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REPORT OF THE TASK FORCE ON CABLE TELEVISION

A Task Force to develop recommendations for a University cable television program service was appointed by Assistant Vice President John Wallace on February 24, 1984. The Task Force was chaired by Harold A. Miller, Dean, Continuing Education and Extension. Members of the Task Force were:

Ann Bevis, Graduate Student, Department of Journalism and Mass Communication

Allen Glenn, Associate Chair, Curriculum and Instruction, College of Education

Sheldon Goldstein, Director, University Media Resources, Continuing Education and Extension

David Grossman, Director, Department of Independent Study, Continuing Education and Extension

Marcia Hyatt, Telecommunications Specialist, Agricultural Extension Service

Warren MacKenzie, Chair, Department of Studio Arts, College of Liberal Arts

Harold Miller, Dean, Continuing Education and Extension

Arthur Naftalin, Professor, Humphrey Institute of Public Affairs

Paul Murphy, Professor, Department of History, College of Liberal Arts

Elizabeth Petrangelo, Director, Public Information, University Relations

Burton Shapiro, Chair, Department of Oral Biology, School of Dentistry

Barbara Stuhler, Associate Dean, Continuing Education and Extension

The Task Force met seven times and discussed the following issues:

- . What is the mission of a University cable television program service?
- . What types of program services should the University offer on cable?
- . How should such a service be governed and operated?
- . What costs would be associated with these services?

It should be noted that the development of program services for cablecasting was prompted by the expectation of an agreement between the University of Minnesota and Midwest Cable and Satellite, Inc. In exchange for exclusive broadcast rights to certain athletic events at the University, Midwest Cable would have made available to the University the use of its Cable Television

Auxiliary Relay Service Band. CARSBAND serves as an interconnection among cable systems 24 hours a day. In addition, there would be other various video receiving and transmitting links providing free University access to communications satellites for up to 1,000 hours each year. Even though the prospects for such an agreement are not as promising as they once were, discussions are still going on.

Nevertheless, other options remain available to the University and thus make the Task Force recommendations still relevant. The University could lease a CARSBAND from Midwest Cable although that would be a more expensive way to proceed. The University also owns four Instructional Television Fixed Service (ITFS) channels. Currently, two of the channels are used primarily by the Institute of Technology to transmit courses to industrial sites (IBM in Rochester, for example). Consideration is being given by the University to the use of the other two ITFS channels and to the acquisition of additional channels. The University has also been involved in conversations with Multipoint Distribution Services (MDS) representatives who are interested in leasing excess capacity on University ITFS channels. If such an arrangement were negotiated, the University could derive income from the lease and also acquire a MDS channel permitting distribution to home sets in contrast to the ITFS channels which reach industrial sites. In short, there are a number of alternative means of transmitting a University program service to a wider audience in the region and the State.

In order to take advantage of one or more of these opportunities the Task Force on a University Cable television program service makes the following six major recommendations:

1. Develop a program service for transmission by cable television or by other means that become available in order to implement the University's outreach commitment (page 3).
2. Reflect in its programming the research, teaching, and service activities being carried on at the University. The University may choose to cooperate with other educational institutions in the presentation of those programs (pages 3, 5-10).
3. Assign the responsibility for the organization and supervision of the cable program service to the Dean of Continuing Education and Extension (page 4).
4. Appoint a Policy and Programming Advisory Committee broadly representative of the University and community to advise the Dean in formulating and reviewing program objectives and priorities (page 4).
5. Delegate authority for programming, scheduling, production, and technical operation of the cable program service to University Media Resources (page 4).
6. Plan a full-time program service with a significant percentage of new programming and seek funds to maintain that service and to provide support for the initial purchase of production and distribution equipment (pages 11-13).

MISSION OF A UNIVERSITY CABLE PROGRAM SERVICE

The University of Minnesota television program service serves and reflects the institution which gives it life. A window on the University, the cable program service provides an accurate and balanced perspective of the threefold mission of the University of Minnesota--research, teaching, and service. Therefore, the mission of the program service is to foster, with the citizens of Minnesota, a better understanding and support of research and to provide instruction and service.

Research

The cable television program service provides a mechanism for University of Minnesota faculties to apprise the community of research projects, both for the straight-forward goal of informing the public and to encourage debate and interaction with and among the broader community.

Instruction

The cable television program service provides a means to break down the walls of the University of Minnesota classroom and make its instruction truly public by allowing cable-viewers access to it. It will also stimulate student programming to serve as a learning laboratory for students of media and to provide an outlet for student views on issues important to them. The program service will also encourage experimentation with new forms of instruction uniquely suited to cable transmission, including the use of its interactive capability.

Public Service

The cable television program service is another way of providing the public with the resources of the University as a cultural, scientific, and educational institution. Public service not only makes known those resources, but delivers informational services in a direct and immediate way.

A cable television program service provides a significant opportunity for the University to make its resources more readily available to the citizens of Minnesota.

GOVERNANCE AND OPERATION OF A UNIVERSITY CABLE TELEVISION PROGRAM SERVICE

Governance

The Dean of Continuing Education and Extension (CEE) is the academic officer responsible for the organization of a University cable television programming service. To assist in the operation of the service, a Policy and Programming Advisory Committee broadly representative of the University and the community will be established to advise the Dean in formulating and reviewing program objectives and priorities. This committee should also regularly assess the performance of CEE concerning its compliance with established policies and program objectives, ascertain the general effectiveness of cable programming, and recommend such changes in policies and/or practices as it deems necessary. Persons appointed to the committee should include those who possess relevant technical knowledge or who have demonstrated an active interest in media affairs. The committee should meet periodically (perhaps monthly at first) and may appoint standing and ad hoc subcommittees whose members may or may not be drawn from the Advisory Committee.

Operations

Authority for programming, scheduling, production, and technical operation of the University cable program service will be delegated by the Dean of CEE to University Media Resources (UMR). In discharging these duties, UMR shall adhere to the policies and administrative direction established for the service. Those will include the responsibility of working with: 1) individual faculty members, departments, and collegiate units in order to develop and implement program ideas; 2) existing outreach units for the development of programs relating to the responsibilities of those units. If there is uncertainty over interpretations of policies and procedures, the Dean of CEE may refer any such issues to the Policy and Programming Advisory Committee.

UNIVERSITY CABLE OBJECTIVES, SERVICES, AND SUGGESTED PROGRAM IDEAS

To carry out the mission of University of Minnesota's cable television program service, the following objectives and program services should be pursued. All programming should be designed to give expression to the unique strengths of the University. Analysis, interpretation, and criticism, therefore, should be central to all program concepts. In most cases, programming would originate at the University and would be produced by staff, faculty, and students.

The extent of faculty involvement and the rewards for such involvement remain to be determined. Some faculty members will be interested and willing to cooperate in the development and production of programs on an inload basis if indeed departments are willing to inload in some measure this activity. For others, various incentives may have to be provided. The most obvious incentive is overload pay and recognition for such instruction and service at promotion or tenure time. The awarding of media production grants might give some an opportunity to pursue a pet project. A proposal for faculty development in the utilization of new communications technologies now being considered could also serve to attract others to trying their hand in this format.

The extent of student participation is also difficult to predict. There has been some prior demonstration of student interest in the organization and experience of University Community Video. Provisions in the proposed cable budget include graduate research assistants and part-time student crew. It would also be hoped that students would want to create their own programs. Perhaps there might be an "Emmy," "Tony," or "Oscar" given each year for the best student program. Students could also be asked to participate in discussion programs with faculty, and others. As graduate students, their roles as teaching and research assistants could be examined. Student athletes, musicians, actors would, of course, be featured in many programs.

Programming prepared by other institutions may be carried where such programs clearly serve the University's research, instructional, and service interests. The specific program ideas discussed below are intended to be only illustrative of possible programs.

OBJECTIVE I

To make the intellectual, cultural, and athletic events which occur at the University more widely available.

Program Services and Examples

- A. Campus Events - lectures, seminars, speeches, concerts, art exhibitions, plays and other events that might be of interest to the public would be offered as they occur.
 1. Campus Events - the possibilities here are almost limitless. Theatre performances, lectures (Carlson lecture series), tours of art exhibits, debates, demonstrations, and minor men's and women's sports in so far as they are not broadcast over commercial television stations.

- B. Campus Information - features on campus events, activities on campus of particular interest to the University community, and information about public events on campus to encourage attendance and/or participation at those events, and material designed to attract the interest of potential students.
1. Campus Information - previews of coming attractions (series), e.g. University of Minnesota Marching Band in rehearsal for football game or concert, play in rehearsal on the Showboat, art exhibit being set up with artist as narrator, athletes at practice with coach as commentator.
 2. University Commercials - between regularly scheduled programs "commercials" could promote the idea of college education and present general public relations and recruitment messages.
 3. Campus Bulletin Board - a daily calendar of University events.

OBJECTIVE II

To enhance University outreach efforts of University faculty through the transmission of instructional programming.

Program Services and Examples

- A. Credit Instruction - television credit courses for distance-enrolled students as currently planned and presented by CEE, as well as classes which might be televised as they are taught in regular University classrooms.
1. Credit instruction in a variety of disciplines. Classes could be broadcast "live" - so might, also, honor seminars and the like.
 2. The Department of Independent Study has produced in cooperation with University Media Resources an impressive catalogue of credit courses currently available for cablecasting:

Clas 5145, Classical Mythology: Myths and the Modern World
Clas 5006, Famous Figures in Ancient Biography
Comp 1031, Introduction to Technical & Business Communication
PsyS 5300, Career Development and Planning
ForP 1308, Wood: The Material for Today and Tomorrow
Hist 3841, American Business History
Hort 1010, Home Landscape Gardening
Ling 1001, The Nature of Human Language
Mus 5711, American Popular Music
Phys 1003, The Changing Physical World
PubH 5033, Fundamentals of Alcohol Problems
Rhet 1220, Principles of Human Communication
Soc 5956, Sociology of Death
Soc 5960, Topics: Issues in Criminal Justice
Th 5186, History of the American Theater
YoSt 5333, Understanding and Working with Adolescents

In the academic year, 1984-85, the following courses will be produced:

Phys 1003, The Changing Physical World
GCB 3008, Biology of Cancer
HSU 5008/PMR 5445, Social and Psychological Aspects of Physical Disability
FSoS 5240/SW 8203, Family Stress and Coping
CPsy 5305/Educ 5440/HSU 5009/PA 5660/Phar 5009/Soc 5960/SW 5010
Multidisciplinary Perspectives on Aging

With the annual development of four new courses, it would be possible to maintain a "curriculum" of nearly 20 courses for cable in any given year.

3. Foreign language instruction and skills maintenance -- instruction in a variety of foreign languages could be offered for credit, using regular University faculty. Additional programming to support foreign language skills maintenance could be provided in a variety of ways, such as French cooking taught in French, etc.
- B. Non-Credit Instruction - would range from informal courses for general audiences to continuing education for professionals. In all instances, however, such instruction could meet an audience need to pursue a particular topic in some depth and in a structured manner. Professional audiences might include those involved in business, engineering, agricultural, the health professions, human services, state and local government, teaching, and others. The programs would utilize faculty members from University professional schools and practitioners from the field. Program formats would vary from weekly series to extended transmission on a single day, and some courses might also be organized to utilize independent learning materials -- study guides, audio tapes, and so forth.
1. Literacy -- audio-visual media have proved effective in the teaching of literacy skills. A basic skills course, using University experts in an entertaining format, could be produced and adapted for broadcast on KUOM as well.
 2. Leadership training -- The Education for Reflective Leadership program in the Humphrey Institute could be used as the focus for a series on leadership and what it means. Materials covered would be both practical and theoretical. Faculty would include regular HHH institute experts as well as guest lecturers brought in by the ERL program.
 3. Children's Story Time -- such a program could be aired during school hours and used by schools, or during after-school hours for small children at home. Visual interest could be added through use of the massive collection of original illustrations housed in the Kerlan Collection, making the program unique in the nation.

4. Professional and Career Development programs - a few examples of a possible single program series:

- Issues in Organizational Productivity
- Successfully Operating Your Small Business
- Writing, Editing, and Publishing
- Training for Family Day Care Providers
- Working With High Risk Families

5. Responding to timely educational needs -- for example, the Agricultural Extension Service's production of the "Managing Your Farm's Financial Future" seven-part series which supported the dissemination of information and training in farm financial management during a time of economic crisis for farmers.

OBJECTIVE III

To provide general educational programming which draws primarily on University expertise to enrich the lives of viewers, provide a better understanding of societal issues, and serve as a source of useful information.

Program Services and Examples

- A. Cultural Programming - would provide an opportunity for cultural and artistic appreciation by audiences. Programs would be presented by University of Minnesota faculty and students in music, fine arts, literature, dance, etc.
 1. Programs built around the production of plays or preparation of a major musical production, including conferences, plans, set designing, backstage, rehearsals, etc.
 2. Recitals by faculty and students of the School of Music and the MacPhail Center for the Arts.
 3. Previews and interpretations of major opera, ballet, and other cultural events scheduled in the Northrop Auditorium.
- B. Public Affairs - would provide viewers with a better knowledge and understanding of public affairs issues.
 1. A weekly program featuring analysis of current events, with emphasis on the international scene. University experts from such units as the Quigley Center could participate in in-studio discussion of the week's news, possibly aided by select film clips. The series could be hosted by a member of the journalism faculty.
 2. "Hot Line" -- a regularly scheduled weekly program dealing with current issues -- interview format of faculty by faculty with call-in questions from viewers.

3. Weekly call-in program covering a variety of societal issues. This interactive program would make use of faculty from a variety of disciplines, using a combination of in-studio audience participation and call-in questions. Topics might include family dynamics, race relations, quality of the American education system, child abuse, two-career marriages, international trade, the labor movement, etc. A call-in program would also help provide some measure of the audience watching at a given time.
- C. Informational Programs - would provide timely information and news of importance to the general public, to traditional University clientele groups such as the agricultural, business, engineering, and health sciences communities, and to special audiences such as parents, the elderly, minorities, the handicapped and others who may not otherwise have easy access to University programs.
1. Agricultural Extension Service programming. Enhance the awareness of Ag Extension within the Twin Cities area by producing specific programs highlighting Ag Extension work to a Twin Cities audience. Topics might include home weatherization and energy conservation, 4-H programs for young people, personal finances, etc.
 2. Practical information for the home gardener, using the Landscape Arboretum as field laboratory. Arboretum research has added significantly to the number and variety of species and hybrids available to the northern gardener. Such a program could be used as both an opportunity for the University to take credit for its research and to provide practical information on gardening and landscaping.

OBJECTIVE IV

To provide information and insight that will increase the public's knowledge and understanding of the University.

Program Services and Examples

- A. Programs Describing Research - documentaries and features which show the scholarly and applied research efforts of the faculty, emphasizing in particular the importance of such research to the people of the state and to the fulfillment of the University's mission.
 1. Research Notebook -- showing how University of Minnesota research has benefitted society over the years followed by an update on current research activities (one series might deal with health, another with engineering, another with the humanities, etc.).
 2. Faculty Profiles -- reviewing their past achievements and discussing present research and interests.
 3. Public Health Series -- the University is home to one of only 22 schools of public health in the country, yet the public awareness of the school and the nature of public health in general is very

low. A research oriented series on public health issues, from nutrition to epidemiology to maternal health, could be produced using University public health faculty members and interesting footage from our own facilities.

4. Earth-Sheltering -- the University is a pioneer in earth-sheltered construction. Both Williamson Hall and the Civil and Mineral Engineering Building continue to attract international attention. We are in a unique position to produce either a series on earth-sheltering, or an hour-long documentary. Footage of the unusual construction techniques used to build Civil and Mineral Engineering exists and has so far not been used.
- B. Programs which encourage a better understanding by the public of the University with particular emphasis on its desirability as a place for students to learn and grow.
1. The University of Minnesota - Facts and Issues -- a series of discussions involving discussions with administrators, faculty, and students about matters commanding wide public attention, e.g. tuition fees, faculty salaries, relationship of teaching and research, etc.

OBJECTIVE V

Stimulate student programming to serve as a learning laboratory for students of media and to provide an outlet for student views on issues important to them.

Program Services and Examples

- A. Programs produced by students might very well fall into some of the categories above. In addition, however, there should be opportunities for students to have access to the University channel for the presentation of the points of view and discussion of issues that are of particular pertinence and importance to them.
1. Student news programs: one a student opinion (discussion) on current events; another a student information/opinion program on campus events and issues.
 2. Vantage Point -- the University experiences of international and minority students.
 3. Student entertainment.

UNIVERSITY CABLE BUDGET ESTIMATE

Assumptions

The following non-recurring capital and recurring operational budgets are based on certain assumptions as to the nature and volume of programming which the University will provide for cable TV distribution during the first year of operation. It is assumed that the program day will be from 7:00 a.m. to 10:00 p.m., Monday through Sunday, for a total of 105 hours per week of program transmissions. This total, however, will include a number of repeat transmissions as is common practice -- and, indeed, one of the advantages -- of cable programming.

Programs and average volume (excluding repeats) may be categorized as to source as follows:

Produced originally for broadcast:

| | |
|------------------|-----------------------|
| TVIS Courses | 2 to 8 hours per week |
| Minnesota Issues | .5 hours per week |
| MATRIX | .5 hours per week |

Produced for cable:

| | |
|------------------------------|-------------------|
| Classroom Lecture | 8 hours per week |
| Special Events | 2 hours per week |
| Series Specials | 2 hours per week |
| Discussions (incl. call-ins) | 10 hours per week |
| Student Programs | 1 hour per week |

Visual informational announcements
with KUOM sound

up to 25 hours per week, as needed

As a library of programs produced for cable is developed some -- such as certain campus events, classroom lectures, and other series -- may be repeated in subsequent quarters or years to enrich the schedule.

Programs may also be acquired from non-University sources for showing, assuming they further University needs and/or interests.

The budget data also assume that the programs originally produced for broadcast (TVIS courses, "Minnesota Issues," and MATRIX) will continue to be funded as they currently are. It is further assumed that UMR-TV will maintain its current responsibilities and level of activity and that the cable activities

will be additional to these. Also, the costs indicated include the cost of faculty participation in program development or production at the rate of three faculty FTE and one academic staff FTE.

Non-Recurring Capital Costs

Non-recurring funds totaling \$405,000 will be needed for capital expenditures to provide production and distribution equipment.

Production equipment totaling \$212,000 is needed to increase the number of ENG cameras available from 2 to 3, to increase the U-Matric editing stations available from 2 to 4 and to increase the number of cameras in the UMR remote truck from 2 to 3. These equipment needs assume that producing for the cable systems would be in addition to, not in place of, current production levels.

Funds totaling \$143,000 are needed for distribution equipment, as well. This equipment includes both video and audio record and playback machines, computerized graphics equipment, and control room facilities. This equipment is necessary because our present facility is primarily geared to production rather than distribution. The new equipment would be more efficient and accurate and would make possible a high quality feed to the cable systems.

Additionally, \$50,000 for expansion of the on-campus cable system that would permit live origination of campus events is needed. These originations would be from various campus sites (Coffman Union, Nolte Center, Northrop Auditorium, etc.).

More detailed description of the equipment indicated is available as needed.

Annual Operational Expenses

An increase of \$465,437 (less \$50,000 available from reallocation) will be needed in recurring personnel and supplies costs to meet the first year programming assumptions for cable.

This amount includes:

Supplies and Expense

| | |
|-----------------------------|---------------|
| Production Supplies | \$ 7,500 |
| Repair, Maintenance & Parts | 20,000 |
| Capital Expenditures | 25,000 |
| Vehicle Rental | 7,000 |
| Videotapes | 3,000 |
| Promotion & Printing | <u>10,000</u> |
| Total | \$72,500 |

Personnel Costs

| | |
|---|----------------|
| Cable Coordinator | \$23,700 |
| 3 Half-time Graduate Research Assistants | 27,400 |
| 2 Media Resources Producers | 38,500 |
| 2 Videographers | 35,950 |
| Part-time Student Crew | 63,600 |
| Half-time Broadcast Tech. | 9,900 |
| Broadcast Technician | 19,800 |
| Senior Communications Tech. | 14,610 |
| 4 Academic Staff/Faculty | <u>100,000</u> |
| Total | \$333,460 |

Fringe Benefits

| | |
|---------------|---------------|
| Academic | 32,162 |
| Civil Service | <u>27,315</u> |
| Total | \$59,477 |

Budget Summary

| | |
|-----------------------------|------------------|
| Non-recurring capital costs | \$405,000 |
| Annual operational costs | 465,437 |
| Supplies & Expense | 72,500 |
| Personnel | 333,460 |
| Fringe Benefits | 59,477 |
| Total | <u>\$870,437</u> |