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Interview with Harold Miller

**Interviewed by Professor Clarke A. Chambers
University of Minnesota**

**Interviewed on December 19, 1994
University of Minnesota Campus**

Harold Miller - HM
Clarke A. Chambers - CAC

CAC: This is Clarke Chambers. I'm interviewing this morning, Dean Harold Miller, Hal Miller, from the Continuing Education and Extension [CEE] program at the University of Minnesota. He's been here a very long time and had his hand in many important, very extraordinarily important, missions of the university. It is December 19, 1994, Monday morning, a chilly December morning. The interview is being conducted in his office in Westbrook Hall.

With that introduction, Hal, which is not very flowery, tell us a little bit about yourself, your youth, your education, how you got interested in speech communications, how that led to Extension, and we'll take it from there.

HM: Clarke, I was born of farming parents in Wyoming and all of my relatives were farmers on both sides, uncles and grandparents way back.

CAC: If they were farmers, they must have been ranchers in Wyoming?

HM: No, they were farmers, as a matter of fact. The northwest corner of Wyoming was open to homesteading in the early part of the Twentieth Century. The Bureau of Reclamation built a dam above Cody, Wyoming, and trapped the Shoshone Rivers, both North Fork and South Fork Rivers, and converted that Big Horn Basin into farming area. There was also some ranching that was done up around Cody. Then, most of the rest of Wyoming is ranching. Powell was the name of my town, named after John Wesley Powell.

CAC: Ahhh.

HM: So, it was named after a geographer, explorer . . . had kind of cultural roots; although, I didn't know who John Wesley Powell was for a long time.

CAC: Few men knew what the west really was at that time.

HM: That's right.

CAC: [unclear]

HM: I knew who John Wesley was being raised as a Methodist . . . [laughter]

CAC: Ah, yes.

HM: . . . but, didn't know who John Wesley Powell was. My sister and I were the first of our generation, in both the Miller and the Berryman side of the family, to go to college. My sister went to Denver University and I came here to Northwestern College in the early 1950s and did my baccalaureate degree in speech. I went to a seminary for a year thinking that I would go into the ministry. The seminary was closed and I felt that was sign of some sort; so, I continued on in graduate school at Minnesota and did finish the Ph.D. in Speech Communication working with Bill Howell, who was my adviser and Ruth Eckert who was my minor adviser over in the College of Education, former Regents professor, as you know. I taught at Northwestern College through the time I was doing my graduate work. Then, I went to another Christian liberal arts college called Westmont College in Santa Barbara where I was on the faculty until I was invited back by the former dean of this unit and summer session, Willard Thompson [Tommy], to be his assistant dean for the summer session. Then, I also taught in the Speech Communication Department for a number of years as part of my work.

CAC: Good.

HM: That's how I got here.

CAC: You really came aboard as an associate dean or as a dean?

HM: As an assistant dean for the summer session and, then, later became associate dean both of the General Extension Division and the summer session, which were kept somewhat separate but reported both to the same dean. Then, when Willard Thompson stepped down as dean in 1971, I became acting dean and, then after a search, was named dean in 1972; so, I've been dean for twenty-two years, twenty-three years if you count that one as . . .

CAC: How much time did you have in the office before you became dean in your own right then . . . four years?

HM: No, I was in the office only one year as acting dean.

CAC: I should think it would take a lot of learning understand the sprawling empire, which is, as I understand it, Continuing Education, Extension, whatever name it has gone under. You must have been a quick learner.

HM: I had to be. [laughter]

CAC: [laughter]

HM: There were a lot of things that I did that I didn't understand, for a long time, very well. People were gracious and supportive.

CAC: You had a staff that was trained there. Could you say something about the staff that you inherited at that time?

HM: I had two excellent associate deans: Donald Woods, who was dean of Continuing Education, University of Nebraska at Omaha—at the time, University of Omaha, I guess it was—and then Eleanor Fenton. We knew her as "Sis."

CAC: Then, as "Sis" Salisbury.

HM: That's right. When I came, she was Fenton. She and Stuart had married before I got here. They were my associate deans. Then, later, we hired a third assistant dean, who did the community development kinds of work, named George Balisic. He was there for a couple of years and Barbara Stuhler, who for a number of years was assistant director of the World Affairs Center, became associate dean for me in community affairs. She subsequently became executive associate dean when I was on leave at Oxford. For a quarter, she was acting dean. Those are my three major helpers in those early years.

CAC: Could you tick off for posterity the range of activities . . . it was then Extension Division by official title?

HM: It was the General Extension Division from its initial year of 1913 until 1972.

CAC: So, the name is changed quickly after you came in?

HM: The name changed right after I came in. In fact, during that year I was acting . . .

CAC: We'll pick that up and see if there was any change of mission with the name. Could you describe the different major activities?

HM: The General Extension Division and now Continuing Education Extension had and has one of the largest credit outreach programs in the country. That's been true since its inception. In 1922, there was a decision made by the University Senate to allow the credit for Extension to

count the same as the credit for day school, which was a major change and a major inducement for further studies. That was one of the reasons we got so big and so successful.

CAC: In that sense, Minnesota was ahead of the curve? This was not being done very many places?

HM: It's still not done in very many places.

CAC: I see.

HM: A lot of universities have decided not to open the access to their credit programs except for people who have been admitted to programs and to colleges. This makes it possible for people to take classes at the university without being admitted to programs at the university; but, of course, when they decide they'll pursue the degree, then they get admitted. That's one of the big programs.

CAC: Then, they can have those courses certified that they've already taken?

HM: That's right, yes.

CAC: How do you account for Minnesota's being more populist or more democratic in that regard? I'm guessing that Wisconsin probably would be the closest parallel around the region?

HM: Yes.

CAC: Was it part of the Land-Grant mission? How conscious was this? Was it [Julius] Nolte? What goes on here?

HM: I think it goes back to Richard Price, who was the founding director, they called him at that time. He was director for thirty years, from 1913 to 1942. He had a lot to do with this. He was a philologist from Harvard; so, he lots of acceptance among the faculty. He was very articulate, a real spokesman for outreach. Then, the fact that we are located in the largest urban area—a lot of Land-Grant universities aren't given that kind of location—and the fact that there is no state university, such as there is in Kansas or Michigan where you have a state university [unclear] big state universities called a Land-Grant college. Ours are all put together in one place and had been for years. The eagerness or the willingness to serve the local urban population in something parallel to the Co-operative Extension Service had a lot to do with this kind of willingness to let the place be accessible. I'd say it's probably due in a small part to the strong leadership of Richard Price. That was all pretty well in place by the time Julius Nolte became dean in 1943.

CAC: Historians always like to hear stories like that because it's early beginnings that really count. Then, one builds from there.

HM: You're absolutely right; there's no question about that. The size and success of our credit instruction program where you can earn as many as twenty-six baccalaureate majors solely through Continuing Education Extension study, that is at night, is, while it may not be the only place where they these programs, the largest in the country. That's the Extension classes program. There are a whole lot of other . . .

CAC: This is what we think of as night school popularly?

HM: Yes, this is night school.

CAC: There are workshops, which are non-credit, I gather?

HM: Yes.

CAC: Then, there's correspondence?

HM: That's right. The correspondence program goes back even before 1913 with a course here and a course there. Now, we have just under 400 college credit courses that are offered by Independent Study. That department is a very solid one. We recently have given them some new staff that are particularly adept at instructional design using computer. We're on if not the bleeding edge at least the cutting edge of some new course developments in Independent Study using a combination of correspondence, E-mail, and computer assisted instruction, and group independent study. We're trying all sorts of things there because we think that with the advent and the oncoming growth of distance education that's connected with the Internet, that's a place of real development. We enroll about 7800 students a year in correspondence courses. We're not the biggest; but, we're a fair size and very strong in that area, too.

CAC: The interactive would be technologically possible only in the very recent past.

HM: Unless you think of correspondence study itself as interactive.

CAC: I see.

HM: I'm sure you've . . .

CAC: I've taught some.

HM: That's not as interactive as you can get; but, it is very interactive. They send in a lesson and you write remarks and send it back; that's pretty interactive.

CAC: The basic philosophical principle is the same?

HM: That's right. I say Independent Study has been distance learning for generations and very interactive. [laughter]

CAC: [laughter] Do we have any idea how many people really earn their degree through Extension in these fashions?

HM: We think there are probably about 300 a year that complete their degrees that are taking them primarily through Extension. We don't keep as good track of that as we might because people do have a tendency to move back and forth from day school registration . . .

CAC: You mean the resident student?

HM: Yes. They mix their day school instruction and evening instruction; but, our calculation is about 300 a year.

CAC: I know you can't make a generalization that would go over all of these years beginning in 1913; but, can you make some generalization from your own experience of the kinds of students then that are attracted to correspondence, or night school, or other kinds of distanced educational experiences?

HM: They're typically a bit older. Then tend to be in their late twenties and early thirties. That average is brought down by the fact that a lot of students who can't get their sections or their courses during the day are taking a core section at night and they're the regular full-time student who is filling out a missing course by taking those at night. When we do studies, the average is somewhat brought down. [Age] twenty-seven or twenty-eight is our going average for the Extension student, if you eliminate those others, it's a number of years higher.

CAC: Do you have studies in educational or class, family background, minority status, for example, women and men, etcetera?

HM: Yes, we have more women than men. I think it's something in the neighborhood of about 55 to 60 percent female.

CAC: This would be consistent over a number of years?

HM: Yes. These studies haven't been consistently done. These are more recent years. I don't know how it fits in the earlier years.

CAC: Are these people who are working then?

HM: Yes, 70 percent of the people that take courses with us now are employed and 50 percent are full-time. These are primarily people who are squeezing a class in here and there. The people who are taking Extension classes and those taking correspondence study as well, working

on degree credits, typically take about one course a term. On average, it's something in the neighborhood of 1.4 courses per term for the average of all of our students. It's a little less than a course and a half on the average that they're taking per term; so, you know that this tends to be very much a part-time business. Currently, the students that are not day school students crossing over to take a course here and a course there, just Extension registrants only, people who are only registered in Extension classes in any given quarter . . . forty-six of those people already possess a baccalaureate degree.

CAC: They're taking courses then with what objective in mind?

HM: Some of them are taking courses to fit themselves and give some evidence that they are qualified to be admitted to Graduate School. Some people are just trying it out saying, "I'm not sure. Maybe I'd like to go to Graduate School. I'm new in town. I'd like to take a course or two. I'm able to do that through Extension; so, I'll take a course or two, and then I can use that as evidence, and also transfer a limited amount of that over to my graduate program."

CAC: I would speculate that a great majority of the courses are at the 1- to 3- level, that is the lower division level rather than the 5-level, which would carry graduate credit?

HM: We have about 800 courses at the 5-level.

CAC: And they fill up to what size?

HM: The average in those courses is probably about twelve to fifteen students in a course.

CAC: That's enough to sustain the course?

HM: That's right, it's enough to sustain the course. Of course, it's all managed with a couple of principles in mind: that you have to have enough lower division stuff to carry the upper division and post baccalaureate stuff, that the enrollments there will make it possible; and that if the department has committed itself to providing a degree program at night, then we commit ourselves to carry most of the courses necessary to complete the degree program.

CAC: This means you have to have diplomatic relationships with a large number of departments in, I would guess, all of the colleges?

HM: Yes, almost all the colleges. Veterinary Medicine . . . we don't have people on site because we don't have programs there; but, wherever we have a program, we have diplomatic relations, as you put it, with the departments. We may pay a person to be the coordinator for the programs in that department—of course, with the department chairs and the department approval. That person then organizes the Extension classes and the Independent Study stuff for us and keeps us informed and connected with the academic departments.

CAC: Looking at the faculty side, what kind of faculty are attracted to doing this, what would be seen, I'm sure, by many faculty as an overload?

HM: Yes.

CAC: They do it on top of their regular daytime responsibilities?

HM: Yes. We did a study of this last year or two years ago. It was surprising that the faculty roster for Extension classes here in the Twin Cities is very similar to the faculty roster for day school instruction. I was surprised to see that and everybody that I've showed it to is a little surprised.

CAC: Why are they surprised?

HM: Because the assumption is that this is almost all taught by adjunct faculty and TAs [teaching assistants]. It's not. The professorial faculty here runs in the neighborhood of the low 40 percent for the instruction that we have and for the day school, it's in the high 40s; so, it's really quite close. All the instructors on the roster for any given quarter . . . we're just a few percentage points difference. Where we differ greatly is the use of adjunct faculty versus the use of TAs.

CAC: Describe adjunct faculty.

HM: Adjunct faculty are people who are not regularly either teaching assistants or regular faculty. They're people that are brought in from the community to teach courses for us.

CAC: What kind of persons are they likely to be and what courses do they offer?

HM: They spread across the curriculum and they are always people that the department identifies as people that are qualified and adequate to teach these courses in their behalf. They are very often their own graduates or people that members of the faculty know out in the community that they nominate for these jobs. Those happen to be most frequently in places like IT [Institute of Technology] and the School of Management, the professional schools where there's a close interaction between the professional schools and the professional associations. Those people are easily identified by the departments.

CAC: They would be teaching either graduate or, what we would consider, professional courses?

HM: It varies. Some of them have a speciality that qualifies them to teach as well as or better than the faculty who are full-time faculty because they are on the cutting edge of research or something. They are generally well-known by the people who are making these appointments in the departments; but, the department always selects the faculty members.

We talked about credit instruction and I should throw in the fact that we manage the summer session as well.

CAC: Before you get to that, I'm going to ask one more question about faculty. I would have speculated from my own experience, not my own personal experience alone but from many others, that although they would be very similar to the day school instruction, that it would draw disproportionately from younger faculty who are in need of the extra stipend?

HM: That varies. In some departments we find that we have a heavy preponderance of faculty members who are at higher ranks and the instruction has to be rationed out by the departments in some cases.

CAC: The incentive for older folks to be doing this?

HM: The overload pay is one.

CAC: Even with persons who are chronologically along in their career?

HM: That varies so much by individual and by department, it's hard to draw a general conclusion. As a matter of fact, I'll show you here some figures on this that show that we have a very small number of assistant professors teaching in Extension classes compared to those who teach in the day school. It has a lot to do with the fear of not getting tenure, I think.

CAC: Ah!

HM: The junior faculty see themselves as under the gun and to take on another teaching assignment might keep them from some of their productive research that they need to have to get promotion and tenure. Even there, at the associate professor level, where people are concerned in some departments about recognition and feel that Extension instruction is an overload and not much prized as a promotable activity, we don't see as much action there as you might think. Those two factors, promotion and tenure and salary increments, contribute substantially to the decision not to teach in Extension.

CAC: You would have noticed no major shift in these general remarks the last twenty, twenty-two years?

HM: I would say that what I'm saying now is probably more true now than it was then when research was not . . . it was highly prized, but as we got more and more structured and promotion and tenure got harder and harder to achieve—I guess it did—I think that might have depressed the amount of faculty members teaching for us at the lower ranks . . . I don't know. I haven't done a study to double check that. It goes along with higher pressure for publication.

CAC: You talk with these folks a good deal, I'm sure, informally as well as talking with departments to set up programs. Do you get any sense of the rewards that the teaching faculty get from doing this kind of work with Extension?

HM: We've done some surveys recently on faculty attitudes about teaching in Extension. For the most part, they say something to the effect that they enjoy—of course, the overload pay goes without saying; although, they do say that—the class mix. They enjoy the students that come to take work at night. Those students are highly motivated. They are sort of a no-nonsense in the class. They bring experience that they can share and throws light upon what the faculty member is saying and verifies or sometimes contradicts the faculty member's statements in a class. That becomes very energizing for a lot of people. I would say, other than the overload pay, the stimulation of working with older students in the evening classes is the most mentioned and clearly advantageous thing that brings people to teach at night all of these students we serve in whatever context.

CAC: This would suggest a broad and deep commitment to the whole idea of Continuing Education on the part not only of your division but the grass roots of this institution.

HM: Yes, that's right. We'll look at this at the end . . . the study of the numbers and also the report of findings that might . . .

CAC: Persons who are really interested in this down the line, five, ten, twenty years from now can find those reports, I'm sure. Paper does find a way into files and these can be checked out. They're more informal . . . your judgments, your perceptions of this. I interrupted you because you were about to talk about non-credit workshops and other courses.

HM: I should comment about another credit operation that we manage at the university and that's the summer session. The summer session, again, is a larger credit operation. The Twin Cities campus is one of the very largest single credit summer session programs in the country. It has been centrally managed ever since I can remember, back into the 1950s. That has students coming from all over the country. About 70 percent of those students are regular students who are just taking a course to accelerate or keep up with their timetable in the program and then the other 30 percent, very many of those, are teachers who come back for the summer. We have people who complete their degrees primarily in the summer. I did most of my master's degree, in fact almost all really, over three summers. A lot of people find that convenient to do if they're teaching. The summer session is another one of our charges.

CAC: The summer session used to be freestanding?

HM: That's correct. It did.

CAC: Then, it was collapsed into Extension?

HM: That's been done twice. Back in the early 1960s when Julius Nolte retired, E.W. ["Easy"] Ziebarth was the dean of the summer session and he was made a dean of summer session and General Extension. They pulled the two together and combined them. Then after six months, "Easy" became dean of, was it, SLA [Science, Literature, and the Arts] then or CLA, the College of Liberal Arts?

CAC: It was CLA. The split-ff came with [Errett W.] McDiarmid's Administration earlier.

HM: He became dean of CLA after six months and Willard Thompson, who had come here with President [Meredith] Wilson from Oregon as his assistant, became the dean of both the summer session and General Extension Division. That stayed together until 1971 when Thompson stepped down from the deanship but kept the directorship of the summer session and it was freestanding again. It went with Tommy to be freestanding; so, I became dean of Continuing Education and Extension. Then, in the mid 1980s, when he announced retirement, they pulled it back together again under me; now, they're back together.

CAC: Does it make much difference where they are?

HM: Not really.

CAC: The same staff . . . the same activities would take place?

HM: Yes, in both instances. There's been some thought about pulling summer session apart and giving it out to the colleges and let the colleges manage it; but, every place you look where that's been done, the programs have a tendency to diminish in size and in number. As a profit center, they lose their profits. The summer session here makes a lot of money for the university. They invest about \$7 million and last year got almost \$13 million in tuition income.

CAC: I was going to ask you about the budget. Maybe it's a good time to take that up. You must have a budget of \$50 to \$60 million?

HM: This year it's \$52 million, almost \$53 million.

CAC: These funds are generated centrally . . . I mean from legislative appropriations?

HM: Of the \$52 million, we have \$4 million from university allocation.

CAC: That's for overhead, administrative?

HM: Yes, and for such things as media resources. That was an all campus service. The rest of the \$52 million is generated by tuition and fees. Every year we get a budget, which is essentially, "You better go out and earn that or you won't have it to spend." [laughter]

CAC: [laughter]

HM: It's very much a self-supporting . . . close to a self-sustaining as far as the operational budget. Ninety-one percent of the operational budget comes from fees and the tuition income.

CAC: There would probably be no other agency or subset of the university that would be self-sustaining to that degree? Ninety-one percent is pretty high.

HM: Some of the service units are; but, none of the academic units are as high as that. Transportation, and the laundry, and the bindery are supposed to be self-supporting. I think we are probably the most self-supporting program. Men's intercollegiate athletics is self-sustaining, too . . . more than we are. We're probably, next to them, the most self-sustaining operation in the university.

CAC: I'm asking questions trying to anticipate what listeners would be curious about down the line. Does this mean that you and your predecessors didn't have to play a major role in legislative hearings? Did Extension ever have a legislative special?

HM: Yes, we have. I'll mention a couple. We had one for the Rochester Extension Center back in the early 1970s and received a legislative special from them at that time. We also operated several of our programs such as a program called Project Newgate, which was for incarcerated persons at St. Cloud and we gave them an educational program funded by the legislature through a state special. That was ended and the money was given to the Department of Corrections. They worked out their own course and program; so, we lost that one.

CAC: But, you still serve prison populations?

HM: We do serve prison populations with Independent Study, correspondence programs primarily now. We do cooperate with Stillwater's group out there providing courses, primarily again through correspondence study.

CAC: I'm just thinking, gathering wool, that many legislators, however, must see Extension as a very popular program because it reaches into the constituencies that legislators in the state have?

HM: I've been told that we are probably too well kept a secret. We're called, sometimes, "The best kept secret" by some of our administration. I don't think the legislators are as aware of this as they might be.

CAC: They don't take pride, rhetorically, explicitly, in this program, which, as you describe, is probably one of the chief in the whole country? I'm guessing again, Wisconsin must have a network similar to this?

HM: Wisconsin's is very different. They do have, however, an extension program to be proud of. It's very, very strong. It tends not to be very heavily credit. It's primarily non-credit. It's quite strongly funded by the state legislature. They have combined, however, their co-operative extension service and their general extension program into one. You know that the Co-operative Extension Service here, the Minnesota Extension Service, is very well-regarded, is very popular.

CAC: That's freestanding from you and always had been?

HM: Right. About 90 percent of their money comes from three tax sources: the U.S. Department of Agriculture, the state of Minnesota through special to the university, and the counties. They have to deal with eighty-seven county budgets, a state budget, and a federal budget. I don't envy them in that task; but, when they do get their money, they've got 90 percent of it in hand from tax sources. They then earn another 10 percent by various functions they perform. We're very different. As I say, we probably haven't done as good a job in telling the legislature the story. We used to when we had specials. We had a special for tuition equalization once. We went over to get funding from the legislature because our tuition was considerably higher than that of the rest of the university. They gave us some money to equalize our tuition. When we tell the story, it always seems to be well-received and well-regarded. Very often, what we're told by legislators from time to time when we do make that case is, "The rest of the university should be as efficient as you are." Of course, I then have to say, "You have to remember, we're operating on the margins of the university; and we couldn't do all this if the university did not have funding for and a stable faculty that we can draw on on a part-time, marginal basis." It's an interesting question. We haven't done as well as we might because the university hasn't asked for money for us very often. We've been increasingly self-supporting and support funds have been taken away from us by our own administration for other purposes on the expectation that we can make up the loss by income . . . fees and tuition.

CAC: They can do that? They can, in a sense, tax the division and use it for other purposes?

HM: Oh, yes. Yes. With every budget reduction in the last fifteen years, we played an important part in giving more than our share.

CAC: But, it's a share that you have generated yourself, for the most part?

HM: No. What I'm talking about is the support funds which we have. That's the money that we've been giving up.

CAC: I see.

HM: In 1990, we had something in the neighborhood of \$8 million of support. In 1995, we'll have something in the neighborhood of \$3 million in support.

CAC: Let me put this question a different way because I've listened to some senior persons, in various parts of this big university, talk about what they perceive as a tension between the Land-Grant outreach mission, a democratic and open kind of policy and philosophy on the one hand, and the tendency—I think it's accelerated the last ten or fifteen years, as others report it to me—to create a research-based, a more elitist principle. It is said by these persons, whom I've interviewed, that there's a real tension and even a conflict between the outreach and the democratic, the accessible set of principles on the one hand and the elite on the other. It seems to me that the division here would fall on the democratic, open, accessible side. Do you find this is part of the conversation within the university?

HM: Oh, yes very much. As a matter of fact, if you remember, recently President [Nils] Hasselmo put forward his University 2000, a strategic plan for the year 2000 for the university. In the first iteration of that, there was a distinction of the research university and an outfit called University College. Eighty percent of the students going to go into the research university would be from the top 20 percent of their high school graduating class. Then, there was a separate entity which was called University College, which, presumably, was to be more of an open admissions college. That, in the first cut, was going to be a combination, as I understand it, of the General College [GC] and Continuing Education Extension . . .

CAC: I see.

HM: . . . and that that would relieve some of the tension. There would an open admissions college with developmental programs and, then, the rest of the university, which would be able to be more selective, and more elite, and not so open-ended. That did not go well, particularly with some minority communities who felt that this was going to close the door of opportunity to them to the research university. I think that was, first of all, a misunderstanding of the intention; but, it became very quickly the popular notion, which drove out the realities of what was intended there. So, General College was pulled out of that scheme and for various reasons, not the least of which I think were political, the rhetoric was toned down a bit and University College was still the open admissions unit, which would allow people to take courses up to 40 credits without being admitted so that they could try it out, prove to themselves, just as they always had in Continuing Education and Extension. That's the most recent evidence. Then, there have been discussions flowing out of University 2000 as the regents look at the critical measures that are being proposed for admissions to try to achieve a higher standard for the University College admissions. There had been stresses with some of the regents concerned about the loss of access and University College keeps coming up, sort of obliquely, because there hasn't been a very thorough discussion of what University College really is and is intended to be.

CAC: Have you been part of these conversations yourself?

HM: Yes, I was one of the people who responded, who made the presentation in April of 1994.

CAC: To?

HM: To the regents about University College. Some questions were asked then. Now that the critical measure discussion has come up again, I'm supposed to report to the regents in January as to what's happening with University College and what's intended there.

CAC: You have discussions also with the academic vice-president?

HM: Yes, with the academic vice-president and his vice-presidents that report to him, all the vice-presidents actually, and with the deans, their staffs, that have been most active with us in programs talking about the University College, what it would be like and how I see us working together . . . some questions and answers. We've had, I think, good, open, fruitful discussions during these last three months, looking to that issue and that question. I would say—back to your basic question about that tension—this is only the most recent example of that tension which does pull in both directions. How can we be an open Land-Grant on the one hand and on the other hand continue to be and develop ourselves as this excellent research institution and maintain a place? The theme is that there are going to be fewer research universities, less money to go around and the University of Minnesota will have to be very, very smart and very, very hardworking to maintain its place among the top fifteen graduate research institutions. To do that is going to take a lot of hard work and concentration. The university wants to have a strong undergraduate program that's consistent with that, but then at the same time also serve this huge metropolitan population. If we were located at Morris instead of on the Twin Cities campus with our main campus such as Illinois is, and Iowa is, and Indiana . . . they're all off in the cornfield someplace . . . not to disparage the towns they live in. These are very much different kinds of communities from us; so, we have this in spades. While Illinois can talk about its access and all the rest of it, in terms of admissions of new freshmen, we have a population that's pressing us all the time for access to programs—hat doesn't include just undergraduate programs—a tremendous pressure, at least in the fifteen years, an enormous pressure for post-baccalaureate work. That isn't as easy to get.

CAC: You've had these conversations over twenty-two years with a number of different academic vice-presidents . . .

HM: Yes.

CAC: . . . who seem to come and go faster than presidents do.

HM: [laughter] Certainly faster than deans in Continuing Education—this one anyway.

CAC: It is remarkable that there would be three deans—with a brief one with "Easy." There have been three deans of long tenure since 1913?

HM: That's right . . . there have been.

CAC: That's remarkable. Say something about your relationships then with the vice-president for Academic Affairs over the tenure of your deanship.

HM: In all of the years that I've been dean since 1971, I've reported directly to the academic vice-president, sometimes with an intermediary, sometimes without. I've worked fairly closely with all of them starting with Gerry Shepherd and then Hal Chase, who was interim vice-president from Political Science. I've got a flavor of all of them. They all face the kinds of pressures that we're talking about here. Maybe that Academic Affairs job is the hardest job to do in the University of Minnesota.

CAC: I think you're right.

HM: I think Nils has finally decided that's probably true and that's one reason why he's divvied up the job into four parts: three vice-presidents, three provosts, and one continuing academic vice-president, who will be a staff person. I would say that the ones I worked for the longest were Henry Koffler, who was there for about six years, maybe seven, and Ken Keller, who was there for five. Most of the rest of them have turned over rather more quickly than that. Those two men probably had the most to do to set the tone of the relationship with the rest of the university. I would say both of them considered the work that we do marginal to the interest of the institution. Both of those people were very committed to the university as a research institution.

CAC: Yes.

HM: They saw our role as more of a political necessity than an important role to define the institution in a positive way. In some ways, it was viewed as a nuisance to what would really be liked and desired. I would that of all the vice-presidents I've worked for . . . First of all, let me say that Hal Chase was the best organized and the most thoughtful administrator of them all. I think being a general in the Marines taught him some things. [laughter]

CAC: [laughter]

HM: He knew how to delegate and get intellectual leadership even though he was vice-president for . . .

[End of Tape 1, Side 1]

[Tape 1, Side 2]

HM: "It's an important job," Chase said, "but, I'm not having any fun." [laughter] That defined it for him; so, he did not become a candidate for the job. I would say that the current vice-president for Academic Affairs is probably most sensitive to the importance and the potential for the significance of the outreach role and community interaction. He sees it's probably not wise

to build a Berkeley by the Mississippi because there is not room in this state for a San Francisco State; though, that is developing in the Metropolitan State University, he sees, and I see as well, that that will come at the expense of the University of Minnesota and that we need to assert our role and use Continuing Education and Extension and University College in ways to keep a strong hand in our populous outreach to the people of the state, starting with the people of the metropolitan area. Jim Infante is probably, as I say, the most thoughtful that I've come across. I should say, he's the most committed to a significant outreach role and does not believe that we can succeed in this state with a population of 4 million by trying to build a replica of the University of California-Berkeley or many of the other state universities, which might be models. He realizes the necessity of the Land-Grant issue. Those are some of the perspectives I've seen on four of the seven vice-presidents I worked for in the time I've been here. [laughter]

CAC: Yet, some of the non-credit workshops you do are for, really, the research side. It's to upgrade persons in the professions . . .

HM: That's correct.

CAC: . . . health sciences, law, social work, etcetera.

HM: We need to get to that and spend a little time on it. I must say, first of all, that our preoccupation, our success in credit instruction here, as I look back over the twenty years that I've been dean . . . we have been more preoccupied with that, as I have been in this discussion as a matter of fact, than we have been in the development of non-credit instruction. While we are, front and center, one of the best and largest of the outreach credit programs in the country, we are not as strong in non-credit Continuing Education as we ought to be. We are taking some steps to strengthen our hand in that. We're looking at UCLA and University of California-Berkeley, whose extension programs are principally non-credit, as models and guides for the establishment and development of more programs. We do serve about 20,000 people a year in conference programs here in the Twin Cities and a couple of hundred programs that are aimed at a variety of . . .

CAC: All of those are self-sustaining?

HM: Yes, they're all intended to be self-sustaining. Some lose and some win; but overall, they are budgeted for self-support. We run programs for the business community, for everything. We just had a big conference on concrete not long ago.

CAC: Concrete?

HM: Concrete, yes. We've had bituminous conferences. We've had mining conferences. Then, we do rather esoteric things like the Art and Architecture of Albania—that did not support itself. [laughter]

CAC: [laughter]

HM: But, it was a fine conference. We've done a number of conferences particularly since the Commitment to Focus era . . . Ken Keller's idea that all the outreach should grow out of and be directly related to faculty expertise. At that period of time, we went from identifying what the community wanted and how the university could respond to identifying what we had to offer and trying to sell it to the community. I think that the Architecture of Albania is an example of the kind of program that grows out of faculty members' interest.

CAC: They come to you?

HM: Yes, they come to us.

CAC: The initiative is elsewhere; but, it has to be to be staged through you?

HM: That's right. The initiative may come out of a faculty member in the College of Liberal Arts or one of the other faculty members in other programs with that particular interest. We saw ourselves in that department as another publishing opportunity for a faculty member; that is, a faculty member may very well want to draw together people in his field of expertise for a conference of one sort or another that brings his colleagues from across the country together. That has been, for some, a very useful form of publication. We almost never make money on it. We almost always lose money. We saw that as a service for reinvesting in the faculty members that we've been using in a lot of other ways. That has really guided a lot of our work since the mid 1980s when Keller was president and we sort of ran to that side of the boat. That isn't as well-regarded or appreciated now. We're in a much more kind of an every tub on it's own bottom era and with the kinds of budget cuts we faced, we had to pull back on some of those, regrettably. We're probably going to be more focused on every program being more self-supporting than it has. We draw a lot from the success in the credit programs and subsidize these kinds of programs that are faculty-based. We will continue to do that because we have a fund set aside. It's called the Program Innovation Fund. That fund is primarily set aside for the development of these programs so that the departments that offer them don't have to take a loss. We fund, at least, their overhead for the offering of these programs.

CAC: I have observed the increase—to what extent, I would not be competent to say—in competition from Metro State University, for example, but also Extension programs at St. Thomas, and St. Catherine, and St. Marys, and Mankato even coming up to the Twin Cities to offer courses, and, perhaps, St. Cloud . . . I don't know. Could you say something about when that competition began and what its nature is and what your relationships are with those other programs?

HM: The programs which you've mentioned . . . Let me start with St. Thomas, and St. Marys, and Augsburg, and St. Catherine, and Bethel now. Most of those programs are post-baccalaureate. I would say our biggest vacuum and failure to serve since I've been dean here,

is to serve a rather substantial stated need for post-baccalaureate work for master's degrees particularly. Because of the fact that we have been unable to generate the needed support from the Graduate School, over the years, for allowing students to pursue post-baccalaureate work through Extension . . . You can only take up to 40 percent of your work for a master's degree through Extension; then you have to become a day student. You have to be admitted.

CAC: You have to be in residence.

HM: That has been a real restriction on the availability of programs. That has also to do with the university departments' and colleges' perceptions of their capacities. They're not really geared up to have broad access to their master's degrees. Most of the departments think of the master's degree, if it exists at all in their departments, as just an avenue or screening process for the Ph.D. We haven't had many departments who were looking at the nature of a terminal master's kind of thing that would be separate and distinct from a Ph.D. track. That, I think, has opened up the way so that you have these masters in Organizational Behavior, the big MBA program at St. Thomas. That's where the growth has been. We now have, of course, Walden University here which offers a national, international Ph.D. program and, now, the Graduate School of American coming in with Ph.D.s. They're meeting a need that the university hasn't been able to meet. Metro State is primarily our main competition in the public arena. It's sort of College Without Walls approach that it had—when was it established, in the 1960s?—up until recently where they have been an upper division, open access kind of degree program, that served the needs of a lot of people. It's 5,000 students or something like that that they have over there. Now, they are changing their nature to be a four-year institution on several sites but with a sort of home site; so, there's a little change there. That's our major competitor for upper division undergraduate work. Mankato State is coming and serving a post-baccalaureate need. That's the vacuum and that's where the university hasn't responded.

CAC: I see.

HM: That's what's led to the expansion of these other programs.

CAC: Have you sought to get the university to expand in this direction?

HM: It's on my agenda every year. I would say that, recently, with the coming of Anne Petersen and some change in the orientation about that time with the vice-president for Academic Affairs office . . . When Jim Infante came into that office and, before him, Len [Leonard] Kuhi came in, and Anne Petersen was hired as dean of the Graduate School and vice-president for research . . . that move introduced a different orientation. Some of the rules and regulations were relaxed a bit and we were able to make some progress on the establishment of a new degree, which you know about, I'm sure, and that's a Master of Liberal Studies [MLS], which is taken entirely through CEE. It's a Graduate School degree; so, we have an operational breakthrough there.

CAC: That's very new?

HM: That's brand new. It just was funded, just being funded. It was approved by the Higher Education Coordinating Board this summer and we got our information sessions together. We had 700 people come to information sessions. We had something like thirty-five admits in fall and another forty in the winter; so, we're well underway with that program.

CAC: This is to be across departmental lines?

HM: Yes, that's right. It's built, you may know, on the Ways of Knowing course, which came maybe just as you were . . .

CAC: Oh, my heavens! How interesting! That goes way back to the early 1960s.

HM: Does it?

CAC: Yes. New Worlds of Knowledge, right?

HM: Yes. I'm not sure about the transition there or what occurred; but, we developed the course into the Ways of Knowing course. That is co-taught by several faculty members. I think there are six faculty members who we pay to sit in that course, to work together with a small group of students and they explore how a topic is approached by different subject areas. Is that similar to the . . .

CAC: Absolutely.

HM: That's now the basis, the groundwork for the MLS.

CAC: My understanding is that that was originally initiated through Continuing Education for Women [CEW]. It was called New Worlds of Knowledge and it was sciences, social sciences, history, different ways of knowing . . . the same pedagogical principle entirely and for an adult, a very sophisticated constituency.

HM: That's a required course now for the MLS degree. You are pleased, I'm sure, to hear that that has been the groundwork.

CAC: [laughter]

HM: It makes it an unusual MLS degree because there are a lot of them around the country; but, generally speaking, there are some courses from the various fields but there's not a binding course and that's what [unclear]. We need to be developing other degrees to meet that need; although, the fact that we've been so late getting underway, we've lost some of the market to St. Thomas.

CAC: I'm going to shift a bit. KUOM [radio] was part of your division?

HM: That's right.

CAC: Can you say something about that story—from your perspective?

HM: Yes. [laughter] I think that the university's attitude toward radio has been lacking in imagination and in commitment. It was, I think in the late 1960s that the university had an application in for an FM license in the Twin Cities area. That wasn't the first time that that had been done. Actually, the university was granted an FM license earlier than that; I'm not sure when. I was told by Burton Paulu that we were granted a license; but, there was no funding made available to make it happen. In the 1960s, when Willard Thompson was here, we made another application to the FCC [Federal Communications Commission] for an FM license. It was opposed by Minnesota Public Radio [MPR]. The university then withdrew its application because of the respect for . . . the unwillingness to do any kind of confrontational battles with St. John's University, which was the parent in the early days of Minnesota Public Radio. In 1973 or 1974, just before Peter Magrath came to the university—I think "Easy" Ziebarth was the interim president at the time—we purchased a station at Duluth . . . the university did; but, the university regents approved it. When that came forward and the purchase was known, Minnesota Public Radio, Bill Kling as president, raised a major objection among his board and that became quite public. It wasn't long before the current administration felt that that was a battle it didn't really want to fight. There were discussions held in which KUOM might become part of Minnesota Public Radio Incorporated and not only KUOM but the station which we had purchased in Duluth. I've forgotten what the call letters were; but, it now is called KUMD. It's a 100,000 watt [unclear] station. Shortly after the purchase came to light, as I say, Minnesota Public Radio made a major objection and our administration essentially caved in. Several influential members of the MPR Board were connected with several of the influential members of the university's regents; so, the chances of the survival of KUOM were getting pretty slim. All of university radio would then become part of the Minnesota Public Radio network. But, the press got interested in the story and the University Senate got interested in and the Senate was very critical of the university giving up this treasure, this FCC license—AM license though it was and the Duluth license. They also apparently felt that the administration was just giving up too easily, that just because there was opposition in the community to the ownership of a radio station didn't mean that we shouldn't own one. As a Land-Grant university, we ought to have a voice. That battle has been going on, Clarke, ever since I've been dean. It was lost finally when Nils Hasselmo came and announced early on when he first came, that . . . I asked him a question at an open meeting about KUOM; and he said he thought that Minnesota Public Radio was serving that constituency well, partly acting on the group called the Campbell Committee, which had grown out of Commitment to Focus in the late 1980s. The regents voted on some of the recommendations of the Campbell Committee, one of which was the closing of KUOM and the other one was the severance of its relationship with MacPhail Music.

CAC: Yes.

HM: There were other recommendations such as the closing of the university Dental School and Vet[erinary] Med[icine]. It was recommended that the university art museum become part of us and also that the concerts and lectures, the Northrop Auditorium program, be switched over to Continuing Education and Extension to manage. Some of those recommendations became part of academic priorities . . . one of which was that KUOM be closed. It was voted on by the regents. I negotiated the five-year arrangement both for MacPhail and KUOM saying, "Maybe they could become independent in five years." MacPhail has. KUOM took a different turn and President Hasselmo got behind the proposal on the part of WMMR [Radio K], the student station, to take over KUOM; so, that's what happened. It still reports to me. It is funded partly by student fees and partly by some of the funds which are scheduled to be reallocated this year; so, it may not survive depending on what happens in the final year of the five-year arrangement.

CAC: It turned to a program that was primarily student oriented music.

HM: Yes.

CAC: I mean not classical music, and not news, and not commentary.

HM: It is very much, what is called, an alternative music station. Alternative means music I don't listen to. [laughter] I don't listen to Radio K much. I'm not tuned into it. It's been fairly popular among the students and the students have done very well in their management. There are three members of the KUOM staff, I believe, that are still part of the operation over there . . . the former KUOM staff. Andy Marlow, who was the director of KUOM, is still the director of Radio K and has done a good job with them. He managed the student station before he came here; so, he knows how to work with and it's done reasonably well. It remains to be seen whether the final year of the five-year reallocation plan, which scheduled the end of the funding . . . if that's to be held to, there won't be anymore Radio K, unless the students can figure out how to support it totally. I would say in summary that, what I said at the beginning, there has not been a commitment to radio. It has not been figured in. With all the desire, and willingness, and enthusiasm about public relations around here, there has not been a commitment to this means of public relations, to the ownership and the operation of the radio station. As sort of a last ditch effort, I offered the radio station to Rick Heydinger, who, at that time, was vice-president for information . . . public relations arm under him and he didn't take up on it. I think some voice is better than no voice. At the time of the regents hearing on this plan, we had Yusef Mgeni, who used to work at the station and is now the head of the Urban League, I think. I remember he came to the regents and he said, "If you shut down KUOM, you'll cut out your tongue." There is some truth to that, too. The university complains and whines about its inability to get good press; but, one of the few voices at its disposal, for whatever purposes it wanted . . .

CAC: Under its own control.

HM: . . . under its own control, was ignored and essentially strangled. It's an interesting, rather depressing story, the story of radio KUOM, and worth a slim volume of its own, which someday I might write just to purge my soul of some of the feelings I have about that. [laughter]

CAC: [laughter] Everyone should take their hand at history. There's a recent thick volume of the history of the Dental School, done by Associate Dean Miller Holland, who had been there for years.

HM: Oh, yes.

CAC: It really is a very engaging piece of history and, of course, the School of Education has one, and the School of Law has a history, and the Health Sciences. Go ahead, write!

HM: Write one on KUOM?

CAC: Oh, yes. Start writing it right now.

HM: [laughter] Get some momentum up, yes.

CAC: The chronology has wandered back and forth. We talked about it in themes and I think that's very important for listeners to get a sense of the dimension and the context. It might be fun now to go back to the 1960s, 1970s, 1980s—not that these are arbitrary divisions. Things don't begin and end on the beginning of a new decade; but, there are trends, and you've jotted some of them, and I'd kind of like to pick that up now, and start with the 1960s. You talk about the establishment of the College of the Air. That is a good lead to KUOM, I would guess?

HM: Right. Let me say, first of all, about the 1960s . . . that was Willard Thompson's era primarily. He started in the mid 1960s and he went through 1971. Tommy was a man of imagination. Some of the most interesting new programs were developed under his deanship. Like anything, some things stick and some things don't. One of the things that he initiated that didn't stick was the College of the Air. The College of the Air grew out of the estimates in the early 1960s that there was going to be a flood of students that were coming to higher education and there wouldn't be enough places for them. The General Extension Division, as it was then called, under Thompson, put together a curriculum that would be taught on KTCA television and across the television network of the state. They bought huge amounts of air time, and developed courses, and established learning centers, very much like the British Open University. It was not a success. The students materialized; but, the colleges found room for them. There was not a large group of people closed out who were eager to come to college who would have taken it on the College of the Air; so that failed largely because, though the idea wasn't a sound one, the reality was that the colleges and universities were much more expandable than was being written about and thought about at the time. There was a full general education curriculum. It was possible, at least, for people to get the first couple of years through the College of the Air. They ran it for about four years and closed it down because it was unsuccessful.

Out of that, however, grew a large number of correspondence-based instructional programs using television and now, we have between forty and fifty of those courses that . . .

CAC: Through what television channels?

HM: KTCA, the public channel. The history of the development of public television is an interesting story in regard to this. Particularly in the Twin Cities metropolitan area, you may remember, John Schwarzwald, who was one of the earliest if not the first managers of KTCA public television in the Twin Cities. He viewed public television as an educational enterprise; so, much of what was done in the early stages before the BBC [British Broadcasting Corporation] was discovered by public broadcasters in America and before the public broadcasting system got its own program development as well underway as it might, it was very heavily used as an educational medium for courses. We were able to put courses on KTCA broadcasts and we would register between 400 and 600 . . .

CAC: You had to buy the time on KTCA?

HM: Yes, that's right. We paid for the time. It was expensive. We were able to capture most of our investment back for the time we had purchased and for the staff development of the courses. As the programs needed to become more and more sophisticated and more and more expensive to develop, we began to lose money on the investment.

CAC: The start up time for a course became too expensive?

HM: That is correct. Then, a critical move was made by KTCA as public television grew more as an entertainment medium than as an educational medium—if you know what I mean. You got more National Geographic, very high cost production, where entertainment was first but education was an important part of it, which is the thing that makes public television so popular today among intelligent people. As that happened and more programs became available, Schwarzwald was out of the picture, and other people came, and they then gradually moved educational programming out to the fringe, and we had to move off Channel 2 to Channel 17. Then, our enrollments dropped very substantially. When we made the move, people weren't able to pick up Channel 17 as readily. Sets weren't able to do it. You had to be on cable to get it at any strength. Their transmitter was in need of repair and so on. Our audience didn't follow us in the move from Channel 2 to Channel 17. That's an interesting development historically. As public television grew as an entertainment medium, then education became less significant, less important to it and it got shuffled off to the sides. That weakened our programs. We had developed a lot of very good programs; but, we still use video tape and we still buy time from time to time on KTCI, even though we don't make any money on that. We're running a lot of reruns there because the cost of development is just too high. That's a little bit of the story of our investment and involvement in television instruction.

CAC: It's a good indication of the things in the culture generally, shifting priorities and shifting modes of using this device.

HM: There's a new use of television, which we've been investing considerable amount and effort into and that's interactive television and the establishment of satellite broadcasting, of course. Teleconferencing has come to the fore where you can broadcast a lecture nationally or internationally on satellite and then with call-in arrangements where people can call a number, you can actually get feedback from the fields.

CAC: Have you experimented with that here?

HM: Yes, we do quite a bit of that. We pick up a lot of satellite feeds. I think we had something like 100 of them last year.

CAC: What kind of call-ins does one get in that kind of a program?

HM: PBS, the Public Broadcasting System, has a—you might call it—satellite industry. That's a confusion of terms there. It has this margin industry that provides a lot of this satellite broadcasting, a lot of courses and programs. They will announce through their mailing list that on such and such a date, there will be a lecture, a teleconference on teaching adults, for example, or on some other substantive topic. People can sign up to be a down link. You pay PBS a certain amount of money for that. Then, you get their bridge number, the telephone number, and then you connect with the satellite, this dish, and you pick up the signal. Then, you transmit that to a room where your people are sitting who are interested in this topic. Then, they have a phone number and they call that number. They call into the national bridge number and they're able to ask questions and participate in discussion via telephone. You'll see the camera with those people live and, then, your question comes in and the people respond. It's usually a panel discussion sitting there in Washington or wherever their site is where the program originates. That's quite successful. We've used it a lot.

Another way we developed television is we have developed a two-way interactive television. Bob Sonkowsky teaches Latin here to a class in Minneapolis and it's also taught at the same time to students at Morris. That's a two-way interactive television. I've got a tape over here that you might be interested in seeing sometime where Sonkowsky is talking to the students in Morris and they're pronouncing Latin in the acceptable way. He's drilling them from Minneapolis. It's all done interactively. They can see him; he can see them. So, we've developed that network. We've taken a lead role in developing that network; so, it's now connected to all of the campuses and Rochester Center as well. Our people in Media Resources had a major role in doing that.

CAC: That's not what the College of the Air had in mind; but, that's s spin-off that came down to the present.

HM: That's right. New technology has led to that. Of course, distance ed, as I said earlier, has gotten much more broad than that. It's included interactive instruction via computer and CD-ROM.

CAC: You're into that here?

HM: Yes, we're doing course development through the Department of Independent Study. We're not investing heavily into it because we're concerned whether we have a population that has personal computers in their home, and CD-ROM players in those personal computers, and modems so they can connect. The investment for the student at the other end is substantial and for the part-time student, we're not confident yet that the commitment to the technology that needs to be purchased at the other end is sufficient to sustain our costs at this end. We're still primarily using mail. [laughter]

CAC: The trick is to know when there are a sufficient number of technological instruments to receive and you can plug into them.

HM: Right now, we're running parallel courses where you can take the course by correspondence or you can take it with interactive television or you can it any of two or three ways. That way we don't lose the student by committing totally to the new technology.

CAC: Good.

HM: They can either do it by the old correspondence method or they can do it by a more modern method. That gives us a chance to test the market before we go ahead; but, we're into this. We're committed to doing it. It's a matter of research and development.

CAC: You had to hire persons who know the engineering, the technological side of this, to get into the business?

HM: Right. Yes, we have some bright young people.

CAC: This means that Continuing Education has to be very nimble in staff, right?

HM: Yes.

CAC: You have to have room to hire on and presumably to let go when things are . . . ?

HM: That's right. Our personnel system is not . . . there are a few of us left who are still faculty; but, most of the rest of the people who work here, almost all of them, are academic professional or civil service.

CAC: How large a regular staff do you have?

HM: We have over 300 full-time staff that work with us. Until we separated from MacPhail, we had over 400. There are over 100 people at MacPhail now.

CAC: That's another story. The MacPhail connection was made in the early 1960s?

HM: That's right.

CAC: Then, it has recently been lost again?

HM: That's right.

CAC: This was done before you were dean; but, you know the story so . . .

HM: I know it intimately. Do you want to hear that one?

CAC: Let's have it! Sure.

HM: In 1965, MacPhail did not pass its North Central Regional Accreditation for college.

CAC: It was a freestanding, kind of arts and music program then?

HM: It was a school that offered lessons for many years. It had developed a music curriculum and it wanted to be accredited by the National Association of Schools of Music [NASM]. To be accredited by NASM, it had to be first accredited by a regional accrediting association. It nailed its North Central Accreditation. It was decided by the MacPhail family that they would not continue to operate that institution; so, they made contact with people at the university here. I don't know the ins and outs of that; but, in 1966, the university accepted the gift of the MacPhail School to the university. It came through the General Extension Division. When I joined the General Extension Division the next year, in the summer session, they and I virtually arrived at the same time; they were a year earlier than I. One of the first things I did that brought me in contact with them was we did a program review. Roy Schuessler was the chair of the Music Department at that time and helped in that. I did a program review of MacPhail and concluded that some of the things that the university liked best about the MacPhail could not sustain themselves. It needed lessons, which provided the resources to do the more interesting . . .

CAC: Private lessons in voice, or piano, or violin, or what have you?

HM: Private lessons. That had been its history for years.

CAC: Is that because the university was not providing those kinds of private lessons itself through the School of Music?

HM: It did not have open access. It was students of the university who were able to take lessons but not very much outside. The university did not have that kind of service to the general public; so, that was why it was given to the General Extension Division, I suppose, to manage. In addition to which, the School of Music didn't want to get mixed up with that kind of community school . . . is really what it was when we took it over. My conclusion was that it was a pretty good program and ought to be sustained; but, it had its financial problems. So, we had to keep the lessons going. Even though that wasn't a priority for the university to do, it was necessary to do it to make it able to be anywhere near self-supporting. Some of the interesting kind of things they were doing were: Suzuki instruction, and Kodály, and a number of other kinds of interesting and instructional techniques which were interesting for the School of Music and for the Music Ed[ucation] people. We had to the lessons going to make those sustained as laboratories for budding teachers. We went ahead and we put some support from here into the ongoing operation. It was about a \$3 million a year budget. The university supplied between \$300,000 and \$500,000 a year, total. The rest of it was fees and income from that source. The program went along very well and I think just got better and better. It was always viewed as a good community resource. I've never heard anybody say it wasn't all the time they talked about that separation. But, during the Commitment to Focus years, Ken Keller concluded that we should not be doing these programs that are pre-college programs; namely, we should not be supporting MacPhail. That was one of the recommendations of the Campbell Committee, too, that MacPhail be severed from the university. I made a strong case to the administration . . .

CAC: But, you weren't losing money on it?

HM: We had to put about \$300,000 to \$500,000 a year in support into it; so, yes we were. It was costing us some money to support it.

CAC: Unlike the other divisions of Extension, it was not paying its own way?

HM: Right. It was close; but, it still wasn't doing it. I said, "I'm okay with this separation. I understand the logic of it; but, if you want MacPhail really to be self-supporting and you want to preserve this community resource, it's going to take a little while." I bargained with Roger Benjamin because Ken had left as president at that time and Roger was still the provost. I made a deal with Roger that he let us have five years to make a transition. For the first three years, MacPhail would continue at the level of support it had—we would provide it—and in the fourth year, they would give up one-third of that and that would go to Central Administration, and the in the fifth year, the support would drop to one-third of the base and, then, at the end of that fifth year, it would be on its own. We hired somebody with that in mind, a man named Peter Mansfield, who came from the New Haven School in Connecticut. He did a superb job of managing that transition. We established a board of counselors, which is now the operational unit of the school. They got their fund raising abilities together. They made some cuts that probably should have been made long ago in cost. Now, it's a very successful, freestanding operation, as of the first of July. It looks promising, I think, for the future.

CAC: But, for about fifteen years, it was part of the outreach of the university?

HM: That's right. I think the university ought to be proud of the way it provided . . . The community would have lost MacPhail if the university hadn't taken it over. We returned it to the community in much better shape than it was when we got it.

CAC: Good.

HM: This is something of which the university ought to be proud.

CAC: The 1960s were pretty inventive. You have also Continuing Education for Women in 1960, which I am told was the first in the country.

HM: That's right. Harvard and we, both, I think in the year 1960, got a Carnegie Foundation grant to establish a program for women returning to school. At that time, we did not have the kind of women in the work force that we do now. The proportion of women were homebound until the children grew up was substantially higher, larger, than it is now. So, the idea was to bring women back to education, to have a chance to restart their education and careers. A number of them did. Harvard got one grant and we got one. Out of the university's grant grew a couple of components. The Women's Center of the university was a spin-off from that and Continuing Education and General Extension established Continuing Education for Women, which grew to be more or less a self-supporting program. Then, a third component of that that was spun-off from that was our Extension Counseling Department, which began primarily as a counseling center for women and now is very large and very successful.

CAC: Still entirely for women?

HM: No, no, it's for men and women now. Most of its clients are women . . . just about 55 percent of them are. It serves sort of an all purpose . . .

[End of Tape 1, Side 2]

[Tape 2, Side 1]

HM: The Counseling Department was a spin-off of Extension Counseling. They have about 60,000 student contacts a year over there now. It's one of the few programs that, with all the budget cuts we've had, I protect very assiduously from cuts. I think it's a way for the external student, the person who wants to come here but doesn't understand the university—it's easy not to understand this place—to have somebody to interpret this place, do a triage sort for them, do a little assessment of the person's interests and then match that to programs which are available, tell them how tough it is to get in, what kind of prerequisites they need to have, and the courses they might take in Extension to get started. Then, once they get the person started on the program and the person says, "I feel I can do this now. I'm very interested in it," then, they

apply to the college; so, that's how they come in—well-prepared I think. Vera Schletzer set that up and Earl Nolting, who is now the director—only the second director of that program since 1960—is managing it along those same lines. It's very successful.

CAC: The curricular program in CEW has changed subtly since the early days?

HM: It has. When Edith Mucke, who was the second director of the Continuing Education for Women, retired, we hired Susan Lindoo. One of the things that we found that was happening around the country with these programs—though we were the first, we weren't the only program aimed at serving the needs of women—was that these programs were increasingly not differentiating as much between men's and women's needs as had been the case in the earlier days because there were not as many women returning from a long stint as homemaker and care giver. There people were now much more involved in the business market. The programs that we were offering were very much more similar for men and women, as time went on. We eventually have offered fewer and fewer programs aimed uniquely and particularly for women; although, we do have some now . . .

CAC: Increasingly non-credit?

HM: Yes, increasingly non-credit. Some of those programs that are now offered by Women's Studies, which is an academic department, have taken over much of the curricular direction and guidance; whereas, those programs didn't exist when Continuing Education for Women and the grant from the Carnegie Foundation came. So, we were pioneers in that sense of the word.

CAC: I believe it's the case that CEW in the late 1960s introduced the first courses that might be considered to be called Women's Studies without that rubric?

HM: I don't know the facts on that as far as nationally is concerned. I know that my colleagues around the country have looked to the University of Minnesota for a long time as a leader in this field of study for women. Once the curricular programs got established here in the College of Liberal Arts as degree programs and majors, our involvement in that dropped as far as offering unique programs. We would then provide an access to those courses the way we do for any other course.

CAC: Are there courses that are out of Women's Studies offered through Extension through night school?

HM: Yes.

CAC: That would be another way that would cover that.

HM: That's essentially what we're doing now for credit instruction is providing access to those courses.

CAC: There's another initiative in the 1960s and that was the Center for Urban and Regional Affairs [CURA], which comes in the late 1960s. Extension played a part in that; although, CURA is not administratively under . . .

HM: That's right. It's now under the Humphrey Institute.

CAC: Was it originally under General Extension?

HM: No, it wasn't under General Extension.

CAC: What role did General Extension play then in that?

HM: One of the things that CURA was established to do was, first of all, to be a research in the community affairs kind of program, Another function it was to try to provide was to bring the two Extension services together.

CAC: Do you mean Agriculture?

HM: Agricultural Extension and General Extension.

CAC: I see.

HM: In the mid 1960s, there was a move here to merge the two Extension services the way that it was done in Wisconsin. Actually, Wisconsin did it later than we tried to. That did not succeed. You may remember Luther Pickrel, who was the director of the Agricultural Extension Service and he went along with Central Administration's interest in this merger. I would say that the dean of the Institute of Forestry and Home Economics resisted this move successfully and Luther did not stay very much longer in the job after that. Willard Thompson, as I understand it from Tommy himself, was not opposed to this merger. He thought it would be probably a good thing to bring the two Extension operations together and it would have been in my view a good thing to do at that time. I think as a result of that, CURA was established. When CURA was established, it was not put in the General Extension Division and it was not put under the Agricultural Extension Service; but, one of its mandates was to bring them together programmatically.

CAC: [laughter]

HM: Since they couldn't bring us together administratively, they were going to be the agency which was going to stimulate . . .

CAC: It was created by a legislative special; so, it's operating not with regular university funding?

HM: It is now because the legislative special long since has been converted into O & M [Operations and Management] funds.

CAC: But, that's the way it was originally?

HM: That's correct, yes. It was funded under a special. One of the programs which we were involved with—we were involved with a number of them—was the establishment of the program called Neighborhood Programs which were provided in communities which had a heavy concentration of minority populations, both in the Central High School area in St. Paul and in the near north side in Minneapolis, the Sumner Park area. Those two communities became sort of central geographic points for a program called Neighborhood Programs. The instruction was provided, for a long time, free of charge to people who lived within the geographic boundaries of those two communities. It was a funded program aimed at educational development of persons who lived in those neighborhoods.

CAC: What kind of courses were those?

HM: Those were primarily General College courses, which encouraged developmental study and also GC courses in logic, and philosophy, and things like that. It was intended primarily as a kind of bridge program not to provide degree programs out in the community but to get them stimulated and interested enough to come to the university feeling comfortable that they could make the transition from the community to the university. They would know some faculty members from, particularly, the General College, which, at that time you may remember, had associate degrees and some baccalaureate degrees. We were partners with General College and others, but primarily General College, in that. We continue to provide that; although, with the budget cuts, we've introduced a ten dollar a course fee. Ten dollars for a \$350 course, isn't too bad.

CAC: You're still losing money on that.

HM: Oh, yes. Some of the support funds which we have go right to the support of that program. That's a \$225,000 a year operation and it's all funded by the state funding which we have. So, we've protected that program. That's been a longstanding minority initiative, which grew out of, you may remember, Fred Lukermann's idea of a store front university. That was what it was. Now, the program courses are offered at the Sumner Library and over in Central High School; so, we offer them on site to people from the community and it costs them ten dollars a course.

CAC: I'm just thinking an irreverent thought . . . how difficult it must be, particularly in your division, to keep track of the budget. There are so many mixed funds. I hope you have a good budget director . . . that you don't have to do it.

HM: I hope I do, too. [laughter]

CAC: [laughter]

HM: I do.

CAC: That's a mixture of funds of all sorts and cooperating funding.

HM: Yes. I should have mentioned, when you asked me about people that I inherited, one of the best people I inherited, who is still with us, is Gerry [Gerald] Klement who is our administrative director. While those of us who are academics, Sis Fenton, and Don Woods, and Barbara Stuhler, and I, had our views and our initiatives, it was Gerry who was always able to tell us whether we could do it or not, and tell us where the money was, and where it wasn't.

CAC: That's pretty important.

HM: You bet it is. [Rebecca] Becky Hurst was also in that office. I've been dean for twenty-three years and they've both been in the office for the whole time.

CAC: Continuity helps to track of where things are.

HM: It sure does. You don't lose much with those two people and their thoroughness and memories. They remember everything.

CAC: It was also in the 1960s that a center at Rochester was developed?

HM: In 1966 again—that was a busy year for us—we established a physical presence in Rochester. We'd been offering courses in Rochester; but, we put an office in place there in 1966. That office has persisted through the years. It went from an old building on the State Mental Hospital campus, which is now the Federal Prison, over to an old furniture store called Boutells. It was given to us by the Freidell family. The university fixed it up. That was our headquarters until rather recently when the community of Rochester received \$17 million for a university center building to be placed on the Community College campus. That's finished now and we're located on the Community College campus. Now, that's not called Community College; it's called Rochester University Center. We occupy it along with Winona State and with the Community College. The Riverland Technical College will soon be over there; so, we'll have four public institutions on the same site.

CAC: How does one decide local management with that kind of a shared . . . ?

HM: We manage our programs and we also manage a program which was funded by the legislature for the community of Rochester for IT. The Institute of Technology offers master's degrees over its system called Unite, which is a sort of broadcast one way and telephone talk back on the other end, sort of like I described the televised teleconference. They've been doing that for years and the people at Rochester, particularly at IBM, wanted face to face instruction to complement that for those degrees. The legislature, as a result of the Rochester community's lobbying, gave the university \$300,000 for IT to put face to face instruction in Rochester to complement the video instruction. We manage that down there for IT. IT manages the instruction. We manage the on site delivery, and registration, and so on for that program as well as our own. The operation of the University Center is still being sorted out. Now, with the impending merger of three of those occupying institutions, a community college, a technical college, and a state university, the University of Minnesota is kind of an odd duck in that mixture. It's an interesting study in politics. We have a very good politician there who is managing it for us, Carol Lund, who, for a number years, ran our community services office and also was deeply involved in . . . Neighborhood Programs reported to her; so, she knows a lot about politics and does a very good job for us down there. It is a situation rife with political intrigue.

CAC: Let's change the subject again then. [laughter]

HM: All these subjects are too interesting to stop talking about, aren't they? [laughter]

CAC: I notice, as a member of the faculty, that different units, different agencies, do change their names once in awhile. Sometimes, it's purely administrative and bureaucratic and, sometimes, it represents or reflects a real different strategy of delivering services, pedagogy, whatever. It was in the 1970s that the General Extension Division, GED, becomes Continuing Education and Extension?

HM: Right.

CAC: Did that represent any significant shift in mission or in strategy?

HM: Yes. Part of the decision at that time was to signal the difference between us. The General Extension Division title is a good title to distinguish one from the Agricultural Extension Service. That was why that title was given in so many states to the complementary unit, to the Agricultural Extension Service, which, as you know, was begun with Smith Lever funds.

CAC: In 1914, yes.

HM: When those Smith Lever funds came into place is when most of us started up our General Extension. The term was really a term to differentiate from the Agricultural Extension Service. We looked at a lot of names at that time. We felt our business was the continuing education of persons who were interested in their professional careers and that that was primarily why people

took courses and programs with us . . . to advance their professional careers and that was continuing education. We kept the "and Extension" partly because of the fact that we used it in the old term. In some ways, if we had just cut bait at that time and said "Extension is a word that the Agricultural Extension will use and we will not be Extension now. We will be Continuing Education," we would have avoided some subsequent confusion. We thought about that and there was a lot of . . . we had Extension classes and we didn't want to confuse people about that. We wanted to keep enough continuity in name so the people who were involved in dealing with our operational units wouldn't be confused. Particularly Extension classes was a major one; so, we kept Extension as a tail end of that name. We were essentially a continuing education operation and wanted to be recognized that with our name. As I said, we confused it by keeping the name Extension. If you look around the country, UCLA calls its operation "University Extension" and a lot of places do; but, they are usually the ones that are not associated with cooperative extensive or agricultural extension, as they are in this state. Those units are usually called, "Continuing Education." NYU calls its unit "College of Continuing Education," and Johns Hopkins calls its unit "School of Continuing Studies," or something like that and degrees are offered by those units.

Let me jump to the new name, which was laid upon us without any consultation by the president when he announced University 2000. I discovered, along with the rest of the Twin City deans, that there was going to be a central piece of his new plan for University 2000 . . . a place called University College, which was then to be us.

CAC: Which was a name already in existence for other purposes.

HM: If it wasn't confusing enough, that certainly added to it.

CAC: Yes.

HM: One of my tasks, as the sort of interim dean of University College, is to go around and talk to people about what kind of name would you give to this entity, which is intended to be a sort of fast moving, tactical unit which makes access available to the degree programs in the university and also establishes . . . One of the things that's happened in the last three years, Clarke, you will be interested to know, is that we have been given authority for a limited number of degrees that are partnership degrees with community colleges. We have a Bachelor of Information Networking degree, which is cooperation with the community college at North Hennepin up in Osseo. The other one is in Inver Hills Community College and that's a Bachelor of Applied Business. Those are degrees which are offered by Continuing Education and Extension. We are going to have a governing unit very similar to the governing unit of the current University College. I had nothing to do with selection of this name; so, I can't be accused of being imperialist about it. I can be accused of it; but, I'm not.

CAC: [laughter]

HM: It's not a bad name actually. Some units around the country that do have the name are somewhat like ours. The University of Maryland has a University College, which is a separate freestanding institution. They even their own president even. They're right next door to College Park, which has its own president. They're separated by a parking lot, those two institutions. One of them is a worldwide—that's University College—and the other one is a more traditional research university. The future of this . . . I've gotten some interesting alternative names. The association of the word college with what we do is interesting. It might be confusing. When we took on the name of Continuing Education and Extension, we thought about calling ourselves the Institute of Continuing Education and Extension, or the College of Continuing Education and Extension, or the School of Continuing Education and Extension. We decided that what we did is so broad and widespread that we really couldn't capture it with anything like school, institute, or college. If we become a college, we will be much more focused. Some of the things which we now do, we will not do any longer assuming there is, in the reorganization of the university—which is another issue which is coming upon us—a vice-president for outreach. If there is a vice-president for outreach—which I've always said we needed; I've served on two All University councils on outreach in 1978 and in 1993 and both of them have said we need a central officer to manage and oversee the outreach functions of the university—then, we can give some of the things we manage to them. I think they ought to have the concerts and lectures, the Northrop Auditorium program . . . that's really not ours. We shouldn't be in the entertainment business; we're in the education business. What we would be left with is the credit and non-credit bearing programs which reach across the university and pull all parts together, offer some degrees, offer access to most degrees, and offer a number of non-credit but related updating and certificate programs which get people up and running in their fields. Then, I think the term college would suit us.

CAC: Is there a calendar for this?

HM: The University College was sort of called into being by the vote of the regents.

CAC: That's the official name now?

HM: There is an entity called University College; but, it isn't clear what that entity is. It's clear to me and it's in the documents that the regents looked at that Continuing Education and Extension is going to transition over to become University College.

CAC: So, there's a calendar for the transition?

HM: Yes, we're underway now; but, we haven't got a date for the setting of that new name.

CAC: The University College always had an advisory faculty committee. Will that happen in the new?

HM: Yes . . . if I have anything to say about it, it will.

CAC: Whatever your name has been, have you had an advisory faculty committee?

HM: No, we haven't.

CAC: You're it and you report directly to the . . . ?

HM: Vice-president for Academic Affairs. We haven't had an advisory faculty committee. We probably should have; but, we have faculty involved in so many aspects of our program . . .

CAC: At the grass roots level, the programmatic level?

HM: Yes, at the programmatic level. We never did it . . . maybe should have but didn't. Now, it will have to. We have no reason to believe that we can maintain the authority to offer separate degrees of even certificates without better oversight from the faculty than we have had.

CAC: Sure.

HM: Essentially, we were offering their degrees. We work with the departments primarily.

CAC: Without an official advisory committee, as you say at the programmatic level, you've had that kind of contact constantly and by the nature of the beast, you've had to have.

HM: Yes. That's something that we must do now as a degree granting [unclear]. I'm not sure what's going to happen to the current University College. I've sort of stayed out of that business because I didn't want to seem imperial by reaching out and trying to grab them; but, it seems to me that a merger of these interests might very well be a good service.

CAC: Of course, it may be that people listening to this ten years from now will know what happened—or didn't happen.

HM: That's right.

CAC: So, they'll be ahead of us.

HM: Whatever happened to the old Continuing Education and Extension, yes.

CAC: I see that you have something down here . . . a Sea Grant program.

HM: Yes, yes. Was that in the 1970s? I can't remember.

CAC: You have it listed in the 1970s.

HM: I think it was in the 1970s. When we had a man named George Balisic as our assistant dean, he said, "There's some money in Washington for the establishment of a sea grant." I said, "We don't have any salt water on our borders." He said, "But, it also includes the Great Lakes. Michigan has one." He named off several Great Lakes institutions which had sea grant programs. We got to talking about that and said, "We've got a lot of freshwater research going on around here."

CAC: You bet.

HM: We had a limnological lab. We didn't really, in my view, need another research base. What we needed was somebody to pull together the research that was being done, both here and in Duluth, and offer an Extension program. We started off the Sea Grant Extension program. We got funding from NOAA, National Oceanic and Atmospheric Administration. NOAA gave us the money to start the Sea Grant Extension program and we hired the man who is still running that extension program, Dale Baker. He was located at Duluth. This was during our era, when I first came into the deanship. One of the things I was told—this is right after the failure of the merger of the two Extension Services . . . I remember it to this day; it was a good idea—by Fred Lukermann was "Hal, one of the things we want you to do is we want you to keep close association with and find as many ways to connect with the Agricultural Extension Service as you can." I said, "Fine, I'll try to do that." I found a very willing cooperator in Roland Abraham, who was the director over there at that time. I told him we were going to do this. He said, "Fine." I said, "Obviously, this person will have to connect with your agents up and down the North Shore of Lake Superior." And Dale did. So, for awhile then, we operated that jointly. We had a joint management of Sea Grant Extension. First of all, we managed it. Then, we shared the management with them. We decided that was too complicated for the people there; so, we offered and gave Sea Grant to the Minnesota Extension Service. Subsequently, the Graduate School got into the act and they established a Sea Grant research program. So, the University of Minnesota became a Sea Grant College; but, it was our initiative which got it here in the first place and got the program going. We passed it off, spun it off, because we felt that the Minnesota Extension Service had a better way to connect than we did out in the state. It's one of those things that we started and passed off that gets lost . . .

CAC: I'm sure it's something that's generally not a part of the public awareness of what the University of Minnesota does.

HM: Yes, right.

CAC: It's still the University of Minnesota . . . ?

HM: Absolutely, yes. It's now been moved to Duluth to manage. At first, there was a struggle over that. Fortunately, I wasn't involved in that struggle. I've enough struggles. There was some

difference of opinion apparently between the Twin Cities campus and the Duluth campus when [Donald C.] McNaught, who was the director of the Sea Grant College, stepped down and they were looking for a new higher. They didn't know whether to place the office in Duluth or keep it in the Twin Cities. It was decided finally to place it in Duluth. All of the Sea Grant headquarters is located at Duluth as it should be probably, up where the sea begins.

CAC: If you don't taste it . . .

HM: That's right.

CAC: It was also during the 1970s—again, I'm looking at your yellow sheet here—that study abroad came to be an Extension as well as the university general . . .

HM: That's something that we got started that has been very successful. We've spun-off to Michael Metcalf now in his role as . . . They tried to pull International Studies together and I said, "It's fine with me." We got it going and it's successful now. What we thought we had there when we began it was a program—Bill Rogers, if you remember, was interested in this—aimed at adult people who would enjoy going to spend some time in another locale and to learn on site. We started with a London program. Bill got it started and we put it into Extension classes to manage it. Most of the people who were interested in going to that program were, as you would call them, resident students; so, we weren't attracting the adult students that we thought we might attract. We were managing a program that was serving the day school student and a lot of students from other colleges. We have a very solid program going in Toledo, Spain, in conjunction with the Fundación José Ortega y Gasset in Madrid. They work with us in managing it. It's located in Toledo. We have one in Graz, Austria, for German. It's beautifully managed as only the Austrians could do it. We have one in Montpellier, France, which is also well-done, well put together.

CAC: Our students go through the Extension program to register and study in these locations?

HM: Not only ours but people from all over the country. It's very much a national program. But, two years ago when it we discussed this, we said that it wasn't serving the students we felt were our constituency. We said that we wanted to continue to cooperate if they wanted to establish a program for adult students in those locales and they said, "Fine." We passed the program over now and Metcalf manages it. It's called the Global Campus. About 800 or more students a year go. They've expanded it now. They have one in Russia in St. Petersburg and a couple in Mexico . . . more Spanish demand than they could meet in Toledo and it's a lot more expensive there.

CAC: This is kind of side commentary . . . It's remarkable, as I've talked to people, the outreach of this university around the world the last twenty-five years . . . every nook and cranny and every professional program. It really is incredible.

HM: Right.

CAC: Again, I'm depending upon you, Hal. I see that you have an outreach study group report in 1978 that carries some . . .

HM: The interesting thing about these reports at the university . . . It's my observation after being in administration for over twenty years, that people spend a lot of very sincere, hardworking time on reports which get some minimal attention and a fair amount of fanfare when they come forward but, then, whose findings are not uniformly ignored but often not given the attention that needs to be given to it. That was my feeling about the 1978 outreach report. That study group worked very hard on issues.

CAC: This is an all-university committee?

HM: Yes. It was appointed, I guess, by the academic v.p. [vice-president] at the time.

CAC: It wasn't out of Extension. You were just on it because you had to be?

HM: Yes. There were representatives from CURA and Minnesota Extension Service, which is what the Agricultural Extension Service has now become, and I, and several others. A lot of issues were covered and a lot of recommendations were made, one of which was that there should be an officer in Central Administration whose portfolio was entirely to manage and oversee outreach. There's an enormous amount of outreach that's going on . . .

CAC: It seems to be very extensive.

HM: . . . that, first of all, isn't reported on; so, we don't get the credit we ought to get for the enormous efforts we're making. I don't mean just us; I mean the whole institution.

CAC: Sure.

HM: That needs to be pulled together. Then, I think there's no spokesperson for outreach in the central councils. When Keller was vice-president for Academic Affairs under Magrath, they did establish an officer in Central Administration who was given outreach and undergraduate affairs, kind of a dual portfolio, both of which are backbreaking. It wasn't difficult to do anything in either one. That was John Wallace.

CAC: Oh.

HM: He had the job for about three or four years. Then, when the Keller Administration went out, John went out and the position was folded in, or retrenched, or something. Now, as I mentioned, in Nils's reorganization plan, there is a spot called the vice-president for outreach. That came as a result of the next Outreach Council, this one was called, appointed by the

president and chaired by the vice-president for Ag, Forestry, and Home Economics, [Eugene] Gene Allen. Several of us served on that committee . . . a number of deans and people from the coordinate campuses. That report came out in late 1993. We got some recommendations on that, one of which was a vice-president for outreach. It's easy to see these things slip beneath the waves. It's easy for it to happen if you don't have somebody advocating for those things in Central [Administration]. It's received with enthusiasm and great fanfare, passed onto the regents and they comment on it. Once in awhile they call back, "Whatever happened to that outreach report?" That doesn't mean it's any cynicism . . . just a note of reality. If you've got somebody who has got a [unclear] to carry forward their recommendations on that agenda, then you'll get something done. When International Studies report was made some years ago, the Central Administration put Bob Kvavik in that spot and Bob has kept pushing that agenda in that role. I think International Studies, though it could be farther along—as he would say—than it is, at least, progress has been made. It's difficult to see progress without an advocate.

CAC: Often, it's a matter of chance. I chaired a university-wide committee on University Archives to set up a flow of records management in late [Malcolm] Moos. It was very well received. Then, Mr. Moos left, and Mr. Magrath came in, and he had to learn the job, and it was two or three years before this could be brought to his attention, and by then, he was caught up in a million other things. It was a report that had absolutely no impact at all. These things happen in a large institution.

HM: You can say a lot of things about administration in the university; but, one thing that needs to be emphasized is that continuity needs to be maintained in some way. This place does not have a good memory; the institutional memory is not good.

CAC: Almost everyone I've interviewed has commented on this, that initiatives are taken, and lost, and utterly forgotten, and there's no way to recapture them at all.

HM: Right.

CAC: Retrenchments begin in the 1970s. The first mild one was May of 1971; but, they get more severe. By the 1980s, this is part of the regular routine of retrenchment and reallocation.

HM: Sometimes two a year.

CAC: Yes. From your perspective, this must be a very traumatic thing to face almost every year and certainly every two years?

HM: It's hard to get something started, something new and exciting, if you're being destabilized all the time. One of the things that we did as a result of one of these retrenchments which caught us . . . we had to do some fancy managing of our budget. For example, we usually charge our Extension classes bulletin in the year in which it's produced rather than the year in which it's published. To make our books balance one year, we had to change the payment of that

from one year to the next year just to keep from running a deficit. That's as close as we've come to not balancing our books. In that year, along with some cuts which we had to make, we decided we would build a reserve fund. We built that into our budget so that it was an expense item; so, if we made our budget, we produced a balance. We invested some of that balance and we kept some of it. We built up some balances for the investment in new program development. It was the only way we could do it. So, we have this new Program Innovation Fund which we built out of balances. We keep spending it every year; but, we got a little ahead of the cuts then. So, we've been able to manage our resources reasonably well; but, it is, as you say, very traumatic, particularly for programs which we can't see as ever quite funding themselves. With the kind of financing we have, we can invest in a program this year, which we expect to payoff in two more or three more years, but if it doesn't have that promise of payoff in two or three years, the likelihood of our making the investment to something . . . though it has social value it will not produce its self-support in a period of time. That's what really gets hurt in these cuts because what gets cut is our support base. As I said, in the last few years, we've gone from \$8 million down to \$3 million next year.

CAC: Does that mean that your staff overhead has to be picked up by what you can earn?

HM: Some of that means cuts.

CAC: It means really losses? If you lose persons, then you lose programs, and you lose income?

HM: That's right. What gets hurt are the programs that are marginal. They can't really support themselves.

CAC: They may be marginal in a financial sense, a budget sense, but, perhaps, quite central to the people who are engaged in them?

HM: Right. For some of those programs, which we feel we must have, we protect them and then something else that might be a little more income producing but still not making its own way, gets cut. We are going to go, starting this next year, into a management system called activity-based management. For every program, all the costs will be associated with that program and there won't be any floating kind of general overheads. Every course will see the overhead for everyone. That will bring to light things that we've been able to shrug aside and say, "That's important to do it. We need to do it even though . . ." so now, we'll see how much those courses are going to cost us. For example, I know that the courses I described to you earlier, the non-credit courses that were faculty enabling the faculty to use conference as a means of publication and dissemination of the programs, are costly. We don't make nearly as much out of those programs as they cost us. We will then know exactly how much they cost us. [laughter] Then, we'll have to make decisions on how much we subsidize and how much we can't subsidize. I don't know whether those will be casualties. Obviously, we want to maintain a close relationship with our faculty; so, that may override in a decision of this sort. We will

know how much we spend on Neighborhood Programs for minority communities. We know that fairly well; but, we will get much more precisely down the cost of registration and everything. We will have to decide whether the benefit is worth the price. It's going to be that cost benefit stuff. We've done probably as well as any programmatic unit at the university; but, we will be doing it much more precisely. That is because of what's developing in Central Administration, which is an every tub on its own bottom approach.

CAC: I see.

HM: Now we will, as colleges do . . .

CAC: Up front, this is what that . . . ?

HM: Yes.

CAC: If not that metaphor, it's that idea that it's clear to you from them?

HM: Yes. We've been told that colleges will now be counting the cost and counting overheads. That will put more pressure on us who have been able to say, "We can manage this because it's cooperative and it's in the general good intentions of the university. We'll support this even though we know it's costing us money." Now, we are going to have to be accountable to the colleges for all of the overhead which we are investing in programs which don't necessarily bear on that college. The cross-subsidization is going to be at risk for us and for the rest of the university. My view about this whole approach to each tub on its own bottom is it's going to be disastrous for community at the university and it's going to be very difficult for outreach to be sustained in anything but, what I would call, cherry picking. That is, if you've got a wealthy community out there, willing and able to pay for what you provide for them, the college says, "That will be something we'll do because it will subsidize our whole program." Then, our ability to run those programs to complement and subsidize other programs, such as the faculty dissemination programs I described or even Neighborhood Programs . . . we'll be less able to do those with communities that can't pay.

CAC: Sure.

HM: I worry about that.

CAC: An analog would be with health insurance . . . there's cherry picking going on there.

HM: Exactly.

CAC: Hal, we've covered a large number of topics and I know we could go on for a long time. I would kind of like to do a parentheses here and come back to you because your reputation is such, and the reputation of this program, over the years that you've been very active and

recognized for your leadership in national settings. It might be appropriate to . . . it's the National University of Continuing Education Association. You've been active in it and you've been president of it?

HM: I've been president. I served on the board on two or three occasions and so do our people. They're very active in that association. It's a professional development as well as kind of a political group. We have an office in Washington [D.C.] with an excellent executive director. That office is at 1 Dupont . . .

[End of Tape 2, Side 1]

[Tape 2, Side 2]

HM: . . . and France. I spent a quarter abroad. I was given administrative leave and I spent it at Oxford University in their, what is now called, Department of Continuing Education. They are now establishing a college called Kellogg College. They were funded for the establishment of what was sort of an Earle Brown Center, a continuing education center, by Kellogg a number of years ago. I lived there while it was at Oxford. They have a fairly substantial, very high quality but smaller program than ours. They now have, as I said, established a college and Kellogg is funding it. They will be offering a master's degree program at Oxford. I spent some time there and, then, was given the job as organizing chairman of the International Relations Committee. I still serve on that committee. Then, I'm also involved as the representative of the Council on Extension and Continuing Education to the Board of Directors of the Land-Grant Association. Nils, this year, chairs the Land-Grant Association and chairs the Council of Presidents. I serve on the other council and am a member of the board of directors. I've been active in a number of its committees. That's been interesting. The one, the NUCEA, the National University of Continuing Education Association, is a group of people who are in this business. NASULGC, the National Association of State Universities and Land-Grant Colleges—we just call it the Land-Grant Association—is a big association, primarily driven by presidents. Peter Magrath, by the way, is the president of that association now. That's been more interesting because it's an all university group and influence; and it's a little more meaningful than the other one. I've kept active in both of those organizations.

CAC: Implied throughout our whole conversation is the sense that Minnesota may not be unique, but it certainly has been a leader in many ways?

HM: Yes, we've started some things.

CAC: And recognized as such, I'm assuming, by these organizations through which you work?

HM: Some of the best programs are ones I've copied. [laughter] Our summer Honors College, for the top kids . . . When Ken Keller was president, he was concerned about the fact that we weren't attracting enough of the top Minnesota kids. Indiana State was running a program for

high ability high school kids between their junior and senior year . . . rising seniors, they are called. They try to attract those kids and give them a good residential program. I said, "We could do that." I came up here and within one year we had it running. It's served over 1200 kids, more like 1500 kids, since we started in 1985. Forty-three percent of those kids come here; so, it's very successful, very successful, very high payoff of recruits for the University of Minnesota. We catch them before they've made their final decision. We give them a good teaching experience. The faculty love it. They love the students.

CAC: I've known faculty who have done this.

HM: They're very high on it, right?

CAC: Yes.

HM: The kids like it because they get a residential experience in a dorm and they don't see this as a commuting institution unless they want it to be. A lot of those kids come and they get into the CLA Honors program and IT Honors program. They are very good students. We're proud of the program. It was copied from somebody else. Another program which we copied from somebody else is one we got from Syracuse called Project Advance where the academic department identifies a course that they're willing to have taught by high school teachers in the high schools. They bring those faculty members from the high schools on the campus and they give them a two-week orientation to the course. High schools carefully select them. This has gone very well because of the fact that Minnesota now has the Post-Secondary Enrollment Options Act where a student can leave the campus and come to a higher education institution and the high school loses the state funding for that kid. They want stuff that's going to keep them on campus.

CAC: I see.

HM: The initiation of this program, which we call College in the Schools, broke beautifully at that time and it's been very successful. We have something like thirty-five courses offered in fifteen or twenty high schools and thousands of kids involved in it. It's been a very, very successful program. We copied that one from Syracuse. Not everything that you do that's good has to be original. In fact, you can go faster if you've got a good model to go by.

CAC: Of course.

HM: We also operated and manage the Post-Secondary Enrollment Options Act admissions here. We have a good office. That's been a superb program for kids who are kind of alienated from the high school but bright. The counselors help us pick those people out—in some schools. Some schools don't want to cooperate because they don't want to lose the state funding.

CAC: I understand.

HM: Counselors who are really interested in kids' success and give us their names. We will recruit if they look like they will be successes. The turnarounds in those kids' lives is just fantastic. That grew out of the old counseling program that came out of the Women's Studies grant. Now, that's managed under a subunit of counseling with one of the people that Vera [Schletzer] hired many years ago, Darryl Sidio. He's done a tremendous job. Those are bright spots. That was all related to an initiative that Ken Keller wanted started for recruiting top Minnesota students. Those things all worked together and we're very proud of that.

CAC: You've not lacked for challenges these twenty-two years.

HM: No.

CAC: It's kept you from being dead wood.

HM: It keeps me awake at night sometimes, too. [laughter]

CAC: Most of the challenges have a productive and creative outcome, the downside of these budgeting troubles . . . chiefly.

HM: Yes. Yes.

CAC: The university has, within in very general terms, if I read you words correctly, given you a great deal of elbow room to develop, to initiate, as long as you pay your way?

HM: That's correct.

CAC: Would this be true elsewhere? I'm trying to think—in many of these interviews—if there's something going on at Minnesota that really is different . . . from what gossip you hear when you go to these other conventions and conferences.

HM: Yes, I think there is . . . an admirable lack of control is maybe the way to put it. [laughter] A lot of people look at the freedom which deans have at this place and they say, "What we need is more accountability." But, what you get with more accountability is more strictures and a squeezing down of your span of control and your opportunity. I think there are all sorts of forces coming on us from federal agencies, from our own state government . . . excellent ideas that we've established, offices to control such as Affirmative Action. There are all sorts of pressures that are coming on us now that have the effect of restricting freedom of the middle managers, the deans office.

CAC: Yes.

HM: We have increasing pressures from NSF [National Science Foundation] and from government offices and agencies in Washington to control how the money is spent. It all grows

out of that Stanford *flowers on the yacht* kind of story . . . for overheads. That's putting pressure on universities now. We're building the offices for rapetassage that makes it very difficult for people to function. But we have had [elbow room], and it may not have been with the best of intentions. It's just the fallout of a strong dean and weak Central Administration over the years.

CAC: It may be the very size and complexity that had to put the influence in the province.

HM: I think that's correct, yes. That, I think, has contributed to this. Generally speaking, as long as we can get an academic department to authorize us doing something or working with them on something, and as long as the college dean doesn't oppose it, and we can figure out a way to finance it, there's almost never an objection that's raised. We've got a lot of freedom that other institutions may not have. It has a lot to do with our size and complexity, I'm sure.

CAC: I'm sure there would be other reflections; but, I have a feeling that after about two and a half hours that both of us have run out for the moment. Hal, if you have other things tonight or next week and you say, "We should have talked about this . . ." I'll come back.

HM: Okay, good.

CAC: I certainly thank you very much for your engaging . . .

HM: It's been my pleasure . . . good to have a conversation with you after all these years that you've been away.

[End of Tape 2, Side 2]

[End of the Interview]

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