluth, Minnesota 55812

August 29, 1975

TO: D. A. Vose
FROM: R. S. Hancock
SUBJECT: Summary of Continuing Education Activities

- 1. The current status of continuing education programs in the School of Business and Economics:

The primary objective of continuing education programs in the School of Business and Economics has been to offer credit courses for students who have been pursuing undergraduate degree programs and Junior and Senior Certificate programs in the fields of Accounting and Business Administration.

However, during the last few years an increasing number of private and public organizations have requested the school to develop and conduct non-credit types of short-term professional development programs. As a result, the school has begun to offer short-term seminars and workshop programs to particular groups who have requested such programs.

Because of the heavy demand for professional development programs, the school requested administrative assistance for these programs to the Director of Continuing Education and Extension, Duluth Center. Fortunately, the request was granted and since 1974 the school has been sharing approximately 50 percent of the newly appointed Assistant Director's time.

- 2. The nature of the organization structure for continuing education activities:

The attached is the organizational chart for continuing education activities in this school.

- 3. Problems and opportunities in continuing education programs:

This school is the only higher educational institution which is able to provide professional management development programs in this region. Because of the healthy economic climate in the range and Duluth areas, the school expects to expand non-credit course offerings to the business communities. Additional development of non-credit courses including short-term seminars, workshop programs, which are designed to meet specialized needs of private and public

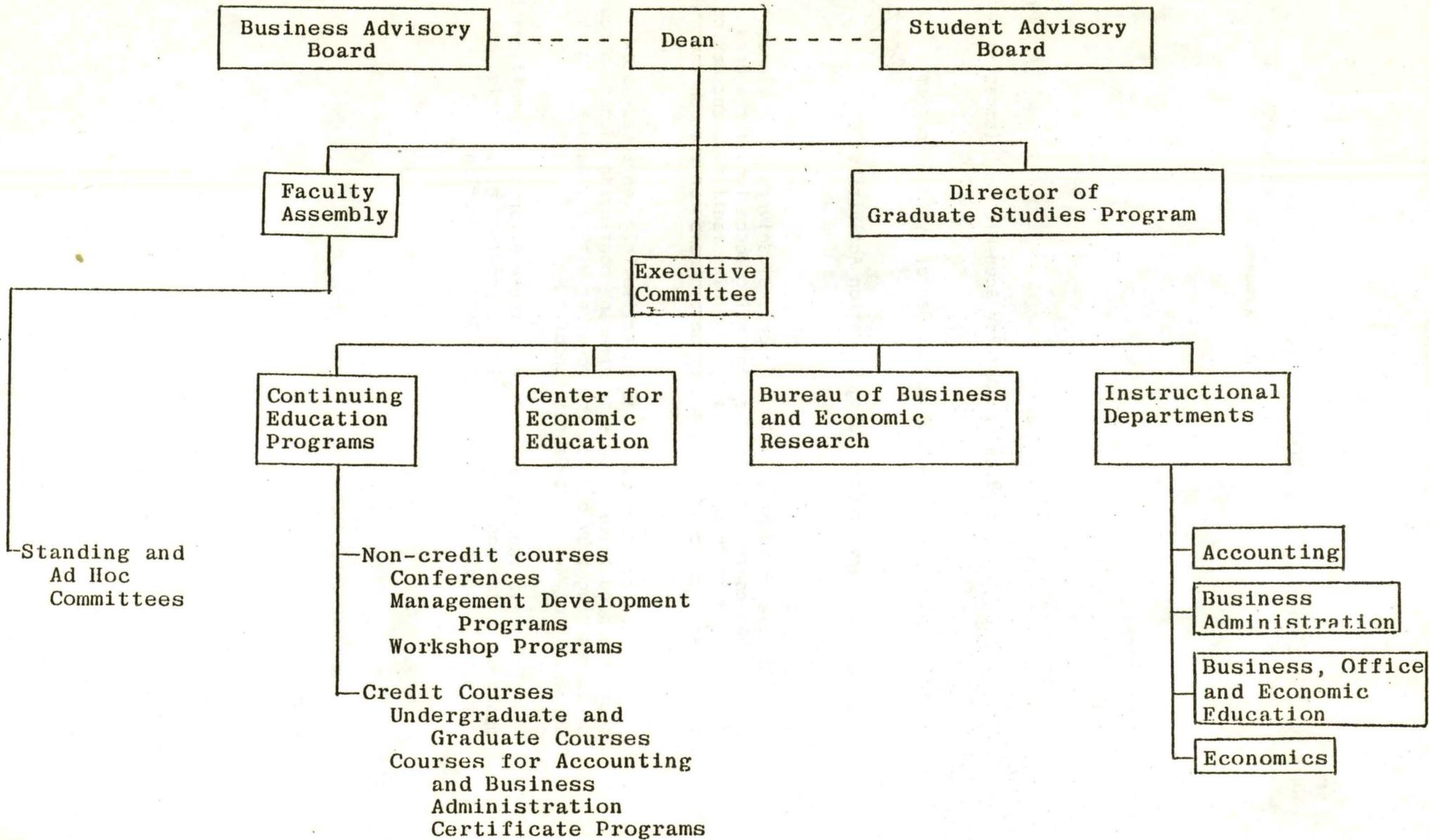
organizations and professions definitely require at least one full-time administrator who will be in charge of continuing education programs in this school.

The school also expects to continue to offer more credit courses. The school is ready to implement the evening M.B.A. program. The remedial courses of the M.B.A. program will be extension courses and the school expects to offer at least two remedial courses per quarter for the 1975-76 academic year. However, because of insufficient available manpower resources, this school expects to curtail some of the undergraduate extension course offerings in accounting and business administration degree programs and the certificate programs.

Attachment

The primary objective of continuing education... The Director of Continuing Education... The attached is the organizational chart... Problems and opportunities in continuing education programs... This school is the only higher educational institution... to provide professional management development programs... Because of the heavy demand for professional... the school requested administrative assistance... to the Director of Continuing Education... Fortunately, the request was granted and... used during approximately 50 percent of... and Director's time.

SCHOOL OF BUSINESS AND ECONOMICS





UNIVERSITY OF MINNESOTA
DULUTH

Dental Hygiene Program
Room 73 - Classroom Laboratory Building
Duluth, Minnesota 55812

September 2, 1975

TO: D. A. Vose, Vice Provost for Academic Administration

FROM: O. M. Langsjoen, Director, Dental Hygiene Program

SUBJECT: Summary of Continuing Education Activities

A handwritten signature in dark ink, appearing to read 'O.M.L.', is written over the 'FROM' line.

To date the Dental Hygiene Program at University of Minnesota, Duluth, has contributed to the continuing education of the area dentists and their auxiliaries by providing facilities and making arrangements for continuing education programs for them on the UMD campus.

As our faculty accumulates expertise in given areas we expect to expand these efforts by offering continuing education courses on campus taught by our faculty together with colleagues from the University of Minnesota Dental School.

To aid in the implementation of these efforts the staff dentist assigned to the position of clinical supervisor also carries the title of "Coordinator of Continuing Dental Education".

UNIVERSITY OF MINNESOTA
DULUTHCollege of Education
125 Bohannon Hall
Duluth, Minnesota 55812

August 28, 1975

TO: Dr. David Vose

FROM: *AW* A. W. Ollenburger

SUBJECT: Summary of Continuing Education Activities

In response to your memo of August 11, the following is a summary of information on this subject received from department heads in the College of Education - Duluth.

Al Linck's memo requests information on two points: (1) a diagrammatic form or statement of the organization, and (2) what problems or opportunities do we see for the future. I will try to answer each of these for the College of Education.

1. The organization for continuing education activities outside of the Center for Continuing Education and Extension is very similar to any program or programmatic change within the College. That is, a faculty member who has an idea, or learns of some need for continuing education in Northeast Minnesota which could be supported by department personnel, approaches the department with his plan. If the department agrees, usually a course or courses are created. These courses, along with those already in existence, are then passed through channels to the College of Education Curriculum Committee, then to my office. If they have some effect on Dr. Kafka's office or Liberal Education, or some State organization, such as the Minnesota Higher Education Coordinating Commission, contact is made with these offices at that time. After approval is received by all parties concerned; it is determined there is no overlap with some program already in existence; consideration has been given to budgetary matters; then the continuing education activities are set into motion.

2. As to problems and/or opportunities in the foreseeable future, the problems are mainly administrative in that there are several units either directly tied to the University or state-wide organizations that are involved in continuing education in Northeast Minnesota. Coordinating activities and touching base with all such organizations is extremely difficult at times. It certainly is evident that the private colleges and state universities are moving into the continuing education market, or "external program" market, very rapidly. This, I assume, is because of the drop in enrollment in the undergraduate programs on campus. This could possibly lead to a problem in that Northeast Minnesota may not be just the Duluth Campus's area. We find ourselves daily in competition with state institutions, public and private, as well as those of neighboring states.

Since the preceding paragraphs have been my summary of the department heads' reports to me, and since this summary is condensing it rather drastically, I am including copies of reports from Elementary Education, Secondary Education and Communicative Disorders.



UNIVERSITY OF MINNESOTA
DULUTH

Department of Secondary Education
Duluth, Minnesota 55812

August 27, 1975

TO: Alvin W. Ollenburger, Acting Dean
College of Education
FROM: Thomas G. Boman, Head
Department of Secondary Education
SUBJECT: Summary of Continuing Education Activities

1. Continuing education activities are coordinated in the same fashion as regularly scheduled activities, i.e., department members are free to brainstorm ideas, discuss projects with interested groups and begin planning with anyone they choose. When ideas become firm they are funneled through the department for discussion and, if appropriate, action at a regularly scheduled departmental meeting. The department head is to be informed of the progress of any educational venture by any member of the department. We do not have any permanent budgetary connection with the University of Minnesota Continuing Education and Extension, or any other continuing education organization at this time. All financial arrangements are typically "one-time-only" arrangements.

2. Our primary target for continuing education is school personnel in-service. This is a complex and changing field and almost defies a brief statement but I shall try. Our primary opportunities are to provide the in-service needs of school districts that are too small to provide an internal comprehensive in-service program and to offer courses for graduate students in the field of education and educational administration.

Our biggest need is to have personnel freed to work directly with existing clusters of school personnel to design and deliver meaningful continuing education courses. We need to have the equivalent of the county agricultural extension agent in the field of education. Perhaps we could develop the concept of an area educational agent.

I suspect UMD puts less effort into teacher continuing education than does our neighboring institutions of Wisconsin State University in Superior or Bemidji State University, but I have no hard information to substantiate this.

One last point. Teacher in-service has been handled in a rather loose manner in the past couple of decades, primarily, I suspect, because the growth of school population required a continued hiring of newly trained teachers and offered almost

unlimited opportunities for teachers to move to other school districts. With the stabilization or decline in school enrollments the influx of new personnel with new ideas has almost come to a standstill. The median years of service for teachers in a school district at the present time is only seven years (approximately). What will that be ten years from now, a median of seventeen years? How long can a school system stay reliable with an aging and stable teaching staff? The most obvious solution to this dilemma is an aggressive in-service program cooperatively pursued by consortiums of school districts and institutions of higher education such as UMD.

TGB/kas



UNIVERSITY OF MINNESOTA
DULUTH

10
Department of Speech Pathology and Audiology
5 Home Economics Building
Duluth, Minnesota 55812

DATE: August 22, 1975
TO: A.W. Ollenburger
FROM: R.F. Pierce
SUBJECT: Continuing Education Activities

A very informal "first step" has been initiated toward a Continuing Education Program by this department. Dr. Hatten will offer CD 8475 CLINICAL SEMINAR: LANGUAGE DISORDERS fall quarter 1975 under the auspices of Continuing Education and Extension.

You will recall this required approval of Dr. Vose in that Dr. Hatten is on fall quarter leave.

Further departmental consideration of a Continuing Education program will be held in abeyance at least until winter quarter 1976.

Respectfully submitted.

RFP/ek

August 22, 1975

TO: Dean Ollenburger

FROM: Charles Gilbert *CG*

SUBJECT: "continuing education"

As near as I can determine 'continuing education' courses are identified as those courses offered in day school which persons identified as special students may enroll. There are persons who have completed a Bachelor's degree or higher, who have not been admitted to Graduate School and who wish to up-grade their basic education.

If a person wishes to later gain admission to a graduate program, only 9 quarter hours of 'continuing education' at the 5000 level may be applied towards the M.A., in taken in quarter prior to admission. Faculty committee decides for MEd students. Students may enroll in 'continuing education' courses through Continuing Education and Extension.

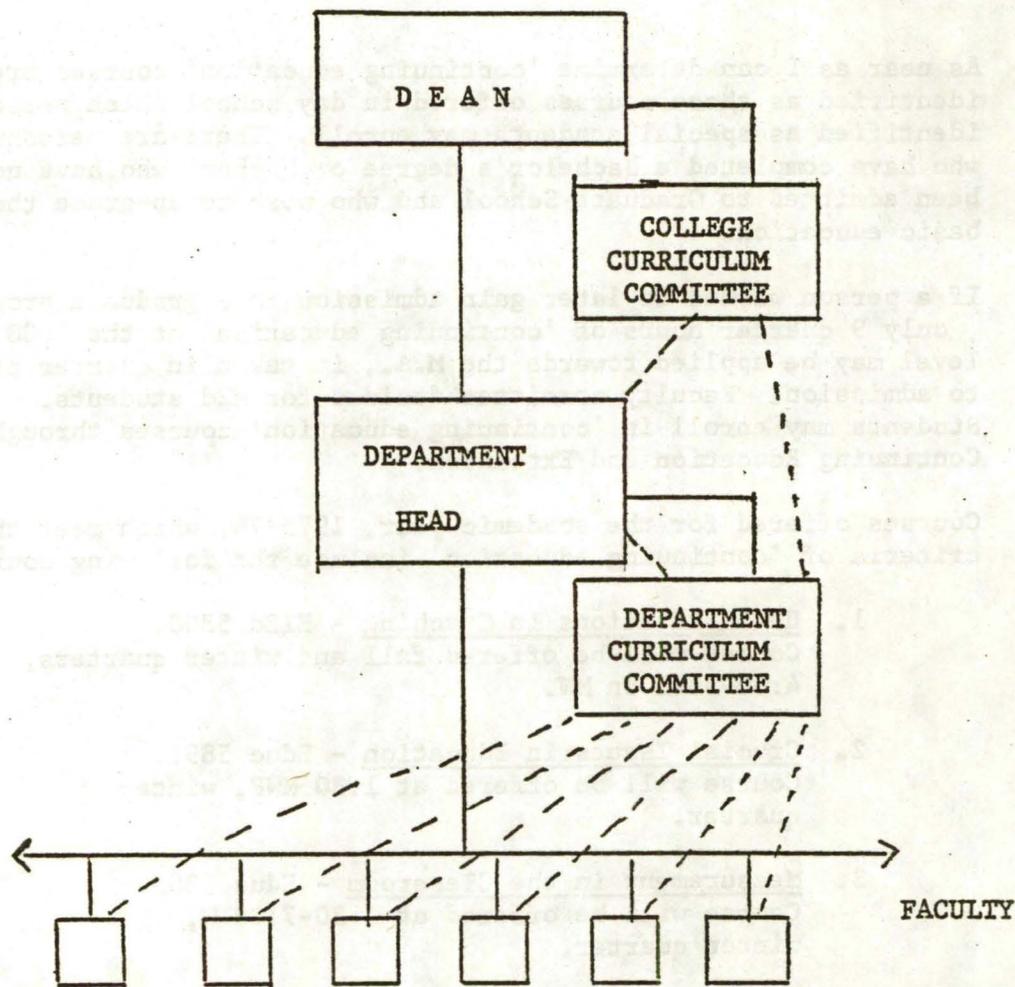
Courses offered for the academic year, 1975-76, which meet the criteria of 'continuing education' include the following courses:

1. Human Relations in Teaching - E1Ed 5800.
Course will be offered fall and winter quarters, 4:30-5:45 on MW.
2. Crucial Issues in Education - Educ 5891.
Course will be offered at 1:30 MWF, winter quarter.
3. Measurement in the Classroom - Educ 5305.
Course will be offered at 4:30-7:10 W, winter quarter.
4. Laboratory Mathematics Teaching - E1Ed 5358.
Course offered at 4:30 T, winter quarter.

NATURE OF ORGANIZATION

'CONTINUING EDUCATION'

DEPARTMENT OF ELEMENTARY EDUCATION



- 3 -

Problems and Opportunities

I believe the practice of teachers enrolling in college faculty selected courses as a part of 'continuing education' is becoming limited. Due to a number of variables (i.e., non-encouragement for teachers to get advanced credit, teacher militancy, local systems maintaining their own 'continuing education' program, and personal expenses to teachers) teachers are going to more and more dictate to colleges what will be considered acceptable as 'continuing education'.

I wouldn't suggest that colleges of education turn their 'continuing education' opportunities into self-service dime stores, but to continue servicing teachers in this area I suggest that we develop centers off campus and communicate with teachers relative to their professional needs.

I would suggest the following points relative to problems and directions of continuing education:

1. Consideration should be given for moving selected 'continuing education' courses from the classroom on campus to local centers.

2. Teachers are not motivated to travel more than 15-20 miles for 'continuing education'.
3. Specialized short term programs, not courses, should be considered.
4. Educators at all levels should be involved with initial program planning.
5. Teachers will participate in 'continuing education' if it meets their professional needs for working with students.
6. Academic honesty must be maintained to continue professional credibility of our institution.
(note - independent courses for little or no purpose need to be checked).
7. Teachers will take 'continuing education' courses if time schedule compliments their personal commitment.



UNIVERSITY OF MINNESOTA
DULUTH

Office of the Dean

School of Fine Arts
Humanities 212
Duluth, Minnesota 55812
(218) 726-7261

September 4, 1975

To: ✓ A. J. Linck, Associate Vice President, Academic Affairs
D. A. Vose, Vice Provost for Academic Administration

From: A. E. Smith, Acting Dean, School of Fine Arts

Subject: Summary of Continuing Education Activities, School of Fine Arts

1. The relationship of the School of Fine Arts and its departments to Continuing Education and Extension follows the pattern of most of the collegiate units on this campus. The initiating unit, department, or faculty usually deals directly with the Office of Continuing Education and Extension on all special activities such as conferences and institutes. It is usually done with the tacit approval of the department head and/or dean. Planning a program may or may not include the direct involvement of the department, department head and/or dean depending on the demands of the situation. In no case is the participating faculty directly responsible through channels from the department to the office of the dean, and then to the office of Continuing Education and Extension. Most of the decisions regarding these activities are made on an expediency basis.

The more normally scheduled extension courses usually are initiated with the department planning and dean's approval before submission to CE&E for final approval. In no case is the department or office of the dean directly involved in budgetary considerations. The CE&E office determines if a course cannot be offered, and usually the decision is related directly to student enrollment.

2. One of the problems of developing a more comprehensive CE&E program within our own units lies in the inability of those units to use all of their total resources in developing a comprehensive educational program which would include what we now call regular courses, extension courses, special courses, conferences, and institutes. For example, if a faculty member on regular payroll could be assigned an evening class it conceivably may eliminate the necessity of a small daytime class. That in turn could produce income for the department to hire teaching assistants or community resource people to staff a more flexibly designed program.

Lack of total responsibility on the part of academic unit personnel for initiating and conducting CE&E programs and inability to use total existing resources flexibly has tended to produce inconsistent and spotty programs.

mle



UNIVERSITY OF MINNESOTA
DULUTH

Office of the Dean

College of Letters and Science
108 Science-Mathematics Building
Duluth, Minnesota 55812

August 15, 1975

TO: Dr. David A. Vose, Vice Provost for Academic Administration

FROM: *Fred T. Witzig* Fred T. Witzig, Acting Dean

SUBJECT: Response to your memorandum seeking information on CLS with CEE.

This is a difficult assignment to complete at the time since some of the desired detail can only be acquired from department heads. What follows represents my view of the relationships between these units and is subject to a faulty memory and/or bias I might have regarding the issue. I simply make some observations and raise a few questions.

- Historically, administrative units above the department level (old divisions) had little to do with CEE matters. Negotiations for instructional support were generally carried on between the individual instructor and the local CEE director. Department heads became involved at times when attempts were made to "equalize" teaching opportunities among faculty in the department.
- CEE activity, in the mind of the instructor simply means a way of augmenting his salary. Also, this kind of "moonlighting" opportunity is frequently cited by a department head when recruiting new faculty.
- Historically, CEE course schedules are developed with one thing in mind-- will it pay. Less attention is paid to the programmatic value of the course to degree seekers in the CEE program.
- Cross-registration, introduced recently, has finally focused attention on program and the need to offer a variety of courses at more convenient hours.
- There is a remarkable "distance" between the Deans and Directors on the Campus and the CEE.
- To my knowledge there are very few budgetary or programmatic ties between CLS departments and CEE. There is essentially no communication between the CLS office and CEE.
- I would propose a much greater degree of cooperation at the College level with regular meetings and cooperative program planning leading eventually to full integration of CEE with regular campus academic activity.

aw



UNIVERSITY OF MINNESOTA
DULUTH

School of Social Development
Classroom Lab Bldg, Rm 295
Duluth, Minnesota 55812

TO: D. A. Vose
FROM: Judith S. Kaplan *JSK*
SUBJECT: Summary of Continuing Education Activities

During the five and one-half months since I have taken over the function of Coordinator of Continuing Education for the School of Social Development we have been actively involved in developing continuing education and extension programs. For some things, such as our extension course offerings, we have worked very closely with the CEE Office here at UMD and this year are offering 19 courses through their department. Five of those courses are part of the Foster Parent Certificate Program which was developed in conjunction with the St. Louis County Welfare Department and the UMD--CEE Office. Six of the courses are going to be offered during the morning hours for a special program that we are assisting UMD--CEE with. Three other courses that we have developed are going to be designed especially for those working in human service organizations as we feel that there is a great need in the community for these kinds of offerings. Our faculty actively participates with the Dean and myself in staffing and supporting these courses as we feel they make an important contribution to the community at large.

Last June our school sponsored a conference Exploring New Work Roles for Women. There were 60 participants from the community and Joan Grove, the Secretary of State, was the keynote speaker. This program was evaluated very highly by all participants and was done in conjunction with UMD--CEE. In January our school will be sponsoring another conference for women, this time we will be doing it jointly with the University of Wisconsin--Superior and St. Scholastica. We are already actively engaged and meeting with people from these institutions to develop plans.

On September 12, 1975 our school will be sponsoring a conference Coordinating Services for the Aging. We have two main goals for this conference: 1) Information sharing: to help develop a greater awareness of issues and the way they are currently being dealt with. 2) Direction setting: what might be done to improve the coordination of services. This conference will be a small one (approximately 20 participants) and is aimed mainly at coordinators, directors, board and commission members of human service agencies serving the aging. We will be involving people from the state and local levels as discussion leaders as well as participants.

To: D. A. Vose
From: Judith S. Kaplan
Date: August 25, 1975
Page: 2

Next summer our school hopes to be able to sponsor a two week residential program some place away from the campus for agency staff and human service organizations. These plans are only in their infancy stage but will be further developed during the year. Other plans for the year include an International Conference on Social Development that will involve the University and the community. Dr. Rama Pandey will be our faculty member directly responsible for that program. I hope that you will find this information helpful in developing your report to Al Linck. If you do have further questions please feel free to contact me.

JSK:jeo
Enclosures

SCHOOL OF SOCIAL DEVELOPMENT

1975 - 1976

Continuing Education and Extension Programs



Indicates course especially designed for those working in human service organizations

TBA

Indicates To Be Announced at a later date

FALL QUARTER, 1975

SW 1-140 Foster Family Care Systems (3 cr)

A study of the special needs of the child in substitute care and ways that caretakers may create an environment that facilitates the meeting of these needs.

SW 1-145 Adolescent Development of the Child (3 cr)

Study of the normal developmental process of adolescence (ages 12 - 17). Special focus on developmental needs and problems of the adolescent in substitute care.

SW 5-215 Dynamics of Voluntarism (3 cr) 9-11:40 a.m. Monday
Glen Avon Eugene Hooyman

Exploration of theories of voluntarism, volunteers' motivation, recruitment and training of volunteers, use of volunteer help, and new trends in voluntarism, such as the power of volunteers organized to influence legislation and agency policy

SW 3-501

Special Topics: Program Evaluation (3 cr) 9-11:40 a.m.
Wednesday TBA C. David Hollister

Designed for administrators and line staff concerned with program evaluation in their agencies. It will deal with setting goals, developing an evaluation model, analyzing data, feedback of recommendations, and utilizing the evaluation findings.

SW 5-127 Special Topics: Personal and Professional Growth (3 cr)
7-9:30 p.m. Monday TBA Judith Kaplan

Objectives: To help increase awareness of one's personal identity; to acquire skills in developing effective working relationships; to explore and clarify personal/professional value issues.

Fall Quarter, 1975 (continued)

SW 5-240 Planning Services to the Aging (3 cr) 7-9:30 p.m.
Tuesday TBA Margaret Sebastian

Examination of the development, content and organization of social programs and policies specifically designed for older adult populations. Emphasis will be given to program and planning issues and implications of recent national and State legislation.

SW 5-250 The Crime Victim (3 cr) 7-9:30 p.m. Thursday TBA
Burt Galaway

Conceptual framework for victimology; analysis of theory and research relating to issues of victim vulnerability and victim culpability; systems of reparation including restitution and victim compensation schemes.

WINTER QUARTER, 1976

SW 1-143 Special Topics in Foster Care (3-6 cr)

Varied topical material of special interest to foster parents.

SW 5-125 Special Topics: Women and Social Policy (3 cr) 9-11:40 a.m.
Tuesday Lakeside Nancy Hooyman

Examination of policy issues related to women such as day care centers, employment, education, legislation. Emphasis upon how existing social policies impact upon women; ways of developing policies/programs to meet women's needs.

SW 5-240

Planning Services to the Aging (3 cr) 9-11:40 a.m.
Thursday Tri Towers Margaret Sebastian

Examination of the development, content and organization of social programs and policies specifically designed for older adult populations. Emphasis will be given to program and planning issues and implications of recent national and State legislation.

SW 5-245 Planning of Criminal Justice Services (5 cr) 6-9:40 p.m.
Wednesday TBA C. David Hollister

Planning for development of criminal justice services; interaction of federal, State, local governments and non-governmental agencies in provision of Criminal Justice Services; involving various elements and interests of the criminal justice system in planning; role of citizens and consumers; issues of multiple goals.

Winter Quarter, 1976 (continued)

SW 5-610 Intergroup Conflict Resolution (3 cr) 7-9:30 p.m.
Thursday TBA Shirley Reed

Overview of theories of social conflict; application of theory to analysis of common conflicts such as labor-management, student-university, racial and religious groups, etc.; major emphasis is on strategies for creative conflict resolution.

SPRING QUARTER, 1976

SW 1-142 Child Advocacy (3-6 cr)

Study of the ways in which community programs may be more receptive to needs of the child in substitute care.

SW 1-144 Early Development of the Child in Substitute Care (3 cr)

Study of normal childhood development from birth through age 12. Special focus on developmental needs of the child in substitute care.

SW 5-127 Special Topics: Personal and Professional Growth (3 cr)
9-11:40 a.m. Thursday TBA Judith Kaplan

Objectives: To help increase awareness of one's personal identity; to acquire skills in developing effective working relationships; to explore and clarify personal/professional value issues.

SW 5-227 Rural Development (4 cr) 9 a.m. - 12:30 p.m. Monday
Glen Avon Salima Omer

Examination of rural/urban differences locally, nationally and internationally. Emphasis on rural needs and strategies to facilitate development objectives.

SW 3-307 The Correctional Continuum (5 cr) 6-9:40 p.m. Wednesday
TBA Burt Galaway

Emerging and traditional correctional theories and programs, including recent developments in community-based programming, such as diversion and restitution. Issues of goals, costs, effectiveness, public safety, and human rights.

Spring Quarter, 1976 (continued)

SW 5-215 Dynamics of Voluntarism (3 cr) 7-9:30 p.m. Thursday
TBA Eugene Hooyman

Exploration of theories of voluntarism, volunteers' motivation, recruitment and training of volunteers, use of volunteer help, and new trends in voluntarism, such as the power of volunteers organized to influence legislation and agency policy.

SW 5-100 Theory and Philosophy of Social Development (5 cr)
6-9:40 p.m. Tuesday TBA Rama Pandey

Historical development and theoretical bases of concept; inherent philosophical assumptions and ethical implications of implementations.

UNIVERSITY OF MINNESOTA
Duluth

School of Social Development
Marshall W. Alworth Hall 295
Duluth, Minnesota 55812

August 11, 1975

To All Persons Interested in Services to the Aging:

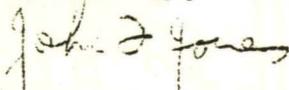
You are invited to attend a one-day conference on Coordinating Services to the Aging to be held Friday, September 12, 1975 at the UMD School of Social Development.

The conference program will include a panel discussion of federal, state, rural and urban issues with opportunities to explore alternative solutions in small group meetings.

The registration fee of \$13.50 includes lunch and conference folder with current articles in the field of aging.

I hope to see you there.

Sincerely,



John F. Jones
DEAN

COORDINATING SERVICES TO THE AGING

Friday, September 12, 1975
9:30 a.m. - 3:30 p.m.

REGISTRATION FORM

NAME _____

TITLE _____

ORGANIZATION _____

ADDRESS _____

_____ ZIP CODE

I have enclosed \$13.50 (check or money order payable to the University of Minnesota).

Two or more people are coming from my agency/organization: I have enclosed \$12.00 for each person.

NAMES: _____

DATE _____ SIGNATURE _____

MAIL TO: AGING CONFERENCE, SCHOOL OF SOCIAL DEVELOPMENT,
UNIVERSITY OF MINNESOTA - DULUTH, DULUTH, MN 55812

* * *

Students \$5.00 (does not include lunch)
Senior Citizens

For further information call (218) 726-7245.



UNIVERSITY OF MINNESOTA
DULUTH

Special Programs
409 Administration Building
Duluth, Minnesota 55812

August 27, 1975

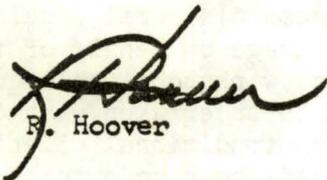
TO: D. A. Vose

FROM: R. Hoover

RE: Response to your memo of August 11, 1975 re relationship
with Continuing Education and Extension, Duluth Center

The Office of Special Programs works with the Office of Continuing
Education and Extension in the following ways:

1. Development of international study programs during the
summer sessions
2. Development of ethnic studies conferences during the
academic year.


R. Hoover

179

University of Minnesota, Morris
Morris, Minnesota 56265

August 22, 1975

MEMO TO: A. J. Linck, Associate Vice President, Academic Affairs

FROM: Gordon R. Bopp, Academic Dean *G. R. Bopp*

SUBJECT: Continuing Education Activities at UMM

Continuing education activities at the Morris Campus revolve around our Office of Continuing Education and Regional Programs headed by a director who reports jointly to me as Academic Dean at UMM and to Hal Miller as Dean of Continuing Education and Extension. Housed in a contiguous office and working in cooperation with the CERP director is an Area Extension Agent, Community Resource Development, who falls under the administrative supervision and governance structure of the Agricultural Extension Services Division of the University. The individuals involved in these activities are Dr. Roger McCannon, newly appointed as Director of CERP and Dr. Allan Harris as the agriculture extension area agent. Inasmuch as the activities of the CERP director include evening classes and summer session programs as well as all other continuing education activities, budgetary ties are shared among the various administrative units. Notably, CEE, CURA, Summer Sessions, and UMM each contribute portions of their budgets towards the funding of the CERP operations. The primary commitments are from CEE and CURA. In connection with your second question regarding problems and opportunities, let me cite the following.

A program has recently been undertaken to develop a Learning Center at Morris through which special learning opportunities are made available on a regional basis to basically non-traditional kinds of students. We see this Learning Center as an opportunity to not only serve the educational needs of a small but important segment of Minnesota's rural population, but also as a means of projecting a favorable image on behalf of the University of Minnesota system. Short courses, workshops, colloquia, and seminars are all activities which we feel can be undertaken with considerable efficiency in serving the needs of the non-traditional clientele. Through the CERP office some efforts have already been undertaken to establish inter-institutional activities relating to continuing education. For example, we prepared a proposal seeking federal funds to support the development of the Sisseton-Wahpeton Sioux College Center in Sisseton, South Dakota. This was done in consultation with various South Dakota educational institutions so that we would not be embarrassed by having pre-empted similar efforts by those institutions. That funding venture was unsuccessful, but nevertheless some degree of interaction with the Sisseton Educational Community was developed which we feel can perhaps be developed further in the future.

Under Title I, administered through our CERP office, we have developed an inter-institutional regional educational consortium involving Moorhead

Memo to A. J. Linck
Page 2
August 22, 1975

State University, several junior colleges, and the area vocational-technical institutions in State Planning Region 4. This consortium unit advises the Regional Development Commission on various continuing education matters including, not only instructional, but also research possibilities. Clearly, there remains an opportunity here to develop further this kind of inter-institutional cooperation in fulfilling instructional and research needs in the western region of Minnesota. Another opportunity exists for graduate programming in liberal arts. Many baccalaureate degree holders in this region have expressed concern over the lack of opportunity to pursue graduate level studies. Our proposed Master of Arts in General Studies (M.A.G.S.) program would help to meet such needs.

Our largest single problem in terms of continuing education programs is, of course, the sparsity of the population. There simply may not be a sufficiently large population base within which to justify the kinds of educational activities that might be developed. There certainly are needs that have been identified for continuing education of individuals living in rural communities, but the logistics problems generally require a larger expenditure of funds than would be the case in urban centers. Identifying the needs of this rural clientele and then seeking ways (perhaps through television link-up, etc.) of fulfilling these needs is our number one problem.

I hope this answers the questions that you sought in your memorandum. If not please let me know, and I shall attempt to respond to any further questions that you might have.

nj



UNIVERSITY OF MINNESOTA
TECHNICAL COLLEGE, WASECA

Academic Affairs
Waseca, Minnesota 56093
(507) 835-1000

September 4, 1975

Dr. A. J. Linck
Associate Vice President
Academic Affairs
213 Morrill Hall
University of Minnesota
Minneapolis, Minnesota 55455

Dear Dr. Linck:

Attached is a report in regard to "Summary of Continuing Education Activities" at the University of Minnesota Technical College-Waseca. I hope that this has been answered to your satisfaction, but if you have questions or feel that we have not covered the subject adequately, please contact me.

Best personal wishes.

Very truly yours,

A handwritten signature in cursive script that reads "Bob".

Robert M. Collins
Director of Academic Affairs

RMC:da
Encl.

CONTINUING EDUCATION ACTIVITIES
AT THE
UNIVERSITY OF MINNESOTA TECHNICAL COLLEGE-WASECA

182

The present policy at UMW is that people already working in the agricultural industry and interested in taking courses are treated like any other students. They are invited to enroll and participate in any or all courses offered at UMW. An attempt is made to offer classes that are attractive to industry people at a convenient time and location. All students pay regular tuition fees either on a full-time basis or on a per credit basis. Courses may be taken for credit or for professional improvement.

This policy has been adopted on the assumption that if a course is needed by semi-professional, mid-management personnel in the agricultural industry, it is needed by UMW students. This policy should allow UMW to become efficient and effective. The Veterans' Farm Cooperative Program is one example of courses being handled at UMW on this basis. The college courses are open to adults, agricultural industry personnel, farmers, veterans and anyone who can profit from them. The courses scheduled for any quarter are open to students on a first come basis. Persons from the community and the surrounding area are invited to take any of the courses along with the full-time students.

Courses Offered

Courses are offered in Ag Accounting, Ag Business Management, Ag Marketing, Ag Science, Ag Secretarial Services, Agronomy, Animal Health, Animal Science, Home and Family Services, Horticulture, Mechanized Agriculture, Soils, Biology, Chemistry, Communications, Economics, Humanities, Mathematics, Physical Education, Physics, Psychology and Social Science.

Block Courses

There are a number of adults who take courses in the day schedule throughout the week and are classified as "Adult Specials". In addition to courses that can be taken in the day schedule throughout the week, the college makes provision on a block of time basis for those adults and community people that cannot take them in a schedule of a working day.

Thus, some courses are offered in a single block of time during the week. This can be one morning during the week, it can be an afternoon or it can be in the evening. Fifty-one of these "block" courses were offered during the 1974-75 college year.

Mini-Courses

The college takes regular courses and breaks them down into logical units called "mini-courses". If the regular course is not filled with students for a particular quarter, this is made known in the community and surrounding area and people are invited to come in and enroll in the parts of the courses that are of interest to them for self or professional improvement. Courses are developed during the quarter on this mini-course basis and information is provided about them at the time they are offered.

Rural Outreach at UMW

Rural Outreach is funded by the Minnesota Governor's Rural Development Council. The objectives are to make the existing courses, services and facilities of the college readily available to farmers and farm families through the use of block courses, mini-courses, flexible scheduling and full or partial tuition scholarships.

Senior Citizens

In line with the directive from the Legislature, UMW is making courses available to senior citizens.

Special Days and Events

There are a number of special days and events at the University locations in Waseca each year. Included are Visitors' Day, Corn and Soybean Day, and many other conferences and short courses.

Answers to Questions in the Letter of August 6, 1975

1. The nature of the Organization for Continuing Education Activities fits in very closely with the organization for the regular on-going course work for UMW. Proposals for courses which are blocked (usually in the evening) come from the faculty through the division coordinators to the Chairman of the Academic Division who schedules them with the Director of Admissions and Records. The Director of Academic Affairs works with the Chairman of the Academic Division in recommending courses to offer. The Director of Academic Affairs works with the Supervisor of University Relations in promoting the courses through news releases and through the Community Education Bulletin. At the present time there are no ties either budgetary or programmatic with the Continuing Education and Extension Division.

2. We believe that our Continuing Education Program offers great possibilities to increase as the years go by. This increase will probably be gradual as far as participation by adults is concerned. One of the problems to date has been that people of the community and surrounding area are not attuned to the cost of college course work. Another problem is getting the community and area people to recognize that there is college work available in the community since the college is new and they are not, in many cases, thinking in these terms at present. Another positive factor is that as additional adults enroll in UMW courses, they help to balance out the sections with the full-time students.

We do not foresee any significant problems related to continuing education programs of other state institutions. We work closely with the high school, extension service, the library, community recreation program and the vocational center in the community. We have had meetings with Mankato State College and have a working arrangement with them in regard to the courses they will offer in the Waseca community and the ones that UMW should offer.