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Abstract

This final report summarizes the activities and accomplishments of a 3-year cooperative project (Dakota ACCCRD) designed to stimulate and support educational research in three private liberal arts colleges located in North and South Dakota. Specific project objectives were: (1) to develop an awareness of research opportunities and skills among the faculty and administrators within the cooperating institutions; (2) to stimulate faculty members to engage in research; and (3) to involve the cooperating colleges in a common research and development program. Methods used to attain these objectives during the project are described and briefly evaluated. The development of a research capability in these colleges affected the total academic process by increasing faculty competence in both scholastic and instructional areas. Consequently, the report recommends extension of the program to other small developing colleges as a means of upgrading faculty quality and standards. The appendix contains extracts from previous project proposals and annual reports, and a list of related project documents. (JH)

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FINAL REPORT
Project No. 6-2927
Grant No. OEC-3-6-062927-2132

THE DEVELOPMENT OF RESEARCH CAPABILITY AT PRIVATE
COLLEGES IN NORTH AND SOUTH DAKOTA

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June 1969

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SUMMARY

TITLE: Final Report on Bureau of Research, OE/DHEW, CORD Project for the Development of Research Capability at Private Colleges in North and South Dakota

PRINCIPAL INVESTIGATOR: Dr. F. Robert Adkins

CONTRACTING AGENCY: Jamestown College, Jamestown, N.D. 58401

REPORTING PERIOD: June 29, 1966 - June 28, 1969

This is a final report for an Office of Education Bureau of Research CORD project involving three small independent liberal arts colleges: Mary College, Bismarck, N.D.; Jamestown College, Jamestown, N.D.; and Yankton College, Yankton, S.D. The three colleges operated as a consortium (Dakota ACCORD) for three years.

The objectives of the project, were to initiate an innovative program involving the private colleges in North and South Dakota in a cooperative and concerted effort to stimulate and support educational research. Specific objectives were: (1) To develop an awareness of the opportunity for educational research on the part of faculty and administrators within the cooperating institutions; (2) To expose faculty and administrators of the institutions to the skills and knowledge fundamental to producing good research and good research administration in higher education; (3) To stimulate and support faculty within the cooperating colleges to engage in research; and (4) To involve the cooperating colleges in a common research development program, capitalizing on strengths in personnel and facilities at each institution so as to develop and make available a more qualified and productive research force than any one institution could be expected to provide individually.

During the first year emphasis was placed upon the development of a research interest and capability within the colleges through the establishment of faculty research councils and by conducting symposia and workshops. During the second year the emphasis was upon the supervision of funded cooperative research projects by a full-time Director of Institutional Research, and the development of research capability among faculty through research clinics and seminars. Dakota ACCORD sponsored a research clinic for colleges and universities in North and South Dakota and adjacent states. One sizeable (\$80,538 grant) consortium research project during this reporting period was, "The Creative Use of Newer Media for Institutions of Higher Education in Sparsely Populated

Areas." Another significant study related to the feasibility of an enlarged consortium.

During the third year, emphasis was upon: (1) the development among the faculties, in depth, of a research capability reflecting greater methodological rigor; (2) the dissemination and utilization, throughout the consortium and elsewhere, of the results of the research conducted by Dakota ACCORD and other related research; and (3) the assessment of the impact of this CORD project upon the overall quality of the educational programs of the member colleges. The Principal Investigator conducted a series of research symposia at each college; with faculty and staff writing proposals for submission to OE and other governmental agencies, and private foundations. Research design, and the use of ERIC, was stressed. A program enabling "seed grants" was established at each college.

The following conclusions appear to be warranted. (1) A research emphasis and effort can be developed in small colleges; where almost none such was visible before. (2) The effect upon the total academic process, of the development of research in a small college, is striking. The competence of the faculty in both their scholarly and instructional roles is significantly enlarged. Their self esteem and morale are noticeably enhanced. This form of faculty development occurs in a realistic context and impinges directly upon the curriculum of the college and the learning behavior of the student. (3) The development of research may be the most efficient means, in terms of time and money, to upgrade the academic process in small colleges, despite the conflict between research and teaching that is traditionally held to characterize undergraduate institutions. (4) A procedure whereby small grants, "mini-research" or "seed grants," are awarded to members of the faculty by a research council or the faculty, has been found to be very effective in stimulating research effort in the institution.

It is recommended that: (1) The CORD program be extended throughout higher education generally, as one of the most effective means to upgrade the quality of the faculty and the standards of small developing colleges; (2) Some continuation or follow-through version of a successful CORD project be supported by the Bureau of Research to explore, further and more systematically, the seed grant concept; and (3) Research be initiated to investigate the utilization, by small developing colleges, of information retrieval systems and devices.

THE DEVELOPMENT OF RESEARCH CAPABILITY AT PRIVATE COLLEGES IN NORTH AND SOUTH DAKOTA

Introduction

A considerable portion of the material in this report has perforce been included in: (1) Progress reports, which were submitted quarterly; (2) Year-end summary reports, and; (3) Proposals for continuing support. Since this is the final report covering the three-year period, a recapitulation and general summation would appear to be indicated. Single copies of certain documents which are mentioned in this report have been organized into a Supplementary File to accompany the original copy of this report.

Background

This CORD project, which is the only one in OE/DHEW Region VI, originated with a proposal transmitted to the Bureau of Research on May 5, 1966. (Extracts from the initial proposal, and two continuation proposals are made Appendix A to the original of this report.) The initial proposal began:

"Colleges in Montana, North Dakota, and South Dakota are somewhat removed geographically from research oriented educational centers and research centers. As a result, there has been little research capability developed in the area. It appears to be increasingly important to have the capacity to conduct institutional research if a college is to be able to progress. It is also becoming essential to provide research experiences for students to gain a certain basic orientation to research with the increasing number enrolling in graduate schools. The small college is also finding it more important to encourage research by faculty if they are to retain and attract competent professors.

Small Colleges in the three-state proposal area are unable to compete adequately for government and foundation grants because they have not developed a sufficient degree of research capability and orientation."

The above introduction to the proposal is in reality an understatement. Colleges in this geographical area are about as remote as is possible in the United States. Prior to the CORD project, there was almost no research activity in any of the small colleges in North and South Dakota; and very little, proportionately, in the State Universities. Recruitment of capable faculty and staff continues to be one of the most acute problems in all institutions of higher education in this area of the United States.

The objectives of the project as stated in the initial

proposal were as follows:

"PROPOSAL OBJECTIVES

The problem is to develop the potential for educational research at the cooperating colleges and to stimulate, in particular research bearing directly on the improvement of instruction.

The proposal is to initiate an innovative program involving private colleges in Montana, North Dakota, and South Dakota in a cooperative and concerted effort to stimulate, foster, and support educational research and its accompanying activities.

SPECIFIC OBJECTIVES OF THE PROGRAM

1. To develop an awareness of and the opportunity for educational research on the part of faculty and administrators within the cooperating institutions.
2. To expose faculty and administrators of the institutions to the skills and knowledge fundamental to producing good research and good research administration in higher education.
3. To stimulate and support faculty within the cooperating colleges to engage in research.
4. To involve the cooperating colleges in a common research development program, capitalizing on strengths in personnel and facilities at each institution so as to develop and make available a more qualified and productive research force than any one institution could be expected to provide individually.

Benefits from this developmental program will accrue in the following ways:

- (1) by strengthening the present educational programs through understandings and developed skills of evaluation.
- (2) by aiding the schools to attract and retain faculty who are committed in some measure to research.
- (3) by attracting research projects for the institutions both individually and cooperatively.
- (4) by improving teaching programs through student involvement and understanding of research.
- (5) by creating a greater interest, awareness, and

opportunity for inter-institutional cooperation in areas of research and educational programs.

- (6) by gaining a greater understanding of themselves through data-gathering, self-study and evaluation."

The "innovative" aspect of the project was to be, in part, the development of research in an interinstitutional setting. To further such purpose, a "consortium" among three private colleges in North and South Dakota was created, called "Dakota Association of Colleges for Research and Development," or simply "Dakota ACCORD." The three members of Dakota ACCORD were: Jamestown College, Jamestown, North Dakota; Mary College, Bismarck, North Dakota; Yankton College, Yankton, South Dakota. Mount Marty College, Yankton, South Dakota, joined Dakota ACCORD in the Fall of 1967, but was never officially included in the CORD project because of contractual limitations.

As originally conceived, Dakota ACCORD, contemplated on interinstitutional cooperative arrangement involving as many as ten small developing colleges in the Northern Plains area. Distance, the weather and general problems of transportation and communication precluded such arrangement. Two formally organized cooperative arrangements emerged instead of one and Dakota ACCORD ended as an organization entity on June 30, 1969. While it existed, Dakota ACCORD, was supported under Title III of the Higher Education Act of 1965, and other sources. The record of this CORD project, reported on herein, and the history of Dakota ACCORD are to some extent undifferentiated. For this reason, a copy of the narrative section of Dakota ACCORD report to the Bureau of Higher Education (without appendixes) is made Supplementary File Document One.

Operation

During the first year of the CORD Project, Dr. Dan J. Sillers, President of Jamestown College, acted as Principal Investigator. He devoted one-fourth of his time to the project. Dr. Isadore Goldberg and Dr. Phil Welsh, of the Educational and Training Division of Computer Applications in Bethesda, Maryland, were retained as consultants to provide professional and technical supervision.

Dakota ACCORD was organized; with a Coordinating Committee composed of representatives from each of the three colleges. Four workshops were conducted as follows:

1. November 4 and 5, 1966 - Jamestown College -
"Current Thinking in Educational Programs."
2. November 18 and 19, 1966 - Yankton College -
"Current Thinking in Educational Programs."

3. April 28 and 29, 1967 - Mary College -
"Institutional Research and Self-Study."
4. May 5 and 6, 1967 - Yankton College -
"Curriculum Development and Research."

Six faculty members were sent to the National Research Training Institution in Oregon. A study relating to resources for research was conducted at each college. The results of this study were included in the report on the first year of the project operation. The report is dated June 30, 1967. Extracts from this report are in Appendix B, and the complete report is Document Two in Supplementary File.

The operation of the project during the first year was handicapped by failure to hire a fulltime director and the inclination of the consortium to construe research as proposal writing. (The Coordinating Committee fared quite well with their proposals however. Although the support obtained was only tenuously related to research.)

ACCORD began the second year of the CORD project with some very valuable experience, and most importantly, with two faculty members of each college who had attended the Research Training Institute. In November 1967, a fulltime qualified director was hired for the project, Dr. E. Robert Adkins.

Dr. Adkins proceeded to differentiate the research function of CORD from the general administrative activities of Dakota ACCORD. He established a Faculty Research Committee at each of the member colleges, and met with these committees and their faculties. Supplementary File Document Three delineates the organization and operation of Dakota ACCORD, and includes some documents particularly relevant to the operation of the research activity in the member colleges.

The emphasis during the second year was upon the supervision of funded research projects and the development, in depth, of a research capability among the faculty and staff of the colleges. One of the most significant projects supervised during this period was "The Creative Use of Newer Media Systems for Institutions of Higher Education in Sparsely Populated Areas (North Dakota and South Dakota)." A copy of the final report on this project is made Supplementary File Document Four. A second major research study during second year related to the possibilities of expanding the consortium. This study, Supplementary File Document Five, is believed to have been the first study in the area of interinstitutional research, which incorporated an institutional survey of prospective membership. The study has received widespread distribution throughout the United

States.

The Development of research in Dakota ACCORD during the second year of the project is probably best illustrated by a workshop which ACCORD sponsored in Aberdeen, South Dakota, March 6-7, 1968, for colleges and school systems in the Dakotas and adjacent states. A brief report on that conference is included as Appendix C.

During the second year of the CORD project, the member colleges submitted several proposals for small project research. Proposals for Title III support began to incorporate a research design sufficient to enable some evaluation as a minimum.

The second year of the CORD project was severely handicapped by a reduction in the level of support from \$50,000 (First year) to \$32,715. Extracts from the report on the second year are in Appendix D, and the entire report is Supplementary File Document Six.

The third and final year of the CORD project went -- as one would expect -- quite smoothly. The operation of the Research Committees were well established. Each of the committees was chaired by an experienced faculty person, who had attended the Research Training Institute. The Project Director and other key personnel were now in their second or third year with the project. Liaison with the Director of Research for Region VI of OE/DHEW, was routine; and most valuable. The Director of Research for Region VI visited the colleges involved several times. He played a significant role in the project workshops and conferences, and provided professional consultation in connection with all our research problems.

Emphasis during the third year was upon: (1) the development among the faculties, in depth, of a research capability reflecting greater methodological rigor; (2) the dissemination and utilization, throughout the consortium and elsewhere, of the results of the research conducted by Dakota ACCORD, and other related research; and (3) the assessment of the impact of this CORD project upon the overall quality of the educational programs of the member colleges.

The achievement of the objective represented by the first emphasis (above) was accomplished principally through the device of seed grants (sometimes referred-to as "mini-grants" or "mini-research"). Our experience in developing research capability at small colleges, clearly indicated that there is a real limitation upon the effectiveness of workshops, conferences, courses, etc. Faculty members need to be involved in an actual research experience that is meaningful to them personally. The seed grant idea provides

such involvement, and works wondrously in our experience.

The budget for CORD for the third year (\$27,808) did not enable any federal support for the seed grant program, but each of the colleges provided a minimum of \$2,000 from its own resources. The actual expenditure for mini-grants, and the operations of the Research Committee, at all of the colleges, considerably exceeded the \$2,000 figure. (Jamestown College awarded mini-grants totaling \$3,750; and has budgeted \$7,500 for the academic year 1969-70).

Supplementary File Document Seven contains material indicating the operation of the seed grant program at Jamestown College; which is typical of the other two colleges. A systematic evaluation of the effectiveness of the seed grant operation is indicated. It would appear that its apparent success is due to the fact that:

- (1) A considerable proportion of the faculty can be involved in such research; because the amount of the grants are very small and there can be many grants.
- (2) The "standards" for such research can be adjusted to the particular situation.
- (3) The faculty administers its own program; typically through a research council or committee.
- (4) The mini-research projects tend to be realistically related to the particular faculty member's problems; and sometimes develop into research projects that can be funded by federal agencies or foundations.

The seed-grant program was so effective, in the opinion of all personnel involved, that it has been made the basis of a separate proposal to the Bureau of Research on behalf of the Northern Plains Consortium for Higher Education. Appendix E, hereto, is a part of that proposal. In a real sense this proposal is the most meaningful "final report" on the CORD project; the complete document is included as Eight in Supplementary File.

Throughout the third year of the project, a continuing effort was made to use ERIC and other research reports. All three of the colleges included in the CORD project now subscribe to the ERIC Research In Education, and other reports, but there is no microfiche file in the consortium; which is a handicap. The office of the Director operates, to the extent possible, as an information retrieval point for the colleges of Dakota ACCORD, but the inability of small colleges to have ready access to actual research reports is an acute problem insofar as the development of sophisticated

research projects is concerned. The proposal mentioned above (Appendix E and Supplementary File Document Eight), provides for a possible solution to this problem.

Appendix F represents the evaluation of the CORD project by the presidents of the colleges involved.

Conclusions

1. The development of research in small colleges is difficult.
 - a. Traditional attitudes and behaviors of the faculty have to be overcome. Many among the faculty have reacted against "research;" others have abandoned hope; few have had much research experience beyond their graduate training. Teaching loads are heavy; facilities inadequate.
 - b. Many, if not most administrators in small colleges, tend to view research as an aspect of "grantsmanship." They look upon it as a way to obtain money whose real function will be to help with faculty salaries, purchase equipment for general purposes, etc. And in such light -- as a means of obtaining revenue -- research is not competitive with other forms of federal support (As Title III Developing Institutions, of the Higher Education Act; and others).
2. A research emphasis and effort can be developed in small colleges; where almost none such was visible before.
3. The effect upon the total academic process, of the development of research in a small college, is remarkable.
 - a. The competence of the faculty in both their scholarly and instructional roles is significantly enlarged. Their self esteem and morale are noticeably enhanced.
 - b. This form of faculty development occurs in a realistic context and impinges directly upon the curriculum of the college and the learning behavior of the student. It is not altogether uncommon for some of the research to portend a significance for education generally. The "image" of the college is enhanced.
4. The development of research may be the most efficient means, in terms of time and money, to upgrade the academic process in small colleges...In spite

of the conflict between research and teaching that is traditionally held to characterize undergraduate institutions.

5. A procedure whereby small grants ("mini-research" or "seed grants") are awarded to members of the faculty, by a research council of the faculty, has been found to be very effective in stimulating research effort in the institution. It would appear that the success of seed money is chiefly due to the fact that:
 - a. A considerable proportion of the faculty can be involved in such research; because the amount of the grants are very small and there can be many grants.
 - b. The "standards" for such research can be adjusted to the particular situation.
 - c. The faculty administers its own program; typically through a research council or committee.
 - d. The mini-research projects tend to be realistically related to the particular faculty member's problems; and sometimes develop into research projects that can be funded by federal agencies or foundations.
6. Some dynamic, external to the institution is required to persuade the faculty and staff...to aid them ... to maintain a gentle but firm pressure, in the interest of research development.
 - a. In a cooperative arrangement, as in the consortium, this responsibility can be centralized at the consortium level. A systematic procedure for information exchange and communication among all research councils within the consortium, reaps the usual benefits of "cross-fertilization" in research; and has been shown to be one of the best methods to maintain rising standards of research competency.
7. The effectiveness of the CORD program is difficult to evaluate in purely quantitative terms.
8. The successful CORD Programs -- more so than is usually the case -- have been singularly dependent upon the ability and personal attributes of a project director.

Recommendations

1. That the CORD program be extended throughout higher

education generally, as one of the most effective means to upgrade the quality of the faculty and the standards of small developing colleges.

2. That some continuation or follow-through version of a successful CORD project be supported by the Bureau of Research to explore, further and more systematically, the seed grant concept.
3. That research be initiated to investigate the utilization, by small developing colleges, of information retrieval systems and devices.

FOREWORD TO APPENDIXES

1. Material in appendixes consists, in part, of extracts from documents which: (1) Have been previously submitted to the Bureau of Research in connection with earlier reports under this CORD project; (2) Are bulky, or not relevant in their entirety, to this report, and/or; (3) Are included in the Supplementary File (See explanation of Supplementary File materials on page 53, of this report).
2. Documents or materials which may be mentioned within the appendixes to this report as appendixes or attachments to an original from which the appendix to this report was extracted, are not included in this report. If such "interior" references are sufficiently relevant, they will be found in the Supplementary File, or can be obtained where original document is filed.

APPENDIX A

Extracts from initial proposal transmitted May 5, 1966.

PROCEDURE

1. The presidents of the cooperating institutions have been contacted and given their assurances of desire and sincerity of purpose in developing research programs at their respective institutions.
2. Establish a governing body which shall be called the Coordinating Committee.
 - a. The project shall be governed by a Coordinating Committee consisting of at least (4) four representatives from each of the cooperating institutions.
3. A Director of Research will be appointed to organize the inter-institutional seminars, to direct and assist the individual institutions in developing their own research committees and to give personal consultation to faculty as they develop individual research projects. The Director of Research will be responsible for the overall administration of this grant.
 - a. The Director of Research shall be responsible to this committee and shall seek their guidance in policy development.
 - b. Three individuals have indicated interest should this position develop. They all:
 - (1) have the Ph.D.
 - (2) have been research project directors.
 - (3) have a minimum of 5 years research experience in industry and/or education.
 - (4) have published extensively.
 - (5) have proficiency in working and communicating with other professionals (lay and experts).
 - (6) have outstanding recommendations.
4. A series of intra-institutional workshops will be scheduled in order to assist faculty and staff at each of the individual colleges to gain an awareness of and technical skill in developing the research potential within their institution.

- a. The Director of Research will be a major consultant but will be assisted by other consultants brought in to work with specific problems unique to the individual college.
 - b. A research committee will be established at each college.
5. The development of detailed plans for cooperative inter-institutional research project area(s) of common concern will be executed in the second and third years if Office of Education continued support is forthcoming. Plans to be submitted February 25, 1967, with Summary Interim Report and request for continued support.

PARTICIPANTS

1. Private colleges in Montana, North Dakota, and South Dakota.
 - a. The selection of these colleges was made in the following manner by Dan J. Sillers, President of Jamestown College:
 - (1) The presidents of all of the private four-year colleges in South Dakota were contacted by phone and by letter asking if they desired more information, and/or conversations. A follow-up phone call was made to obtain their answers. Personal conversations were held when requested. Yankton and Sioux Falls indicated interest and personal conversations resulted.
 - (2) Rocky Mountain College in Montana was involved because they are the lone private 4-year college in Eastern Montana. Also because of previous relationships with the other colleges being considered, it appeared that they should be extended an invitation. The previous phone calls and letter was sent as well as a personal conversation.
 - (3) Mary College was selected because it is the only other 4-year private college in North Dakota. Personal conversations were held with the president.
 - (4) Jamestown College was the originator of the idea, therefore, naturally included because of interest, commitment, and location.

All the other colleges are of similar size (350-800), have many aspects (faculty, administrative problems, salary schedules, objectives, geography, etc.) in common.

These schools are located in an approximate triangular

form ranging from East to West (Jamestown to Billings) 600 miles, North to South (Jamestown to Yankton) 250 miles. The total circumferential distance in miles would be approximately 1800 miles.

COLLEGES INVOLVED

JAMESTOWN COLLEGE, Jamestown, North Dakota 58401. (Accredited by North Central Association of Colleges and Secondary Schools; Presbyterian; coed; semester; only the bachelor's and/or first professional degree, liberal arts and general, terminal-occupational, and teacher preparatory; enrollment 500.) President: Dr. Dan J. Sillers.

MARY COLLEGE, Apple Creek Road, Rte. #2, Box 119, Bismarck, North Dakota 58501. (Controlled by the Roman Catholic Church or Order; women; semester; four years of work beyond the twelfth grade, both liberal arts and general, and teacher preparatory; enrollment 250). President: Rev. Arno Gustin, O.S.B.

YANKTON COLLEGE, Yankton, South Dakota 57078 (Accredited by North Central Association of Colleges and Secondary Schools; controlled by private corporation; coeducational; semester; liberal arts and general with one or two professional schools; enrollment 600.) President: Dr. Donald B. Ward.

IV. THIS IS AN INTER-INSTITUTIONAL COOPERATIVE PROJECT

A valuable feature of this proposal is that it is an attempt at inter-institutional cooperation by the participating schools. There is need for such a program in the area.

Each of the colleges to be involved in this cooperative program is restricted in its achievements in research because of both size and location. Each of the schools is relatively small; they range in size from 350-600 students. Because of the size and location factors, it is a problem for each of the schools to obtain competent teaching personnel and researchers.

Metropolitan areas, with the frequent proximity of other academic institutions, provide research resources and cooperative possibilities which are frequently unavailable or incompatible in this predominately rural region. Without the immediate availability of other colleges and universities, it is necessary for colleges of the area to develop their own research programs and become aware of the possibilities for inter-institutional cooperation even though the separating distances might be great. The development of research capability would seem to be a project which could be best accomplished with the cooperation of other colleges in

similar situations.

The predominant enrollment at each of the colleges is from the rural midwest and northwest. With the decline in rural population, it becomes essential for these young people to pursue education at the college level. Unfortunately, a college education is becoming insufficient; young people must also receive graduate educations. It is the responsibility of participating colleges, therefore, to make available, to their students, a certain understanding of research potential and procedure so that they will be able to cope with these facets of their more specialized and research-oriented graduate programs.

Extracts from continuation proposal for second year.

Progress has been made in developing an awareness and interest in research among the faculties of the institutions through symposia and workshops. An equal number of proposals was submitted in eight months of the contract period compared with the number submitted in the previous calendar year.

PLANS FOR THE SECOND YEAR:

Building upon the efforts of the first year, the consortium will continue its efforts to develop participation in research activities through symposia, workshops, research training. Faculty members will be given support in the development of proposals and project administration. Students will become involved in research as new projects are generated.

The consortium will develop proposals and projects for cooperative inter- and intrainstitutional self-study. In addition to those submitted during the current year proposals will be initiated in curriculum and instructional methods...

During this initial period a number of steps were taken to establish and develop the organization of the consortium. Symposia and workshops were held to introduce the staff of the three institutions and invite guests to opportunities in research through various governmental agencies. A number of proposals were developed by the consortium and submitted to the U.S. Office of Education. Several planning meetings were held to chart the course of activity for the remainder of the current contract. Each of these areas of activity are reported below...

The Director of Research is responsible for the development of all activities under the program. In establishing the coordinating committee and faculty research council consideration was given to the involvement of members of the

administrative staff from each of the institutions to provide policy guidance and direction and to represent the needs and interests of the institutions themselves. In addition, members of the faculty comprise the faculty research council and are responsible for directly stimulating interest in research activities among the faculty members.

The coordinating committee provides a representation of each of the colleges to the consortium and works directly with the Director of Research. In each case it is comprised of at least one member of the administrative staff of each institution and the members of the faculty research council. In this way the full cooperation and understanding of each of the institutions is more readily assured. Communication is more readily assured between members of the administrative staff and faculty of each institution regarding the aims and objectives of the consortium and a broader base of personnel is established for the research activity...

As a means of acquainting the faculties and administration with research and other government supported programs, two symposia were held in November 1966. Each symposium was scheduled for two days each (November 4-5 at Jamestown College and November 18-19 at Yankton College). The symposia were organized to provide for maximum participation and interaction among those attending. The morning and early afternoon sessions were devoted to brief presentations of major program areas of the U.S. Office of Education, National Institute of Mental Health, and Office of Economic Opportunity. The afternoon sessions were organized into small groups to provide for maximum interchange with the conferences with those who were interested in obtaining specific information from the consultants. Generally the reaction to this arrangement was quite favorable in terms of the opportunity for a thorough and open exchange of information and ideas...

Representatives of some 40 institutions in the six state area including parts of Minnesota, Nebraska, Montana, and North and South Dakota were invited to the symposia. It was felt that the entire region could benefit from this conference in that institutions in this region do not often have the opportunity to meet with representatives of the Office of Education and other governmental agencies supporting research and program efforts in education.

In total, the number of people attending the workshop at Jamestown College was 52 including 23 representatives from 14 public and private institutions in North Dakota, Minnesota and Nebraska. The number of people attending the workshop at Yankton College was 28 including 8 representatives of 7 public and private colleges in South Dakota and Iowa.

The letters and messages of appreciation from the invited

institutions indicated that the symposia were advantageous to them and that they appreciated the opportunity to participate. Generally they felt that the symposia afforded them the opportunity to obtain details regarding programs of the Office of Education and other governmental agencies that they did not already have.

The staff of the Dakota ACCORD colleges gained a great deal of understanding of the research and program development opportunities available to them. This is reflected in several proposals submitted to the Office of Education under the Developing Institutions Program and in the plans and priorities established by the Coordinating Committee in subsequent meetings in connection with programs and proposals for institutional research activities...

PROPOSAL FOR THE SECOND YEAR OF ACTIVITY

This proposal requests support for the second year of activity anticipating the possibility of an additional review and extension into a third year. At the end of the developmental period it is anticipated that the cooperating colleges will continue to support the research programs. Jamestown College is willing to commit itself to assist the other colleges in sustaining the research activity at the termination of governmental support. However, it is clear from the progress reported to date that additional support on the part of the government will aid immeasurably in building a firm foundation of research activities in the cooperating institutions, Jamestown College, Mary College and Yankton College. All of the institutions have found the program to be of value to them and wish to continue with it.

Interest has also been elicited from a number of other colleges (see report of activities) and two additional colleges will be invited to participate in the consortium, namely Concordia College, Moorhead, Minnesota and Westmar College, Lemars, Iowa. Other colleges will be approached should either of these two decide not to participate. It is planned, therefore, that in the second year of activity that five colleges will be engaged in the consortium.

A Director of Institutional Research will be hired. As previously indicated recruiting efforts are continuing for this position and it is expected that an appointment can be made about July 1, 1967. It should be noted that the late award of the contract in the current year hindered recruiting efforts for the Director of Research.

The organization and functioning of the Coordinating Council and Faculty Research Committee will be further delineated. It is anticipated that the opportunity to participate in the National Research Training Program will aid in the effective functioning of the group.

By the start of the second year of activity it is expected that the Coordinating Council and Faculty Research Committee will be operating on a permanent and relatively independent basis.

Symposia, workshops, and research training efforts will continue as a means of engaging the interest of faculty members and extending the number of individuals with research training.

The development of cooperative interinstitutional research projects will receive major attention. The Coordinating Council has given first priority to studies concerned with interinstitutional self-study. Plans are now being prepared for studies in the following areas:

1. Studies of the background, educational plans, and personality characteristics of the student.
2. Analyses of students academic backgrounds.
3. Predictions of academic success.
4. Follow-up of failures and withdrawals.
5. Follow-up of alumni.
6. Student development in relation to institutional objectives.
7. Attitudes and opinion polling as the basis for educational decision-making.

In addition suggestions have been received for studies in the areas listed below and proposals may be prepared in these areas as well.

1. The measurement of institutional objectives.
2. Development of a course or course units in educational research for undergraduates.
3. Evaluation of the 4-1-4 curriculum plan.
4. Studies of residential versus commuter living in college.
5. Development of an Upward-Bound program.
6. Research in instructional methods (a study has already been proposed. Depending upon the acceptance or rejection of this grant additional study areas may be proposed.)

Extracts from continuation proposal for third year.

Current Year under the Project

The Institutional Self-study program has continued from the first year, and been incorporated as a part of the study concerned with enlargement of Dakota ACCORD to include several other colleges in the Northern Plains area. (See Supplementary Document No 1. These supplemental documents are not being made an integral part of this proposal, but are being furnished to the Director of Research, Region VI, for his information).

A fulltime Director of Institutional Research was employed as of November 15, 1967; see Vita, Appendix A. The Director of Research has met with the Faculty Research Councils of the member colleges three times. He has met with the assembled faculty of two of the colleges, and with special groups and individual members of the faculty and staff of all the colleges on numerous occasions. (A series of documents reflecting the Director's liaison with the Faculty Research Councils, has been assembled as Supplementary Document No. 2.) Faculty Research Councils are presently concentrating on the development of small project research; with a goal of a minimum of five proposals from each member college during this year.

The Director of Research with the aid of the Faculty Research Councils, has exercised general supervision over grants under Title III of the Higher Education Act; which grants for this year have totaled \$198,562. While these proposals reflect an increasing emphasis upon applied research, and all involve evaluation and reports, they do not represent the development of research in the same sense as does small project research. The education of faculty and staff--especially administrative staff--to the appreciation of research as problem solving and advancement of knowledge, rather than a money raising mechanism (principally), is seen by the Director of Research, as a major problem at developing institutions.

Another major problem in connection with the development of research capability at small colleges, is the provision for adequate knowledge, on the part of faculty, of research already accomplished or being done in a given area. The Director of Research instituted an information service to member colleges designed to help them become better informed about previous research and research developments.

An educational research conference was sponsored by Dakota ACCORD during March, in which the Director of Research for Region VI participated; a report is presently in preparation.

Plans for Next Year

The plans for next year are designed to attack the problems mentioned above. Emphasis will be placed upon:

1. The development among the faculties, in depth, of a research capability reflecting greater methodological rigor.
2. The dissemination and utilization, throughout the consortium and elsewhere, of the results of the research conducted by Dakota ACCORD, and other related research.
3. The assessment of the impact of this CORD project upon the overall quality of educational programs of the member colleges.

It is the opinion of the Director of Research for this CORD project, that the establishment of the Institutional Research Coordinators, devoting one-fourth of their time to this project, is the key factor in assuring the continuation of research development and coordination when this CORD project terminates.

It is expected that emphasis number one can be best attained by involving the faculties of member colleges in the development and accomplishment of small research projects, and research projects funded by the National Institutes of Health, the National Science Foundation and similarly. The member colleges have made a good start in this direction.

Emphasis number two will be approached through the five conferences scheduled for next year, as well as the expansion of the present information and communication services of the Director's office. An inventory of research resources--ERIC, indices and abstracts in various subject areas, professional journals, etc.--will be accomplished. As indicated in the supplementary material, the Director of Research foresees the need to establish, on a permanent basis, the function of Information Specialist to serve several cooperating colleges.

Plans relating to emphasis number three are in formative stage but will certainly involve evaluation by administration, faculty, and students. One of the member colleges is currently trying to devise reliable criteria which will reflect the impact of research development upon the quality of education obtaining at a specific institution.

APPENDIX B

Extracts from report on first year of operation.

Proposal Preparation Activities. A major objective of the ACCORD program is to stimulate activities in the development of proposals both for cooperative and individual institution projects. By providing the skills, knowledge, and organizational structure to develop proposals and projects, it is expected that major contributions can be made to the development of the colleges themselves. The institutional self-study plan exemplifies one approach to cooperative institutional development.

It was felt that the faculty and staff members would gain a great deal professionally through experience and direction in the preparation of proposals and in the administration of research and development projects. It is reasonable to expect that through these experiences faculty members will have an opportunity to review intensively (through literature study) the newer concepts and techniques in their professional fields. Through participation in the proposal development activity they would also gain experience in attempting to define areas in which new knowledge is needed. Experience in methods and techniques of data collection and analysis would be provided through participation in the projects.

It was also felt that providing an atmosphere conducive to research would be instrumental in attracting and retaining faculty members sympathetic to research inquiry as a means of developing themselves, their students, and their institutions.

Three cooperative projects were submitted by ACCORD to the U.S. Office of Education under Title III, Higher Education Act, Developing Institutions Program. All three proposals are being funded by the Office of Education (letter to D. B. Ward, President, Yankton College, dated June 2, 1967, from Willa B. Player, Director, Division College Support, Bureau Higher Education). A brief description of each of the projects is as follows:

a. Cooperative Earth Science Offering. Development and evaluation of a first-year course in geology for presentation during summer sessions. As none of the institutions was able to provide an offering in geology within the science program it was felt that such an offering would provide them with the opportunity for sharing a faculty member and providing a common credit course. A summer course providing two semesters of credit was designed. The course emphasizes field activities in areas of geologic interest in North and South Dakota. The first offering of this course is being

given in the summer of 1967 and will be replicated in the summer of 1968. Evaluation will include considerations of student participation and interest in the course, economic feasibility, and effectiveness in terms of student accomplishments in the subject matter. As this is a new offering for all of the institutions, there does not appear to be an opportunity for gathering experimental comparative data with other base line groups. However, it may be possible for the instructors to draw judgements regarding the effectiveness of this course compared with those taught during the regular school year.

b. **The Creative Use of Newer Media Systems for Institutions of Higher Education in Sparsely Populated Areas.** This project is oriented toward the use of newer media in overcoming geographic disadvantages which compound the problems of sharing faculty, curricula, and students. It is felt that newer media such as educational television, dial-access systems, and computer-assisted instruction offer a partial solution to some of these problems. The project is oriented toward providing the basis for research activities and for activities oriented to the development of capability in newer media in the cooperating institutions.

This project is envisioned as the first step in a long-range developmental activity. The cooperating institutions are each quite small in enrollments and must consider carefully the economic investment in newer media. Further, as none of the institutions now have departments concerned with audio-visual techniques and newer media, it is necessary to begin by building a capability. The immediate goals of this project, therefore, are to develop a long-range plan to identify the most promising areas of application for newer media systems and to plan the acquisition of various equipments. At the same time a member of the staff from each institution will be assigned to the project full-time to gain experience in this field. These staff members are expected to provide the starting capability for the implementation and continuity of the program. Consultants in newer media will be employed to provide guidance to this project. Research projects will be formulated in subsequent years when the supporting capability has been developed and the media hardware systems are available.

c. **National Teaching Fellowships.** Six National Teaching Fellowships were requested, two for each institution. Three of the NTF's will provide released time for the research activity and the other three will provide released time for the media study discussed in paragraph b. Tentative assignments to each of these activities have been made. As indicated in the previous section, a great deal of effort was devoted to the definition of the institutional self-study plan and the gathering of institutional data to support this plan.

Two of the institutions in the consortium were awarded Co-operative Arrangement Program Planning Grants under the Developing Institutions Program. Jamestown College was awarded \$20,000 and Yankton College was awarded \$10,000. Under the terms of these grants the funds are to be used to develop additional cooperative arrangements with other developing institutions, with a strong cooperating institution, or with a business agency in order to significantly strengthen academic programs.

A variety of additional research proposal activities were undertaken. Appendix C gives a description of proposals now in various stages of development and projects that are in process. These proposal efforts reflect a wide range of interest and activities. Many of the anticipated projects are directed largely to individual institution projects. Co-operative activity has, however, been started by the Nursing Departments of Jamestown and Mary Colleges. (Yankton College does not have a Nursing Department.) The names of the faculty members involved in the development of each of these proposals is indicated to provide a basis for judging the extent of the involvement of the staff. In examining these project descriptions it becomes apparent that the second year of activity needs to be oriented toward stimulating additional cooperative activities among similar departments of the various institutions. In addition, attention will be given to providing support for the development of research proposals in individual areas of interest.

Proposal effort has been a major topic of discussion at each meeting of the ACCORD Coordinating Committee. As indicated earlier in this report, the newly formed Projects Committee provides a restructuring of the organization in an effort to establish priorities for proposal activities for the consortium and also to provide better direction to the stimulation of research activities in each of these institutions.

Support will also be provided to individual faculty members in the preparation of research proposals. They will be encouraged to submit applications to the small contracts program as a means of developing experience in proposal writing and in carrying out research studies.

One basis for evaluating the development of a research capability is an increase in the number of proposals submitted during the contract period compared with the previous year. The number of proposals submitted by the institutions of the ACCORD consortium for the period July 1965-June 1966 vs. July 1966-June 1967 was:

	<u>July 1965</u> <u>June 1966</u>	<u>July 1966</u> <u>June 1967</u>
Jamestown College	6	12
Mary College	10	10
Yankton College	12	12
ACCORD Consortium	<u>0</u>	<u>3</u>
	28	37

The status of the proposals submitted in 1966-67 is as follows:

	<u>Approved</u>	<u>Pending</u>	<u>Rejected</u>
Jamestown College	4	5	3
Mary College	6	3	1
Yankton College	6	2	4
ACCORD	<u>3</u>	<u>0</u>	<u>0</u>
Total	19	10	8

...Although a number of proposals submitted were not directly concerned with research activities, it should also be pointed out that many will provide the foundation for research at a later time. Included here are the media study which will provide the capability and hardware for research in newer media, facility grants which, after a period of years, will provide the additional physical plant required for further research activities, and National Training Fellows for research which will provide released time for additional research experience and training.

Extension of the Consortium

In the interim report it was indicated that a decision had been reached to extend invitations to two additional institutions to participate in the consortium for the 1967-68 school year. This decision was changed on the advice of the Office of Education in order to provide a consolidation of efforts for the three institutions currently participating.

Evaluation

At the close of this activity it is well to consider where we are, what has been accomplished, and what remains to be done. In evaluating the progress of the ACCORD Consortium, we have drawn together an evaluation of all factors. We

have included both objective data based on accounts and reports of record and also provided subjective accounts of a number of events that took place. It should be noted that these observations are largely the responsibility of the writers of this report. We take full responsibility for them as they may not reflect the views of all members of the consortium.

We reviewed carefully the basic objectives and expected benefits of the ACCORD program. Essentially the objectives (presented in the beginning of this report) have not changed. They still include the goals of developing awareness, opportunity, and involvement on the part of faculty and administrators for carrying out educational research; providing the faculty with the skills and knowledges fundamental to good research; supporting faculty members in the development of proposals and the conduct of research projects; and taking advantage of the benefits that can accrue to each of the colleges through cooperative activity and research that none of the colleges alone can afford.

The program and techniques originally designed to reach these objectives are, in the main, moving in what we feel is the proper direction. The symposia, workshops, and efforts towards providing proposal assistance appear to have been well directed in initiating involvement of the faculty in research activities. The efforts of the consortium in preparation of proposals have also met with success in those proposed on a cooperative basis. Other proposals submitted unilaterally also achieved a measure of success.

However, a number of problems were encountered that are worth noting. First, notice of award of the contract came late in the school year. As a result, efforts to recruit and obtain a full-time Director of Institutional Research were not successful as most prospects had already made commitments for the school year 1966-67. Although a number of applicants were interviewed, none were hired. As an interim measure, in order to take immediate action, it was decided that Dr. Sillers would take on the position of Director of Institutional Research one-quarter time, and consultants from Computer Applications Incorporated (Dr. Goldberg and Dr. Welsh) would assist him in certain specific duties. The agreement to employ the part-time services of Computer Applications Incorporated was not reached until October. Recruiting efforts for a full-time Director of Institutional Research were, therefore, directed toward the hiring of an individual for July 1967.

It is difficult to evaluate the effect of this temporary measure upon the operation of the consortium. On the one hand, during the summer months of 1966 it was necessary for Dr. Sillers to devote whatever time was available to the consortium activities. Therefore, the start up of activities

of the consortium may have been a bit slower than might have been achieved had a full-time director been on board at the very inception of the project. On the other hand, it might also be considered that with three individuals working part-time to undertake certain aspects of the Director of Institutional Research's work, that perhaps a wider range of research development expertise was brought to bear on the consortium than any single individual might have been able to offer.

Recruiting efforts for the Director of Institutional Research have continued throughout the year and a number of applicants are now being considered. With the new programs, (media study, earth science project, various research proposals in process, and other tasks already started), we recognize that we will have to provide a period of transition for the new director to become familiar with what has taken place in the past and the goals and directions set for the coming year. Through the three National Teaching Fellows in research the Director of Institutional Research will have available to him more direct assistance in the research program. However, additional assistance might also be necessary to provide the Director of Research with ample opportunity to engage consultants when needed in certain projects. The institutional self-study program, in particular, is likely to require research expertise far beyond what might be expected to reside in one educational researcher. This study plan, involving as it does studies of students, faculty, alumni, sophisticated research design and statistical techniques, represents areas of investigation in which few educational researchers may be expected to have across-the-board competence.

The original organizational plan, consisting of the Coordinating Committee and Faculty Research Councils, was implemented as quickly as was possible. Participation by faculty and staff members in committee activities has been gratifying. The meetings, held originally every two months during the first half of the contract and then about monthly in the last half of the contract, generally have been constructive in delineating policy direction and in assigning responsibilities for various activities. On the other hand, two observations are worth making with regard to the functioning of these committees. First, as a policy making and planning committee, the Coordinating Committee had anticipated meeting every two months. In the first six months of the contract period it became apparent that the business of the consortium could not adequately be carried out with meetings scheduled every two months and monthly meetings became the rule. Second, as the Coordinating Committee was faced with a greater volume of business it appeared that much of this could be relegated to a sub-committee.

The Projects sub-Committee was organized to serve this

purpose. Basically, the Projects sub-Committee will discuss and screen recommendations to the Coordinating Committee for its decision. The Coordinating Committee will continue to meet every two months while the Projects Committee will establish its schedule on the basis of work that needs to be done. The Faculty Research Council will continue to provide direct services to the faculty of each institution in aiding in the development of project proposals and in providing research support.

The symposia and workshops were organized for a number of purposes in providing information about research opportunities. The first two symposia (November 1966) were developed to acquaint the faculties of the cooperating institutions with the opportunities available for research support in the interests of various governmental and non-governmental agencies in research development activities. The third symposium was directed toward institutional self-study, while the fourth was concerned with a number of curriculum development areas. These symposia, we believe, were successful in introducing the idea of research and development activities as areas for concern for the individual faculty member as well as for the consortium. Generally, reactions to the symposia were favorable. Our expectations of these symposia were met. We entered with no illusions that the symposia would, in and of themselves, result in immediate action by any large number of faculty in the development of proposals. Quite the contrary. We expected only that the symposia would provide an initiating device for triggering interest. In this regard it was successful. As anticipated, it did not lead directly to action in the development of proposals. To stimulate additional proposal activity a number of workshops and meetings were held with faculty members to discuss individual projects and interests. Through these direct discussions the proposals presented in Appendix C were initiated. In the second year of activity we plan to move more strongly in this direction. Symposia will continue to be presented. However, additional effort will be directed toward workshops, visiting scholars, conferences with individual faculty members, providing faculty members with the opportunity to visit scholars in other institutions, and the like.

An assessment of research skills available indicated that about 60 percent of the faculty have had background course work related to research. A number of the administrative staff members have had direct educational research experience. However, much more extensive experience is needed in developing proposals and in carrying out studies. The response to the opportunity to attend the summer workshop for research training was quite gratifying. It gives evidence that a large number of the faculty were aware of the need for additional training on their part. Unfortunately the number who will be able to attend this workshop is

limited to two for each institution and the actual benefits that will accrue will therefore be relatively limited. In looking to the second year of activity, it will be important to reassess the gains in research skills that may be expected to accrue from the summer workshop experience, released time for National Teaching Fellows in research, participation in the media study, and participation in the institutional self-study. The consortium needs to be continually aware of the need to evaluate and re-evaluate its position. It is necessary to provide means of quickly assessing this position so that steps can be taken to provide important and necessary experiences for the faculty.

Concerned as it was with the development of an attitude and atmosphere for research among the faculty members, the changes that appear to have come about in attitude and orientation to research are worth noting. It should be pointed out that basically, the decision to enter into a consortium for research development was made at an administrative level in each of the participating institutions. As it did not emanate directly from the faculty themselves, initially the majority of them were uninformed of its purposes and goals. By committing their institutions as participants in the consortium, the administrative personnel indicated that the cooperative effort was both important and urgent. It is hoped that these attitudes of importance and urgency will be adopted by the respective faculties. It is felt that substantial gains have been made toward attaining this goal. The actions of the Faculty Research Councils, in particular, serve as indices of these gains. Both their enthusiasm and their constructive criticisms reflect attitudes that are prerequisite to successful cooperative efforts directed at institutional development.

Similar attitudinal gains were noted among the general faculty. However, it is not being implied that such attitudes are expressed by all faculty members. As many of them had not participated in research studies in the past, nor had they the depth of research knowledge that is found among research specialists, it was unclear to most of them how they might be involved in a research activity. Thus, the problem of developing positive attitudes toward research among the faculty members was seen, at least partially, as requiring opportunities to become informed both about the consortium and about educational research; knowledge that the means for obtaining research skills would be available; and, evidence that research activity would be initiated in which they could participate.

The symposia, the workshops, the discussions, and the cooperative proposals submitted were, either in total or in part, directed at these requirements. Both the objective data and the subjective accounts indicate that the attitudes

of importance and urgency, reflected by the administrations and the Faculty Research Councils, have been communicated to the faculties and are being adopted. The faculty's interest in research training, as evidenced by their response to the Oregon Research Institute, and their involvement in proposal activities serve as indices of such attitude development. By continuing, and modifying, the activities of the first year and by involving the institutions in major research efforts, it is anticipated that more wide-spread positive attitudes toward research will be developed among the faculty.

Proposal development activities were considered in detail in the previous section. There is little question that the initiation and development of proposals and their follow-through in research and development projects continues to be one of the most important goals of the consortium. To review briefly the findings of the previous section, it should be pointed out that compared with the previous year the number of proposals (of all types) submitted by the consortium increased from 28 to 37. Although many of the proposals were not directly related to research and development efforts, when all proposal efforts (those in preparation as well as those submitted) are considered, 23 out of 48 were research related. It was also pointed out that additional support appears to be required to assist the faculty in the development of these proposal ideas. Effort also needs to be directed toward stimulating research proposal activity on the part of many more faculty members. The process of developing participation on the part of faculty members in developing research proposals took longer than many of us would have liked. However, it would appear that a certain number of steps had to be taken in order for the research ideas to germinate. In order to provide a focal point for their thinking, faculty members needed to develop a clear understanding of what the ACCORD project was about, and what support they could expect to get from their institutions and from various governmental agencies.

The involvement in, and knowledge of, the student body in the research activity was one of the concerns in the development of the ACCORD program. Presently student representatives are attending Faculty Research Council and Coordinating Committee meetings. The research activities are reported to the student body from time to time through student newspapers, through student meetings, and by the student representatives. Additional steps need to be taken to achieve the major goal of student involvement in the research activity. This goal is primarily oriented toward developing an attitude of research inquiry among the students. Presumably this attitude and approach to learning will be enhanced by the example established by their institution and instructors. Further, those students who will go

on to graduate study and those who will teach, in particular need to develop an appreciation and awareness of the role of a research activity in education. Unfortunately it has not been possible to obtain evidence to indicate whether or not the consortium has met with any success in this regard. It would appear valuable, for example, to determine the attitudes and views toward research of students who are preparing for teaching careers and determine their knowledge of, and involvement in, the ACCORD program.

APPENDIX C

Report on Educational Research Conference Sponsored by Dakota ACCORD; Held in Aberdeen, S.D., on March 6-7, 1968.

1. This will be a brief report on the conference, primarily for the benefit of the institutions who were unable to have representatives present. (Aberdeen was fogged-in at times during the two days; and some colleges were in the midst of registration for the third term of their academic year.) A list of participants, by institution, is enclosed with this report.
2. The conference was devoted chiefly to two topics, or areas: (1) the development and coordination of a research capability in colleges and universities which are just getting started in this undertaking; and (2) the specifics of preparing research proposals; especially for small project research. These two topics will be reported upon subsequently, but first some important announcements should be recorded.
3. Announcements - Dr. W. Phillip Hefley, Director of Research for Region VI, OE/DHEW (601 East 12th Street, Kansas City, Missouri 64106. Phone 816-374-3337 or 3336) reported that:
 - a. The prospects for funding small project research proposals out of this year's appropriated funds, were good.
 - (1) Such proposals should be received in his office by April 1st (or if received very soon thereafter, there might still be a possibility).
 - (2) The proposals must, of course, meet the requirements of the Bureau of Research and be processed in accordance with existing regulations. (Dr. Hefley indicated that many colleges in the Dakotas would benefit, as a consequence of being comparatively small, under the terms of the small project regional research program.)
 - b. The Bureau of Research is initiating a program whereby a number of individuals will be trained and their services made available to institutions, for the purpose of developing research capabilities. The services of these research "specialists" (or "aides") may be available during the Fall Semester (or it may be later); further information about this program will be forthcoming from Dr. Hefley's office.
 - c. The CORD program will conduct another Research Training Institute this summer at Northwestern Michigan

College, Traverse City, Michigan, August 19-30. The institute will be directed by Dr. Jack V. Edling of the Training Research Division, Oregon State System of Higher Education. (Dr. Edling conducted a similar institute last summer at Monmouth, Oregon, which has received much favorable comment.) The Bureau of Research will sponsor a very limited number of institute participants from CORD projects. Details of the program will be forthcoming.

4. The Development and Coordination of Research

- a. Dr. Hefley discussed: (1) the meaning of the term research; (2) its increasing importance as indicated by an analysis of congressional appropriations for education; and (3) the organization and operation of the Bureau of Research and Region VI.
- b. Dr. Hefley reported that a recent survey had revealed that 85% of colleges and universities in the U.S. did not participate to any significant extent in the Office of Education Bureau of Research programs. Since 1960, only five (5) colleges in North and South Dakota combined, have performed research in connection with Bureau of Research programs.
- c. Dr. J. T. Sandifer, Director of Research, Kansas State Teachers College, Emporia, Kansas, acted as consultant to the conference. He furnished each of the conference participants with a portfolio showing, in detail, "how it is done." As of February 19, 1968, Kansas State Teachers College had current active proposals in the amount of \$878,607 and current active grants in the amount of \$2,486,881.
 - (1) A point which Dr. Sandifer emphasized, is that the development of a research capability is not a spontaneous or natural occurrence, but on the contrary must be carefully planned and coordinated.
 - (2) It is not possible to attempt in this brief report, any summary of the information conveyed by Dr. Sandifer's material. He indicated that he would mail the material if requested.
- d. Dr. Adkins reported on his responsibilities as Director of Institutional Research for Dakota ACCORD, and on his experience during four months in that position.
 - (1) He distributed materials relating to the operation of Faculty Research Councils at member colleges of ACCORD.
 - (2) He emphasized the information and communication function of research coordination. A list of

references and other resource materials essential to the development of a research capability in higher education, is attached to this report.

5. The Specifics of Research Proposal Preparation

- a. Dr. Hefley described the procedure by which a small research project proposal is handled in his office. He indicated the crucial role of the readers--the requirement for a minimum of two; the standard procedure involving four, one of whom is an "in-house" reader. He also emphasized the importance of the review of related research.
 - b. It was acknowledged that the preparation of proposals for the Bureau of Research is different in practice, from the preparation of proposals for Title III (Higher Education Act), and other sources of grants. The writing of research proposals involves skills which many of the faculty of small colleges have not developed. This capability can be developed, however, and in the process, the educational capacity of the institution is significantly enlarged.
 - c. The format for small project research proposals was discussed in some detail. Specific small research proposal ideas were critiqued.
6. A portion of the program was set-aside for personal conferences with Dr. Hefley and Dr. Sandifer.

2 Enclosures -

List of Conference Participants

References and other Sources of Information for Researchers in Higher Education

USEFUL REFERENCES AND SOURCES OF INFORMATION FOR RESEARCHERS IN HIGHER EDUCATION

1. A most useful single source, especially for colleges which are just beginning to develop a research capability, is: National Research Training Institute Manual, published by the Teaching Research Division, Oregon State Board of Higher Education, Monmouth, Oregon, 97361. This manual was used during the summer of 1967 at the national research training institute for participants in CORD projects. The Manual can be obtained for ten dollars (\$10) from the address cited above; a workbook for use with the Manual, is included in the cost.
 - a. Much of what follows can be found in more extensive form in the National Research Training Institute Manual.

2. Information on Funding Sources and Procedures

- a. College and University Reporter. Commerce Clearing House, Inc., 420 Lexington Avenue, New York 10017.

This is an expensive reference source, but the services provided to the subscriber are well worth the investment. Two large loose-leaf books are included, containing detailed and very much up-to-date information on all major developments in the field of education. The volumes are revised each week when the company (CCH) mails supplementary loose-leaf pages to all subscribers. Included, too, are weekly bulletins dealing with recent developments in Washington, D.C., and a copy of each law or pending law in both the House and Senate pertaining to education. This is a must for larger research organizations.

- b. Catalogue of Federal Assistance Programs (June 1, 1967). Information Center, Office of Economic Opportunity, Executive Office of the President, Washington, D.C. 20506.

First rate description of all Federal domestic agencies.

- c. Programs and Services: U. S. Department of Health, Education and Welfare. Supt. of Documents, U.S. Printing Office, Washington, D.C. 20402. Price \$2.00.

This is a useful and comprehensive guide to federal programs administered through the Dept. of Health, Education and Welfare. In light of the coverage and relative cost, this is highly recommended as a valuable reference source.

- d. Office of Education Support for Research and Related Activities. OE/DHEW, Washington, D.C. 20202. Free on request.

This 22-page manual provides summary information on patterns of support and application procedures through the U. S. Office of Education. It is a helpful reference guide for anyone involved in educational research.

- e. Guide to Support Programs for Education. Education Service Press, Visual Products, 3M Company, St. Paul, Minnesota. 1967 (2d ed.) Price \$12.00.

- f. Grant Data Quarterly (1st four issues in 1967). Academic Media, Inc. 10835 Santa Monica Blvd., Los Angeles, California 90025. Price: Single subscription \$35.00 (10% off on 2 or more).

The first four issues present detailed information on government support programs, business and professional organization support programs, and foundation support programs. This quarterly would be valuable as a reference source for college libraries, or progressive departments contemplating a substantial volume of research and development activities.

3. Considerable information of importance to researchers in higher education is contained in such publications as:
 - a. American Education, the magazine published ten times a year by the Office of Education, DHEW. (Subscription \$3.75 a year).
 - (1) The February 1968 issue, is one of the earliest, and best, breakdowns of monies appropriations for various programs for the fiscal year 1968.
 - b. The American Council on Education bulletin, Higher Education and National Affairs.
 - c. The Chronicle of Higher Education, published 22 times a year, by Editorial Projects for Education, Inc.; 3301 North Charles Street, Baltimore, Maryland 21218. (Subscription \$10 per year)
4. Specific details of submission, deadlines, etc., in connection with programs mentioned in the above publications, are usually published in separate brochures available from the particular agency or office.
5. General References on Research
 - a. There are the professional journals and other professional publications. These are listed in many places; one convenient source is How to Locate Educational Information and Data, Carter Alexander and A. J. Burke, Bureau of Publications, Teachers College, New York.
 - (1) For researchers in education, the Review of Educational Research, American Educational Research Association, is indispensable.
 - b. The indices and abstracts; for educational research, Educational Index and Psychology Abstracts, are basic.
 - c. ERIC (Educational Resources Information Center). Research in Education; published 10 times per year gives report resumes and subject indices on all material in ERIC. Price is \$11 per year.
 - (1) Hard copies and microfiches of all research reports are available.

- (2) ERIC, sponsored by the U.S. Office of Education, is the repository of research information. The subject index and report resumes are a minimum requirement for all researchers in education.

Educational Research Conference
Aberdeen, South Dakota
(Sponsored by Dakota ACCORD, March 6-7, 1968)

Attendance by institutional representation:

A. Kansas

1. Region VI; Office of Education/DHEW, Kansas City
 - a. W. Phillip HEFLEY, Director of Research
2. Kansas State Teachers College, Emporia
 - a. J. T. SANDIFER, Coordinator of Research

B. North Dakota

1. Dickinson State College, Dickinson
 - a. Thomas E. JENSEN, Chairman, Dept. of Education
2. Jamestown College, Jamestown
 - a. E. Robert ADKINS, Director, Dakota ACCORD
 - b. Philip H. COFFMAN, Chairman, Faculty Research Council
 - c. Allene GOSPODAREK, Secretary, Dakota ACCORD
 - d. Ivan HERNANDEZ, Audio-Visual Director
 - e. Choon S. HONG, Chairman, Department of Political Science
 - f. Robert A. PERRIN, Assistant Professor, Department of Political Science
 - g. David G. SANDNESS, Chairman, Department of Psychology
 - h. Jerry W. SMITH, Ass't. Professor, Department of Biology
3. Mary College, Bismarck
 - a. Barbara BASKERVILLE, Department of Social Work
 - b. Sister Barbara Ann GEHRKI, Chairman, Faculty Research Council

c. Florence M. KUNTZ, Ass't. Professor, Department of Nursing

4. Mayville State College, Mayville

a. Harvey M. McMULLEN, Dean of Men

5. Minot State College, Minot

a. Joel A. DAVY, Vice President

C. South Dakota

1. Augustana College, Sioux Falls

a. Tom R. KILIAN, Vice President for Development

2. Dakota Wesleyan College, Mitchell

a. Thomas D. HENSON, Dean

3. General Beadle State College, Madison

a. Clyde K. BRASHIER, Chairman, Division of Science and Mathematics

b. William B. KNOX, Chairman, Department of Education and Psychology

c. Vernon D. MILLER, Director of Financial Aid

4. Huron College, Huron

a. Clifford M. CAINE, Vice President for Development

b. Ronald B. ROSENAU, Registrar

5. Mount Marty College, Yankton

a. Sister Evangeline ANDERSON, President

b. Sister Jeanette KLIMISCH, Academic Dean

c. Sister Brian M. MAHAN, Chairman, Faculty Research Council

d. Sister M. Helene WERDEL, Business Manager

6. Sioux Falls College, Sioux Falls

a. Lyle B. TERVEEN, Business Manager

7. Southern State College, Springfield

a. Robert S. STRONG, Dean of College

APPENDIX D

Extracts from report on second year of operation

BODY OF REPORT

The first undertaking during the year covered by this report, was the completion of a rather substantial (111 pages, including appendixes) final report on the first year of the CORD project. The completed report was forwarded to Washington, and a copy sent to the Director of Educational Research for Region VI, Dr. W. Phillip Hefley, when he was assigned to monitor the project.

During the latter part of August and September of 1967, the Faculty Research Councils from the three member colleges participating in this project, met on several occasions to inaugurate the projects approved under Title III of the Higher Education Act of 1965. The Title III grants totaled \$165,853. Although such grants are for projects more on the nature of development than what might be called "hard" research, all of them did involve control and evaluation. Two of them were quite research oriented: One relating to the creative use of newer media systems for institutions of education in sparsely populated areas; and a second, involving a study of the feasibility of enlarging Dakota ACCORD. (These two projects are discussed at greater length later on in this report.) Even though the Title III grants do not represent research in a very strict sense, we believe that the CORD grant, by supporting to a considerable extent the Faculty Research Councils, did help in obtaining the grants, by giving them some research emphasis. The details of the Title III projects which have been administered in part, by Dakota ACCORD, were published in a letter entitled "The Organization of An Operation of Dakota ACCORD," dated December 18, 1967; a copy of which was furnished the Director of Research for Region VI.

The Faculty Research Councils were occupied during the month of October 1967, chiefly with the task of preparing proposals under Title III for the fiscal year 1968. These proposals had to be submitted by November 15. This type of activity (preparation of some types of proposals) is not strictly research, but the administration of the three colleges has insisted that the Faculty Research Councils undertake it. The Title III proposals for the fiscal year 1968 constituted a document as large as a city telephone directory (238 pages). A copy of this proposal is available, here and in the Bureau of Higher Education in Washington, for inspection should anyone have such interest. A listing of the projects proposed, is made an enclosure to this report. Of the amount requested, \$200,000 was subsequently granted.

Jamestown and Mary College, in addition to being

members of Dakota Association of Colleges for Research and Development (ACCORD), are members of the North Dakota Consortium. They also were busy during the month of October preparing a Title III proposal for the North Dakota group. Again this was a very sizeable document, almost as large as the one for Dakota ACCORD. Copies of it are also available for anyone's use, if interested. A listing of the projects proposed under this North Dakota Consortium proposal is also made an enclosure to this report. Of those proposals, projects in the amount of \$300,000 have been approved. Thus two of the colleges which come under the auspices of the ACCORD contract, are this year participating in a half-million dollars of Title III funds.

A full-time Director of Research for Dakota ACCORD, Dr. E. Robert Adkins, was hired as of November 15, 1967. He had actually been busy for a few weeks previous to this date in Washington, helping to complete the Title III application process and attending to the interests of the ACCORD colleges in the Office of Education. Dr. Adkins came to Dakota ACCORD from a position as Director of Research with the Institute of Educational Research in Washington, D.C.; where he also had been an Associate Professor at the American University. A vita on Dr. Adkins was furnished the Director of Educational Research of Region VI and a copy is enclosed with this report.

Dr. Adkins' first activities were concerned with publishing standard procedures relating to the organization and operation of Dakota ACCORD; which had previously operated in a rather informal fashion (Since it did not have a full-time director; and was actually run by the President of Jamestown College as an additional duty). Copies of this material relating to the operation of Dakota ACCORD, which was disseminated throughout the Dakota ACCORD after a series of conferences with the administrations of the colleges and meetings with the faculty research councils, have been furnished to the Director of Research of Region VI and are also made an enclosure to this report.

The Director of Research for ACCORD also began to accumulate a basic reference file on research which would be available for all the colleges of Dakota ACCORD...documents such as the Commerce Clearing House series in Higher Education, all the government publications relating to research possibilities and general support for higher education, and the ERIC publications. In addition to building up this central reference file all publications were systematically reviewed and appropriate material brought to the attention of the consortium colleges.

Dr. Adkins has visited the colleges of ACCORD on an average of about twice a month; meeting with the faculty research council on every occasion, and frequently with the

entire faculty. It is very difficult to get the faculty of small isolated colleges, who traditionally have stressed teaching and have undertaken very little research, to think in research terms. Such faculty is very quick to ask for equipment or to prepare proposals in support of some program or activity they have in mind, but the idea of evaluation, control, or check of the related literature is not really within their everyday experience. (Dr. Adkins is preparing an article for publication on this subject.)

During the year Dakota ACCORD made several hundred dollars available to Jamestown College to support a computer access facility. This was used in connection with research in the Physics and Psychology Departments. Dakota ACCORD has also supported an evaluation study of an Interim-Calendar program at Jamestown College.

A significant event during the year, was an Educational Workshop which Dakota ACCORD conducted at Aberdeen, South Dakota. The Director of Research for Region VI participated in this workshop. A complete report has been furnished his office and is also made an enclosure with this report.

Following the Educational Research Workshop, all the colleges were busy preparing small project research grants. This turned out to be a strenuous undertaking. The majority of the faculty at small colleges simply have not had experience in the writing of research proposals. It is very difficult for them to get to a library which has adequate references; the use of ERIC helps somewhat, but at the present time, none of the microfiches are on hand at any of the Dakota ACCORD colleges. Eventually, several small grant proposals were prepared and forwarded to Region VI, with a view to make the Fiscal Year '67 funds. As of now all of these proposals have been rejected; and the faculty of the various colleges are rather disenchanted with the process and prospects for small project research.

One of the two chief projects which occupied Dakota ACCORD during the spring of 1968, was a study looking toward the establishment of an enlarged consortium to be known as the Northern Plains Consortium for Education; which would replace both Dakota ACCORD and the North Dakota Consortium. An extensive survey was conducted, of the resources of all colleges which might subsequently be involved in the enlarged consortium, and a study made of the attitudes of administrators, faculty, and students toward various aspects of cooperative arrangements in higher education generally. A copy of this survey has been made available to the Director of Research for Region VI. The complete report respecting an enlarged consortium is made an enclosure to this report.

At this time, it would appear that the cooperative

arrangement involving Jamestown College, Mary College, and Yankton College, and known as Dakota ACCORD, will probably be maintained throughout the Fiscal Year 1968; but after that time, Yankton College will cooperate with a new consortium known as Mid-American Association of Colleges, and Mary and Jamestown College will affiliate and become actively involved with the Northern Plains Consortium for Education.

Thus there will be two consortiums in this north central area; one, centering about a group of colleges in North Dakota, and another involving colleges near Sioux Falls, South Dakota. The attempt to maintain a consortium involving colleges as widely separated as Jamestown is from Yankton -- almost 400 miles -- was very difficult. There is no readily available north-south commercial airline transportation across the Dakotas; and the use of light planes is quite expensive.

A second major activity of Dakota ACCORD centered about a workshop held in Sioux Falls on April 29, 30, and May 1, 1968, in connection with the newer media study. This was a very extensive workshop, involving the best resource personnel from throughout the entire United States. A final report on this project is now in the process of preparation and will eventually be furnished to the Director of Research for Region VI. Meanwhile all the material pertinent to the workshop is being made an enclosure to this report.

During the months of June and July, the Director of Dakota ACCORD and the Faculty Research Councils have been busy preparing a proposal under the new Education Professions Development Act. This proposal has now been submitted and a copy is made an enclosure to this report. In the opinion of the Director of Research it indicates the real effect that the CORD grant has had upon colleges in this area...in that the selling point in the proposal under EPDA is the fact that it is research oriented. The faculty of the Dakota ACCORD colleges are really beginning to think in research terms.

During this past year, the amount of money available under the CORD contract was \$32,000. After the salary of the Director and a secretary, and other expenses incident to general administration are taken out there is little remaining for other activities. As shown by our report on expenseditures, Dakota ACCORD colleges contributed substantially to the activities of the CORD project. Moreover a large number of the activities which have contributed to the CORD project, were enabled by monies from the Title III grants.

The availability of funds through the Bureau of Higher Education has created a competitive situation insofar as the problem of developing research out here is concerned. The faculty members of small colleges are very resistant to the

idea of developing rather rigorous proposals for small projects, and other research (Which in our case have had no support at all so far) when they have been able to get very large sums of money by expressing their wants and their needs...rather simply, in proposals to the Bureau of Higher Education. The nature of this problem is dramatically illustrated by the situation for this coming year, wherein the colleges in ACCORD are participating in one-half million dollars under Title III grants in contrast to the \$28,000 which is available to them under the CORD contract. Further, the money available under Title III is administered in terms of a grant, which is a rather informal arrangement in comparison with the contractual arrangement for CORD. Notwithstanding the amounts of money involved, accountability and reporting required in connection with the Bureau of Higher Education money is less onerous than that required in connection with the CORD contract.

The Director of Research for the CORD project will continue to make a determined effort to further the development of research in the three ACCORD colleges during the coming year.

APPENDIX E

Extract from proposal for "CORD Program Follow-Through" project.

CORD PROGRAM FOLLOW-THROUGH

1. Purpose

a. The proposed project is designed to:

- (1) Insure the continuance and long-term viability of the research effort developed under a CORD grant.
- (2) Extend the successful model to four small state colleges in North Dakota.
- (3) Demonstrate the significance for higher education of the model for research development in small colleges which was developed under the auspices of the CORD program.

b. The project described reflects the experience of the project director for the only CORD program in Region VI. The proposed project also embodies the experience of many CORD projects throughout the United States with "seed-grants" or "mini-research" projects.

2. Background

a. The Principal Investigator for the proposed project believes that his reports during the period that he directed the CORD project in Region VI, together with reports on CORD projects in other OE/DHEW Regions, substantiate the following observations:

- (1) A research emphasis and effort can be developed in small colleges; where almost none such was visible before.
- (2) The effect upon the total academic process, of the development of research in a small college, is remarkable.
 - (a) The competence of the faculty in both their scholarly and instructional roles is significantly enlarged. Their self esteem and morale are noticeably enhanced.
 - (b) This form of faculty development occurs in a realistic context and impinges directly upon the curriculum of the college and the learning behavior of the student. It is not altogether uncommon for some of the research to portend a

significance for education generally. The "image" of the college is enhanced.

- (3) The development of research may be the most efficient means, in terms of time and money, to upgrade the academic process in small colleges...In spite of the conflict between research and teaching that is traditionally held to characterize undergraduate institutions.
- (4) A procedure whereby small grants ("mini-research" or "seed grants") are awarded to members of the faculty, by a research council of the faculty, has been found to be very effective in stimulating research effort in the institution. It would appear that the success of seed money is chiefly due to the fact that:
 - (a) A considerable proportion of the faculty can be involved in such research; because the amount of the grants are very small and there can be many grants.
 - (b) The "standards" for such research can be adjusted to the particular situation.
 - (c) The faculty administers its own program; typically through a research council or committee.
 - (d) The mini-research projects tend to be realistically related to the particular faculty member's problems; and sometimes develop into research projects that can be funded by federal agencies or foundations.
- (5) Some dynamic, external to the institution is required to persuade the faculty and staff...to aid them...to maintain a gentle but firm pressure, in the interest of research development.
 - (a) In a cooperative arrangement, as in the consortium, this responsibility can be centralized at the consortium level. A systematic procedure for information exchange and communication among all research councils within the consortium, reaps the usual benefits of "cross-fertilization" in research; and has been shown to be one of the best methods to maintain rising standards of research competency.
- (6) The effectiveness of the CORD program is difficult to evaluate in purely quantitative terms.
- (7) The successful CORD Programs -- more so than is

usually the case -- have been singularly dependent upon the ability and personal attributes of a project director.

- b. The Principal Investigator believes that it is the general consensus of those individuals intimately involved in the CORD program, that the development of research in small colleges is difficult.
 - (1) Traditional attitudes and behaviors of the faculty have to be overcome. Many among the faculty have reacted against "research;" others have abandoned hope; few have had much research experience beyond their graduate training. Teaching loads are heavy; facilities inadequate.
 - (2) Many, if not most administrators in small colleges, tend to view research as an aspect of "grantsmanship." They look upon it as a way to obtain money whose real function will be to help with faculty salaries, purchase equipment for general purposes, etc. And in such light -- as a means of obtaining revenue -- research is not competitive with other forms of federal support (As Title III, Developing Institutions, of the Higher Education Act; and others).
- c. It is the opinion of the Principal Investigator, which he thinks is shared by many individuals closely associated with the CORD program, that the very significant successes of CORD may "go down the drain" unless the Bureau of Research continues its support. It is especially important:
 - (1) That some of the more successful CORD projects, in situations where there can be continuity of key personnel, be supported for model.
 - (2) That the promise of the seed-grant technique be investigated more systematically than was the case under the CORD program.

3. Summary

- a. CORD, A MOST IDEALISTIC AND COMPLEX UNDERTAKING, HAS IN SOME INSTANCES ACHIEVED A TENTATIVE, TANTALIZING DEGREE OF SUCCESS. IT IS THE KIND OF ACHIEVEMENT WHICH HAS SIGNIFICANT IMPLICATIONS FOR HIGHER EDUCATION.
- b. WITHOUT FURTHER SUPPORT, THE CONTINUED VIABILITY OF SOME SUCCESSFUL CORD EFFORTS IS DOUBTFUL. WITH A VERY MODEST LEVEL OF SUPPORT, SUCH SUCCESSES COULD BE "INSTITUTIONALIZED" AND ASSURED OF A LONG-TERM RUN;

THE TECHNIQUE OF SEED-GRANTS AS A PROCEDURE FOR THE DEVELOPMENT OF RESEARCH AT SMALL COLLEGES, COULD BE FURTHER INVESTIGATED.

- c. THE BUREAU OF RESEARCH SHOULD NOT ALLOW ITS EFFORTS ON BEHALF OF CORD TO BE DISSIPATED, WHEN THE EXPENDITURE OF A VERY SMALL FRACTIONAL PART OF THE COST OF THE ORIGINAL CORD PROGRAM, COULD PROTECT AND EXPAND THE SUCCESS SO FAR ACHIEVED.

4. Specifics

- a. \$35,000 will be required over a period of one-year to maintain and expand the CORD program in six colleges of the Northern Plains Consortium (See "Project Cost Estimates," which follow).
- (1) \$15,000 to enable each college to receive \$2,500 each for seed grants during the one-year period. This amount of money to be matched by the colleges. One half of the matching amount to be in dollars, the remainder in services.
 - (2) \$9,000 to help defray the cost to each college to enable the Chairman of the Faculty Research Council to devote 10% of his time to supervising the research effort.
 - (3) \$3,000 to enable the Faculty Research Council at each college to have \$500 for secretarial expenses, cost of reproduction of reports, etc. (In small colleges the problem of securing the faculty members' time, and defraying such trivial-seeming costs as typing and photocopying, is not trivial!)
 - (4) \$3,600 to pay one-fifth (20%) of the time of the Director of the Northern Plains Consortium to direct the project.
 - (5) \$2,000 for administrative expenses at the Consortium level; communication, supplies, etc.
 - (6) \$2,400 for services of an Information Specialist during the period.
(This is regarded as a key feature of this proposal. We will subcontract with the University of Michigan, or other, to provide a search-of-the-literature service. The six colleges will draw on such service as required.)
- b. The *secret of success* will be to allow the colleges to run their own show, but to have them do so in accordance with policies and procedures developed at the

Consortium level. Thus:

- (1) Each college will be required to develop specific criteria for the evaluation of seed grant proposals. The Consortium Director will see that proper cross-fertilization occurs among all institutions, and that the criteria require increasing levels of research competency. The Consortium will undertake to publish, on its own, the better seed grant reports.
- (2) The procedure for utilizing the services of the Information Specialist will be systematically evolved and controlled. (It is in this area that the Principal Investigator believes a novel contribution to higher education can be made under this proposal.)

5. Personnel

- a. The Principal Investigator and Project Director for the proposed project will be Dr. E. Robert Adkins. Dr. Adkins has directed the last 18 months of a three-year CORD project in Region VI; educational research is his area of specialization (See resume, attached).
- b. The Chairman of the Faculty Research Committee in the two private colleges which participated in the CORD project, have both attended the Bureau of Research training institute.

APPENDIX F

1. From signed letter, June 24, 1969, to Director of Research, Dakota ACCORD, Dr. E. Robert Adkins, from Dr. John L. Wilson, President, Jamestown College, Jamestown, North Dakota:

"It is a pleasure to state my opinion of the value of the CORD project in which Jamestown College participated for three years. Briefly, it has been the most worthwhile of all the federally supported programs in which we have participated. This is especially the case considering that the cost of the program to the government per institution per year, amounted to \$12,260.

CORD has upgraded a significant portion of our faculty and staff in terms of their research and teaching competencies. The Faculty Research Committee is now a permanent and prestigious part of Jamestown College; it is a regular item in our budget. CORD has enabled us to compete successfully for federal and foundation support. It was the impetus for the development of interinstitutional cooperative effort in this area.

Jamestown College has been especially favored by the CORD project in that your office has been on our campus. Your personal contributions have, in my opinion, been a determining factor in the success of the project. Your contributions to Jamestown College, above and beyond CORD, have been most considerable, and we are indeed grateful."

2. From signed letter, June 23, 1969, to Director of Research, Dakota ACCORD, Dr. E. Robert Adkins, from Dr. Arno Gustin, President, Mary College, Bismarck, North Dakota:

"I am pleased to hear that there is a prospect of continuance of the CORD program for the Northern Plains Consortium during the coming year. Although the amount of money involved in the CORD project is almost minuscule in comparison with the direct federal support we have received under the Higher Education Act of 1965, and other programs, the effect of CORD has been most substantial.

You will note -- in our report to the Northern Plains Consortium on next year's budget -- that we have included \$9,000 for research. Dean Miller is almost as research oriented as you! (I intend this as a compliment.)

Professor Chapman will continue to be Chairman of the Research Committee next year. He has spoken to me most highly of the Research Training Institute that he

attended. I shall like to send another faculty member this coming year if possible.

If there is anything Mary College can do to further the prospects of Bureau of Research Support next year, let us know."

3. From signed letter, June 23, 1969, to Director of Research, Dakota ACCORD, Dr. E. Robert Adkins, from Dr. Donald B. Ward, President, Yankton College, Yankton, South Dakota:

"I am sorry to see the CORD project come to a close, since we shall be seeing less of you here at Yankton. In a very real sense however, the CORD project will be with us a long while; it has had a significant effect on the college. The Faculty Research Committee is one of the most active and respected faculty committees. As with this past year, we have provided for its support in our annual budget. The seed grant program will be continued. We are busy preparing all sorts of proposals.

As you know, the emphasis upon research which you and the CORD project represented, has been a new and most profitable experience for me personally. I attended many of the conferences and workshops because of their intrinsic educational value.

My best regards to you in your new position."

NOTE AND LIST OF MATERIALS IN SUPPLEMENTARY FILE

1. Note

As a convenience to readers who may wish to examine this report in greater detail, some secondary source material has been organized into a Supplementary File which will be included with the original of this report only.

2. List of Materials in Supplementary File

- a. Document ONE - Narrative Section of Dakota ACCORD Final Report under Title III of Higher Education Act of 1965.
- b. Document TWO - Report on First Year of CORD Project
- c. Document THREE - Manila folder containing four documents depicting the organization of Dakota ACCORD and the operation of the Faculty Research Councils.
- d. Document FOUR - Final Report: "The Creative Use of Newer Media Systems for Institutions of Higher Education in Sparsely Populated Areas.
- e. Document FIVE - Northern Plains Consortium for Education: A Prospectus.
- f. Document SIX - Report on Second Year of CORD Project.
- g. Document SEVEN - Manila folder containing nine documents which illustrate a seed grant or "mini-research" program, during its first year, at a small developing college.
- h. Document EIGHT - Proposal to Bureau of Research for a CORD program follow-through grant.