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A PROPOSAL TO ESTABLISH UNIVERSITY OF MINNESOTA INSTRUCTIONAL CENTERS  
IN MINNESOTA

Two vital problems face Minnesota educators and legislators today: (1) how best to assure each Minnesota boy and girl an equal opportunity for post-high school education; and (2) how best to provide adequate facilities to accommodate much larger enrollments in Minnesota colleges and universities. Necessarily whatever steps are taken to solve these two problems involve primarily the state-supported institutions--the University, the state colleges, and the junior colleges--although the privately supported institutions are affected, too. Because nearly three-fourths of Minnesota's college students are enrolled in public-supported institutions, any increases in number and capacity of public institutions must be made as efficiently and at as low cost as possible. At the same time, the improvement and enlargement of higher educational facilities in the state should embody provisions for the best possible coordination of the various types of public colleges. Although each type of college serves certain functions unique to its type, certain other functions are served by all public colleges and universities.

The establishment of new junior colleges has been the topic for most of the discussions and study relating to means of expanding opportunities for higher education. To date recommendations for the establishment of new junior colleges have ranged from six (in the Western part of the state) to 23 (situated throughout the state). It is generally recognized that the establishment of new junior colleges will help to equalize educational

opportunity, but will have little effect upon the needed increases in capacity to accommodate large enrollment increases in the state. However, much dispute remains as to the best location for new junior colleges and the real need for such institutions in certain of the more sparsely populated areas. To locate junior colleges in areas which would have insufficient student demand or inadequate resources for their support and development would be extremely expensive and injurious to the overall program for expansion of higher educational opportunities.

In an attempt to assist the legislature in determining the best possible location for additional junior colleges, both in terms of student need and in terms of community resources for support and growth of a junior college, the following proposal is made:

The University of Minnesota is willing to provide organizational know-how, staffing, and supervision of programming and scheduling for a number of U of M Instructional Centers, as temporary establishments designed to determine the feasibility of development of junior colleges in certain selected areas. That is, the University offers to operate Instructional Centers in several selected state areas for a trial period in order to obtain experiential evidence concerning community interest and support of a unit of higher education in these areas. By this device, the legislature would have actual experience upon which to judge the desirability of locating new junior colleges throughout the state.

Without going into specific details, a rough outline of the proposal, covering criteria for establishing a Center, sources of support, organization, staffing, and curriculum, would be as follows:

Criteria for Establishing a U of M Instructional Center

In determining potential locations for the establishment of a U of M Instructional Center, three questions are involved: (1) the effect of such a center upon existing institutions of higher education, (2) the potential student use of such a Center, and (3) the adequacy of community resources for support of a potential junior college. With these factors in mind, the following criteria are suggested:

(a) No Instructional Center would be established within 35 miles of an existing college or junior college or other centers, except for the Twin Cities area.<sup>1</sup>

(b) No Instructional Center would be established in a town with a population less than 5000.

(c) No Instructional Center would be established in a community unless at least 4000 students are enrolled in grades 9-12 in schools within a 35 mile radius from the Center.

It is believed that a town should have a population of at least 5000 in order for the facilities and financial resources to be sufficient to support a junior college. Similarly a large pool of high school students is essential if a Center or junior college is to be well used. In setting up an Instructional Center, the University would work with representatives of eligible communities to determine the degree of student interest in attending such a Center. An initial step would probably be a survey of high school students in the vicinity, inquiring whether they would attend a Center if one were established in their community.

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<sup>1</sup> The Twin Cities area has been excepted because the establishment of one or more Centers in suburbs of the Twin Cities would appear warranted. Although such Centers would broaden higher educational opportunities slightly, their chief value would be a lessening of the freshman-sophomore student load of the University, even though only to a relatively small degree.

### Sources of Support for the U of M Instructional Centers

Four groups would contribute to the support of the Centers during the three-year trial period--the state, the community, the students, and the University. The state would be asked to make available the \$200 per student allocation which would be made to any junior college that might be established. The community would provide the necessary classroom, library, and laboratory facilities for the course offerings. The community would also be asked to bring the laboratory and library facilities up to collegiate calibre and to provide maintenance for the buildings. The student would contribute to the support of the Center by paying a nominal \$5.00 per credit per quarter tuition fee plus necessary laboratory or other special fees. The University would make available members of its staff to help publicize the new Centers, to survey enrollment expectations, and to supervise the development of the curriculum, class scheduling, admissions procedures, counseling, and the business administration of the Centers. University staff members would teach many of the courses in the Centers and supervise instructional standards. The University would also underwrite any differential between the above sources of income and costs of operation.

### Programs to be Offered by the U of M Instructional Centers

Wherever the availability of suitable facilities made it possible, the Center would conduct a full daytime program offering college level courses of a quality comparable to the freshman and sophomore courses offered at the University of Minnesota. If facilities were not available for a full daytime program, the Center would offer late afternoon and evening classes, either on a full-time or part-time program basis, depending upon the needs of the students in the community and the availability of

qualified staff. During this trial period it is recommended that the course offerings be restricted to the usual basic freshman and sophomore courses. Examples of such courses would be introductory courses in mathematics, sociology, psychology, foreign languages, speech, accounting, economics, engineering drawing, zoology, chemistry, physics, etc. Special terminal or vocational courses would not be offered during this period unless unusual circumstances made such offerings financially practicable and academically possible. The program, therefore, would be designed primarily to prepare young people for transfer to other four-year colleges or universities.

U of M Instructional Center Staff Members

Wherever possible University of Minnesota staff members would teach the courses offered in the Instructional Centers, on a special overload salary schedule. Where availability of University of Minnesota personnel was limited or where distances were too great, the University would seek to employ qualified staff members of neighboring state colleges, liberal arts colleges, or junior colleges. Other educational, business, and professional sources might also be tapped if the qualifications of the individuals met the requirements used in hiring University staff members. Except in the largest Centers, particularly those offering only part-time programs, the Center Staff would be predominantly part-time personnel.

A Director of Instructional Centers would be appointed at the University of Minnesota, directly responsible to the Dean of the Extension Division. It would be the responsibility of this director to coordinate the programs of the Centers, to set up procedures which would assure the maintenance of quality instruction, and to supervise all other

matters pertaining to the operation of the Centers. The Director would have an advisory committee consisting of University representatives of the various subject matter fields and representatives from business administration and student personnel services. Each center would have a local director who would carry specific responsibilities for the local program and would work with the Director of the Instructional Centers and the other local directors in coordinating the programs. Each local director would have an advisory committee representing the area served by the Center.

#### U of M Instructional Center Students

Because this program has been designed to test the feasibility of locating new junior college units, it is suggested that the admissions requirements for the Centers be the same as requirements for existing junior colleges. Transfer of credits to units on the Minneapolis, St. Paul, or Duluth campuses would be handled in the same way as the transfer of credits from existing junior colleges.

Major student personnel services such as counseling, testing, and health service would be made available to Center students by the University of Minnesota agencies involved. Students would be given the opportunity to participate in extra-curricular activities of the University. They would also be eligible to purchase tickets to athletic or entertainment events on the same basis as University of Minnesota students. However, during the trial period, at least, extra-curricular programs of the separate centers would be left to the discretion of the local directors, subject to full support by the community. Thus any athletic teams, clubs, or other extra-curricular activities would not be supported by state or University funds.

Concluding Remarks

The University believes that as the state's leader in higher education, it has an obligation to see that provisions for public higher education reflect two major concerns: (1) a concern for the continued improvement and maintenance of the highest possible quality of higher educational instruction and (2) a concern that the Minnesota tax payer will receive the best possible overall higher educational program for his money. Both of these concerns are inherent in the plan outlined above, a plan designed to assure the public that the junior college program will be expanded according to real need.

APPENDIX A

The attached proposal would make 4 communities (plus several Twin Cities suburbs) eligible for U of M Instructional Centers -- Alexandria, Fairmont, Marshall or Montevideo, and Wilmar, according to the 1950 census. Other communities may become eligible when the 1960 census is taken.

A typical full-time freshman and sophomore program which might be developed for a Center student body of around 200 and a staff of 11 is shown below. The instructional and administrative costs for such a program are estimated at \$82,000.

<u>Curricular Area</u>	<u>No. of Courses Offered</u>	<u>No. of Credits Offered</u>	<u>Full-time Equivalent Staff Required</u>
English	4	45	2
Speech	2	9	
History	2	18	1
Political Science	2	9	
Sociology	2	11	
Business	1	15	1
Economics	1	9	
Accounting	1	9	
Chemistry	3	30	1
Physics	2	25	1
Physical Science	1	9	
Zoology	1	10	.75
Botany	1	10	
Public Health	1	4	
Mathematics	7	31	1
Engineering			
Drawing	2	6	
Psychology	1	9	2
Foreign			
Language	4	60	
Art	2	10	.75
Music	2	9	
Totals	42	338	10.5

APPENDIX B

ANNUAL BUDGET FOR A FULL-TIME PROGRAM  
AT A U OF M INSTRUCTIONAL CENTER

Income

200 students at \$5.00 per credit x 42 credits	=	\$42,000.00
200 students x \$200 state aid per student	=	40,000.00
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TOTAL		\$82,000.00

Operating Expense<sup>a</sup>

Teaching salary expenditure (10.5 FTE Staff, including local director)	=	\$69,500.00
Salaries for guidance, health and admissions personnel	=	2,500.00
Travel expense for staff	=	5,000.00
Each Center's portion of salaries for Office of Director of Instructional Centers	=	2,500.00
Local secretarial help	=	1,600.00
Miscellaneous supplies and equipment <sup>b</sup>	=	900.00
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TOTAL		\$82,000.00

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<sup>a</sup> For instructional expenditures only. Does not include any expense for physical plant, or upgrading of lab or library facilities, which is to be supported by local community.

<sup>b</sup> Assumption made that lab costs for supplies and equipment and other special costs would be covered by lab fees or other special fees.