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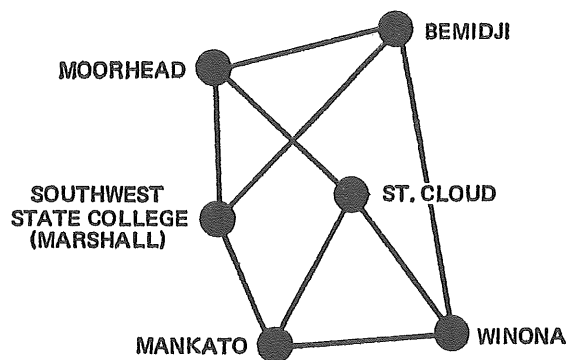
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# **1969-1970 BIENNIAL REPORT**



**MINNESOTA  
STATE COLLEGE BOARD**



## MINNESOTA STATE COLLEGE BOARD

407 CAPITOL SQUARE BUILDING  
550 CEDAR STREET  
ST. PAUL, MINNESOTA 55101

To the Governor and the Members of the Legislature

This is the Biennial Report of the Minnesota State College Board, pursuant to the provisions of Minnesota Statutes 1969, Chapter 136.14.

This report will summarize the major changes occurring in the Minnesota State College System in a far reaching plan to upgrade the educational quality and to expand the services of the six Minnesota State Colleges.

Not contained in the report, but outlined in this letter of transmittal are the internal changes in administration and governance initiated by the Board to help create a climate for substantive improvement in the programs and in the operation of the State College System itself.

When the State College Board appointed Dr. G. Theodore Mitau as Chancellor two years ago, it was the first step in the reorganization of our administrative office and the strengthening of the State College System. At that time we made it clear to Dr. Mitau that we expected the Office of the Chancellor to play a major leadership role in the system. In particular, he was requested to assist us in identifying the educational and related programs which faced our colleges, to assess alternative solutions to these problems, and to make clear cut recommendations which in his judgment were most appropriate. The Board's charge to the Chancellor was to provide the educational leadership necessary to promote cooperation and coordination among the colleges and to integrate them into the Minnesota system of higher education.

In redefining the role of the Chancellor we were aware that these functions required the assistance of an expanded, more professional staff. The Chancellor's staff is presently organized under four departments — administration, academic affairs, plans and development, and educational relations. We commend the Chancellor for the effective way in which his staff has provided expertise and support for the Chancellor's Office, the colleges and the Board.

In a further organizational move, the Board set down a line of authority which establishes each President as the chief executive of his college, and as such, accountable to the board through the Chancellor for the success of its educational and related programs.

The Chancellor is the chief executive officer of the State College System and is accountable to the Board for the successful operation of the entire system within the rules of the legislature and the rules, regulations and guiding policies of the Board.

One of the first tasks which the Chancellor and his staff undertook, in cooperation with the six state college presidents, was the development of a coordinated budget and legislative program. The Board had requested the Chancellor and the presidents to take this approach in order to eliminate unproductive competition among the colleges in their search for additional support.

While the Chancellor is expected to take the lead in the development of budget proposals and to seek consensus among the colleges based on mutual understanding of one another's problems, the Board has the final responsibility for all decisions regarding the budget and the legislative program of the State College System.

A second major concern was the need for a complete revision of the Board's Rules and Regulations. At the direction of the Chancellor, procedures were adopted by the Board and a systemwide committee representing students, faculty, staff administrators and the Chancellor's Office is now completing its final draft of the new rules.

The main impetus of the revision is to focus greater decision-making in the colleges while leaving the Board free to concentrate on matters of systemwide policy.

A third significant change was the restructuring of Board Committees. There are now three standing committees made up of three members each with no overlapping membership and an Executive Committee of five members.

The standing committees are Educational Policies, Budget and Finance, and Rules and Appeals. The three standing committees meet frequently between regular Board meetings and all meetings are public.

The Educational Policies Committee is undertaking a comprehensive review of the academic programs offered by the colleges in an effort to identify any unnecessary duplication and in an effort to determine whether or not there are serious gaps in the programs available to our students.

The Budget and Finance Committee performs a vital role in formulating policy regarding the systemwide budget and works closely with the Chancellor's staff and the administrative vice presidents of the Colleges in the development of the biennial budget request. This committee is also responsible for the preparation of the systemwide building program which is presented each biennium to the Legislative Building Commission. The work of this committee provides an excellent example of one of the many advantages to the State of operating as a coordinated college system instead of a collection of uncoordinated separate institutions.

As mentioned earlier, the Rules and Appeals Committee is currently overseeing the revision of the Board Rules and Regulations. This committee also hears appeals from faculty members and students.

The majority membership of the Minnesota State College Board is presently, and quite properly I believe, comprised of laymen from a variety of professional and business backgrounds. In the absence of the kind of professional counsel and leadership provided by the Chancellor and his staff, a lay Board would be unable to cope with the overwhelming array of fiscal, educational and organizational problems which confront six institutions enrolling over 40,000 students and employing several thousand faculty and civil service staff members.

Obviously, the Board cannot operate the colleges nor become involved in the myriad details of administration. Were it to do so, it would hamper rather than promote sound education. Perhaps our major responsibility is to recruit and appoint outstanding educational leaders to head up our system and our colleges. Once we have found them - and we think we have - we must give them room to do their work, all the time monitoring their activities and working with them closely in the development of broad policies.

Respectfully Submitted,



Robert R. Dunlap, President  
Minnesota State College Board

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**DR. FRANK CHESLEY**, VICE PRESIDENT, RED WING  
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CHANCELLOR OF THE STATE COLLEGE SYSTEM

**DR. G. THEODORE MITAU**

PRESIDENTS OF THE STATE COLLEGES

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**DR. JAMES F. NICKERSON**, MANKATO STATE COLLEGE  
**DR. ROLAND DILLE**, MOORHEAD STATE COLLEGE  
**DR. ROBERT WICK**, ST. CLOUD STATE COLLEGE  
**DR. HOWARD BELLOWS**, SOUTHWEST STATE COLLEGE  
**DR. ROBERT A. DUFRESNE**, WINONA STATE COLLEGE

## THE COORDINATION OF CHANGE — A SUMMARY

The most significant development within the system of Minnesota State Colleges during 1969 and 1970 has been the change created by the simultaneous movement toward institutional diversity and systemwide cooperation.

Within the system the first steps were taken toward a true partnership among the colleges' faculties, students, administrators, the Board and the Chancellor's Office. At the same time the colleges have sought to further identify their individual strengths and to emphasize unique aspects of curriculum and campus life.

The role of the Chancellor's Office during this period has been both to encourage innovation and to coordinate and manage change in order to maximize improvement as these multi-purpose colleges continue to broaden their academic work from teacher training to include training for careers in business administration, public administration, engineering technology, the allied health sciences and to provide pre-professional training for doctors, lawyers, veterinarians and engineers.

### REVIEW AND CHANGE

Almost every major policy and area of activity is under examination or in the midst of change.

The Board Rules and Regulations are undergoing complete revision to provide greater flexibility, increased autonomy at the college level and to more clearly define the governance of the system. A committee representing students, faculty, administrators and the Chancellor's Office is preparing the revised version of the rules for consideration by the Board.

We are actively seeking new concepts of building design and construction methods and in some instances implementing them to achieve economies in college structures and to promote more effective management of the building program.

We are stimulating new ways to share scarce resources within the framework of the State College Common Market by encouraging student mobility, by offering internships to supplement classroom learning, by helping to coordinate exchange programs with metropolitan area agencies and by publicizing the curricular specialties of each institution.

We are opening new lines of communication and opportunities for joint decision-making with the colleges through . . .

- \*regular meetings of the Chancellor's Council attended by the Presidents and their staffs and the Chancellor's staff. . . .

- \*regular participation in meetings with the Inter-Faculty Organization and the Minnesota State College Student Association. . . .

- \*frequent "Listen and Learn" visits to each campus for departmental meetings with faculty members, and discussions with student and faculty government leaders. . . .

- \*establishment of a student-faculty-administration committee to review the college calendars and suggest ways we can reach greater compatibility. . . .

- \*establishment of a Common Market Advisory Committee on each campus to insure full participation in program development.

We have re-examined the laboratory schools and the Board has acted to replace those at Winona and Moorhead with newer and more innovative models; to improve the schools at Mankato and St. Cloud; and to give the administration at Bemidji more time to resolve the hardship that closing its school would place on the community.

A major start has been made toward establishment of a management information system to provide the kind of readily accessible data base which is essential to support the complex operational decisions of the State College System.

Increases in faculty salaries have strengthened our ability to recruit and retain good teachers and faculty.

The response to the new Faculty Improvement Grant Program, designed to aid faculty who wish to complete advanced degrees, indicates a high level of interest and desire for further professional growth.

Rather than six budget requests there is now one request prepared jointly by the Board, the college presidents and the Chancellor's Office. This joint request balances the needs of the colleges against the needs of the system. Our budget for the next biennium will contain the beginning developments of program type budgeting.

## FOR THE FUTURE

If the legislature considers it appropriate, we will move into the development of a Doctor of Arts or a Doctor of Education program. These degrees are distinctly different from the traditional Ph.D. for research scholars, offered in Minnesota exclusively by the University of Minnesota. Before they are offered there would have to be a full program review, assessment and accreditation by our related educational institutions, agencies and professional organizations. The Board has also firmly stated that doctoral programs must be funded separately and that no resources be diverted from undergraduate programs to support them.

The legislature will also be asked to grant the Board authority to redesignate one or more of the state colleges as universities and to change the Board name to "Board of Trustees of the Minnesota State College and University System" and to similarly change the name of the system.

## THE UPPER LEVEL COLLEGE— A NEW CONCEPT

We are encouraged by the widespread interest and professional support of the need for an upper level metropolitan state college.

This is a new concept in higher education, with a faculty, administration and curriculum geared to the junior year, senior year and masters level of academic work.

We envision a dynamic, highly mobile enterprise, operating wherever it is educationally relevant rather than focusing activities in one traditional physical plant.

An upper level college would provide an additional option for the increasing numbers of students from the six junior colleges and the six area vocational technical schools in the metropolitan area who wish to continue their education.

Within the framework of the Common Market Program, we could bring students from the six outstate colleges into the Twin Cities on an internship program to tap the area's great wealth of learning resources—the cultural, governmental,

medical, industrial and commercial institutions—which cannot be replicated in the outstate communities. Additionally, students from the Twin Cities could share in some of the special programs offered in one or the other of the outstate colleges. In this way such an upper level college could become a valuable link in enriching the educational opportunities of a great many students in our rapidly expanding State College System.

## NEW IDEAS FOR TEACHING AND LEARNING

We are proud of our emphasis on good teaching and innovative teaching. In our budget for 1971-73 we are asking the Governor and the Legislature to support our request for \$1.5 million to fund the best of the new ideas emerging from our colleges to improve teaching and learning.

## COMMITMENT TO ACCOUNTABILITY

Finally, we intend to continue to operate openly and with complete candor. We proudly state that all of those charged with the management of the state colleges and the State College System have a keen sense of accountability. The Legislature which has supported our program to upgrade the colleges, and the people of the state who have supported us with their taxes, have the right to detailed reports of the educational outcome and we shall willingly furnish them.

We shall also. . . .

Continue to keep the faith with the more than 37,000 students who look to us for quality undergraduate education.

Continue to look for new methods of teaching and learning.

Continue to search for ways to share scarce resources.

Continue in our attempt to build colleges that serve as models for individual enrichment, public and regional service and intellectual advancement.

*G. Theodore Mitau*

*Chancellor*

*The Minnesota State College System*



## OPPORTUNITIES FOR LEARNING

The primary concern of the State College System is the offering of quality education at all academic levels.

Bemidji, Mankato, Moorhead and Winona were re-accredited during 1969-70 (St. Cloud was re-accredited in 1967) by the North Central Association of Colleges and Secondary Schools. Southwest Minnesota State College has recently attained candidate status and will be eligible for full accreditation when it graduates its charter class in 1971.

While the state colleges remain Minnesota's main source of teachers, they have evolved from teacher training institutions into multi-purpose institutions, meeting other manpower needs of the state for well-trained and highly-skilled people in government, business, health agencies, the technical industries and the professions.

Additionally, the state colleges are exploring alternative patterns in education and creating special programs and activities to complement traditional curricula. The following sampling is representative of the variety of experiences available at the colleges.

The acquisition of the former Lydick Lake Job Corps Center has enabled Bemidji State College to establish a new center for environmental studies and a new outdoor health and physical education program at the lakeshore campsite.

Southwest State College offers its incoming freshmen the innovative Ideas in Flux seminar, in which students spend three quarters exploring concept of "reality," "man's nature," and "good and evil". The responsibility for class discussions rests primarily with the students; the teacher acts as a senior member of the seminar. Overlap with other courses and diversity of points of view are encouraged by having teachers alternate sections periodically during each quarter. Thus, a student might find his discussion being led by a biologist on Monday and by a philosopher on Wednesday.

Mankato State College has an Experimental Program in General Education for freshmen designed to contrast with the traditional academic environment and to help discover new means of enriching the educational experience. The program breaks with convention by using interdisciplinary techniques in a thematic pattern rather than by using course struc-

tures; motivating students without the device of grades; emphasizing non-structured learning through independent studies; and creating a community of learners.

The students are housed together in one dormitory. Meeting rooms and offices adjoin the living areas. During one quarter, for example, learning was patterned around the three problems students felt were most serious today: mental health, racism and communications. Three weeks were devoted to each of the problems, with the first week used to gather information from outside sources, the second for student research and study, and the third for reporting and evaluating. Evaluation of the program has been a continuing process. The responses from faculty participants, students and outside consultants have been overwhelmingly positive, including a signed petition asking that the program be extended into the second year.

Moorhead State College offers opportunities for student teaching in more than 100 schools in 27 foreign countries. In its initial year, 1969-70, 38 students received assignments in major European cities as well as in Ghana, Nigeria, Mexico and Cyprus. This program enables students to learn within widened social and cultural perspectives and to compare education practices and methods abroad with U.S. programs. A number of other midwest institutions participate in this program, including St. Cloud and Winona State Colleges.

During the current year 16 students at St. Cloud State College are participating in an experimental internship program for student teachers. The students spend an entire year in the campus laboratory school, receiving academic credit for student teaching and for as many as 11 other courses in elementary education, psychology, information media and industrial arts.

This "full-year, full-time" experience gives the participants the time to observe up to 12 different teaching models; to learn education methods in daily planning sessions, then try them out right away; and to gain deeper insights into good teaching by trial and error coupled with an on-going process of evaluation and frequent conferences with the program director and his staff. The students' evaluation of this program has been overwhelmingly favorable.

At Winona State College the academic offerings are now supported by a full schedule of daily television programming produced by WSC-3, the campus television station. Programs range from athletic events to dramatic productions.

### NEW DEGREE PROGRAMS

Degrees granted by the colleges consist of the Bachelor of Science upon completion of a four year program in a professional area, including teacher education, and the Bachelor of Arts upon completion of a four year program in the liberal arts. Graduate degrees of Master of Science in Education and Master of Arts in certain liberal arts fields are also granted. An Associate of Arts is granted upon completion of a two-year program.

Twenty-three new undergraduate degree programs and nineteen additional masters, specialist and fifth year programs were approved by the Board during the past two years. The newly approved programs at the five established colleges include:

#### **Bemidji State College**

A. A. Degrees in Industrial Engineering Technology and Technical Illustration

B. A. Degree in Political Science

B. S. Degrees in Anthropology, Biology, Computer Science, Earth Science, Mass Communications and Psychology.

B. A., B. S. Degrees in Economics, Geography and Indian Studies.

B. S. (non-teaching) in Office Administration.

(The Board also approved the establishment of Centers for Environmental Studies, Indian Studies and Outdoor Education; Departments of Biology, Chemistry, History, Mathematics, Men's Physical Education and Physics.)

#### **Mankato State College**

A. A. Degree in Training of Law Enforcement Personnel.

B. A. Degrees in American Studies and Philosophy.

B. S. Degrees in Distributive Education, Earth Science, B.A. with a Broad Major in Broadcasting (Radio and Television) and B. S. (non-major degree).

B.A., B.S. Degree in Journalism.

B.A., B.S. (teaching) Degree in Humanities.

Fifth Year Program in Elementary and Secondary Education.

M.A. Degrees in Economics, Geography, Psychology, Public Administration and Sociology.

Specialist Degrees in Curriculum and Instruction and Educational Administration.

Programs in Dental Hygiene and a Bachelor of Music Degree.

#### **Moorhead State College**

M.A. Degrees in Biology, Chemistry, Education (School Psychology Concentration) and English.

(The Board also approved the establishment of Departments of Accounting, Business Administration, Business Education and Computer Science.)

#### **St. Cloud State College**

B.A. Degree in Urban Studies.

M.A. Degree in Mathematics.

M.S. Degree in Preparing Teachers of Hearing Impaired (pilot program).

Specialist Degree in Information Media.

(The Board also approved the establishment of a School of Fine Arts.)

#### **Winona State College**

B.A. Degree in Music.

M.A. Degrees in English and History.

Specialist Degree in Education.

#### **Southwest State College**

(Authorization to offer degree programs is set forth in the document, "The Development of Academic Programs at Southwest Minnesota State College".)

### COMMON MARKET PROGRAM

The State College Common Market Program provides opportunities for systemwide sharing of resources, facilities and the expertise of faculty and staff. Coordinated by the Chancellor's Office, the program offers a number of innovative ways students may broaden their educational experience.

The Common Market is divided into four pilot areas—Student Exchange, Internship, Urban Stu-

dent Teaching and Community Resources for Higher Education.

- The Student Exchange Program permits students to move freely among the six state colleges to take advantage of curricula and programs not available to them in their own institutions. This program includes the establishment of cluster course offerings at the colleges which enables students to have a concentrated one-quarter experience in an academic area. A cluster course offering may be the result of one department offering related courses or it may be an interdepartmental selection of related courses.

- The Internship Program is designed to supplement classroom learning and campus living by placing students in relevant positions with federal, state and local government agencies, private business and public service organizations for up to one quarter.

The internships offered for college credit, allow students to work full or part-time in one of the more than 200 participating agencies.

Students pay full tuition at their college for credits earned. Credit courses are determined by the student's faculty advisor.

- Under the Urban Student Teaching Program, approximately 50 prospective teachers per quarter receive a metropolitan classroom experience in selected Minneapolis and St. Paul schools. This well rounded program includes seminars for idea exchanges and teaching analysis, tours of educational facilities, and a survey of cultural and sports facilities as a potential for learning resources.

- The Community Resources for Higher Education Program allows community groups and agencies—theater companies, art museums, musical ensembles—an opportunity to bring their personnel and material resources to the state colleges and it allows the colleges an opportunity to send displays, students and performing groups, personnel and material resources outside the college community.

For example, the associated relationship between the State College System and the St. Paul Arts and Science Council provides a metropolitan forum for state college art, theater, music and lectures and a statewide network for the programs of the Council's six member agencies.

## DOCTORAL DEGREES AND UNIVERSITY DESIGNATION

The Board has approved a request for a \$250,000 special appropriation from the 1971 Legislature to plan for the establishment of the Doctor of Arts and Doctor of Education degrees in one or more of the six state colleges by Fall, 1973.

The funds, if appropriated, would be used to hire a graduate level educational planner and staff to undertake a two-year study leading to the development of the degree programs. Foundation and federal planning funds will also be sought.

The Board emphasized that no resources would be diverted from under-graduate programs to support the doctoral programs and all programs would have to be fully funded by the Legislature.

Doctoral program development would follow a process involving consultation with the Higher Education Coordinating Commission (HECC), University of Minnesota, Junior College System, Vocational Technical System, private colleges, and educators in other states.

College presidents and the Chancellor's Office would review the program proposals. Board approval and accreditation by the North Central Association would be required.

The Board is asking the Legislature for authority to redesignate one or more of the state colleges as universities and to change the State College Board name to the "Board of Trustees of the Minnesota State College and University System" and to similarly change the name of the system.

Only colleges accredited to offer doctoral programs would be considered by the Board for university designation.

## UPPER LEVEL COLLEGE

The Board is requesting a \$600,000 appropriation from the 1971 Legislature for the purpose of hiring a prospective president, conducting necessary site surveys, developing programs, and otherwise planning for the earliest practicable establishment of an upper level college in the metropolitan area.

Such a college as described by Dr. Robert Altman, author of *The Upper Division College*,

*"is one which concentrates its efforts on education beyond the sophomore year of college, usually requiring an associate degree or the*



*equivalent of two years of collegiate study for admission. However, it may offer some lower division and post-baccalaureate work as dictated by the needs of the study body it serves."*

The contemplated metropolitan upper level state college would be specifically geared to the needs of transfer students from junior colleges and area vocational technical schools. It would be the one and only institution of higher education in the State of Minnesota where the transfer student could and would be king.

There is an urgent need for a metropolitan "commuter" college. Many transfer students cannot afford to migrate outstate to attend an existing state college, many must have gainful employment in order to continue their studies and many merely prefer to remain in the Twin Cities.

The contemplated upper level college, unfettered by tradition, could be much more vocation-oriented than the traditional liberal arts college without overlooking the values of the liberal arts. It could pioneer in such "new career" fields as the allied health sciences.

Maximum freedom must be allowed in the development of the new college. It must not be tied to traditional departmental staffing patterns, to curriculum planning and committee structures, and to student admission and retention policies of any other institution.

A new metropolitan state college would meet significant educational needs of both the urban and rural areas. First, it would provide an additional option for the increasing numbers of students from the six junior colleges and the six area vocational technical schools in the metropolitan area who wish to continue their education.

Secondly, an upper level college would create a bridge between the rural and the urban communities. Within the framework of the State College Common Market Program, students from the six outstate colleges could come into the Twin Cities on an internship program to tap the area's great wealth of learning resources—the cultural, governmental, medical, industrial and commercial institutions—which cannot be replicated in the outstate communities. Additionally, students from the Twin Cities could share in some of the special programs offered in one or the other of the outstate colleges. In this

way such an upper level college could become a valuable link in enriching the educational opportunities of a great many students in our rapidly expanding State College System.

## REGIONAL SERVICES

The state colleges continue to expand their role as scientific, cultural and extension centers for the regions they serve. During the 1968-69 academic year the colleges conducted 1,203 extension and continuing education courses for 27,879 students. There were 126 non-credit events offered as a public service.

## GRADUATE PROGRAM REVIEW

The Chancellor's Office, in cooperation with the colleges, is currently conducting a review of all graduate programs in the State College System which is expected to be complete in 1971.

## CAMPUS LABORATORY SCHOOLS

Proposals to close the Moorhead and Winona State College laboratory schools by 1973 and to maintain the Mankato and St. Cloud State laboratory schools were approved by the Board. A final decision on the closing of the Bemidji State laboratory school will be deferred until May, 1973, pending study of the implications of the closing for the Bemidji community and public school system. There is no laboratory school at Southwest Minnesota State College.

The recommendations were based on an extensive evaluation of the schools, including a self-study by the colleges and a survey conducted by a team of three out-of-state educators.

Purpose of the survey was to determine whether the function of the school at each college was pertinent to meeting important contemporary educational needs and whether the college resources were adequate to perform the function. The laboratory schools are operated mainly to provide teacher training, research and experimentation in elementary and secondary education. The survey cited lack of sufficient funds as a major handicap in the operation of all five of the schools.

The Board directed that alternative models be considered to ensure that the teacher training programs at Moorhead and Winona be enhanced and improved.

## WHO ARE OUR STUDENTS?

Most state college students are Minnesotans. They are mainly career-oriented and there is evidence they tend to stay in Minnesota after they have graduated. A recent St. Cloud State College report stated:

"Regardless of their field of study, St. Cloud graduates usually remain in Minnesota. According to the Placement Office, almost 90 per cent of the graduates take jobs in the state and a high percentage of those are employed in the 11 counties surrounding St. Cloud and the Twin Cities. A five-year study of employers revealed that non-teaching St. Cloud graduates are employed in largest numbers by state agencies, the federal government and county welfare offices.

"Graduates during 1969-70 received annual salaries of approximately \$7,000 in their first teaching assignments and \$8,400 in positions in business, industry and government.

"Except for the increased numbers of graduate students and transfer students, generally older and more likely to be married than lower division students, the characteristics of the student body at St. Cloud did not change markedly during 1969-70. The 8,198 full-time on-campus students enrolled during the 1969 Fall Quarter were about evenly divided by sex—4,865 men and 4,409 women. More than one-third were freshmen, nearly one-fourth were sophomores and the remainder were upper division and graduate students. Of the 768 transfer students, 578 were from other Minnesota colleges and 90 were from out-of-state colleges.

"About 4 per cent of the 8,198 full-time on-campus students during the 1969 Fall Quarter came from outside Minnesota. Among them were students from at least 40 states and 12 foreign countries. Every county in the state was represented in the 1969 Fall Quarter enrollment. More students came from Hennepin County than any other county. Stearns County was second and Ramsey County third. Those three counties alone accounted for nearly 45 per cent of the full-time on-campus student body.

"Furthermore, it is estimated that one out of three students lives on campus, one out of eight students is a resident of the St. Cloud area and one out of seven students commutes from outside the St. Cloud area.

"A freshman class profile for the 1969 Fall Quarter was obtained from the American College Testing Program. Information provided by this agency revealed that in ACT composite scores entering St. Cloud freshmen averaged 21.9 compared with a Minnesota average of 21.8 and a national average of 19.7. These composite scores included results of tests in natural sciences, social studies, mathematics and English.

"Thirty per cent of St. Cloud's entering freshmen planned to major in education, compared with 19 per cent nationally. Forty per cent declared a vocational role preference of teacher or therapist, compared with 23 per cent nationally. Sixty-three per cent indicated that the highest degree sought was a bachelor's degree, compared with 47 per cent nationally. Twenty-two per cent expected to take one or two years of graduate work and five per cent planned to pursue doctorates.

"Sixty-five per cent of the incoming freshmen expected to work at part-time or full-time jobs while attending college. The same percentage expressed a desire to live in college housing, compared with 49 per cent nationally."

TABLE 1  
FULL TIME EQUIVALENT REGULAR YEAR  
ON AND OFF CAMPUS

	1968-69	1969-70
Bemidji.....	4,257	4,567
Mankato.....	10,280	10,963
Moorhead.....	4,803	5,031
St. Cloud.....	8,140	8,549
Southwest.....	1,440	2,042
Winona.....	3,365	3,493
TOTAL.....	32,285	34,645

## WHERE OUR STUDENTS COME FROM

During the 1960's, the numbers of students who chose to attend state colleges increased dramatically. From a systemwide full time equivalent (F.T.E.)\* population of just under 13,000 in 1961, the colleges faced the new decade with F.T.E. enrollments of nearly 35,000, an increase of over 250 per cent.

Table I presents a breakdown of the student population among the colleges for 1968-69 and 1969-70, and an estimate for the fall of 1970.

### FALL, 1970 FULL AND PART TIME ENROLLMENT ON CAMPUS

Bemidji.....	4,780
Mankato.....	12,437
Moorhead.....	5,310
St. Cloud.....	9,541
Southwest.....	3,136
Winona.....	4,025
TOTAL.....	39,229

Although comprehensive student origin figures are not available the following observations are noteworthy.

Bemidji draws heavily upon Beltrami and other northern counties. The number of students from the Twin Cities area has doubled since 1965. Among

non-residents are students from 26 states and seven foreign countries, including Canada. Mankato attracts large numbers from the southern third of the state and the Twin Cities area. There are 100 students representing 24 foreign countries enrolled at Mankato. Southwest State College at Marshall, which will graduate its charter class in the spring of 1971, had a previous year enrollment composed of 70 per cent from the 19 county area surrounding Lyon County, 17 per cent from the 13 county Twin Cities metropolitan area, nine per cent from the southeastern and northern portions of the state, and another three per cent non-resident from 19 states and one foreign country, Pakistan.

Moorhead and Winona, besides attracting large numbers from their primary areas, draw many students from their respective border states, North Dakota and Wisconsin and Iowa.

The state colleges have maintained programs started in previous bienniums to provide greater opportunities for a college education to students of minority groups — Blacks, American Indians and Mexican-Americans. Also, the numbers of transfer students — particularly from the growing State Junior College System — have become a significant part of total student populations. Table III presents a breakdown on transfer students and graduate and special students and the relative weight of their numbers within the total student populations.

TABLE III  
NUMBERS AND PERCENTAGE OF TRANSFERS, GRADUATE AND  
SPECIAL STUDENTS AMONG TOTAL STUDENT "HEADCOUNT", FALL QUARTER, 1969

	All Students On and Off Campus End of Fall Qtr. 1969	Transfer Students Fall Qtr., 1969	% of Total	Graduate & Spec. Students	% of Total
Bemidji.....	5,116	460	9.0%	698	13.6%
Mankato.....	13,417	1,826	13.6%	2,215	16.5%
Moorhead.....	5,826	451	7.7%	782	13.4%
St. Cloud.....	9,683	692	7.1%	1,265	13.0%
Southwest.....	2,238	397	17.7%	166*	7.4%
Winona.....	4,080	272	6.7%	638	15.6%
TOTAL.....	40,360	4,098**	10.2%	5,764	14.3%

\*Special Students Only.

\*\*This column includes 765 graduate and special students.

More than 2750, or 68 per cent, of all transfer students enrolled Fall Quarter, 1969 came to the state colleges from other Minnesota colleges. Forty nine per cent of all transfer students were freshmen and sophomores and 28 per cent were juniors.



## STUDENT FINANCES

There is little data available which can precisely measure the impact of recent inflationary and unemployment trends, as well as the spiraling costs of education, upon the decisions of college age youth. Nevertheless, it is impossible to avoid linking these conditions to the number of potential students, the size of current enrollments, and the fact that public four year institutions have traditionally enrolled a greater share of the children of low-income and middle income families than have other colleges.

Table IV presents information for 1969-70 on the amount and distribution of federally funded student financial aid, the largest single source of financial assistance for state college students. It should be recognized, when studying the table, that the National Defense Student Loan funds shown are augmented by one-ninth in state matching funds; the Educational Opportunity Grant program is funded by federal money only; and the Work Student funds are augmented by 20 per cent in state matching funds.

TABLE IV  
1969-70 FEDERALLY FUNDED FINANCIAL AIDS PROGRAMS

		<u>NDSL</u>	<u>EOG</u>	<u>Work Study</u>	<u>Total</u>
Bemidji.....	Awards	\$401,214	\$419,588	\$390,917	\$1,211,719
	Recipients	853	733	975	2,561
Mankato.....	Awards	\$534,660	\$315,665	\$281,785	\$1,132,110
	Recipients	1,539	679	799	3,017
Moorhead.....	Awards	\$303,305	\$234,387	\$374,808	\$ 912,500
	Recipients	588	364	648	1,600
St. Cloud.....	Awards	\$279,000	\$230,320	\$170,826	\$ 680,146
	Recipients	865	477	484	1,826
Southwest.....	Awards	\$122,071	\$129,472	\$ 55,047	\$ 317,590
	Recipients	418	251	165	844
Winona.....	Awards	\$216,790	\$ 72,418	\$110,565	\$ 399,773
	Recipients	N/A	N/A	N/A	677
TOTAL AWARDS.....		\$4,653,838			
TOTAL RECIPIENTS.....		10,515*			

\*The total number of individual students receiving benefits is smaller than the total number of recipients shown, because some students receive assistance under more than one program.

An additional \$1.3 million was paid to students in 1969-70 from all other sources of student employment. Institutionally awarded scholarships totalling approximately \$80,000 were distributed to an estimated 400 students. Other sources of financial aids included the State Grants-in-Aid and State Scholarship Programs administered by the Minnesota Higher Education Coordinating Commission; a number of special grants and scholarship programs; athletic scholarships; programs offered by other outside organizations and agencies; and federally insured bank

loans. It may be interesting to note that in 1969-70, the colleges received more than 8,600 applications for such bank loans from state college students, or from prospective students.

In February, 1970, the Board appointed a Task Force headed by President Roland Dille of Moorhead State College and composed of ten Moorhead faculty and administrators to undertake a study of the effects of increasing costs of education upon state college students and to recommend ways to provide assistance to needy students. The report of

the task force, published in July, 1970, included the following recommendations:

- that every possible effort be made to keep tuition from increasing;
- that an optional installment plan be established for payment of tuition, fees, board and room;
- that expensive programs, especially graduate programs be added only after a demonstration of absolute need;
- that the Board should inform the Minnesota Congressional Delegation of its expectations from federal programs;
- that the Board should request more state employment funds and ask the legislature for an appropriation equal to two per cent of tuition receipts to be used to supplement federal grant funds;
- that the Board should support the State Scholarship and Grant-in-Aid Programs, while working to lower the minimum award to \$100 and loosen the restrictions so that awards can be used for all educational costs;
- that the Board should request authorization to charge in-state tuition to Black, American-Indian, and Mexican-American students and support tuition reciprocity agreements between Minnesota and other states;
- that the state colleges should make a strong effort to seek funds from private sources for scholarships.

## STUDENT REPRESENTATION

State college students seek an increasingly active role in the development and governance of the campus community. Students are included on most of the policy-making committees of the colleges. There is also student representation on the system-wide committee revising the Board Rules and Regulations, on the committee to study a coordinated academic calendar, on the Common Market Advisory Committee, and under a new board policy, they are represented on the Presidential Search Committee at St. Cloud State College, along with faculty, civil service and alumni.

The student voice of the State College System is the Minnesota State College Student Association (MSCSA). Formed in 1968 by the five established colleges—Southwest has since become a member—the MSCSA consists of 3 students from each college who are elected to membership by their college student senates. The purpose of MSCSA is to provide a setting for an exchange of ideas concerning the common problems of the member schools and to serve as a supportive organization to other units of campus government.

A representative of the MSCSA attends Board meetings, and the MSCSA president serves as a voice for the combined student bodies on issues that concern students on all six campuses. A member of the Chancellor's staff attends MSCSA meetings as liaison for the Board.

## CAMPUS DISRUPTIONS

The following is excerpted from the Chancellor's report to the Legislative Subcommittees on Special Problems of Education on July 30, 1970 and refers to responses at the state colleges to events in Cambodia, Kent State University and Jackson State College:

"All six colleges, true to their heritage of academic freedom, remained open to all—to those who agreed with our nation's policies and to those who disagreed; to those who said they were on strike against those policies and to those who were not on strike; the colleges remained open to strikers and non-strikers alike.

"All six colleges succeeded in insuring that a reasoned and peaceful exchange of diverse points of view regarding the turbulent issues of war and peace, of race and violence, and of social justice took place within the college communities.

"All faculty members at the colleges met their obligations to provide instruction to students and no student was denied the opportunity to complete his academic work for the year. In addition, all six colleges made provision for faculty members and administrators to be available on a volunteer basis to assist in conduct-

ing seminars, colloquiums, and convocations outside of regularly scheduled classes. These volunteers provided an academic background for discourse on, and analysis of, current problems and issues.

"In the days and weeks immediately following Cambodia and the student deaths, the Chancellor and the presidents consulted frequently with the members of the State College Board. The Board felt it essential that the colleges be kept open to all who were entitled to attend them and that all contractual obligations relative to college activities be met. This involved no new policies on the part of the state colleges; merely the continued implementation

of policies already in force.

"The state colleges are indebted to the civic leadership, police and law enforcement officials, and news media throughout the state, and most particularly in the communities where the colleges are located, for their assistance and understanding during this and other times of trouble on the campuses. To achieve such assistance and understanding requires mutual effort on the part of town and gown. The six college presidents have worked hard to merit and receive the confidence of their communities. Added to the efforts of the presidents has been the leaven of reason and restraint on the part of most state college students."



## WHO TEACHES OUR STUDENTS?

The state colleges are teaching institutions and the faculty principally serves to teach and counsel students.

Today, nearly 2,400 full-time equivalent faculty members are serving the students of the state colleges. Of this total, 301 are at Bemidji; 719 at Mankato; 337 at Moorhead; 558 at St. Cloud; 228 at Southwest; and 238 at Winona.

## HOW DOES THE FACULTY SPEND ITS TIME?

Data gathered by the State College Management Information System staff shows the average full-time teaching faculty member spends 80 per cent of his time on classroom teaching and related activities, 10 per cent on research and scholarly work and 10 per cent on professional and administrative duties.

Translated into hours per week, the average faculty member spends 12 hours teaching in the classroom, 15 hours in classroom preparation, 6 hours in evaluation and 8 hours counseling his students. In addition, 19 hours are used for research, scholarly work, professional activities and administration: a 60 hour average work week.

## WHERE DO OUR FACULTY COME FROM?

One-fourth of the state college faculty held positions in Minnesota prior to their first appointment in the state colleges. About 100 each came from Illinois, Iowa, North Dakota and Michigan. Most faculty members held positions in other colleges. Of this group, 33.8 per cent held a rank of instructor or above, 3 per cent were professors, 4.1 per cent associate professors, 10 per cent assistant professors, and the remainder were instructors.

Twenty-five per cent were full-time students or graduate assistants prior to state college appointment, 18.5 per cent came from elementary and secondary education, 6.7 per cent worked for government and industry, and 15.1 per cent came from other professions.

## WHERE DID THE FACULTY EARN DEGREES?

Minnesota leads all other states in training state college faculty members. Seven hundred and eighty-three, or 38.7 per cent, earned their baccalaureate degrees here. The bordering states of North and South Dakota, Iowa and Wisconsin trained 20.5 per cent, and 37.8 per cent earned their degrees in other

states. Sixty-eight, or 3.3 per cent, earned their baccalaureate degrees outside the United States.

Fifteen per cent of the faculty earned their baccalaureate and/or masters degree from the college which employs them, and 22.4 per cent earned these degrees somewhere within the State College System.

Of the 600 faculty members holding doctorates, 104 received them from the University of Minnesota, 75 from the University of Iowa, 43 from the University of North Dakota, 32 from the University of Wisconsin, 29 from the University of Northern Colorado, and 25 each from the Universities of Illinois and Nebraska.

## PROFESSIONAL ACTIVITIES

Although teaching-related activities claim the largest share of faculty time, the average teacher participates in a wide range of creative and professional activities.

Of the full-time faculty members, 30 per cent have written one or more professional journal articles, 32 per cent have presented a paper to a non-institutional group, 14 per cent have had a grant request funded by an outside agency, 15 per cent have appeared on a non-institutional radio or television program related to their academic assignment, and 8 per cent have published one or more books.

The average faculty member belongs to between three and four professional organizations. The Inter-Faculty Organization (IFO) leads the list of organizations with 909 members, followed by the American Association of University Professors (AAUP) with 324, the National Educational Association with 273, Phi Delta Kappa (education society) with 271, and the Minnesota Education Association with 216. A number of learned societies representing a variety of academic disciplines have memberships of approximately 100.

The IFO is a systemwide organization joining together the six faculty associations. An IFO representative attends Board meetings and frequently discusses matters of mutual interest with the Board and the Chancellor.

## FOR PROFESSIONAL EXCELLENCE

Strong efforts are being made to increase the number of Ph.D. degree holders in the system. While the Ph.D. does not assure quality by itself, it is one

ingredient which indicates the degree of preparation in depth.

To this end, a faculty improvement grant program funded at \$100,000 per year by the 1969 legislature has provided financial assistance for teachers who wish to return to school for advanced degrees or post doctoral work.

If an average grant amounted to \$800, the system would have awarded grants to 125 faculty members each year. The Board allocated the following amounts to the individual colleges for each year:

Bemidji, Moorhead, and Winona, \$15,000 each; and

Mankato and St. Cloud, \$27,500 each.

(Southwest State College was not included in the faculty improvement grant program for this biennium.)

There was evidence of immediate benefit and wide reaching effects of the program in the first year, 1969-70. Under a systemwide agreement to limit grants to a maximum of \$1,500 for one quarter's release, St. Cloud State College, for example, used its allocation to award 22 grants among a total of 27 applicants. Mankato State College divided its '69-'70 allocation among 20 recipients.

Regarding the effectiveness of this program, an associate professor of history at Bemidji State College, recipient of a \$1,000 grant to do research in England, Scotland and Wales on late 19th Century politics during the summer of 1970 wrote:

"I spent 11½ weeks in Great Britain working five weeks at the British Museum and the Institute of Historical Research of the University of London, . . . three weeks at the National Library of Scotland located in Edinburgh . . . [and] the remaining three weeks touring places of historical interest. . . The Faculty Improvement Grant supplied about two-thirds of the total finances. . .

I was able to obtain copies of several sources not available in the United States. . . I have used a good portion of my research data in my undergraduate and graduate courses at BSC. . . , [and] I can foresee at least two articles on this project which I would like to submit for publication.

. . . without the opportunity afforded by this summer's grant I would be nowhere advanced as far as I am at this point . . . and I am very

grateful to the Minnesota State College Board and Bemidji State College for giving me the opportunity to study in Great Britain."

#### DISTINGUISHED SERVICE PROFESSORSHIP

A new post, the Distinguished Service Professorship, was established by the Board in May, 1970, to recognize the contributions which a retiring president has made to the college and to insure that the college and the system continue to profit from his accumulated experience and insights.

A president who has served in office for at least five years and is within 10 years of the maximum retirement age of 68 is eligible for the position, which could include teaching, research, personnel recruitment and training, or administrative work for his college, the Board or both.

President Robert Wick of St. Cloud State was appointed the first Distinguished Service Professor by the Board following the announcement of his resignation as president, effective June 30, 1971.

#### SALARY IMPROVEMENTS

The Board considers a competitive salary structure essential in order to retain well qualified staff. In response to this concern, legislative appropriations during the 1969-71 biennium enabled the system to improve faculty salaries 10 per cent the first year and 6 per cent the second year.

The mean salary for faculty members of varying ranks is now \$16,367 for full professor; \$13,344 for associate professor; \$10,966 for assistant professor; and \$8,727 for instructors. The average salary for a faculty member on a nine-month contract is \$11,402.

Senior professors who have in the past avoided teaching during June and July because of salary limitations have been drawn to summer school teaching since the legislature raised the ceiling from \$1,600 to \$2,100.

In addition to the several improvements directly affecting the faculty, supportive staff at the colleges has been increased by 551 during the current biennium, including more than 380 clerical and administrative support staff. Through recruitment of more stenographers, clerks, computer operators, laboratory assistants and related staff, teaching faculty members can be relieved of many clerical tasks for which they have neither the time nor the skills, to spend more time teaching and counseling students.

## FACILITIES FOR LIVING AND LEARNING

The 1969 Legislature approved an appropriation of \$38.1 million to fund the systemwide building program for the biennium.

Educational facilities totaling \$24.6 million included the following: Construction and equipment funds for a speech and music building at Bemidji; science building at Mankato; education building at St. Cloud; classroom building at Southwest; physical education building at Moorhead; and an addition to the physical education building at Winona. Included in the total figure were planning funds for a science building at St. Cloud; a college services building at Southwest; and a classroom building at Winona.

The legislature also approved a \$13.5 million building program for dormitory/food service and student union facilities, including \$12 million in the form of bonds which the Board was authorized to issue under the full faith and credit of the State of Minnesota. The "full faith and credit" feature was also approved by the 1969 Legislature. It has enabled the Board to sell revenue bonds at lower interest rates and to avoid major increases in dormitory board and room rates during the biennium.

The remaining \$1.5 million of funding for dormitory, food service, and student union facilities was a direct appropriation in support of the construction of a dormitory and food service facility at Southwest State College. Four and one half million dollars of the bonds authorized for the biennium also supported this project, which is completed, and which marks a pause in the construction of dormitory/food service facilities for the near foreseeable future.

Five student union projects have been planned for construction under the \$7.5 million balance in authorized bonds for the biennium. These projects include the expansion of existing unions at Bemidji, Mankato, Moorhead and St. Cloud; and construction of a new union at Southwest.

### IMAGINATIVE MANAGEMENT

Legislative support of the projects described above assures the state colleges of having the kind of physical plant that will help accommodate on-campus students at current enrollment levels, and one in which quality education can take place. At the same time, however, a look at the potential number, size and type of facilities that will likely be needed in the future, and the price tags which will go with

them has convinced the Board of the need to intensify the search for innovative and imaginative methods of design and construction of educational facilities if future needs are to be met.

Stately, solid and expensive structures built to last 100 years have been traditional on college campuses. Such traditions may have to be re-examined in the light of the relationship of cost to functional need.

A major target of the Board during the past biennium has been to improve the management of the state college building program. In a beginning step, the Board issued a guidance letter to all state college project architects and state college presidents requesting that every state college project be examined in the light of its adaptability to innovative concepts and techniques of design and construction. As a follow-up, architects, legislators, educators and state government officials attended a one-day seminar organized and conducted by the Board in October, 1969, to present new concepts in construction and improved methods of construction project management. The architects were asked to consider modular construction, factory prefabrication, relocatable buildings, use of space over lakes, rivers and highways and other new approaches to land use and construction.

Funded by an Educational Facilities Laboratories grant, the Board retained Heery Associates, Inc., one of the seminar participants, as construction management consultants. Heery Associates provided a set of recommendations relative to current projects which provided a basis for implementing methods which would initiate time/cost control techniques devised to shorten construction time, provide increased building flexibility and achieve economies in construction costs. The first of the Heery projects under construction, the Mankato Science Building, will be completed six months ahead of the completion date projected at a lower cost than was estimated.

### LONG-RANGE PLANNING

The colleges are now in a position to address themselves to the important task of long-range planning and are in the process of determining those educational goals which they consider to be best adapted to individual college capacities within a coordinated college system. For example, the con-



cept of shared facilities embodied in the "Common Market" approach, with its potential to avoid duplication of expensive educational programs, provides a goal for the six state colleges.

Anticipating a need for the colleges to adapt to the mobility and changing needs of today's students, the Board has encouraged a process of evolution in which the initiative for determining specific educational objectives comes from within the college, rather than being imposed from without. As the colleges determine their respective roles and missions, their determinations will be assembled, trimmed and shaped into a state college basic planning document.

A comprehensive plan is now being developed for St. Cloud State College. This plan will provide a format and procedure that can become a model for use by the other state colleges.

#### THE NEEDS FOR 1971-73

The Board is requesting \$38.4 million for the 1971-73 building program. The program is aimed at dealing with four critical campus planning problems—land acquisition, parking, increasing enrollments and space utilization.

Individual college requests totaled: Bemidji, \$4,844,125; Mankato, \$7,624,415; Moorhead, \$5,015,465; St. Cloud, \$9,885,605; Southwest, \$4,893,450; and Winona, \$5,638,670. The requests include:

**BEMIDJI STATE COLLEGE**—\$2,756,500 for a combined classroom and administrative building, \$98,000 for a waterfront limnology (study of fresh waters) laboratory and \$140,000 planning funds for a science building.

Other requests for Bemidji include: Central receiving/garage, \$540,000; land acquisition, \$165,000; rehabilitation and remodeling, \$417,000; sitework, \$235,000; utilities, \$288,000; and preventive maintenance, \$135,125.

**MANKATO STATE COLLEGE**—The Board recommends that the capital investment on the lower level of the split campus be limited since it is generally agreed that at some as yet undefined point in time the lower campus will be abandoned.

The major request is for \$3,428,000 to complete a classroom building necessary to accommodate

increased enrollments in the basic social science departments and the new inter-disciplinary program in urban studies.

Other requests for Mankato include \$918,000 for a Highland Campus physical education facility; \$1,990,000 for remodeling the library and the campus laboratory school; \$541,000 for campus development; \$195,000 for utilities; \$210,400 for repairs; and \$55,000 for demolition of the old laboratory school.

**MOORHEAD STATE COLLEGE**—The Board recommends combining a proposed classroom and Center for the Arts into a single structure at a cost of \$3,629,000 to better utilize land and defer further land acquisitions.

Other items requested include: \$77,000 to plan additional library space; \$277,000 for an addition to the maintenance building; \$440,000, land acquisition; \$67,400 rehabilitation and remodeling; \$170,900, completion of existing facilities; \$127,500 sitework; \$60,000, utilities; and \$166,665, preventive maintenance.

**ST. CLOUD STATE COLLEGE**—The Board recommends construction of a science and mathematics building at a cost of \$6,527,675; and approval of \$380,000 planning funds for a parking/academic complex, comprised of a 900-car parking ramp and multi-functional educational structure incorporating visual arts and classroom facilities. Land acquisition for this project would be \$375,000.

Planning funds of \$169,000 are also requested for physical education facilities to bring St. Cloud, which has less physical education space on a proportional basis than any other school in the system, in line with the other colleges.

Other requests for the college include: Rehabilitation of an administration/academic building, \$750,000; maintenance building addition, \$463,000; sitework, \$300,000; utilities, \$700,000; and preventive maintenance, \$220,430.

**SOUTHWEST STATE COLLEGE**—The Board recommends \$2,115,400 for an education and science building and \$1,229,500 for an administration and services building. The Board recommends in its report that, if a community events building is to be provided, the legislature consider construction of an air-inflatable building at a cost of \$375,000.

Other requests for the college include: Conversion of space in the central academic building, \$93,000; furnishing the institutional management laboratories, \$75,000; campus development, \$680,000; utilities, \$189,000; improving existing facilities, \$23,000; and preventive maintenance, \$113,550.

**WINONA STATE COLLEGE**—The request for an allocation of \$2,299,000 is made for a classroom building with movable interior walls designed to meet the unpredicted academic needs of the future.

The Board also recommends a \$1,278,000 addition to the student union to be financed through the State Revenue Bond Program, and a \$248,000 addition to the maintenance building.

Other requests for the college include: Rehabilitation and major remodeling of the administration building, \$2,138,750; utilities, \$392,000; sitework, \$185,000; air conditioning, \$250,000; and preventive maintenance, \$125,670.

The Board does not feel that requests for acquisition of additional land can be justified in today's political and sociological environment unless it can be demonstrated that the need is critical, and that every other available alternative has been exhausted. The state colleges have been asked to try to fit new buildings into the property they already own, or to develop other acceptable alternatives to new land acquisition.

The limitations of available parking facilities on campus could prove to be a limiting factor in the growth of some state colleges. The Board is requesting the expenditure of state funds to provide parking space in the form of multiple story parking ramps. This seems to be the best immediate solution to the parking problem where land availability is already critical.

The college presidents have been asked to manage their admissions to the extent that student enrollments do not exceed the capacity of the college and community to house and educate them. The Board feels, as the Legislative Building Commission has indicated, that at each college there is a need to determine the enrollment plateau which would provide an optimum size from the standpoint of attaining the best marriage of educational objectives and operational efficiency. Unfortunately, without further detailed study, which is currently beyond the

capacity of the Chancellor's Office, it is not possible to provide a precise and well-considered answer to the question of where to level-off.

### SPACE UTILIZATION UNDER STUDY

The effectiveness of space utilization varies widely from campus to campus, with an extremely high utilization of facilities at St. Cloud to comparatively low utilization at Southwest which has been in the process of building up to four year enrollments. The Board intends to continue its emphasis on the need to improve the rate of facility use wherever practical, and by the 1973 legislative session to be in a position to assure the Legislative Building Commission that no new facility request has been supported for any educational program for which the existing facilities are not already being utilized to a predetermined optimum level, based on nationwide norms. By 1973, the space utilization data should be incorporated into the State College Management Information System, now under development. Standard measures will be encouraged at the colleges. For example, classrooms with a capacity of 100 students should as a general rule be of the same floor area at each college.

### COORDINATED BUILDING REPAIR

The coordinated system-wide Repairs and Betterments Program authorized by the 1969 Legislature has been conducted under the direction of the Board during the past year. This function was previously performed by the Office of the State Architect.

Having been greatly expanded in scope, the program now includes expenditures totaling \$800,000 in appropriated funds, plus \$600,000 from the Revenue Bond Account for the biennium. More than 100 significant repair and betterment projects have been undertaken in the past year and the reporting process associated with the changed management of this program has served to identify many major projects which required immediate corrective action.

The management, planning and exchanges of ideas that have happened during the biennium have resulted in some moves that have brought the state colleges and the people of Minnesota more effective use of their construction dollar.

## IMPROVING FISCAL ACCOUNTABILITY

Recognizing the potential of computer technology as a management device for higher education, the 1969 Legislature provided the Board authorization and funding to begin developing management information systems for the state colleges and the Board. A staff has been assembled and the initial steps have been taken toward designing the kind of modern data collection and retrieval system which has become necessary to support the complex operational decisions of the State College System.

The effort to date has centered on identifying basic data: staff, students, facilities, budgets, and educational programs; collection of all or part of these data; and storing the information in a data bank readily accessible to both the Board and the state colleges. Ultimately, the data base will contain information never before practically available to the colleges and the Board.

The new system is further being designed to collect all the basic data in a given category in one operation. Such an approach should lead to timely reporting and updating of information and avoid further burdening the already heavily taxed staffs of the colleges. During the current biennium the information systems staff has produced computer printouts that the colleges have used in completing a number of reports to outside agencies. Among these are three U.S. Office of Education Higher Education General Information Survey reports and two Central State College and University reports. Staff salary statistics, faculty instructional load, course inventories and room utilization studies are examples of reports derived directly from the data base rather than being submitted by the college.

One of the immediate uses of the data base is to help substantiate funding requests before the 1971 Legislature. Following further development and refinement, the management information system will be used to produce data for cost simulation models, analytical studies and planning projections in addition to producing data for reporting purposes and legislative information requests.

### PROGRESS IN PROGRAM TYPE BUDGETING

The development of the program type approach to budgeting is another management technique that was given special funding by the 1969 Legislature. The program approach to budgeting is an attempt to express the cost of operations (programs) in terms of inputs and outcomes, and represents a dramatic

departure from the traditional object of expenditure (line item) approach to budgeting.

This new method can provide a means of evaluating the worth of educational programs relative to their cost, of reaching budgetary decisions on the basis of reviewing alternatives, leading to wiser allocation of limited resources.

In keeping with its 1969 commitment to seek a program approach to future budget requests, the Board, the Chancellor's Office and the state colleges have identified the following areas as ones which appear most promising for such treatment in the 1971 budget request: physical plant operations; laboratory school operations; and high cost academic programs such as nursing, dental hygiene, special education.

Another advance in budget methodology being used is the set of standard definitions included in budget preparations by the University of Minnesota, the State College System and the State Junior College System. Developed under the auspices of the Minnesota Higher Education Coordinating Commission, the standard definitions of such formula budget units as Full Time Equivalent students and graduate assistants help satisfy the need for compatibility of basic structure in budget requests from the three systems.

### TUITION AND FEES

Tuition adjustments in two primary categories accompanied the allocation of state appropriations for operations during the biennium.

First, regular year tuition fees were increased effective fall quarter, 1969, as follows: Undergraduate resident, from \$5.00 per credit hour to \$6.75; Undergraduate non-resident from \$8.00 to \$15.00; Graduate resident, from \$7.00 to \$9.00; Graduate non-resident, from \$10.00 to \$19.00; and off-campus (resident and non-resident) from \$10.00 to \$13.00.

Approved by the Board in May, 1969, these increases brought the colleges within the guidelines recommended by the Minnesota Higher Education Coordinating Commission which state that tuition and fees should provide 33 per cent of the instructional expenditures of public colleges and universities. The increases described were expected to add up to \$7.5 million to the operating budget for the biennium.

Secondly, the Board set summer session tuition rates at the same level as regular year rates, effective

the summer of 1970. Thus, the per credit hour rates became \$6.75 for residents, and \$15.00 for non-residents. The summer rates for residents had previously been higher than the regular year rates. This change was designed to approach full utilization of facilities and faculties on an 11-month basis.

Despite the tuition increases, the Minnesota State Colleges are below the mean of tuition rates of the top ten of the 42 midwest public colleges and universities with which the colleges compare themselves. On the other hand, the comparatively moderate state college tuition rates have not lessened the extent of the student financial plight mentioned in the student section of this report.

The Board also approved the following board and room rate increases in March, 1969, effective fall quarter, 1969: The per-person multiple occupancy rate increased from \$750 to \$795; double occupancy, from \$780 to \$825; single occupancy, from \$810 to \$855. (The single occupancy rate was subsequently increased to \$900 effective fall quarter, 1970. The other rates remained the same.) These increases, reflecting rising costs throughout the national economy, were deemed necessary to cover the greater operational and construction costs, and revenue bond interest rates anticipated for the 1969-71 building program.

An increase in the student union fees—the first since the program began in 1962—from \$5 to \$10 per quarter, took effect in the fall of 1969. This fee is used entirely in support of student union construction and expansion. The student activity fee of \$15 per quarter, which partially supports the dormitory and student union revenue program, was not increased during this biennium.

### STUDENT HEALTH SERVICES

The systemwide health and medical insurance program for students is now in its second year of existence. A health service fee covering the insurance premium and another fee covering on-campus health services are paid quarterly. This year students are paying \$14.50 per quarter for the 12 months insurance protection and \$5 per quarter for the on-campus health service. These fees total less than the \$20 limit set by the 1969 legislature.

To support the expansion of on-campus health services provided by this action, the state colleges either have hired or are in the process of hiring full-time doctors for the campus health centers.

### ACQUISITION OF SURPLUS EQUIPMENT

During the past fiscal year, the state colleges have also been active in acquiring excess and surplus federal equipment through the state. For a combined total expenditure of \$28,882, the colleges procured items which had originally cost the government more than \$1.7 million, including electronic test equipment, a hydraulic jack lift, a fork lift truck, a bus and several sedans and a hydraulic press. St. Cloud State College obtained laboratory and electronic equipment to be used by students in the science and technology departments that is estimated to have saved the college in excess of \$200,000.

### PAYROLL SERVICES IMPROVED

An important change in payroll services to the faculties of the state colleges occurred at the opening of the current fiscal year. The joint effort of the information systems and the operations research sections produced a conversion of the faculty payroll from the semi-monthly schedule of fixed pay dates to the advantageous biweekly system of pay days falling on alternate Fridays. Moreover, the payroll system was modified to offer nine month faculty the option of being paid their contract salaries within either 9 or 12 months.

### NEW APPROACHES TO CAMPUS SECURITY

New methods of security have been put into effect at two of the colleges, replacing services previously provided by commercial organizations.

Southwest Minnesota State College has contracted with the Marshall police department to extend its regular community law enforcement program to the campus.

Mankato State College has organized a staff of non-uniformed students trained by the city police department to provide routine on-campus security. The students, equipped only with "walkie-talkies", have no authority to make arrests. In the event of an emergency, college officials will determine whether outside assistance is required. This pioneer approach has created widespread interest and is being closely observed by other colleges and universities.

Four colleges—Bemidji, Moorhead, St. Cloud and Winona—retained the services of a commercial agency under a contract let by the State Procurement Division.



## AS TO THE FUTURE.....

“We are engaged in a common enterprise of enormous consequence. Only the future, of course, will tell whether we were possessed of sufficient imagination, intelligence, sensitivity, good will, and administrative competence to make the curricular changes that need to be made; whether we will be strong enough to break with uncritically accepted instructional concepts and practices; whether we will be wise enough to learn from what our concerned youth is trying to tell us about academic relevance and the integrity of conviction; whether we will be creative enough to discover ways to eradicate the evils of violence and war, of poverty and disease, of environmental pollution and social waste; and whether we will be courageous enough to fashion an educational commonwealth dedicated to human brotherhood and dignity.”

**From remarks by Chancellor G. Theodore Mitau to the Association of Minnesota Colleges, November 7, 1969.**



