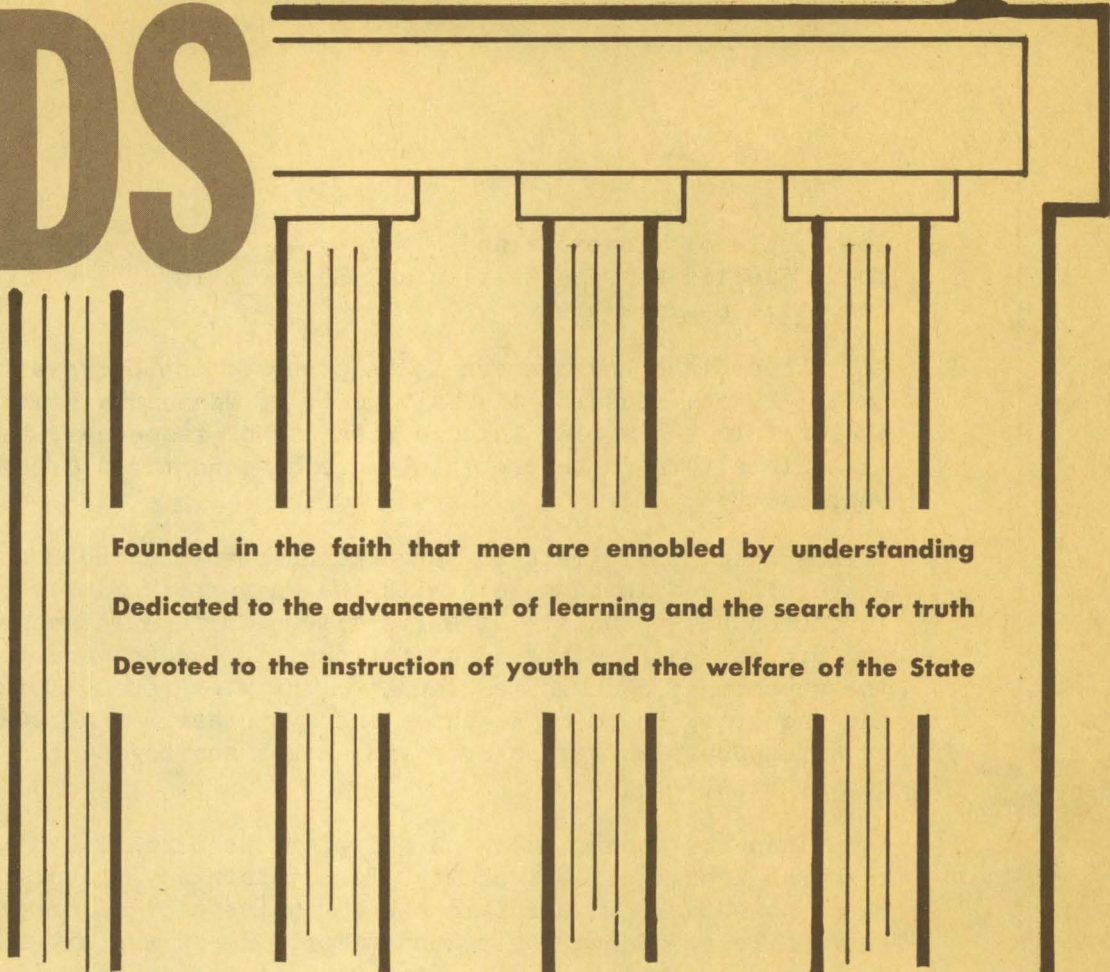


THE NEEDS OF THE UNIVERSITY OF MINNESOTA

✓ MCA
NSB
Dmp
Alvint
(Pls keep)



Founded in the faith that men are ennobled by understanding
Dedicated to the advancement of learning and the search for truth
Devoted to the instruction of youth and the welfare of the State

THE REGENTS' LEGISLATIVE REQUEST 1967-1969

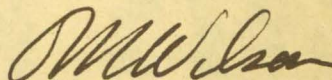
The People of Minnesota and
Their Elected Representatives and Senators in
The State Legislature:

All Minnesotans have reason to be proud of the University they have built. By any measure, the University of Minnesota ranks with the best in the world. Through wise use of resources, the citizens of this State through their Legislature have nurtured a great State University.

It has been a privilege to serve Minnesotans as the President of their University and to cooperate with the University family in an effort to increase the quality of University offerings in every field and profession. In this quest for quality the University has enjoyed the support of a dedicated faculty, the wise counsel of an alert and inquiring Board of Regents, the sympathetic understanding of a responsible Legislature, and a fair hearing by the citizens of the State.

I applaud the manner in which all citizens of this State have worked to strengthen their University. To maintain any university is an arduous task. To maintain a great university requires walking the extra mile or adding the second effort. It is the extra step that assures dignity and quality, and that justifies our pride. And the second effort is part of the Minnesota tradition.

Sincerely,



O. Meredith Wilson
President

Board of Regents: CHARLES W. MAYO, M.D., *Chairman of the Board*, Rochester; MARGORIE J. HOWARD (Mrs. C. Edward), *Vice Chairman of the Board*, Excelsior; DANIEL C. GAINNEY, Owatonna; BJARNE E. GROTTUM, Jackson; ALBERT V. HARTL, Fergus Falls; ROBERT E. HESS, White Bear Lake; FRED J. HUGHES, St. Cloud; LESTER A. MALKERSON, Minneapolis; WILLIAM K. MONTAGUE, Duluth; GEORGE W. RAUENHORST, Olivia; OTTO A. SILHA, Minneapolis; HERMAN F. SKYBERG, Fisher.

A MESSAGE FROM THE REGENTS

Many agree that a list of the twenty greatest universities in the United States or of the thirty greatest universities in the world would include our University of Minnesota.

We, as Regents elected by the Minnesota Legislature, accept the responsibility of maintaining the greatness of the University – one of the State's greatest cultural and economic assets.

To our University come distinguished scientists, renowned artists, and leading officials and administrators of private and public agencies so that on our campuses we hear the greatest of what the world offers.

Our children who attend the University of Minnesota can study almost any field of knowledge, no matter how specialized – public health, veterinary medicine, forestry, social work, nuclear physics, space physiology, and education for retarded children, to mention only a few. The degrees earned indicate professional competence and are respected the world over.

Faculty and staff members at the University participate in all kinds of Minnesota community activities. They serve on boards and committees of great corporations and educational and cultural organizations. They teach Sunday school classes, lead Cub Scout packs, and speak at PTA meetings. They carry out their community responsibilities seriously. They are available as advisers, consultants, and members of commissions of inquiry. The State is much richer for their presence.

The State is richer, too, because of research in University laboratories and experiment stations. Certain varieties of fruits, grains, and dairy products are available because of a professor's idea and a Legislative appropriation. In the northern part of our State, a billion dollar taconite industry is developing at an accelerating rate because of the partnership between a University professor and his associates on the one hand and the Minnesota Legislature on the other.



Regent Gainney



Regent Grottum



Regent Hartl



Regent Hess



Regent Howard
Vice Chairman

The fastest growing industry in our State is the electronics industry, and the fastest growing unit of the University is electrical engineering. Leaders in the electronics industrial community say that their firms are located in Minnesota chiefly because of the University and its policies, which provide open doors for all aspects of the industry.

In its 116 years of service, the University has graduated 191,000 young men and women, many of whom are now working in Minnesota communities as doctors, dentists, nurses, physicists, teachers, lawyers, engineers, and in other essential positions. More than one half of the degrees have been granted since World War II.

The problems connected with this rapid development have been overcome by the leadership of University officials and staff members, Legislators, and prominent citizens all over the State.

The University stands at a more significant crossroads than ever before. The great costs of the University present a brave and challenging opportunity to all of us — Regents, Legislators, and citizens alike. Our requests for buildings, for special research support, and for general operations and maintenance, including faculty salary improvement, as set forth in this Statement of Needs are necessary for the kind of world we want to build and the kind of society we want to maintain.

We Minnesotans have received a priceless legacy built by those with vision and courage, and it is this legacy that we wish to pass on to those who will be the leaders of tomorrow.

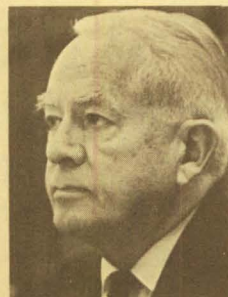
C. W. Mayo
Mayo J. Howard
Robert S. Hess
George W. Ravenhorst
James E. Trotter
Fred J. Hughes
Otto A. Silha
Herman F. Skyberg
Lester A. Mackerson
William K. Montague
Daniel J. Gentry
Albert V. Haeth



Regent Hughes



Regent Malkerson



Regent Mayo
Chairman



Regent Montague



Regent Ravenhorst



Regent Silha



Regent Skyberg

WE, THE REGENTS, NEED STATE MONEY

To Maintain, Nourish, and Develop

Our Great State University

The University of Minnesota is a State university, owned by the people of Minnesota. Although the University has other sources of income and generates some income of its own, it cannot exist without State money.

In all aspects of its operation as an educational institution, as a major research center, and as a public servant, it is dependent upon money appropriated by the State Legislature.

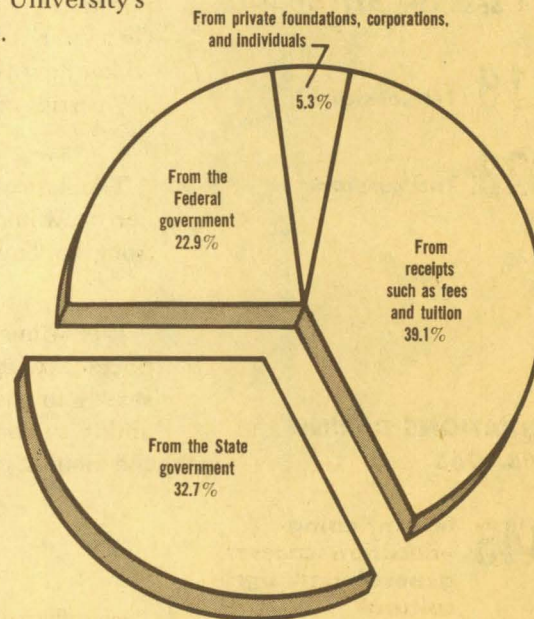
State money lets the University meet the payroll for the teachers who educate our sons and daughters and for the librarians, bookkeepers, custodians, clerks, secretaries, laboratory attendants, and all the other staff members required by a great university to carry out its dedicated purposes in education, research, and service.

State money also pays for the innumerable necessities of our University's physical operation and maintenance — for supplies and equipment, for heat and electricity, for repairs, and for a great variety of housekeeping tasks.

State money forms the magnet that attracts other funds — grants, gifts, endowments — to our University. The strength of the magnet is closely related to the financial support appropriated to the University by the State Legislature.

The significance of State money as a source of the University's operating income is shown in the chart on this page.

**SOURCES OF UNIVERSITY
OPERATING INCOME
1965-1966**



WE NEED STATE MONEY

To Support The University's Three Inseparable Functions

TEACHING, RESEARCH, SERVICE

1966-1967 FALL QUARTER ATTENDANCE

43,997 students in
degree-granting
colleges

16,495 evening class
extension students

1,108 sub-collegiate
students *

1966 SUMMER SESSION ATTENDANCE

14,618 1st session

10,628 2nd session

OTHER REGISTRATIONS DURING THE YEAR 1965-1966

67,443 in continuing
education courses,
general and agri-
cultural

11,325 in correspondence
courses

TEACHING The principal purpose of our University is teaching, and teaching-related expenses exceed all other expense items in our budget. State money is used primarily to support the teaching function.

The University of Minnesota is an internationally-renowned educational institution with a primary obligation to the people of Minnesota. In meeting that obligation, it provides some form of instruction or service to almost every family of our State.

Through its centers of resident college-level instruction in Minneapolis, St. Paul, Duluth, Morris, Rochester, and Crookston, through its research centers and schools of agriculture in various parts of the State, through its correspondence study programs, through its educational radio and television presentations, and through the continuing education activities sponsored by the General Extension Division and by the Institute of Agriculture, which now reach into 84 of the State's 87 counties, the University carries on its teaching function on a truly state-wide basis.

The figures in the margin give a partial indication of the number of Minnesotans who are receiving some type of instruction from the University.

We Minnesotans for many years have ranked above the national average in our demand for education. Our University strives to meet these educational needs and demands, but its ability to do so, now and in the future, is determined largely by the amount of Legislative financial support it receives.

* Sub-collegiate schools: the Schools of Agriculture in Crookston and Waseca; the Laboratory School on the Duluth campus; the College of Education's laboratory schools, including University High School, on the Minneapolis campus.

RESEARCH Every Minnesotan benefits, directly or indirectly, from University of Minnesota research.

University research helps attract the outstanding scholars and scientists who teach our sons and daughters — and it serves as an indispensable teaching tool.

University research helps Minnesota farmers, Minnesota industry, Minnesota business, Minnesota doctors, Minnesota homemakers. In league with University teaching and service, it works toward the full employment of all Minnesota's natural resources — land, water, forest, air, minerals, and people.

Our University is one of the principal research universities in the United States. As such it is a major recipient of federal government grants and contracts. And as such it attracts gifts and grants from large foundations.

Gifts, grants, and contracts from outside sources are an economic stimulus to our State. They mean fuller employment, larger payrolls, increased sales and purchases, and a higher standard of living for all of us. They help, too, with the support of our University's instructional programs. But we all must remember that these outside monies are earned, not given. They are awarded for accomplishment, and they are dependent upon continued achievement.

It is State money that must give the basic support that makes the University's research achievements possible. Those achievements are notable — and many. They encompass significant pioneer and contributory research in almost every field. A few examples appear in the margin.

- Taconite process**
- Improved nutrition,
both human and animal**
- Instruments and cameras
for space exploration**
- Brucellosis control**
- Synthetic rubber**
- Open-heart surgery**
- Heat transfer,
aerodynamics**
- New varieties of
grains and fruits**
- Isolation of Uranium 235**
- Organ transplants**
- Improved teaching
methods in mathematics
and reading**
- Cancer chemotherapy**
- Application of computers
to electric power industry**
- Cosmic ray investigations**
- Automobile safety
developments**
- Discovery of stars**
- Diet-heart disease
relationships**
- Proton accelerator
nuclear research**
- Erosion control
methods**
- Cleft palate therapy**
- NuWorld cheese**
- Optimal controls for space
flight vehicles**

Cancer Detection Center

Municipal Reference Bureau

Concerts and lectures

Dental clinic

Educational surveys

Soil testing

Iron ore estimates

Industrial Relations Center

Dairy herd improvement

Minnesota Geological Survey

**Identification of plants,
insects, minerals**

Technology Utilization Program

University Hospitals

Stuttering clinic

**Garden, orchard, and
landscape advice**

Veterinary clinics

Human genetics consultation

**Radio and television
broadcasts**

Faculty consultantships

**Farm management
advisory program**

**Veterinary Diagnostic
Laboratory**

SERVICE Minnesota agriculture, industry, business, education, governmental agencies, organizations of many types, and individual citizens long have benefited from the multitude of public services which our University provides.

Service to the public, which ranks along with teaching and research as the third major purpose of the University, ranges in variety from the diagnosis and treatment of human and animal diseases to the geologic mapping of the State which is an aid to the discovery of ore deposits, the location of water supplies, and the selection of suitable industrial sites.

We Minnesotans regularly look to our University for advice on improving our dairy herds, for expert studies of our schools and school systems, for cultural and educational radio and television programs, for help in managing our farms, for positive identification of plants, insects, and minerals, for consultation with faculty members on problems affecting our businesses and our industries, for testing samples of soil, and for scores of other essential services.

Broad as is the scope of our University's services to the people of the State, new and enlarging problems bring ever-increasing demands for new and more comprehensive services. Problems resulting from population shifts involving rural, urban, and suburban communities, problems of urban and rural renewal and of mass transportation and mass communication, problems of juvenile delinquency control, problems involving water and air pollution, problems arising from the development of new industries in rural areas, and many other challenges now present insistent demands on our University's service resources.

Our University is striving to provide the services which Minnesota needs, wants, and expects from it. We need State money to make these services possible.

LOOKING AT THE FUTURE

College-Age Population, Enrollment Trends, Demands On The University

Minnesota's demands for higher education are increasing steadily and rapidly, and the University of Minnesota must always be prepared to meet a large share of those demands.

The State's college-age (18 to 21 years) population is climbing fast, from 166,751 in 1954 to 246,690 in 1966, while the percentage of this population attending college in Minnesota also has been soaring, from 23 per cent in 1954 to 39.4 per cent in 1966.

Conservative estimates made by the colleges and universities of the State indicate that of the projected 316,930 college-age population in Minnesota in 1975, 52 per cent will be attending college in Minnesota. The following table shows the growth situation, actual and predicted.

Year	College-Age Youth in Minnesota	Number Attending College in Minnesota	Per Cent Ratio of Attendance
1954	166,751	38,292	23.0
1964	217,706	78,858	36.2
1966	246,690	97,238	39.4
1970	287,740	132,777	46.1
1975	316,930	164,921	52.0

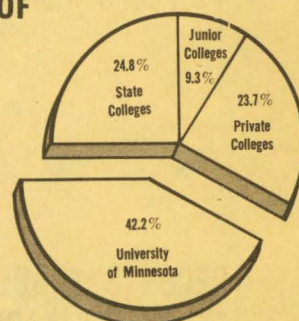
Forecasts indicate that, although the University of Minnesota will continue to enroll the largest segment of Minnesota's college students, lower division attendance in the University's major undergraduate colleges in St. Paul and Minneapolis will tend to level off as the University's further growth is concentrated in primarily upper division, professional, and graduate educational programs. Factors involved in this change include the controlled growth principle applied by the University to some of its lower division units and the increasing proportion of the State's lower division students who will be enrolled in the growing junior college system.

University of Minnesota enrollment is expected to total 63,650 by 1975 — 38.6 per cent of the estimated full-time attendance in Minnesota colleges and universities — as compared with the University's actual attendance of 43,997 in the fall quarter of 1966. University attendance estimated for the next two years, based on the controlled growth principle, are 48,400 for the fall quarter of 1967 and 51,200 for the fall quarter of 1968.

The accompanying charts show the actual distribution of attendance in Minnesota colleges and universities by type of institution in 1966 and the distribution of enrollment expectations for 1975.

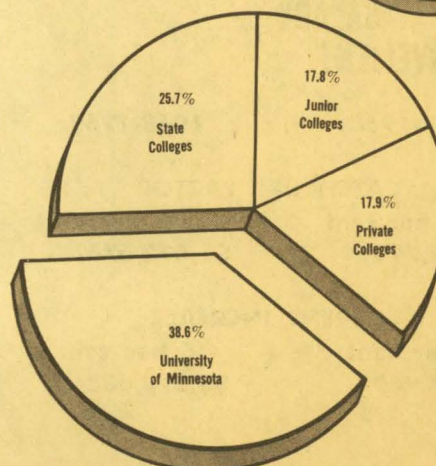
DISTRIBUTION OF ATTENDANCE

1966



97,238
Students

1975



164,921
Students

WE NEED STATE MONEY

To Recruit And Retain An Outstanding Faculty

AVERAGE CASH SALARIES PLUS FRINGE BENEFITS

Where Minnesota stands in comparison with eleven other Big Ten and California universities.

1966-1967	
Nine-Month Staff	Twelve-Month Staff
PROFESSORS	
11th out of 12	12th out of 12
ASSOCIATE PROFESSORS	
12th out of 12	11th out of 12
ASSISTANT PROFESSORS	
12th out of 12	10th out of 12
INSTRUCTORS	
12th out of 12	10th out of 12

REGENTS' REQUEST FOR FACULTY SALARY IMPROVEMENT

1967-1968	1968-1969
"CATCH UP" FACTOR	
3½ per cent \$1,187,790	3½ per cent \$1,432,676
CURRENT INCREASE	
8 per cent \$2,714,949	8 per cent \$3,274,688

A genuinely great university is recognized by the superior quality of education which its students receive, and quality in education is primarily a matter of teachers and their abilities and standards.

Long known as a great educational institution, the University of Minnesota has derived its academic strength and prestige chiefly from the outstanding faculty which it has assembled.

The University must continue to recruit and keep superior teachers if it is to avoid serious deterioration in the quality of education it provides young Minnesotans. It must be enabled financially to compete realistically with other schools for the services of those teachers. Salaries and fringe benefits are determining factors in this competition.

Despite the substantial help of the Legislature in recent years, the University is continuing to drop further behind eleven other comparable educational institutions in the compensation of its faculty members. The other universities, with which the University of Minnesota regularly competes for staff, are California, Chicago, Illinois, Indiana, Iowa, Michigan, Michigan State, Northwestern, Ohio State, Purdue, and Wisconsin.

The tables in the margin show that for this school year, 1966-1967, the University's relative standing among the twelve institutions in average salaries and fringe benefits paid to nine-month appointees is eleventh out of twelve for professors and twelfth out of twelve for associate professors, assistant professors, and instructors. (Nine-month appointees make up about 67 per cent of the Minnesota faculty.) As an illustration of our University's disadvantage in the teacher market — the average salary of a full professor at Minnesota now is \$2,300 below that paid at the highest-paying public institution is the twelve-institution group.

We, as Regents of the University, are asking the Legislature to upgrade the University to a more favorable competitive position in the crucial effort to recruit and hold outstanding teachers. We are asking for a "current" increase of 8 per cent in the faculty payroll each year of the biennium 1967-1969, and a "catch up" salary improvement of 3½ per cent for each of the two years. These improvements, we believe, will allow the University to approach the median salary position among the twelve California and Big Ten universities by the close of the 1967-1969 biennium.

STUDENT-FACULTY RATIOS

We Need Additional Faculty Members For Effective Teaching

One gauge of any school's quality as an educational institution is its teachers and their standards. Equally significant is a second measurement, the student-faculty ratio — how many students to how many teachers. There is a close relationship between that ratio and effective teaching.

University requirements for faculty differ markedly from both state and private colleges. At the University, there are three distinct teaching jobs to be done — three distinct student groups to be taught. These are (1) undergraduate and non-professional students, (2) technical and professional students, and (3) medicine, veterinary medicine, dentistry, and graduate students. Instruction in the three groups differs greatly in the demands on the time and resources of faculty members. Undergraduate and non-professional teaching requires less faculty time than instruction in the technical and professional schools. In graduate education and in highly specialized fields such as medicine and dentistry, individualized instruction is absolutely essential.

The ratios shown in the margin represent the generally accepted standards for effective university teaching in the three categories — 19 to 1 for the first group, 12.7 to 1 for the second, and 6.3 to 1 for the third. The ratios are goals still to be reached by the University of Minnesota. Applied to estimates of enrollment increases, the ratios have been used to determine how many additional teachers the University will need in the next two years. We will need —

STUDENT-FACULTY RATIOS FOR EFFECTIVE TEACHING

Undergraduate and Non-professional

STUDENTS **19** / 1 TEACHER *20.0*

- College of Liberal Arts
- General College
- College of Education
- University College
- University of Minnesota, Duluth
- University of Minnesota, Morris

Technical and Professional

STUDENTS **12.7** / 1 TEACHER *13.7*

- Institute of Technology
- School of Law
- College of Pharmacy
- College of Biological Sciences
- School of Business Administration
- College of Agriculture
- College of Medical Sciences (except Medicine)

Medicine, Dentistry, Veterinary Medicine, Graduate School

STUDENTS **6.3** / 1 TEACHER *7.3*

- Medicine in the College of Medical Sciences
- School of Dentistry
- College of Veterinary Medicine
- Graduate School

*Disal. 12,400 - 12,000
13,800 - 13,000*

For 1967-1968 *234.4* **227** New Faculty Members

For 1968-1969 *224.9* **250** New Faculty Members

For 1967-1969 **477** New Faculty Members

Additional Civil Service Staff

Civil Service staff members provide close support for the University's teaching program. They perform essential functions which can be done more economically and more effectively by University people without teaching responsibilities, and their efficient use frees the academic staff from routine non-teaching duties. Librarians, laboratory assistants, audio-visual technicians, counselors, admissions clerks, and other non-teaching staff members form an indispensable auxiliary to the teaching staff. As University enrollments continue upward, and as the faculty is increased to accommodate more and more students, additional Civil Service people are needed. Consistent with our request for increases in the academic staff and on the basis of anticipated increases in the number of students, we are asking the Legislature for an additional 171 Civil Service employees for 1967-1968 and for 133 more employees for 1968-1969.

Additional Civil Service staff needed	
1967-1968	1968-1969
171	133

171
133

475

Civil Service merit increases requested	
1967-1968	1968-1969
\$619,254	\$776,305

Cost of implementing new State pay plan
\$2,270,598

Average annual per student cost for supplies, equipment
\$85.55

Civil Service Salary Adjustments

To retain competent, trained employees and to maintain comparability with salaries of State Civil Service employees, the University is seeking to provide merit salary increases for each of the next two years. To meet the cost of these increases, we are asking that Civil Service salary funds be raised by \$619,254 for 1967-1968 and that an additional \$776,305 be appropriated for 1968-1969.

A new pay plan proposed for State employees, if approved by the Legislature, will become effective July 1, 1967. The plan provides for a minimum increase of 8 per cent for all State employees. Because the University is required by law to maintain comparability with State Civil Service pay schedules, we are asking \$2,270,598 for the first year of the biennium to meet the cost of moving University employees into the new pay ranges called for in the plan.

Teaching Supplies And Equipment

Instructional supplies and equipment are essential to the education of University students. Library books, microscopes, office supplies, examination books, calculators, and computers are teaching-related necessities. Expenditures for these necessities over the last three years have averaged \$85.55 per student annually. Increases in our supplies and equipment request—\$284,026 for the first year of the biennium and \$233,552 for the second year—are based on the estimated increase in students each year multiplied by the \$85.55 yearly per student cost.

In addition, because of the 6 per cent gain in the United States Bureau of Labor Index of Wholesale Prices between July 1964 and July 1966, we are asking the Legislature for a "catch up" increase for supplies and equipment in the amount of \$661,029 for the year 1967-1968.

INDEX TO SUMMARY OF UNIVERSITY NEEDS AND REGENTS' REQUESTS

Pages 14-18 — BUILDINGS

Legislative Request 1967-1969

TWIN CITIES CAMPUS	
MINNEAPOLIS	
WEST BANK OF RIVER	\$16,462,897
EAST BANK OF RIVER	22,305,310
ST. PAUL	17,728,000
COMO SERVICE AND RESEARCH AREA	2,000,000
TOTAL TWIN CITIES CAMPUS	\$58,496,207
DULUTH CAMPUS	6,654,000
MORRIS CAMPUS	2,890,600
SCHOOLS OF AGRICULTURE AND EXPERIMENT STATIONS	2,201,760
TOTAL BUILDINGS	<u><u>\$70,242,567</u></u>

	<u>Legislative Appropriation 1966-1967</u>	<u>Legislative Request 1967-1968</u>	<u>Legislative Request 1968-1969</u>
Page 19 — SPECIAL STATE APPROPRIATIONS	\$ 3,318,012	\$ 6,613,953	\$ 7,659,456
Page 20 — TECHNICAL INSTITUTE, CROOKSTON	150,130	488,640	545,975
Page 21 — UNIVERSITY HOSPITALS	4,742,975*	5,007,455*	5,214,292*
Pages 22-23 — GENERAL OPERATIONS AND MAINTENANCE	43,886,071	55,806,589	66,208,997
TOTAL	<u><u>\$52,097,188</u></u>	<u><u>\$67,916,637</u></u>	<u><u>\$79,628,720</u></u>

* Does not include Counties' share of the cost of indigent patients.

BUILDINGS AND LAND NEEDS

Summary by Campus

TWIN CITIES CAMPUS

Minneapolis – West Bank

NEW BUILDINGS

Auditorium Classroom Building	\$ 2,875,000
Humanities Division Office Building	4,208,000
Classroom and Laboratory Building for Performing Arts, Radio, and Television	5,808,000
Physical Education Building Planning Funds (4% of \$3,680,000)	147,000
Sub-Total	\$13,038,000

REMODELING AND REHABILITATION

Naegele Building (Completion of Studio Art Instructional Facility)	\$ 225,000
West Bank Classroom and Business Administration Buildings (3rd floors)	120,000
Air Conditioning of West Bank Buildings	767,600
Sub-Total	\$ 1,112,600

UTILITIES AND SERVICE FACILITIES

Develop Fields and Lighting for Outdoor Teaching Areas for Physical Education	\$ 236,000
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LAND NEEDS

Purchase of Remaining Private Property on West Bank	\$ 2,076,297
TOTAL 1967 REQUESTS, WEST BANK	\$16,462,897

Minneapolis – East Bank

NEW BUILDINGS

Education Laboratory and Office Building	\$ 5,489,000
Vincent-Murphy Addition for Mathematics and Statistics	2,400,000
Space Science Building Completion	200,000
Chemistry-Library Office Link (2 levels)	217,000
Laboratory-Classroom Building South of Chemistry, Phase II	3,740,000
Engineering Classroom Building (Planning Funds 4% of \$3,854,500)	154,000
Science Classroom Building, Phase II	1,962,000
Completion of Addition to Museum of Natural History (To match gifts)	140,000
Morrill Hall Addition	2,025,000
Health Sciences Facility (Planning Funds)*	500,000
Sub-Total	\$16,827,000

*(Supplement Request dated July 15, 1966)

REMODELING AND REHABILITATION

State Board of Health and Psychology Building (Includes rehabilitation)	\$ 1,745,000
Experimental Engineering	250,000
Shops and Storehouse (Vacated printing area)	350,000
Walter Library, Phase III	274,500
University Hospitals	300,000
Installation of Additional Elevator, Mayo Building	140,000
Installation of Elevator, Main Engineering	90,000
Nolte Center for Continuing Education	120,000
Jackson Hall - Completion of the Fourth Floor and Remodeling Laboratories	360,000
Sub-Total	<u>\$ 3,629,500</u>

UTILITIES AND SERVICE FACILITIES

Rehabilitation and Expansion of Campus Electrical Distribution System, Phase II	\$ 350,000
Campus Street Improvements	262,000
Sub-Total	<u>\$ 612,000</u>

LAND NEEDS

Land for Physical Facilities for Health Sciences	\$ 650,000
Land for Physical Education (South of Stadium)	125,000
Land on Fourth St., S.E.	236,810
Land at Fourth and Oak St., S.E.	225,000
Sub-Total	<u>\$ 1,236,810</u>
TOTAL 1967 REQUESTS, EAST BANK	<u><u>\$22,305,310</u></u>

Saint Paul**NEW BUILDINGS**

Horticulture Science Facility	\$ 3,172,000
Basic Building	\$2,146,000
Research Greenhouses (3)	420,000
Teaching Greenhouse	140,000
Field Lab and Headhouse	546,000
Less Planning Funds	80,000
Animal Science Facility (Planning Funds 4% of \$6,132,000 and 1% of \$4,620,000)	29,100
Classroom-Office Building, Agricultural Economics-Rural Sociology (Planning Funds 4% of \$3,706,000)	148,000
Housing Environmental Research Facility	325,000
Forest Products Laboratory Addition	447,000
Plant Pathology Greenhouse and Field Laboratory-Headhouse	333,000
Completion of Soils Facility	136,000
(A) Soils Science Building (3rd floor)	\$40,000
(B) Greenhouse and Headhouse	96,000
Farm Machines Service and Storage Building and Agricultural Engineering Storage Building	442,000
Crop Service Field Building	259,000
Biological Science Facility	7,945,000
Addition to Veterinary Diagnostic and Research Laboratory (2 floors)	720,000
Veterinary Medicine Building (Planning Funds)	97,000
Plant Services Shops and Storehouse Building	525,000
Sub-Total	<u>\$14,840,000</u>

REMODELING AND REHABILITATION

Coffey Hall	\$ 1,500,000
Snyder Hall	250,000
Sub-Total	<u>\$ 1,750,000</u>

UTILITIES AND SERVICE FACILITIES

New Boiler and Auxiliaries	\$ 730,000
Primary Electrical Distribution System Expansion	85,000
Tunnel Extension to Greenhouse	190,000
Road Repaving, Widening, Surfacing and Street Lighting	133,000
Sub-Total	<u>\$ 1,138,000</u>
TOTAL 1967 REQUESTS, ST. PAUL	<u><u>\$17,728,000</u></u>

Como Service and Research Area**NEW BUILDINGS**

Transportation Service Building	\$ 2,000,000
TOTAL 1967 REQUESTS, COMO SERVICE AND RESEARCH AREA	<u><u>\$ 2,000,000</u></u>

DULUTH CAMPUS**NEW BUILDINGS**

Administration Building	\$ 1,390,000
Classroom Building	990,000
Physical Plant Shops and Equipment	260,000
Lecture Hall	260,000
Theater	880,000
Health Service (25% of cost)	50,000
Sub-Total	<u>\$ 3,830,000</u>

REMODELING AND REHABILITATION

Convert Biology Space to Chemistry Laboratories	\$ 230,000
Develop Studio Space and Facilities for CCTV	110,000
Elevator, Science-Mathematics Building	27,000
Complete Planetarium, Observatory Complex	127,000
Sub-Total	<u>\$ 494,000</u>

UTILITIES AND SERVICE FACILITIES

Garage and General Storage	\$ 210,000
Heating Plant Addition, Including Boiler	540,000
General Landscaping and Campus Improvement	95,000
Sub-Total	<u>\$ 845,000</u>

HOUSING AND FOOD SERVICE

Service Center and Food Service for Residence Halls, Phase I (25% of Cost)	\$ 220,000
Single Student Housing, 404 Students (25% of Cost)	550,000
Sub-Total	<u>\$ 770,000</u>

LAND

Add 58.5 Acres to Campus (Includes 46 houses)	\$ 715,000
TOTAL 1967 REQUESTS, DULUTH	<u><u>\$ 6,654,000</u></u>

**MORRIS CAMPUS
COLLEGIATE FACILITIES**

Residence Halls, 250 Units (25% of Cost)	\$ 300,000
Physical Education (62,712 square feet)	1,500,000
Heating Plant, Phase I	520,000
Central Heating Tunnel and Piping	84,900
Electrical Distribution System, Phase I	229,500
South Area Heating Tunnel and Piping	147,200
Science Complex Road with Drainage and Lighting	51,000
North Entrance Road with Drainage and Lighting	58,000
TOTAL 1967 REQUESTS, MORRIS	\$ 2,890,600

**SCHOOLS OF AGRICULTURE AND EXPERIMENT STATIONS
West Central School and Experiment Station, Morris**

Utilities	\$ 46,000
Drainage and Site Preparation	20,000
Feed Storage and Processing Center	50,000
Beef Research Facility	30,400
Swine Research Facilities	93,000
Sheep Research Facility	26,160
TOTAL 1967 REQUESTS	\$ 265,560

Northwest School and Experiment Station, Crookston

Addition and Renovation, Animal Science Building	\$ 192,000
Continuing Development of Livestock Research Facilities	40,000
Farm Machinery Maintenance Center	20,000
Maintenance Shop Addition to Heating Plant	35,000
Repair of Curbing, Catch Basins and Paving	80,000
Storm Sewer	50,000
Street Lighting System	15,000
New Dormitory (25% of Cost)	*
TOTAL 1967 REQUESTS	\$ 432,000

North Central School and Experiment Station, Grand Rapids

Research - Continuing Education Center	\$ 200,000
Potato Storage	30,000
Silos (Two 20' x 50')	14,000
Complete Road Surfacing	15,000
TOTAL 1967 REQUESTS	\$ 259,000

Southern School and Experiment Station, Waseca

Dairy Management Research Facility and Centralized Forage Storage	\$ 125,000
Land Acquisition	94,000
Centralized Grain Drying and Storage Facility	25,000
Agricultural Engineering Shop Addition	90,000
Campus Lighting, Parking Lot, and Roadway Development	30,000
TOTAL 1967 REQUESTS	\$ 364,000

*Estimated at \$325,000. Submitted to Legislative Building Commission as a supplemental request.

Fruit Breeding Farm, Excelsior

Replacement of Staff Housing	\$ 10,000
Screenhouse (40' x 60')	8,000
Chain-link Fencing (1¼ miles)	16,500
Tile Drainage	10,000
TOTAL 1967 REQUESTS	<u>\$ 44,500</u>

Landscape Arboretum, Excelsior

Install Tile Drains	\$ 6,000
Deep Well and Irrigation System for Nursery Area	10,000
TOTAL 1967 REQUESTS	<u>\$ 16,000</u>

Lake Itasca Forestry and Biological Station

Two Faculty Cabins	\$ 27,200
Student Cabin	8,500
Station Electrical System	51,000
TOTAL 1967 REQUESTS	<u>\$ 86,700</u>

Forest Research Center, Cloquet

Remodeling and Addition to Office-Laboratory Building	\$ 50,000
Superintendent's Residence	30,000
Machinery Storage Building	10,000
Student Cabin (1)	10,000
TOTAL 1967 REQUESTS	<u>\$ 100,000</u>

Cedar Creek Natural History Area

Peterson Tract (158 acres)	\$ 41,500
East Shore Fish Lake Tract (90 acres)	102,700
Hammernick Tract (20 acres)	29,800
TOTAL 1967 REQUESTS	<u>\$ 174,000</u>

Southwest Experiment Station, Lamberton

Office and Continuing Education Center	\$ 110,000
Scale House and Fertilizer Storage Building	15,000
Land Acquisition	60,000
TOTAL 1967 REQUESTS	<u>\$ 185,000</u>

Agricultural Experiment Station, Rosemount

Replacement of Swing Research Facility	\$ 120,000
Turkey Research Facility	120,000
Chicken Research Facility	35,000
TOTAL 1967 REQUESTS	<u>\$ 275,000</u>

TOTAL 1967 REQUESTS - SCHOOLS OF AGRICULTURE AND EXPERIMENT STATIONS

	<u>\$ 2,201,760</u>
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BUILDINGS GRAND TOTAL

	<u><u>\$70,242,567</u></u>
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SPECIAL STATE APPROPRIATIONS

	Legislative Appropriation 1966-1967*	Legislative Request 1967-1968	Legislative Request 1968-1969
<i>SOB-LHP</i> Agricultural Extension	\$1,050,746	\$2,682,565	\$3,543,336
Experiments in the Beneficiation of Manganiferous and Low Grade Ores	80,627	94,579	99,106
<i>SOB-WH</i> General Agricultural Research	822,735	1,578,861	1,632,141
<i>RBH</i> Medical and Cancer Research	120,162	150,000	150,000
<i>WTST</i> Veterinary Diagnostic Laboratory	93,353	162,000	212,000
<i>smw</i> Institute of Child Development	55,270	60,811	65,837
General Research	130,065	160,000	160,000
<i>SOB-WH</i> Forest Research Center - Cloquet		55,500	59,202
<i>omw</i> Minnesota Institute of Research	40,022	50,000	50,000
Livestock Sanitary Board, Testing of Poultry**	(44,519)	(67,109)	(67,109)
Agricultural Research, Rosemount	155,789	215,880	221,046
<i>SOB-WH</i> Hybrid Corn Maturity Tests**	(18,076)	(22,000)	(22,000)
Tuition and Transportation Aid for Students of Agricultural Schools	40,000	34,400	29,400
Potato Processing Research Laboratory	21,086	26,060	26,444
<i>omw</i> Business and Economic Research	35,130	54,356	62,955
Wild Rice Research		104,051	111,873
<i>SOB-WH</i> Soybean Research	80,432	183,731	189,686
<i>Sims</i> Geological Survey	60,357	125,000	135,000
<i>RBH</i> Pyschiatric Research Fund	116,616	138,701	148,726
Control of Aquatic Nuisance Organisms	14,050	40,000	40,000
<i>omw</i> Special Education Training and Research Program	53,308	109,937	125,853
Beneficiation of Industrial Minerals and Non- ferrous Deposits	50,270	55,673	58,415
<i>omw</i> Industrial Relations Education Program	50,248	99,309	111,318
Experiments in the Beneficiation of Mangani- ferous and Low Grade Ores and for Experi- ments in the Direct Process Beneficiation of Ores of the Cuyuna Range	100,854	118,192	123,618
<i>MORLC</i> Paleontology Program	7,000	16,000	17,000
Archeology Program - Minnesota	18,004	19,000	19,000
<i>omw</i> NDEA Loan, Matching	121,888	217,500	217,500
<i>RBH</i> Study of Family Practice		50,000	50,000
<i>SKIP</i> Special Assessments, Duluth		1,294	
Special Assessments, St. Paul		10,553	
TOTAL	<u><u>\$3,318,012</u></u>	<u><u>\$6,613,953</u></u>	<u><u>\$7,659,456</u></u>

* 1966-1967 appropriation includes amounts added through an open-end appropriation to cover the costs of the employers' share of the increase in Social Security contributions on January 1, 1966 (Medicare).

** Not included in totals as this is a transfer of appropriation.

UNIVERSITY OF MINNESOTA TECHNICAL INSTITUTE, CROOKSTON

*Schedule
5 min*

The newly-established Technical Institute at Crookston enrolled 184 students in its first class, in the fall of 1966, on the campus which since 1906 has housed the University's Northwest School of Agriculture. Although still in operation, the Northwest School is being phased out to make way for the new Institute, which is designed to serve a growing need in higher education.

On the basis of intensive studies which began in 1957, the Regents of the University created the Institute to provide a two-year background of semi-professional education to prepare young men and women for careers primarily in the fields of agriculture and business. The State Legislature, in its 1965 session, appropriated funds to start the new educational venture.

The Technical Institute now offers programs in agricultural operations, agricultural technology, agricultural business and agricultural finance, accounting, marketing and merchandising, small business administration, and executive secretarial work. Incorporated in the Legislative request for 1967-1969 are provisions for adding two new areas to the Institute's curriculum — food service management technology and agricultural engineering technology. The 1,400-acre Northwest Agricultural Experiment Station, which will be maintained at Crookston, serves Institute students in agricultural study areas as a laboratory.

A student who successfully completes the prescribed course requirements during his two years at the Institute will receive the Associate degree.

With a sophomore class to be added during the coming school year, Technical Institute enrollment is expected to climb to an estimated 350 in the fall of 1967, and to 400 in the fall of 1968.

SUMMARIZED EXPLANATION OF REGENTS' REQUEST

SOURCE OF FUNDS	1966-1967	1967-1968	1968-1969
Estimated tuition and fees	\$ 34,300	\$ 96,130	\$109,956
Legislative appropriation, made in 1965	150,130		
Regents' Legislative request for 1967-1969		488,640	545,975
TOTAL BUDGET	\$184,430	\$584,770	\$655,931

UNIVERSITY HOSPITALS

Now the nucleus of one of the nation's outstanding medical centers, University Hospitals was established in 1909 to provide care for the patients needed in training future doctors and other medical personnel. It serves as the principal teaching hospital of the College of Medical Sciences.

During the year ending June 30, 1966, University Hospitals admitted 15,200 bed patients. The average length of stay was 14.8 days. In addition, the Hospitals treated many thousands of other patients who made almost 120,000 visits to its outpatient clinics, an average of about 460 per day. Patients are admitted to the 849-bed University Hospitals by referral of their private physicians.

Many Minnesota organizations, including the American Legion, the Veterans of Foreign Wars, the Variety Club of the Northwest, and the Masons, have contributed generously to the College of Medical Sciences and University Hospitals. But the basic operating needs of University Hospitals — as well as those of the entire University — must be met by all Minnesotans through their Legislature.

Reflected in the itemized Hospitals requests below are increases corresponding to those asked for the rest of the University for faculty and civil service salaries and for meeting the higher costs of supplies and equipment.

SUMMARY OF NEEDS

	Legislative Appropriation 1966-1967	Legislative Request 1967-1968	Legislative Request 1968-1969
University of Minnesota Hospitals			
From the State	\$2,575,036	\$2,372,060	\$2,454,134
From the Counties	2,523,374	2,372,060	2,454,134
TOTAL	\$5,098,410	\$4,744,120	\$4,908,268
Psychopathic Hospital	858,565	1,082,293	1,135,459
Child Psychiatric Hospital	329,783	389,373	408,245
Rehabilitation Center	863,256	1,021,524	1,060,747
Multiple Sclerosis Clinic	116,335	142,205	155,707
TOTAL	\$7,266,349	\$7,379,515	\$7,668,426
Summary by Source			
From the State	\$4,742,975	\$5,007,455	\$5,214,292
From the Counties	2,523,374	2,372,060	2,454,134
TOTAL	\$7,266,349	\$7,379,515	\$7,668,426

GENERAL OPERATIONS AND MAINTENANCE

University Needs And Requests For 1967-1969

The General Operations and Maintenance appropriation makes it possible for the University to meet the cost of its fundamental educational work. Part of the need is met by income from tuition and fees, general income, and departmental income, but the State money provided by the Legislature is crucial to the University's existence. In determining our General Operations and Maintenance request for the Legislature, we first determine the University's needs for the next two years and then subtract estimated income.

Major expenses to be met include the following:

- The instructional costs of all colleges, schools, and departments on the Minneapolis-St. Paul, Duluth, and Morris campuses.
- Part of the cost of the Summer Session and the General Extension Division — both primarily self-supporting from tuition and fees.
- The cost of the University Libraries.
- The cost of the sub-collegiate schools and research stations.
- The general and administrative costs of the University.
- The operation and maintenance of buildings and grounds.

EXPLANATION OF THE REGENTS' OPERATIONS AND MAINTENANCE REQUEST FOR 1967-1969

	<u>FOR</u> <u>1967-1968</u>	<u>FOR</u> <u>1968-1969</u>
FOR —		
Total Operations and Maintenance, the University will need	\$83,085,550	\$95,028,763
BUT —		
Income from tuition and fees, general and departmental income will be	<u>\$27,278,961</u>	<u>\$28,819,766</u>
THEREFORE —		
We are asking the Legislature for	<u><u>\$55,806,589</u></u>	<u><u>\$66,208,997</u></u>

ANALYSIS OF INCREASES

GENERAL OPERATIONS AND MAINTENANCE

	Increase Each Year Over Previous Year	
	1967-1968	1968-1969
ACADEMIC STAFF		
Salary improvement	\$ 3,902,739	\$ 4,707,364
Additional staff	3,093,996	3,490,135
CIVIL SERVICE SALARIES		
Salary Adjustments		
Merit increases	619,254	776,305
Proposed State pay plan	2,270,598	
Additional staff	1,137,090	1,035,197
MECHANICS PAYROLL		
Salary adjustments	78,461	82,855
OTHER THAN SALARIES		
Departmental Supply and Expense Budgets		
Cost for Additional Students	284,026	233,552
Price Level Increase	661,029	
Physical Plant - Operating Costs of New Buildings	276,694	929,178
OASDI-SERA Increases	449,188	330,632
* Civil Service Health Program	459,429 ✓	36,137 ✓
Mines Tax Commission	10,256	1,188
TOTAL INCREASES	\$13,242,760	\$11,622,543
LESS INCREASE IN ESTIMATED INCOME*	\$ 1,322,242	\$ 1,220,135
NET INCREASE IN REQUEST	\$11,920,518	\$10,402,408

* Excluding Summer Session and General Extension Division increases.

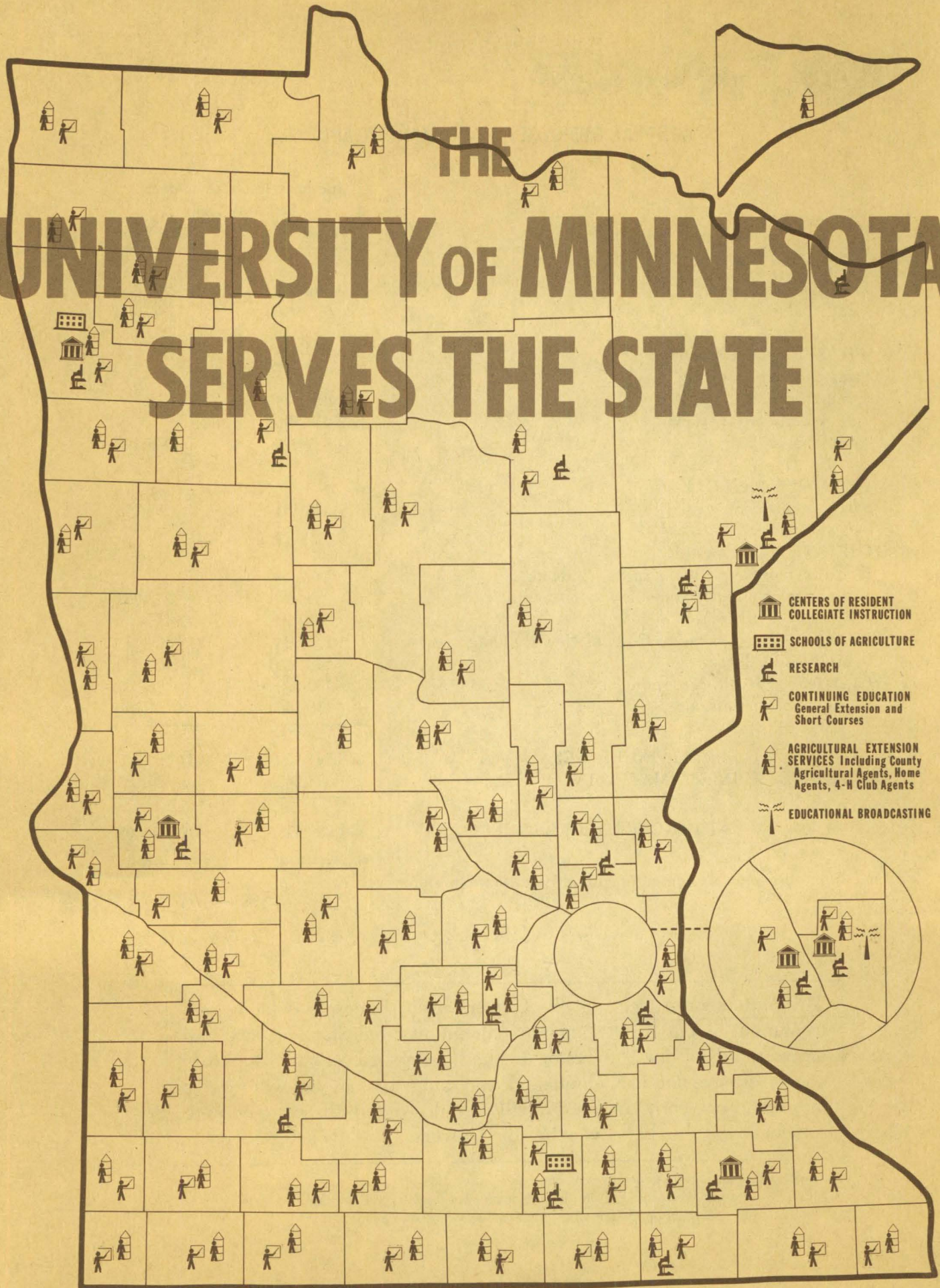
*gross 34.2 M increase requested
 Biennial Governor cut back 7.7 - 6.3
 * health staff included in our deduction, but*







This Statement of Needs of the University of Minnesota is being sent to alumni, parents, staff members, community and State leaders, and other friends of our University. In the interest of economy, duplicate addresses have not been eliminated, and it may be that you will receive more than one copy. If you do, will you please give the extra copy to someone who should know about the University and its needs?

*funded elsewhere
 Reg was 950,000
 570,000 for faculty
 1.4 M appropriate
 but not included
 in our figures
 included Academic
 staff in this
 figure 23 = 14/month*

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