UNIVERSITY OF MINNESOTA
a Report to parents
DULUTH CAMPUS / MORRIS CAMPUS / CROOKSTON CAMPUS / WASECA CAMPUS
Published at Minneapolis December, 1971

'Single-Mission College' at Waseca

A "single-mission college" is the University's newest campus.

Classes began and a ribbon-cutting ceremony was held Sept. 27 at the University of Minnesota Technical College, Waseca. The college held a week of dedication events that began Nov. 29 and ended with an open house Dec. 5.

The single mission of the school is to prepare graduates for semiprofessional or mid-management positions in the broad field of agriculture and related areas, Provost Edward Frederick explained in a telephone interview.

"Our students know where they're going," Frederick said, and they "can be turned on" when they see that everything they learn is leading them toward their goal.

One third of a student's courses are in general education, he pointed out—communications, social studies, basic science, mathematics—and even in these courses the examples can be drawn from agriculture.

Students at Waseca "can almost learn by osmosis, by living in the environment," Frederick said.

BROAD FIELD OF AGRICULTURE—"We'll be turning out semiprofessionals to help direct Minnesota's largest business," Frederick said.

Between 30 and 40 percent of all jobs in Minnesota are related to agriculture, Frederick said. The number of farms is declining, but there is a growing need for semiprofessionals "to serve the farmer by supplying his needs and distributing his produce."

Vice President Stanley J. Wenberg mentioned food production as an example of an agriculture-related industry in which a manpower need exists. "There are packing plants all over southern Minnesota," he said, "and we have the testimony of these companies that they need semiprofessional employees."

At the ribbon-cutting ceremony Sept. 27 to open the University of Minnesota Technical College, Waseca, left to right: Rep. Rodney Searle, President Malcolm Moos, Regent Neil Sherburne, and Provost Edward Frederick.

BACKLOG OF NEED—Wenberg, one of the leaders in getting technical education started in Minnesota, said there is a "tremendous backlog of need" in the semiprofessional areas.

"In some areas of manpower supply, talent is needed even more at the intermediate level today than at the professional level," he said.

"In some areas we may have been overtraining people," he said, "and we have left a great gap in the middle area."

PART OF UNIVERSITY—The Waseca campus benefits by being part of the University, Frederick said, because "the

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Regents Seat 16 Students As Nonvoting Members

Student representatives sat on University of Minnesota Board of Regents committees for the first time on Dec. 9 and 10. The Board had approved on Nov. 12 the seating of 16 nonvoting student representatives to eight of its committees, excluding the executive committee.

At that time, there was discussion about possible requests by other groups—such as faculty members and civil service staff—for similar representation. Following the discussion, Regent Elmer Andersen moved that the students' participation be on a trial basis until the end of the school year and that any other additions be excluded during the trial period.

In specifying that the only addition during the trial period would be students, Andersen said he was willing to exclude other groups because "students are what it's all about, they're what we're here for."

The student body presidents from Crookston, Duluth, Morris, and the Twin

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Students Today Rely Less on Parents For Funds

University students are not relying on their parents for financial support as much as students were five years ago, a recent study shows—and this is the way the students think it should be, the study suggests.

The "Student Finances Study" was conducted by John Comstock, research associate now with the University Measurement Services Center.

Questionnaires were sent to a random sample of 1,000 sophomores, juniors and seniors—685 from the Twin Cities campus (stratified by type of residence), 115 from Duluth, 100 from Morris, and 100 from Crookston. Of these, 622 usable questionnaires were returned.

Students were asked about their income and expenses during the 1969-70 academic year. A similar study had been conducted earlier for the 1966-67 academic year.

WORKING STUDENTS—In the earlier study, parents were the most often mentioned source of income. In the present study, employment was mentioned more often than parents as a source.

The percentage of students reporting no income from their parents rose from 24 percent in the earlier study to 39 percent in the present study. The percentage reporting no income from employment fell from 43 percent to 37 percent.

In both years, males received no income from parents in more cases than females.

The higher percentage of students who worked during the 1969-70 school year can be attributed to the increase in the percentage of females working—60 percent compared to 52 percent in the earlier study. Males, in fact, were slightly less likely to work in 1969-70 than in 1966-67, but the difference was less than 1 percent—from just over to just under 61 percent.

Students on the Twin Cities campus worked more hours per week than in 1966-67. Males reported working more hours per week and earning more per hour than females. The median work week for students of both sexes on the Twin Cities campus in 1969-70 was 17.8 hours.

Fewer students, proportionately, were employed at Duluth, Morris, and Crookston than in the Twin Cities. The study suggests that this might be explained in part by job opportunity.

SCHOLARSHIPS AND LOANS—Perhaps for the same reasons, students on the coordinate campuses relied more on scholarships, grants, and loans than students on the Twin Cities campus.

For students on all campuses except the Twin Cities campus, scholarships were a more frequent source of income in 1969-70 than in 1966-67.

But scholarships and grants "apparently did not play an important role in financing education for most students," the study says. Only 7 percent of all students indicated that scholarships or grants accounted for 40 percent or more of their income, and 79 percent of all the students reported no income from scholarships.

Students "seemed to be relying on loans to a greater degree than in 1966-67," the study says. Twin Cities students relied less on loans than did those on the outstate campuses.

Financing patterns vary according to the student's socioeconomic status and type of residence, the study shows. These interactions, not summarized here, make up an important part of the study.

OPINION SURVEY—Responses to statements of opinion on the financing of education show shifts in student opinion in the few years between the two studies.

Students were asked, for example, to indicate agreement or disagreement with this statement:

"It is the primary responsibility of parents to make sure that their children are able to get a college education, and they should be willing to make whatever sacrifices are necessary."

Disagreement with the statement was stronger in the recent study than in the earlier one—69 percent disagreed and strongly disagreed compared with 51 percent in the earlier study.

Another statement included in the opinion survey was this one:

"The costs of higher education should be paid by the student on the same basis as the progressive income tax: that is, cost to the student should vary according to the ability of the student and his family to pay."

In the earlier study, only 32 percent of the students agreed with the statement. In the present study, 51 percent agreed and another 11 percent were undecided.

Responses to other statements suggest that students feel more positively about the right of all high school graduates to attend college than before, and that slightly higher proportions of students agree with the idea of free higher education for all qualified students.

EFFECT OF TUITION INCREASE—A primary reason for the study was to determine what would be the impact of a tuition increase, said Paul Cashman, vice president for student affairs.

"Our indications are that students will meet the tuition hike by doing more of whatever they are doing now to pay for their education—work more hours, ask parents for more, or dip into savings

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White House on Crookston Campus Is For Students

It's called the White House, but no one has to win an election to get in. Instead, its doors are open from 8 a.m. to midnight on Mondays to Thursdays and from 8 a.m. to 4:30 p.m. on Fridays. Any student may sit in its casual, homelike atmosphere.

The White House is the two and a half-story residence on the campus of the University of Minnesota Technical College, Crookston (UMC), that is the headquarters for Student Services.

Formerly the residence of the superintendent of the Northwest Experiment Station, the colonial home was made available to the college last September. It houses student services personnel, the Student Senate, and counseling offices.

There is a lounge with a piano, fireplace, books, and easy chairs. Besides a third-floor meeting room, there is a kitchen with a hot plate, coffee pot, and pop machine.

The new facility and its function are in keeping with UMC's desire to serve its students not only educationally but socially.

Student Service Facilities Dedicated at Morris

Dedication of two student service facilities at the same time is a unique experience, and the dedication Oct. 30 of both the new Food Service Center and the Apartment Residence Hall on the Morris campus of the University of Minnesota marked a first "in the history of our state and . . . probably in our nation," according to dedication speaker Paul Cashman, vice president for student affairs.

Cashman used the uniqueness of the event to point to the necessity for a total cooperation of all facets of the higher education system if the goal of higher education is to be met. This goal he stated as "a great struggle to place light in the dark places in the human mind and to push the boundaries of knowledge—and of human understanding—further from our barbaric beginnings."

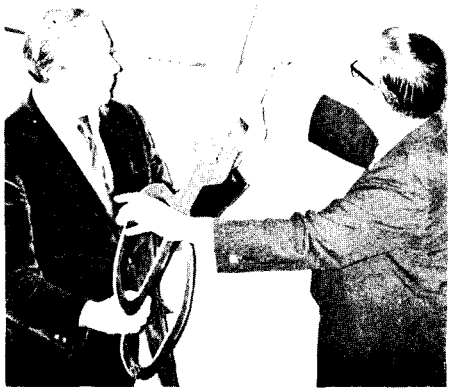
"All of us properly belong in that struggle—faculty, students, civil service staff, legislators, Regents, and the community," Cashman said.

"Students deserve to have available an environment in which the total educational process—in the classroom and out—can properly take place. The student, after all, works in a total environment. He goes to the classroom, the laboratory, and the library. These kinds of facilities are essential and are yet in too short supply. But he also goes to the student center, the student personnel staff, and to the residence hall."

Cashman noted that the dedication of two student service facilities at one time was a "reaffirmation of the belief of the civil service staff, students, faculty, and administration of UMM that the total development of the student is the only proper goal to aspire to."

Cashman posed the possibility of a higher education institution of the future being totally run by students with faculty, staff, and administration being dependent on the dictates of the students.

Cashman denied he believed this would or should happen "for an institution in which one constituent part is the master and others are the slaves cannot provide a proper basis for the deep quest for new truth that underlies the strong University."



Vice President Paul Cashman and Rep. Delbert Anderson dedicating the two new UMM student service facilities.

"We are, in short," he added, "a federation, not a confederation. If our decision-making structures are strong, and if they reflect a basic support of community rather than competition, we can demonstrate what the broader university can become.

"The legitimate interests of one of us—faculty, students, civil service staff, even administrators—is the interest of all of us. We must be united in our desire to serve one another, for in this concept there is true strength and usefulness."

Regents, Students Propose Different Seating Plans . . .

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Cities expressed displeasure with the Regents' action.

Their statement, prepared after the meeting, said the Regents had "drastically altered" the plan students had proposed for the seating of students on committees.

The student leaders are unhappy with the provisions denying students the right to vote and with the selection process using the University Senate Committee on Committees, which they said is dominated by the faculty.

In the plan adopted by the Regents, which substantially follows one developed by Paul Cashman, vice president for student affairs, each committee added two student members. Each of the campuses offering baccalaureate degree programs—Duluth, Morris, and Twin Cities—sent four students to the committees and Crookston and Waseca each sent two.

Vice President Cashman said that the Regents, from the outset, had indicated no vote would be extended to student representatives, and that the request to the Senate Committee on Committees was made to secure their assistance as the most experienced committee in the University with the selection of students.

'U' Tuition Below Big Ten Median

Tuition at the University of Minnesota is below the Big Ten median, a recent study shows.

Annual tuition and fees for resident students in liberal arts and education is $600 at Minnesota. The Big Ten median is $630.

Minnesota ranks seventh among the nine public institutions in the Big Ten. Ohio State is highest with $720. Wisconsin is lowest with $522, but tuition and fees at Wisconsin had been approved for the first semester only at the time of the report.

Minnesota's seventh-out-of-nine ranking is the same as last year. Five of the schools, including Minnesota, have increased tuition since last year.

Tuition at Minnesota is seventh out of nine in business, fourth out of six in agriculture, fifth out of nine for graduate students, fourth out of eight in engineering, fifth out of seven in law, fourth out of seven in pharmacy, second out of six in dentistry, fifth out of eight in medicine, and second out of five in veterinary medicine.

Nonresident tuition at Minnesota is $1,437 for liberal arts and education students, compared to the median of $1,490. Minnesota ranks seventh out of nine.

The study was recently released by University Recorder W. Donald Beatty.

Waseca to Train Semiprofessionals . . .

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professional agricultural training in Minnesota is at the University, and if we're going to train semiprofessionals in this area, we should be working with the people who are involved in the professional training."

Wenberg added that the University "has a stake in the training of semiprofessionals" and "in some areas is uniquely equipped to do the pilot job."

"We need to develop a relationship between the training of professionals and semiprofessionals. We don't assume that we'll train all dental assistants in the state," he said—choosing an example from another area—but "we need to train some of them so that our dental students learn to utilize fully the talent of the assistant."

Both Frederick and Wenberg mentioned that only the University is in the agricultural experiment station business in Minnesota, and Frederick said the experiment station at Waseca is "a tremendous laboratory" for Waseca students. (Because this laboratory is "most highly developed in the summer," Frederick said, the Waseca campus will operate on a four-quarter system.)

Horticulture students from Waseca will spend part of their time at the University's Landscape Arboretum and Fruit Breeding Farm, Wenberg said.

Drawing on the resources of the University "builds quality into our programs," Frederick added, and "we've been able to command an excellent staff."

At the University's other technical college, in Crookston, programs have "proliferated" more than they will at Waseca, Wenberg said, but the emphasis is on the same central mission.

"If these schools ever became multiple-mission schools," he said, "I would advocate their transfer to the junior college system. This is not our intention. We are performing a specialized mission at these institutes."

'U' Enrollment Up to 51,245

Enrollment of regular daytime students is 51,245 this fall—an increase of just 194 over last year's fall enrollment.

Campus figures are: Twin Cities 43,061 (up 183), Duluth 5,346 (down 192), Morris 1,709 (down 7), Crookston 513 (up 95), Waseca 115 (new campus), and Mayo Graduate School of Medicine in Rochester 501 (no change).

The figures indicate only the number of students who had registered by Oct. 8, not how many paid fees or how many registered after that date.

The coordinate campuses report slightly higher figures because of advanced processing done on those campuses. Duluth reports 5,367, Morris 1,714, Crookston 526, and Waseca 134.

Because of changed methods of counting some graduate students, there is a discrepancy between 1970 figures reported last year and those used this year. One change is that graduate students are now counted on the campus they attend, instead of all being counted with the Twin Cities campus where the Graduate School is based.

University Policy on Equal Opportunity

The Board of Regents has committed itself and the University of Minnesota to the policy that there shall be no discrimination in the treatment of persons because of race, creed, color, sex, or national origins.

This principle applies to the admission of all students and to the management of all University-owned and approved housing, food services, student unions, extracurricular activities, and other student and staff facilities.

This policy must also be adhered to in the employment of students either by the University or by outsiders through the University and in the employment of faculty members and civil service staff.

'U' Loans, Scholarships Total $7.5 Million This Year

Nearly one out of every five students at the University of Minnesota in the Twin Cities will receive some kind of financial aid this year.

An estimated 8,000 students out of a student body of approximately 43,000 will receive loans or scholarships from University funds or through programs administered by the school.

Students who receive University financial aid are sharing an aid fund that totals $7,544,175, an average of $943 per recipient.

Last year's aid fund was $6,187,000, an average of $838 for each student who received financial aid.

The average aid figure for this year of $943 compares with costs of $2,000 for a student who commutes from home and $2,550 for a campus resident to attend the University. These are figures that the Office of Student Financial Aid (OSFA) recognizes as minimum budgets against which requests for financial aid are balanced.

These budgets include costs of tuition and fees, books and supplies, and incidentals such as medical costs, recreation, and grooming.

Due to this fall's increase in tuition and fees—which rose an average of $26 per student per quarter—and the increase in the cost of living, about 1,000 more students applied for aid this year than last.

"Although the University this year received about 15 percent more federal money for financial aid, this will only help meet the increased cost of attending the University," said Samuel Lewis, newly named director of OSFA.

In the last seven years the total amount of aid available from the Univer-

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Parents, 'U' Can Help Students Attending College

(The following excerpts are taken from a Parents' Day Speech delivered by University President Malcolm Moos at the beginning of the school year.)

"You as parents and I as the University President have a common interest in your daughters and sons. We care—the University cares—that they become aware and independent thinkers, responsible and tolerant social beings, and prepared in many ways to face the uncertainties of their futures. There must be a partnership between us to provide them with guidance, leadership, and example.

"What, then, can they—and you and I—expect from higher education at the University of Minnesota in the coming months?

"The environment of a great major university provides motivation, opportunity, and excitement for your sons and daughters. They will be variously both intrigued and sometimes overwhelmed by a completely new subject of study, by a different way to look at old ideas, by the independence and responsibility expected of them as young adults, by competition keener than ever before.

"The immensity of a three-million volume library may overawe them until they discover the treasury of the past, present, and conjecture on the future awaiting them in Wilson Library. The impersonal character of a sprawling commuter campus may strike them as coolly clinical—may bewilder them until they realize the hundreds of organizations and activities—cultural, athletic, academic—available at this University.

"And where else can your children study with some of the most distinguished faculty in the country, including Nobel and Pulitzer Prize winners, to say nothing of working and doing research in laboratories that are among the most sophisticated in the world?"

* * *

"Our contributions as partners to the education of your children are threefold: anxiety-reduction, objectivity, and communication.

"As President and head of the University, it is my responsibility to maintain this institution as an intellectual supermarket of ideas—an open forum of intellectual exchange in which students and faculty live and grow and learn together. Without the healthy assurance of this freedom, thoughts and ideas cannot be born to be threshed by controversy and hulled by investigation to a harvest of new knowledge.

"As parents you should strive to understand and accept the new freedoms and increased responsibilities of your children's new environment.

"Because they will study more, they may have less time to spend with you; they may not be able to come home to visit every weekend. They may alter their

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Long-Range Plan Proposes Duluth as 'University Center'

A forward-looking plan to develop the Duluth campus of the University of Minnesota (UMD) into a major "University Center" was announced at UMD last month.

The plan envisions such dramatic developments as the establishment of a School of Business, a School of Fine Arts, a Lake Superior Basin studies program, an interdisciplinary studies program, and an all-around strengthening of current UMD programs.

It also proposes phasing out the home economics department from the UMD curriculum within three years, and warns of comparable treatment to four other vocational education programs if serious retrenchment is ordered at UMD.

Details of a UMD budget proposal for the next three years were explained after several weeks of review by UMD students, faculty, and staff, including the UMD Campus Council, the Curriculum Committee, and the Educational Goals and Facilities Committee. The budget plan has been endorsed by the UMD Campus Assembly.

UMD, like all academic units within the University, was asked to present a plan for a possible 15 percent retrenchment during the next three years and proposals for expansion for the same period if the funds were made available.

Vice Provost for Academic Administration David Vose identified long-range goals for UMD as including: continuation of development of liberal arts and related teacher-education programs, especially at the upper-division levels; development of undergraduate programs with a high degree of uniqueness, including professional and vocational programs; and growing emphasis on development of graduate-level programs in the arts and sciences and in professional and vocational fields.

Priorities of the 30-point reallocation and expansion plan include such major items as:

- Restoring of support for the social sciences, humanities, science and mathematics, physical education, business administration, speech pathology, and industrial education *if* any of those programs are forced to cut back during the next three years;
- Creating two new positions for special education for the training of teachers concerned with emotionally disturbed children;
- Hiring full-time teaching assistants to strengthen both graduate and undergraduate programs;
- Establishing a School of Business initially consisting of the departments of business administration and economics and the bureau of business and economic research. It eventually would offer a master of business administration degree;
- Establishing a School of Fine Arts with the departments of art and music and the theatre program as the academic core. There would be future expansion in dance, audio and visual communication through the arts, cinematography, and museum training; and
- Starting a Lake Superior Basin studies program involving the departments of biology, chemistry, geology, and physics. Its concern would be the physical and biological nature of the basin, and the results of its research would contribute to the solution of environmental problems as well as add to the knowledge of the region.

The budget represents the beginning of a comprehensive campus development plan for UMD for the next three decades. It also seeks to correct what UMD administrators call "an inadequate level of general maintenance fund allotments to support a developing campus."

Increasing Enrollment at Crookston Reflects Popularity of Two-Year School

Since the University of Minnesota Technical College, Crookston, opened its doors in the fall of 1966, there has been a marked increase in enrollment each year, with an influx of earnest, better-qualified students.

Donald Sargeant, chairman of the Division of Agriculture, pointed out several reasons he believes explain the popularity of the two-year technical college granting an associate degree.

"First of all, technical education is the 'in thing,' " he said. "In our case, tradition is also developing after our five years of existence. We are now beginning to get the brothers and sisters of former students—young people who want to attend the college other members of their family went to."

"Our internship program, required of every graduate, is also a factor. Because of the personal attention a student receives during his training, our attrition rate is low."

In commenting on the on-the-job experience, Sargeant also said the program employs many faculty members during the summer in an advisory capacity. These supervisors go to towns where the student is employed and consequently more people learn about the college.

"Our graduates also advertise the school where they are employed," Sargeant added, and "three of our graduates have recently been featured in agricultural magazines."

Ted Carr, chairman of the Division of Business, is convinced that the sincere concern of the faculty for the individual student and his goals plays a significant role.

"Because of small classes, our instructors can work closely with each individual, helping him to attain what he wants," he said. "The ability of the staff to be flexible, to move toward the goal in the student's way and still guide him, is one of our strong points."

Ralph Nestor, chairman of the Hotel, Restaurant, and Institutional Management Division, points to the fine support that he has had from his advisory committee composed of professional people in the hospitality industry.

"The industry has sent us students, made places for our people during the internship period, and, in general, given us publicity," he said.

Nestor's program, which started four years ago with an enrollment of three, now has more than 60 registrants.

Values, Standards Do Not Change . . .

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life styles somewhat. But this does not signify the end of their value systems or a rejection of your standards. The changes are part of the experimentation that comes with exposure to new ideas, with growing up. It is your responsibility to be open enough to avoid the unnecessary anxieties in home and family that could deter your son's or daughter's education.

"It is the responsibility of both of us, in similar ways, to be objective, to keep cool in the face of thermal issues rising from campus controversies or the contemporary confusion of our society. News by its very nature is often emotionally explosive, and should never be accepted when conveyed on the winds of rumor . . . .

"Finally, both responsibilities lead to a third: communication. Here at the University, foresighted personnel long ago established a careful network of lines of communication involving students throughout the campus structure. I have sought to keep those lines open at all times, but especially when stress threatens to snap them. Sometimes I am successful; sometimes I am less so . . . .

"I urge you as parents to establish and maintain similar lines of communication. Be open for discussion and counsel with both your children and the University at all times, but particularly during stressful moments. For all of us it is not a matter of turning off instead of on—it is truly a matter of *tuning in.* The result is a mutual confidence and trust that can be achieved in no other way . . . . "

More Students Receiving More Aid . . .

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sity to its students has grown from slightly over $2 million—an average of $427 per recipient—to the present $7.5 million-plus figure.

The number of students receiving aid has also increased, from an estimated 5,000 recipients in 1964 (about 15 percent of that year's student body) to the present estimate of 8,000 and about 20 percent.

Lewis said that several sources contribute to the University's financial aid total. The federal government has been the largest provider, especially through its National Defense Student Loan program, which this year is lending $2.8 million to University students. The College Work-Study program, for which the federal government provides the majority of funds, grew by about $200,000 this year over last year's total of $809,000.

Private groups and individuals sponsor scholarships for University students, a total of about $300,000 this year.

"The University is providing a substantial portion of the aid being awarded this year," said Lewis, "including $600,000 in scholarships and $500,000 in loans from University monies."

Lewis emphasized that the amount of aid money available is not enough to meet students' needs.

"We could use considerably more money for the present student body," he said. "The College Work-Study program alone could use three times the $1 million now available."

The number of students who borrow money from off-campus sources is probably greater than those who receive University aid, Lewis said.

He estimated that 8,000 to 10,000 students this year will borrow $8 to $10 million through the Federally Insured Student Loan program, an average of $1,000 per student.

Commonly called bank loans, the federally insured loans are becoming more and more popular with college students, probably because the student deals directly with his bank and the requirements to prove financial need and to show how the money will be spent are much less stringent that for loan programs administered by the University.

Campus Assistance Center Has the Answers

On the first day of school at the University of Minnesota, Twin Cities campus, with more than 43,000 students inundating the campus and rushing from class to class, who has time to worry about one student who has lost his registration cards, who can't get the textbooks he needs, or is so bewildered by it all that he's thinking of quitting?

The brand-new Campus Assistance Center (CAC) on the Twin Cities campus has the time, the facilities, and the staff to help any student with any kind of problem he might have at any time of the year.

"ONE PERSON IN 43,000 . . ."

"Our primary concern is the individual," said Ludwig Spolyar, head of CAC. "We're open and willing to receive any and all calls. We're showing that one person in 43,000 can be listened to.

Spolyar

"And we don't have any blind areas," he emphasized. "If a student is concerned about something, then we're concerned and will make every effort to help."

According to Paul Cashman, vice president for student affairs, the idea for CAC came from a staff member at the Student Ombudsman Service on campus, a service that provides students primarily with information. Both Cashman and University President Malcolm Moos supported the idea for a center that could provide broader services.

The CAC staff is composed of Spolyar and two other professionally trained counselors, plus three recent University graduates. While the emphasis is primarily on student assistance, anyone—staff, faculty, or parents—can call the office for help.

In its first week of operation—the first week of fall quarter—CAC personnel primarily handled requests for factual information, such as how to apply for a master's degree and a request for help in finding a former exchange student.

REFERRALS GIVEN

In many cases, after a student has stated his problem, he will be referred to an appropriate person or office, either on or off the campus. Students will be advised what kind of help they can expect from the referral.

"We won't be endorsing any agencies," Spolyar said, " but will only make suggestions about where to go for help." Such agencies include draft and military boards; legal aid; Planned Parenthood; community, state, and federal agencies; religious organizations; health services; and human rights agencies.

While providing information and referrals is a large part of CAC's function, Spolyar envisions a wider area of service.

"We can also act as a catalyst and a coordination center to bring together people who have the same concerns and want to make some concrete changes," he said. "This is a new approach to student personnel work in higher education. You don't wait for the problems to come to you, but go out and bring the concerned parties together before a problem develops."

For example, CAC initiated efforts to discover student opinion on the subject of bicycling to a campus that has a high incidence of bike theft and lacks sufficient bike-parking space and safe biking areas.

The result was a Bike Week during which representatives from the Minneapolis Police came to campus so that students could register their bikes; about 400 persons did so. A brochure on the bike-theft problem and publicity in the student newspaper helped more people become aware of problems related to bicycles on campus.

The University Police, Minnesota Public Interest Research Group, Minnesota Student Association, and the University Planning Office were also involved in the project.

STUDENTS SUGGEST PROJECTS

Although CAC initiates and organizes projects, they are often suggested by students. "Student suggestions or concerns make your information more meaningful because you are helping them solve their own problems," said Spolyar.

Student-initiated projects include one on voter residency and registration problems and another on the problems of handicapped persons on campus.

Other CAC projects include a 24-hour phone answering service—with its easy-to-remember number, 373-1234—to help students with emergency problems, a rumor center to provide factual information about any situation that might arise on campus, and coordinating services on campus for returning Vietnam veterans.

Spolyar, who headed the Student Activities Bureau before his appointment to CAC, is obviously enthusiastic about his new job.

"We have good people on the staff and we're offering a service that has always been needed at the University," he said.

Commuters, 'Greeks' Do Not Fit Into Stereotypes

Students who belong to fraternities and sororities are primarily interested in campus social life, and students who commute are primarily interested in preparing for an occupation—right?

Not according to a recent study conducted by Assoc. Prof. Donald A. Biggs for Student Life Studies.

Students have sterotypes about other students, the study says—including "clearly defined stereotypes of fraternity and sorority members and commuters"—but the stereotypes "differ from the self descriptions of a large number of Greeks and commuters."

In the study on "Peer Group Activities and Different Student Subcultures," 266 students on the Twin Cities campus were asked to indicate which of four subcultures best described themselves, most of their friends, students who live in residence halls, members of fraternities and sororities, and commuters.

SUBCULTURES—The four subcultures were these:

- Vocational students, primarily interested in "occupational or vocational training."
- Nonconformist students, "primarily motivated by intellectual curiosity" and interested in learning in their own way "instead of depending on teachers or classwork."
- Academic students, "interested in learning about life and the world of

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Study Reveals Surprising Self-Descriptions Among Students . . .

(continued from page 7)

ideas," who see classes as "one way of gaining this knowledge," who "work to maintain a fairly high grade point average," and who are "also involved in the social phases of campus life."

• Collegiate students, whose experiences are "mainly centered about the social phases of campus life."

RESULTS—Most of the students described themselves as vocationals (36 percent), academics (30 percent), or nonconformists (28 percent). Only 6 percent described themselves as collegiates.

Men were more likely than women to see themselves as vocationals, and less likely to see themselves as academics. Women, who were 43 percent of the total sample, represented 33 percent of the vocational group, 45 percent of the nonconformist group, and 49 percent of the academic group.

Commuters represented 53 percent of the sample, and a majority of both the vocational and the nonconformist groups were commuters. The majority of the academics were not commuters.

The majority (57 percent) of the nonconformists and the largest percentage (44 percent) of the academics were in the College of Liberal Arts (CLA). In addition, a "rather surprising" percentage (41 percent) of the vocationals were CLA students. CLA students represented 48 percent of the total sample.

STEREOTYPES—Students were asked which of the subcultures best described most residence hall students, most fraternity and sorority members, and most commuters.

Responses show that students differ in their perceptions of residence hall students, but a majority of students perceive commuters as vocationals and fraternity and sorority members as collegiates.

Residence hall students were described as academics by 26 percent, vocationals by 24 percent, nonconformists by 18 percent, and collegiates by 18 percent.

The majority thought fraternity and sorority members were collegiates (51 percent) or academics (31 percent), few (5 percent) described them as vocationals, and almost no one (less than 1 percent) described them as nonconformists.

Most (67 percent) of the students described commuters as vocationals, 15 percent described them as nonconformists, 6 percent described them as academics, and less than 1 percent described them as collegiates.

SELF-DESCRIPTIONS—A different pattern emerges from an examination of the self-descriptions of residence hall students, commuters, and fraternity and sorority members.

The largest percentage (45 percent) of residence hall students described themselves as academics, 31 percent described themselves as vocationals, 21 percent as nonconformists, and 3 percent as collegiates.

More than half (54 percent) of the fraternity and sorority members described themselves as academics, 26 percent saw themselves as vocationals, 10 percent as collegiates, and 9 percent as nonconformists.

Most commuters saw themselves as either vocationals (42 percent) or nonconformists (35 percent). Another 16 percent saw themselves as academics, and 5 percent saw themselves as collegiates.

"Far more commuters see themselves as involved with ideas than many students seem to realize," the study says. Although the largest percentage of commuters described themselves as vocationals, a majority (51 percent) saw themselves as either nonconformists or academics.

Faculty stereotypes of different student groups should be explored in future research, the study suggests.

Student Funds . . .

(continued from page 2)

more," Cashman said in June when a tuition increase ranging from $25 to $77 a quarter was announced.

The study asked how students would meet a 10 percent increase in total costs during the 1971-72 school year. Average total expenditure was $687 a quarter in 1969-70, according to the study.

Reducing expenditures to meet an increase in costs was most often mentioned—by 42 percent of the students. Thirty-five percent said they would work more hours, 26 percent said they would seek additional family contributions, and 25 percent said they would seek grants or scholarships.

Thirteen percent of the students said they would drop temporarily from school, 2 percent said they would drop permanently, and 6 percent said they would transfer.

Multiple responses were given in many cases.

Cashman said in October that it did not appear that the tuition increase had forced many students to drop from school either temporarily or permanently.

"We don't have any way of knowing why a student doesn't return," Cashman said, "but our fall enrollment figures show a higher retention rate than we have had in previous years."

REPORT TO PARENTS

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THE PRESIDENT'S REPORT.

PUBLISHED AT MINNEAPOLIS *APRIL, 1972*

Changing mission of the University

Keeping in touch with University alumni and parents of University students is a task that ranks high on my priority list. There is no single solution to the problem. News stories, publications, my ongoing schedule of personal appearances around the state, and word-of-mouth from students and staff all help piece together the picture of this complex institution. This report – the first in a new series to reach a combined audience of 175,000 – adds another dimension to our efforts.

Let me first give you an overview of the directions in which your University and higher education in general seem to be moving. Starting from a summit reached by 121 years of steady progress, how does the University continue to advance upward in a confident pattern of constructive growth?

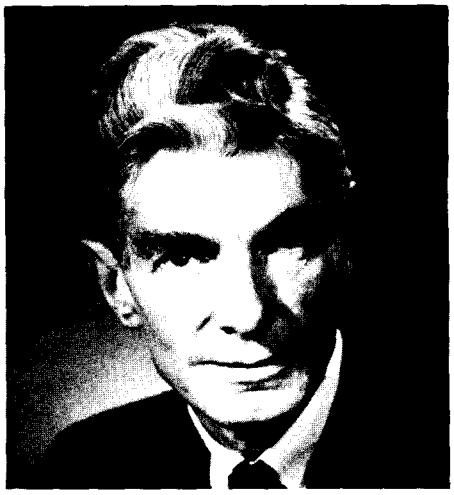
At the outset we must recognize that all universities are going to be very different. One of the most significant changes is the steady but sure decline in the freshman-sophomore population and the climb in enrollments at the junior and senior levels. We forecast this trend five years ago, and we now find that our freshman enrollment dropped four percent last fall while our upper division – junior, senior classes – surged ahead 15 percent. Alarming? No! It is a result strictly in anticipation of, and in conformance to, Regents' policy.

The century-old tradition of the University as the center of learning for the state is giving way to a new tradition that will see the University's primary mission as providing education for juniors, seniors, and students in professional and graduate schools. The rise of the state college and junior college systems makes this possible. This is as it should be. We welcome the opportunity to redefine our mission in the closest communion with other institutions of higher learning, private as well as public. Our challenge now is to build crosswalks among the systems, drawing on the strengths and unique capabilities of each, to respond to the surging force of new needs in our rapidly changing society.

For the University, the changing mission will of course mean more expensive education. We will be dealing with smaller classes and with high-cost programs. The cost of training a doctor, for example, is many times greater than the cost of training a student in the arts. Furthermore – and this applies to all of our state systems – while numbers of students are leveling off, costs per student are not. A study by the Brookings Institution going back to 1930 shows that the cost per student per year has gone up at a rate equal to the general rate of inflation plus three percent. The anticipated costs of higher education nationally will reach about $40 billion by 1980, twice what is now spent, and at least $60 billion by 1990 even if there is no increase in the number of students in that decade.

We face such enormous figures at a time when the money simply is not there, for a number of reasons, and when the nation and our states have a long list of other priorities before them, including the renovation of our cities, ecology and pollution, and so many others.

Last biennium, the legislature granted us a 19 percent increase in appropriations. Yet, because of increased costs, ongoing commitments, and mandated allocations from the legislature, the University found it necessary to retrench. The process we used, featuring intensive planning and consultation with students and faculty, has served as a model for institutions across the nation. We are proud of the results, which include a clarified and better-defined budget that will surely help our constituents understand more fully where their money goes.



President Malcolm Moos

Another influence that will have a profound effect on the lifestyle of the University stems from the accession of the young to the political life of the nation. The forecast, based on the lowering of the voting age to eighteen, is twelve million more voters. Quite clearly, more and more in their daily activities, young people now run into the same problems as their elders, even in the payment of income taxes. So the University cannot function as a restraining force that helps keep students quarantined from the rest of society; it cannot keep the young a colony of the dispossessed. Quite apart from the absence of violent confrontation crises that ripped apart so many universities – but not yours – the far side of university life will bring into being new campus coalitions that can shake up precinct tally sheets across the nation.

We should welcome this infusion into the political stream with unhesitating support. For the "Establishment," which seems to refer to a kind of conspiratorial apparatus of the "ins" and "ups" to prey upon the "outs" and "downs," can now be joined not only in debate but as full partners in the democratic process.

Students express ideas and goals by working through existing systems

Our students are discovering that their ideas and goals can have an impact on social institutions, both within the University and the community, without resorting to mass demonstrations.

"The great amount of student activism we saw in the late '60's is not something that should be discredited," says Vice President for Student Affairs Paul Cashman. "Students were responding to poverty, the war, civil rights inequities, and other social problems, all of which are appropriate concerns for citizens in a democratic society."

Moreover, those students who engage in illegal activities or improper behavior to make their positions known have never been a large group or typical of most college students. Even so, these aspects of activism are decreasing.

"Radical activists have been discredited and their influence is dissipating," says Cashman. "In the political sphere, students recognize the excesses that can result from mass demonstrations – the University of Wisconsin bombings, for example – and have been 'turned off.' Students are now working within the system."

STUDENT PARTICIPATION

Surely one of the reasons for more responsible conduct by students is that they now have more opportunity than ever before to participate in the decision-making process.

Today, students are participating and voting members of the all-University Senate, the various campus assemblies, and all significant decision-making University committees. Last December 16 nonvoting student representatives sat, for the first time, on eight Board of Regents committees, excluding only the executive committee.

These are time-consuming tasks and the only reward is the satisfaction of serving.

"Student participation in the decision-making process means more disagreements," says Cashman, "but the results are worth it. Before, students didn't know much about the workings of the University. Their productive input now yields better feeling for the University – they see the problems.

"Student leaders now criticize when there is a legitimate complaint," Cashman says, "and not just out of antagonism to the system. And as they develop trust, they give more support to the University."

AREAS OF STUDENT CONCERN

University policies and administration are not the only aspects of student life that students want to help determine.

Students now own and operate a store in Coffman Union and run Commonwealth Terrace, a married-student housing complex in St. Paul.

The Minnesota Student Association (MSA) has developed plans for a student owned and operated housing project and a student-run FM radio station. Future MSA plans may include development of student-controlled projects in parking, food, clothing, and environment.

MORE EXPERIMENTS

Responsible participation in University decision-making naturally leads to student involvement in other aspects of their lives, "and we are going to see more experimentation in the future, more student-run facilities," Cashman says.

"Some enterprises," says Cashman, "may be better run by students – food facilities, housing, and specialty interests, for example. We must have an open mind and be willing to experiment."

There are questions to be asked about student-run facilities. Are they commensurate with institutional needs? Do they offer benefits to the student? "We must be sure students are not exploited either by the University or student leaders," Cashman says.

"And we must be sure that inappropriate competition with the private sector is avoided. After all, private concerns help support the University with their taxes," says Cashman. University committees, with student input, are working out policies to define what is and is not appropriate.

COMMUNITY AND VOLUNTEER WORK

In addition to their willingness to work on projects that closely affect their lives, students engage in a wide variety of service-oriented programs.

Project STAIRS is a tutoring program for Indian children in the elementary grades, and University students also serve as tutors for children in the public and free schools.

Students participate in Headstart and Big Brother and Big Sister programs; they work with the physically handicapped, the retarded, and the blind; they work as preschool helpers in nurseries and daycare centers.

Students may sometimes earn University credit while performing services to the community. The Living-Learning Center on the Twin Cities campus, which specializes in study projects that require considerable amounts of off-campus study and experience, has involved students in community projects and special community service.

Through the center, students have worked on Model City projects and in urban education. They have tutored Mexican-American families in their homes, from first-grade level through adult education, and have worked on community workshops helping VISTA set up art programs for people of all ages.

Other projects have included creating workshops for the aged, working in half-way houses for reformatory parolees, and initiating and coordinating

With this issue the University of Minnesota begins a series of *President's Reports* to provide alumni and parents of University students with an overview of University goals, programs, and directions.

The *President's Report* replaces *Report to Parents*, the regular newsletter sent to parents of University students. *Report to Parents* will resume publication after the *President's Report* series is completed.

One further note: because we draw from several mailing lists, alumni and parents may receive more than one issue of each report. We regret this, but the cost of removing duplications is greater than sending the additional copy. If you know of anyone who would like to learn more about the University, perhaps the extra copy could be passed along.

programs in teen drop-in centers and community centers.

Students wanted a legal instrument for promoting a cleaner environment and for protecting consumers from abuse in the marketplace. They got it through an organization called the Minnesota Public Interest Research Group (MPIRG). And while it is hard to imagine a group of students campaigning for a fee increase, that is what they did to provide solid financing.

More correctly, they asked the University to act as the collecting agency for students who wished to donate one dollar per quarter for support of MPIRG activities.

Students discovered once more that "the system," imperfect as it is, can be made to work *for* them.

CHANGING IMAGE

The troublesome image is the one most projected of the student, but this is changing. "Students are very concerned about personal morality, permanent relationships, and religion," says Cashman, "and the public is becoming aware of this. The shift in focus is not because of what is happening on campus, but because there is more public understanding.

"Students are like their parents," says Cashman, "in terms of standards, and the differences that exist are to be applauded. Four years ago only students were demonstrating against the war ; today, almost all of society opposes it. The same holds true for racial discrimination. As social institutions become more responsive, there is less need for public demonstrations."

WHERE DOES IT LEAD?

Involvement in decision-making processes at the University has given students experience in those processes, and much of that experience has spilled out into the community. Students have developed effective business, inner city, community, and international relationships.

"Communities in the suburbs and rural areas will pick up the idea of student decision-making," Cashman says. "What will follow is great youth involvement in determining society's directions."

New tuition rates become effective next fall

The second stage of a tuition increase will go into effect next fall. (The Regents approved a plan in June, 1971, that spread the increase over a two-year period.)

Rates will increase from $10 to $16 per quarter for resident students and from $33 to $48 per quarter for non-resident students.

Similar increases last year ranged from $25 to $34 and from $57 to $77 per quarter.

Tuition rates per quarter for the 1972-73 school year are:

College or School	Resident	Non-resident
Liberal Arts, University College, Education, Home Economics, General College, Duluth and Morris campuses	$168	$470
Technical Colleges, Crookston and Waseca	133	380
Agriculture, Forestry, Biological Sciences, Dental Hygiene, Nursing	173	480
Business Administration, Medical Technology, Physical and Occupational Therapy, Public Health	181	480
Medicine, Dentistry, Hospital Administration, graduate work in Medicine and Dentistry	278	641
Pharmacy	191	505
Graduate School		
More than six credits	200	505
Six credits or less or thesis only	100	253
Ph.D. candidates, six credits or less, or continuous registration	35	35
Law, Mortuary Science, graduate work in law	210	505
Institute of Technology	177	480
Veterinary Medicine, graduate work in Veterinary Medicine	258	641

Informative booklets on the U are now available

Two new publications are available for the asking from the Department of University Relations.

FACTS is an envelope-sized booklet that concisely covers University history, organization, governance, students and alumni, faculty and staff, physical plant, finances, and other information.

The Speakers Guide lists faculty and staff members available to speak on a variety of topics. The book also contains a number of programs, including films and music ensembles, that are available from the Twin Cities campus.

Both publications may be obtained from University Relations, S-68 Morrill Hall, University of Minnesota, Minneapolis 55455, or call 373-7502.

Building expansion continues on all campuses of the University

The physical appearance of the University's various campuses is undergoing great changes. Construction activity is at a very high level and will remain so throughout the year. This largely reflects the appropriation granted by 1967, 1969, and 1971 sessions of the state legislature, plus substantial federal grants.

The $40.6 million appropriated for new buildings and improvement of University facilities was less than the University had hoped for, but it will enable us to move forward on some of the most urgently needed construction projects.

DEVELOPING THE HEALTH SCIENCES

The largest University facility under construction is Unit A, the first of several buildings in a Health Sciences complex on the east bank side of the Twin Cities campus/Minneapolis. The 22-floor building, primarily for the use of the School of Dentistry, is expected to be completed by September, 1973.

In all, some $10.7 million will be used for Health Sciences planning, land acquisition, and construction.

The federal government has also awarded the University a $30-million grant toward the second building in the Health Sciences complex.

CHANGING THE STUDENT UNION

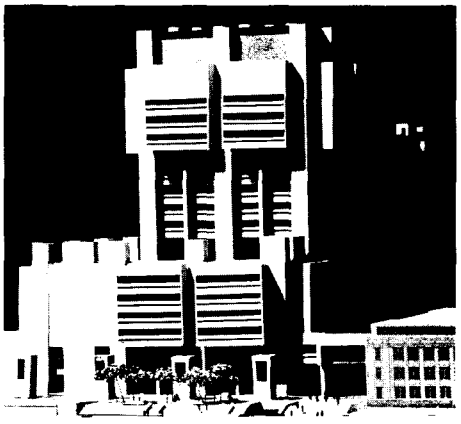
Major renovation has begun on the east bank Coffman Memorial Union and will continue for three years at an approximate cost of $3 million.

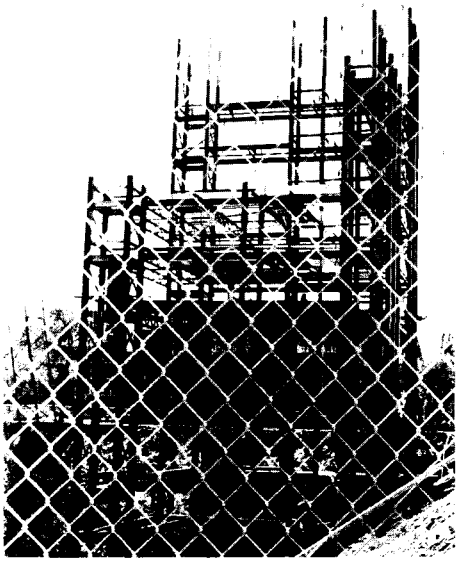
Remodeling in the cafeterias and the bowling area has been completed, and further changes will include additional lounging space and room for student organizations.

The remodeling will be financed with a fund set up years ago for that purpose, and contributed to by students and proceeds from union activities and services.

MORE MINNEAPOLIS BUILDING

Other important construction on the east bank includes psychology and athletic facilities. (The new Bierman Field athletic building is financed by athletic funds.)





TOP: Artist's model of the new Health Sciences building. BOTTOM: Steel structure of the developing Health Sciences building.

On the west bank, a performing arts building and an auditorium-classroom facility are under construction, and a student union is in the planning stages.

ST. PAUL CAMPUS GROWTH

In St. Paul, the nine-floor biological sciences building should be ready by summer.

Also under construction in St. Paul are buildings for meats sciences and plant pathology. An office-classroom building is in progress, and a veterinary medicine addition was just completed last fall.

WHERE THE MONEY GOES

The $2 million appropriated for the Minneapolis campus, excluding the Health Sciences, goes for such projects as the remodeling of Walter Library, the chemistry building, and the zoology building, upgrading classrooms, improving campus lighting, and air conditioning west bank buildings.

The St. Paul campus was allotted $13.9 million for improvements. Completion of the forest products laboratory, remodeling of Coffey Hall, and planning for veterinary science and home economics buildings were financed, in addition to the animal science building.

FUNDING THE COORDINATE CAMPUSES – DULUTH

The legislature funded most of the top building priorities on the Duluth, Morris, Crookston, and Waseca campuses.

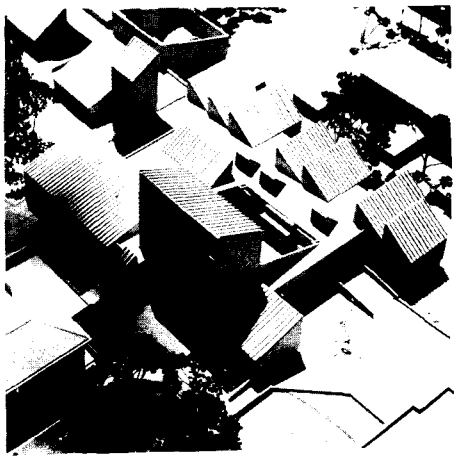
Duluth has a new administration building and a new residence hall, and looks toward completion of a performing arts building and a food service-student center combination.

A $3.5 million classroom-laboratory building, a $1.4 million physical education facility, and $611,000 in remodeling funds were also approved for the Duluth campus.

THE MORRIS CAMPUS

Residence halls have been added at Morris and Crookston, and Morris has also opened a new food service building.

The Morris campus will complete the second phase of several buildings, including the library, the humanities building, and physical education.



Model of new Humanities Building, Morris campus. The design by Rapson Associates of Minneapolis won a national award from **Progressive Architecture,** *professional trade magazine.*

THE WASECA CAMPUS

At Waseca, a horticulture complex and a classroom addition will help accommodate students as the technical college marks its first year of operation.

An $868,000 Learning Resources Center is now in the planning stages for Waseca, and construction will begin soon.

THE CROOKSTON CAMPUS

The technical college at Crookston received $941,000, which will go toward construction of library facilities, a greenhouse and remodeling of physical education, and auditorium facilities.

Three new buildings have recently been dedicated at Crookston. Skyberg Hall is the first of a complex of four dormitories and a food service center.

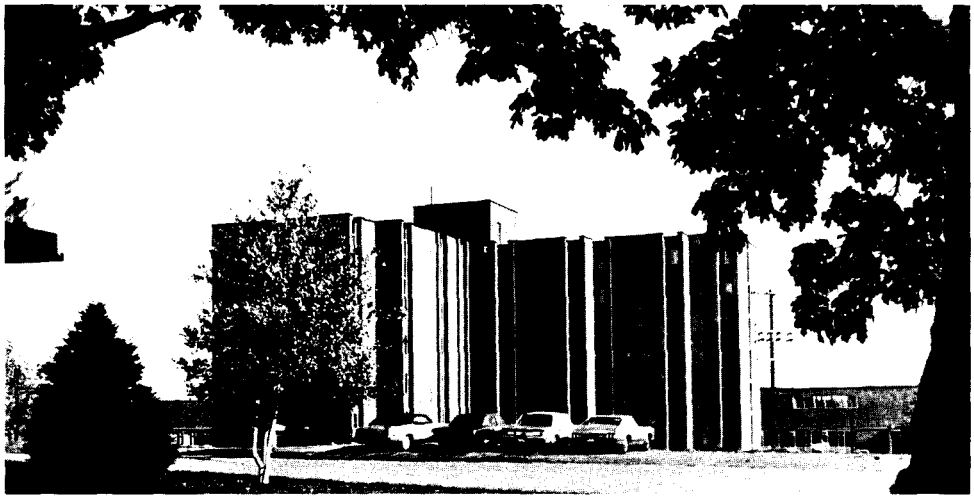
Three-story Dowell Hall has lecture rooms and facilities for several curriculum programs.

Kiser Building is soon to become the new home of Plant Services, Crookston's general repair and maintenance department.

PLANNING FOR THE FUTURE

There is no lack of building activity. At the same time, master planners are at work laying out long-range strategy for over-all development of our multi-campus University.

Thousands of cubic yards of dirt were excavated to begin work on the UMD Food Service Center. Food storage and preparation areas, as well as a loading dock, will be underground.



Completion of the High-Rise residence hall brings total on-campus housing to 1,400 at the Duluth campus.

Regents, central administrators, provosts, students, and faculty march in procession at the December dedication ceremony for the new Waseca campus.

Board of Regents, Equal Opportunity Office are dedicated to fair treatment to all

The Board of Regents has committed itself and the University of Minnesota to the policy that there shall be no discrimination in the treatment of persons because of race, creed, color, sex, or national origin.

This policy is particularly applicable in the recruitment and hiring of members of the faculty and staff and in promoting the academic pursuits of all students at both undergraduate and graduate levels.

Individual faculty members are expected to support the development of affirmative action programs to ensure a proper ethnic balance among the students and staff of their department.

An Equal Opportunity Office has been established under the vice president for administration, and it oversees the work of the University in this area.

It has developed policies regarding contractors and other businesses that serve the University's needs; it is currently cooperating in a special study of the status of women staff members at the University; and it is asking University departments to make specific commitments for a five-year period in bringing the number of minority staff and the levels of their assignments to proportions that generally reflect the proportion of minority group citizens in the area population.

U study shows parents support U handling of student life

Parental support for the goals of student activists decreases as their tactics become more assertive, there is a slight tendency for more educated parents to have more positive attitudes about dissent, and mothers are more favorable toward campus dissenters than fathers.

These are among the results of a study conducted by Donald A. Biggs, C. Edwin Vaughan, and Carolyn Donart for the Office for Student Affairs.

The study also shows that parental attitudes about campus freedom of expression have a substantial correlation with attitudes about dissent – that is, parents who have more liberal attitudes about campus freedom of expression are more approving of dissent – and that parents are generally quite satisfied with University student life.

In December 1970, a questionnaire was sent to the parents of 409 randomly selected University students; 77 percent returned the completed forms.

Educational backgrounds were diverse: 13 percent had not completed high school, 21 percent were high school graduates, 33 percent had some post-high school education, 22 percent were college graduates, and 8 percent held graduate degrees.

Occupations of parents were also varied: 24 percent were managers or proprietors, 22 percent skilled workers, 19 percent professionals, 15 percent clerical, and 15 percent semi-skilled or laborers.

The first part of the study inquired into parental attitudes about campus dissent. When students hold meetings to express dissent against United States involvement in Cambodia or to protest what they consider to be University discrimination against black students, most parents approve of their goals and tactics (in the first case, 71 percent, and in the second, 61 percent).

However, when students express their dissent through sit-ins, marches, or destruction of property, parents disapprove increasingly of both goals and tactics. Goals, which remain the same in the two situations, are rejected increasingly as the means to these goals become more objectionable.

The second part of the study examined parental satisfaction with the University's management of student life. The accompanying chart tabulates the responses.

Results of the survey indicate that dissatisfaction with University student life is related to parental feelings of general social alienation and alienation from University student life. Parents who were most dissatisfied with University management of student life were more apt to feel detached and unable to influence the social institutions around them.

Parents' feelings of social alienation, however, were not related to their attitudes about dissent. Of all factors considered, parental attitudes about campus freedom of expression were most related to their attitudes about dissent. Parents who have more liberal attitudes about campus freedom of expression were more approving of dissent.

Although mothers were more satisfied than fathers with the management of student life at the University, fathers who agreed more with their college-age sons and daughters about social and political issues as well as campus dissent were more satisfied with University student life than those who did not.

Parental Satisfaction with University Management of Student Life

	Completely satisfied	Well Satisfied	Satisfied	Indifferent	Dissatisfied	Very much dissatisfied	Completely dissatisfied	No response
	%	%	%	%	%	%	%	%
In general, how satisfied are you with the University of Minnesota?	8	31	44	4	9	2	1	1
How satisfied are you with the way the majority of University students conduct themselves?	9	31	46	5	4	1	1	3
How satisfied are you with the way the University handles cases of student misconduct?	5	19	37	3	22	4	3	7
How satisfied are you with the type of education students are getting at the University?	16	33	39	2	6	1	1	3
How satisfied are you with the University of Minnesota as a place to send your children?	12	31	41	4	6	1	2	3

Rebudgeting and retrenchment result in new goals and programs at the U

Tuition aid for students and funds for the libraries emerged as the highest priority items in an unprecedented reshuffling of University budgets.

Faced with costs far exceeding the funds available, the University launched into an intensive program of priority-setting as it prepared its 1972-73 budget.

A self-imposed 6 percent tax on all units formed the foundation for the effort. Half of that was returned to units, once they had shown a plan for new or improved programs. Remaining funds, totaling about $4 million, were placed in a central fund and divided according to all-University priorities.

Committees were established at all levels of the University to determine the priorities of each educational unit.

Priority was given to programs cutting across college lines and to programs responsive to the needs of large numbers of students.

Professor May Brodbeck, chairman of the Senate committee on educational policy, noted that "never before have collegiate units undertaken so thorough a review and appraisal of their missions and that of their component departments and programs." She said that theirs had been a time-consuming and painful process, but one that had given the collegiate units a self-knowledge they never had before.

WHAT RECEIVED PRIORITY?

The top priority of $800,000 in tuition support for disadvantaged students represents a $200,000 increase over last year.

Second priority was given to University Libraries for the purchase and processing of books and to reinstate schedules of full hours. A strong library must be at the center of every student's education.

General biology received third priority due to extraordinary enrollment pressure—most of the enrollment is from students outside the College of Biological Sciences.

The health sciences, fourth on the list for funding, received more than $1 million—about one fourth of the total all-University reallocation.

Most of the allocation provides for badly needed faculty and staff in dentistry, medicine, pharmacy, public health, nursing, and veterinary medicine. Among the results will be improved student-teacher ratios and more individualized instruction.

The coordinate campuses were given fifth priority and received funds sufficient to recover all losses from last spring's retrenchment and nearly all funds retrenched this year.

Because educational innovation is as important as strength in traditional departments, $350,000 was granted to the Educational Development Program, which funds innovative projects.

The School of Cross-Disciplinary Studies, a unit within the College of Liberal Arts that enrolls its first students in 1972, received $175,000 to establish coordinated programs at the lower division level. Students will take introductory courses in several disciplines, and the courses will be coordinated so that the relationships between them are clear.

PROGRAMS CHANGE ON TWIN CITIES CAMPUS

Budget cuts have meant changes in collegiate programs. In the Institute of Technology (IT), for example, substantial cuts were made in chemistry, geology, and aerospace engineering and mechanics.

Architecture and computer science received increases — the first because of booming enrollment, the second because it is a new program in which interest has been increasing dramatically.

COLLEGE OF EDUCATION

The College of Education cut all of its traditional departments and put its reallocated funds into new departments or college-wide programs.

Because of a long-range planning effort already in process, Education was a year ahead of the University in making budget decisions based on educational priorities.

Reallocated funds in Education have gone to programs in human relations and intercultural education, early childhood education, adult education, higher education, and instructional system resources.

COLLEGE OF LIBERAL ARTS

In the College of Liberal Arts (CLA), the entire budgets of the natural science and social science programs were eliminated, and 25 percent of the humanities program was cut. It was felt that these interdisciplinary programs could be more effectively taught in other units or through the proposed School of Cross-Disciplinary Studies.

CLA departments and programs that came out ahead in the budgeting process include American Studies, anthropology, linguistics, and philosophy. Psychology, political science, and history are also receiving large amounts in order to maintain their strength.

INSTITUTE OF AGRICULTURE

Cuts in the College of Forestry have brought it back to its 1965 level of funding, and enrollment has been curtailed in the College of Home Economics, especially in related arts. Consumer economics is the one field within the college that is being expanded.

While some work in plant pathology in the College of Agriculture has been dropped, a new interdisciplinary program in resource and community development has received preliminary funding.

COORDINATE CAMPUSES

If the health sciences are excluded, the coordinate campuses come out ahead of units on the Twin Cities campus.

Campuses in Duluth, Morris, Crookston, and Waseca will be up from their 1971-72 budgets and only 1.1 percent below 1970-71. Most other units are 5 percent below the 1970-71 base.

Nobody is satisfied with standstill budgets for these campuses, and we are committed to their further development in the future.

(continued on page 8)

Coordinate campuses receive funding to continue, develop good programs

(continued from page 7)

DULUTH CAMPUS

The University of Minnesota, Duluth (UMD), has been identified as a potential "University Center," which could double its size and make it a major unit in the University system.

As a University Center, UMD would feature a solid undergraduate program, an expanding and highly reputable graduate program, innovative programs in the professions, and interdisciplinary and cross-disciplinary areas.

All of the vocational programs that had been listed for some retrenchment – home economics, industrial education, speech pathology, and business administration – will be continued during the coming year at essentially their present levels.

Three separately funded professional programs will begin in September: the UMD Medical Education Program, the School of Social Work, and the Dental Hygiene Program. These programs will contribute significantly to the development of UMD.

Future plans, if funding becomes available, include a School of Business, a School of Fine Arts, expansion of the health sciences, a Lake Superior Basin Studies program, and selected graduate programs.

MORRIS CAMPUS

When faced with a 6 percent cut in its budget (as all University units were last spring), the University of Minnesota, Morris (UMM), gathered administrators, faculty, staff, and students together to develop a plan of retrenchment.

In line with University principles, the budget committees made judicious cuts from existing programs, and reallocated them to new programs seen as necessary to maintain UMM's high standing as a liberal arts college in Minnesota. As elsewhere within the University, cuts were made in terms of programmatic priorities.

The proposed cuts – which would have affected faculty-student ratios, support services, and community services– were restored in the final budgeting process. This enables Morris to maintain its present position.

CROOKSTON CAMPUS

As with the other developing campuses, retrenchment meant hard decisions for Crookston officials. Budget cuts meant eliminating two staff members and trimming travel expenses.

Programs were expanded at Crookston, however, and these include the Internship program, the Animal Science program, and the development of new programs in Agri-Business Systems Analysis and Design, Ag-Journalism and Radio, and Family and Home Services.

WASECA CAMPUS

The Technical College at Waseca is a new unit of the University system, which admitted its first students in fall, 1971.

The college was funded by a "Legislative Special" and through funds from the Southern School of Agriculture as it phases out. The Legislative Special funds were not affected by University retrenchment, but the Southern School's funds were.

The budget loss for Waseca was small by comparison with other campuses, but it does affect the college's ability to fill needed positions and somewhat limits their purchasing power of equipment and instructional material.

WHERE DO WE GO FROM HERE?

The retrenchment and reallocation budgetary process has not halted the development of our University. The process has only turned us into new directions so that we may weigh, evaluate and judge the missions and programs of the University. The end result can only be a better education for our students.

THE PRESIDENT'S REPORT

April, 1972

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THE PRESIDENT'S REPORT

A NEWSLETTER FOR ALUMNI AND PARENTS OF UNIVERSITY OF MINNESOTA STUDENTS
PUBLISHED AT MINNEAPOLIS *JUNE, 1972*

Dissent must not close door to learning

President Moos

The mid-May protests against the war erupted into violence on our Twin Cities campus for the first time in the five storm-swept years that have battered campuses across the nation.

I know you have been dismayed to read and hear about these disturbances. While the violence ended quickly, it left its mark in terms of frustrations within the campus boundaries and perplexity among those who observed from a distance.

While I encourage and endorse the right of everyone to peaceful protest and non-violent dissent, I neither support nor condone the disruptive actions of those who seek to close the University, thereby undermining the basic principles of free and open inquiry and debate. The University of Minnesota is a public institution of higher learning—one which cannot and will not slow to a standstill with every incident of protest that occurs.

The events and circumstances surrounding the violence and the subsequent presence of the police and military will be thoroughly investigated, and I do not propose to assign blame or responsibility here. Suffice it to say, I welcome those investigations, and I earnestly hope the reports and subsequent recommendations will serve to deter future incidents of this kind.

These are times when it would be very easy for the state to repudiate its University, to disavow the institution for the unfortunate actions of a few. But the support I have received from the University's many friends around the state has been very encouraging. People have been understanding, tolerant, and sympathetic, and for that I am grateful.

I ask for your continued understanding of why events such as those which recently scarred the University occur; I ask for your continued support during times of turbulence; and I assure you on one matter about which I am immovable: the University will remain open and available to everyone; we will fulfill our obligations to the people of Minnesota.

U provides more than $1 million in financial aid to students

Financial aid to students emerged as the University's top priority during an intense budget planning process last year.

The University has committed more than $1 million for tuition support to needy students over the past two years and will continue to press for an even higher level of funding to meet these needs.

There are, of course, many other sources of help in financing a college education. We estimate that for 1972-73 the total amount of financial aid available from University, state, and federal resources will be about $9.7 million. While that is several times the amount available a decade ago, it is nearly $4 million short of estimated needs to serve 11,500 of the University's more than 51,000 students.

Part-time work and student loans will provide a large chunk of this financial aid. Liberalized lending programs have put many a student through school, and I see it as a sign of confidence in themselves and the value of education that students are willing to invest in their future.

At the same time, I must sound a note of concern for the rising level of indebtedness facing college graduates. That level reached an average of $2,709 in 1971-72. Much of the indebtedness comes from the Federally Insured Loan Program, and I sense that too great an emphasis is being placed on this program of borrowing.

The University also is concerned, as I know you are, about students from families in the $6-12,000 income range who need help but seldom qualify for need-based federal programs. These programs suffer from a shortage of funds and therefore are aimed at students from very low income families. About 75 percent of federal student aid goes to students from families with incomes of less than $6,000.

Recognizing the excellence of need-based programs, we are encouraging their expansion to include more students and relieve the crunch in the middle income family situation.

Special counseling programs help students stay in school, provide alternatives

Fewer than half of the students who enroll at the University of Minnesota graduate with a four-year degree.

"This is not an indication of failure, however," said Fred Lukermann, assistant vice president for academic administration. "It means many students are getting what they want from the University—an associate in arts degree, a job, or transferring to another school—and then leaving."

But the attrition rate does mean that the University should have an adequate "counseling-out" program.

NEED FOR COUNSELING

"We have had a crucial counseling problem since 1968," said Lukermann, "when the programs for disadvantaged students began at the University. For the first time, we were recruiting students who had below standard test scores and class ranks. We offered education to students with a low probability of success, and many left."

New counseling programs have helped many of these students, and their retention rate is now much higher.

"We counseled the disadvantaged student in, we owe him a continued counseling program while he is here, and a counseling-out session if he leaves," said Lukermann.

GENERAL COLLEGE PROGRAM

Because the two-year General College (GC) with its open admissions policy enrolls many of the University's disadvantaged students, the college counselors take many steps to see that the student who needs help gets it.

"We follow a student's progress closely," said Gordon Kingsley, head of GC counseling. "The first quarter and every quarter the student has less than a C— average, or receives two or more incompletes, a letter is sent inviting him in to discuss his difficulties with a counselor."

A "hold" is put on the records of a student who has had three poor quarters. Before he can re-register, he must see a counselor to discuss the appropriateness of his continuing in GC. Alternatives are also explored.

HELP CENTER

Two thirds of the GC students enrolled in special programs for the disadvantaged are assigned to GC's HELP Center, where full-time counselors work closely with the students.

"We have always been concerned with students leaving the college and have always had a counseling-out program," said Kingsley.

CLA COUNSELING

About one third of the disadvantaged students attending the University on Martin Luther King scholarships (MLK) are enrolled in the College of Liberal Arts (CLA).

"The retention rate of the MLK student in the college is better than many would have thought," said John Buchanan, director of lower division student personnel. "Students have been counseled out—usually when they have unrealistic career goals—but most of our counseling is to keep them in the college."

SOME DIFFERENCES IN STUDENTS

"The MLK student comes to the University with attitudes, expectations, and goals that differ from those of most students," said Barbara Uppgren, assistant to Buchanan. "He has a different political and cultural background, which demands special counseling insights. For this reason, MLK counselors are minority members."

When a student does leave the college, ties are not necessarily severed. "Counselors encourage students to have an exit interview, and the counseling bureau is available to them for at least a quarter after they leave school. In addition, students still have access to the MLK faculty," Wright said.

The goal of CLA counseling, however, is to help the student stay in school.

Job placement for graduates is more difficult than in the past, but not impossible

According to national and local statistics, it is no longer a simple matter for a college graduate to find a job. But for the aggressive, personable student willing to relocate, the task is not impossible.

"College recruitment is way down," said Maxwell Alvord, director of the placement office in the College of Liberal Arts (CLA) on the Twin Cities campus. "It takes more than grades nowadays to get a job."

MOBILITY IS NECESSARY

The college graduate must be willing to relocate—80 to 90 percent of the liberal arts graduates placed in jobs last year had to leave the Twin Cities area. "There have always been jobs, and there are jobs now," said Alvord. "The graduate must go to them."

The problem is that about 70 percent of the students attending the Twin Cities campus are commuters. They live here and want to stay here.

Women are particularly affected by the problem of relocation since many of them have boyfriends or husbands employed in the Twin Cities, or they do not want to leave their families.

OPTIMISM FOR THE FUTURE

"We have seen a slight pick-up the past few weeks," Alvord said. "This has been a good first quarter for business and it takes a while for the effects to filter down to University placement. The situation, however, may never again be as good as it was in 1968-69—there are simply too many graduates."

COLLEGE OF EDUCATION

Like the student in liberal arts, the education major is having a harder time finding a job than in the past.

"In the last two years, we have seen a considerable drop in openings," said Arnold Woestehoff, director of the College of Education's Bureau of Recommendations, Twin Cities campus. "The

market is tight this year, and I am afraid it may take five years to loosen up."

Still, the placement record is not as bad as it might seem. Of the seniors who graduated from the college last June and were actively seeking work in education, 70 percent had jobs by October 1.

"For someone going into teaching, the willingness to be mobile is essential," said Woestehoff. "A large proportion of those unemployed last fall were not placed because they were unwilling to leave the Twin Cities area."

Education is still a good profession, however, for those with ability and aptitude. There is a demand for education specialists in industry, educational organizations, governmental agencies, and inner city schools.

INSTITUTE OF TECHNOLOGY

The economic down-turn of spring, 1970, the cut-back in the aerospace industry, and the declining government support for research have all made great changes in the number of jobs available to the science and engineering graduates of the Institute of Technology (IT). By 1971, many companies were employing less than 50 percent of the number of college graduates hired in 1968 or 1969.

"But the situation is getting better," said Norman Ceaglske, director of placement in IT. "It's not like three or four years ago, but better than last year, and last year we had placed 70 percent of those looking for work by July."

BETTER PROSPECTS

"Even now, openings in aerospace engineering are picking up a bit; chemical and civil engineering are good," said Ceaglske. "The science and mathematics fields are not as good because there is no money to support research."

Unlike other students, the IT graduate may not have to leave the Twin Cities area to find work. "There are a lot of industries here—milling firms, laboratories, heavy industries—that use engineers and scientists," said Ceaglske.

"Fewer companies are coming to interview," Ceaglske said, "but still, jobs are coming in."

COLLEGE OF BUSINESS ADMINISTRATION

Last year was a difficult year for graduating business students at both the bachelor and master level. "Students needed persistence and determination to find a job, expecially in their chosen fields," said Janet Hoffmeyer, director of placement.

But offers are up this year, and even 70 percent of last year's students who actively sought work were placed by July 1.

"The number of companies that come to campus to interview students is down, but those that come are more serious and usually have jobs," said Mrs. Hoffmeyer.

Almost every employer who interviewed on campus last year listed accounting openings, making it the area of greatest demand. Sales positions in almost every field were also good opportunities.

HEALTH SCIENCES

A strong demand exists for health sciences personnel in all fields—especially in the outstate areas.

Physicians are especially needed in rural and outstate portions of Minnesota. There is a need for nurses and for teachers of nursing to staff the many nursing schools in the state.

Pharmacists have no difficulty finding positions, especially if they go to outstate communities where there are great shortages.

Minnesota has far too few dentists to service the state, and a large population of aging dentists means that the shortage is going to get worse.

The University conducts many allied health professional programs, and is developing new ones to help meet the needs for health care personnel.

This is the second issue in a series of *President's Reports* to provide alumni and parents of University students with an overview of University goals, programs, and directions.

Because we draw on several mailing lists, alumni and parents may receive more than one issue of each report. We regret this, but the cost of removing duplications is greater than sending the additional report. If you know of anyone who would like to know more about the University, please pass the extra copy along.

COLLEGE OF HOME ECONOMICS

The employment situation in the Twin Cities area remains tight for home economics graduates.

"We have had some evidence that a few companies may hire more graduates this year than last," said Ralph Miller, placement director for the college. "However, it appears, by-and-large, that the total employment picture has not changed a great deal."

Very few positions have been created, and those who have jobs are keeping them. The result is that few jobs are available to new graduates.

One half of the vacancies currently listed with the office are for university teaching positions or with state extension services with positions requiring an advanced degree.

Forty percent of the total job vacancies are for high school teachers. Most of these openings are in Minnesota, and most are outside the Twin Cities area.

"Graduates must be resourceful in applying for jobs," said Miller. "The graduates who are persistent in writing letters of application and setting up interviews are being reasonably successful in securing employment."

COLLEGE OF AGRICULTURE

By September 1 of last year, about 95 percent of the graduates for the year had been placed in positions. Some 85 percent of the graduates were in positions that they had indicated as first or second preferences.

Based on projected employer needs for the next three to five years, demand will be strong for graduates in the fields of agricultural education, food science, horticultural science, resource and community development, landscape architecture, agricultural engineering technology, animal science, and agricultural journalism.

DULUTH CAMPUS

As in the rest of the country, the Duluth job market is very competitive. A recent survey of prospects for teachers, conducted by the Duluth *News-Tribune*, indicates that the market in the Minnesota-Wisconsin-Michigan area surrounding Duluth will be half as good as last year. (Recruitment on campus is down 40 percent from last year.)

(continued on page 4)

Placement offices at coordinate campuses are active in placing students

(continued from page 3)

A UMD Placement Office survey of 1971 teaching graduates showed 73.8 percent of those active in the job market found full-time positions by December. Of the elementary teachers, 91.8 percent found teaching jobs, and 62.1 percent of the secondary teachers found employment.

Some of those who did not find work were unwilling to leave the Duluth area.

For nonteachers, jobs are available for the graduate with some kind of technical training, such as accounting or business administration. Government and industrial recruitment is about what it was last year.

A national expert has predicted an 11 to 15 percent increase in jobs over 1971. This increase, however, will still not bring the market up to levels of three or four years ago.

MORRIS CAMPUS

"Things seem to be picking up a little," said Herbert Croom, director of placement. Recruiters are not in a hurry to hire candidates, however, since "there are plenty of candidates from which to choose in almost all areas," Croom said.

Teachers and educators are in oversupply and are expected to remain so during at least the next decade.

The hiring that has been done by business and industry has been highly selective to meet specific job descriptions; budgets for long training periods for college graduates are a thing of the past.

"Supervisory and management trainee positions offered in past years to new college graduates seem to have vanished," said Croom. "Most concerns have college-educated people on their rosters, and look to them and other experienced personnel for advancement in the company."

CROOKSTON CAMPUS

Although affected by the nation-wide recession in the economy, the UMC placement services have found that job-seeking graduates with collegiate technical training have been very successful in finding employment—96 percent of the 1971 graduating class who sought work found jobs.

Formerly, employers came to the college in large numbers seeking prospective employees. The present trend indicates the graduates must now also attempt to seek out positions in which they are interested and for which they are qualified.

Assisting the UMC graduate's ability to find employment is the preparation he receives for mid-management positions and for clusters of jobs.

WASECA CAMPUS

A Placement Center will be established at Waseca this year (the first UMW class graduates in 1973). The need is great for trained individuals at the semi-professional or mid-management level in the fields related to agriculture, and it is anticipated that graduates will have little difficulty finding employment.

In addition, graduates are trained to perform a cluster of jobs, which makes additional employment opportunities available to them.

Residence halls offer varied settings for different lifestyles

Students who live in the residence halls on the Twin Cities campus are playing a direct role in how the halls are run. The philosophy is called participatory management.

"The Inter-Hall Residence Association, the highest student government body in the residence halls, meets often, usually weekly, to discuss issues and problems," said James Condie, director of the Twin Cities campus Housing Office.

Standing Association committees, each of which is chaired by a student, cover a wide range of student interests: Rates, Contracts, and Information; Physical Facilities; Food; Living Arrangements; Conduct; and other committees as necessary to deal with specific issues.

STUDENT INPUT

More important, the committees have successfully brought about changes in the dormitories. Student initiative and involvement with the administration brought about the residence hall guest policy wherein students choose the lifestyles that suit them best (students under 21 must have parental approval). This means each student selects a hall with an open guest policy (members of the opposite sex in his room at any time), a limited guest policy, or a policy of no guests at any time.

Committee work and reorganization have resulted in no general room and board increase for next year; the only rate increases will be to equalize payments among the halls.

"Reorganizing and combining duplicate offices helped us save money and increase our responsiveness to student need," said Condie. "But the primary reason for reorganizing was to be able to assign responsibility and then assess more clearly our production."

INDIVIDUAL RESPONSIBILITY

The residence hall provides an educational experience, and human development is based on individual responsibility. Making students responsible for their residence hall pays off: four years ago, unassessed damage in dorms came to over $16,000; today, it is under $1,000. As a result, students no longer pay a damage deposit.

The guest policy is another example of individual responsibility—as the University moves away from the philosophy of

A room in Comstock Hall, Twin Cities campus.

in loco parentis, the student gains independence and responsibility for his own actions. A study shows that 63 percent of the parents of underage students approve of the open guest policy, and 36 percent approve of a limited guest policy.

OFF-CAMPUS HOUSING

In addition to the 4,300 students who live in residence halls, a great many live off campus. In 1967-68, the Department of Off-Campus Housing counseled 1,100 students. In 1971-72 they counseled 11,000 students and 1,000 staff and faculty members.

Besides finding and listing habitable off-campus housing, the department acts as a complaint service. Last year over 500 complaints from students and landlords were received. The department uses the Legal Aid Clinic, landlord associations, and student tenant unions in its attempts to function as an objective mediator in disputes.

CHANGING HOUSING NEEDS

A common impression is that there is not enough housing near the University. A recent study shows some surprising changes.

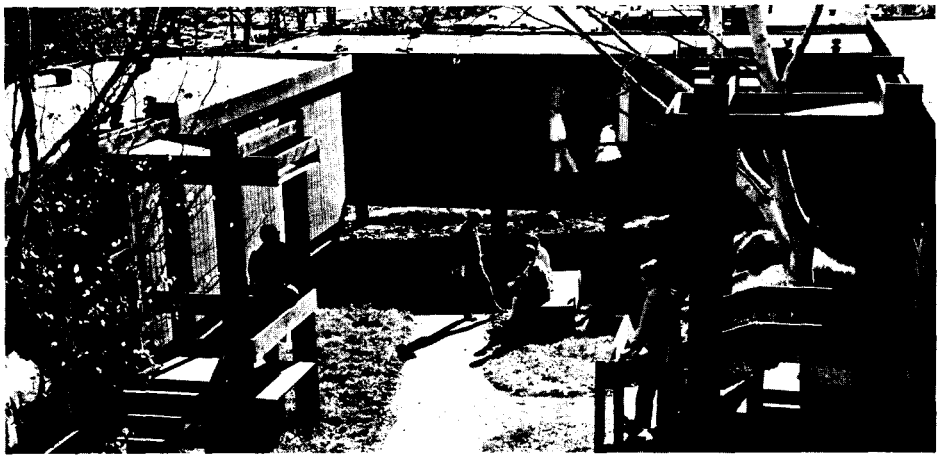
"We took a quick and superficial market analysis in April of the need for housing," Condie said. "We found we had 200 vacancies in the residence halls compared to 80 in the fall. In the southeast, Como, and Prospect Park areas near the Minneapolis campus, 394 spaces were available compared to 255 in the fall."

Increased housing space was found elsewhere. Cedar-Riverside Associates had 52 apartments available on the West Bank in December (13 last October). Fraternities and sororities had over 500 beds in March (400 last October).

One reason for the increase in housing availability may be the traditional decline in student enrollment at the University after fall quarter. But other factors may also be involved.

BIRTHRATE AND ECONOMICS

"We are now on the crest of the college-age group of students," Condie said. "The declining birthrate is a factor. Economics is also playing a part. Enrollments are increasing at junior colleges, where costs are lower. Many students also find they like the smallness of the junior college compared to the bigness of the University. The result is that we may have to reassess our building plans."



UMD students enjoy a chat in the courtyard connecting four units of the Apartment Village. A student-represented counsel adopts regulations for the entire village.

Plans are continuing for a housing project on Como avenue, midway between the Minneapolis and St. Paul campuses. The 274-unit apartment-type facility will be for married students.

DULUTH CAMPUS

The University of Minnesota, Duluth (UMD), also provides a variety of housing styles. New residences include High Rise Hall for women and the unique Apartment Village.

Students living in campus residence halls help determine their own physical and social environments through participation in the planning and governance of the units.

UMD has on-campus housing for 1,400 students, and during this academic year, the residences have been filled to 97-percent capacity.

Looking to the future, UMD broke ground in mid-May for a 312-student dormitory. The three-story building will contain apartments, each housing four students. The facility is expected to be completed by the start of the 1973 school year.

MORRIS CAMPUS

The housing philosophy at the University of Minnesota, Morris (UMM), is to provide different living situations according to the lifestyle that a student prefers, ranging from the freedom of campus apartments to controlled environment situations.

"The Inn" (Blakely Hall) is an experimental unit for upperclassmen who have previously lived off campus. The living situation is unstructured with no resident advisers from the Housing Office in attendance. An "Innkeeper" handles management details.

Other dormitory policies range from the 24-hour visitation privileges of Independence Hall to the limited visitation hours of Gay Hall.

The UMM Housing Office offers advice to students seeking off-campus housing and maintains a list of residences to accommodate 750 students (on-campus units can house 815 people). The housing committee recently mailed a questionnaire to students living off campus to gather information about student needs and wishes. The results are intended to improve the campus housing program.

CROOKSTON CAMPUS

The University of Minnesota Technical College, Crookston, is in the process of establishing new residence hall policies that allow more student governance and policy-making and that encourage more independence and participation.

Provisions for next year allow students to vote for more liberal or more conservative hours. A poll taken among parents shows that 50 percent will allow their sons and daughters to have the most liberal University visitation policies.

WASECA CAMPUS

Dormitory facilities are available for 312 students on the University of Minnesota Technical College, Waseca, campus.

The residence hall capacity is sufficient for the present and for the projected enrollment for several years. Housing is available in the Waseca community as well.

U programs reflect new social concerns and educational innovations

Problem-solving courses, interdisciplinary programs, and community involvement by students are among the trends in many of the collegiate units at the University.

"Today, people are greatly concerned about the quality of life. To this end, the College of Home Economics is deeply involved in studying the influence of the social and physical environment on the human personality," said Acting Dean Keith McFarland.

COLLEGE REORGANIZATION

"Problems reach beyond disciplinary boundaries," said Natalie Gallagher, coordinator of undergraduate programs. "Although departments still administer the courses and offer graduate programs, the new undergraduate programs are organized across departmental lines and around societal problems."

A student in hospitality and food service management, for example, might take courses from departments of economics, business administration, engineering, and family social science.

COMMUNITY WORK

Most of the individualized programs assume that the student will be out in the community working and learning to help solve social problems.

Two students in housing problems of the family, for instance, are working in a model city area as advisers to the community. Their goal is to apply inexpensive redecorating and refurnishing techniques to meet the needs of the people.

Another student is working with a Dakota county extension home economist and studying problems in the community. Other students are working on consumer protection research for a state legislator.

"People are coming to see the home in home economics as more than the four walls of their houses," said Mrs. Gallagher. "Home is also the community and the environment."

COLLEGE OF EDUCATION

Training teachers and maintaining a scholarly interest in educational matters are at the center of the College of Education's mission. But a complex society demands a broader sphere of interest, better methods of teacher-training, and continuous in-service education for professionals.

NEW KIND OF PRACTICE TEACHING

A goal of the college is to move fully into the development of teaching centers. "In the past, a block of the student's time was allotted for practice teaching," said Associate Dean William Gardner. "It was an apprentice technique and had some flaws—the master teacher might not be serious or the practice teacher suffers culture shock and becomes rigid."

Teaching centers permit a team of 15 to 20 students to be placed in a single school; their University courses are taught on site rather than on campus.

MOBILE TEACHING CENTER

Project Combine is an innovative program that has won a prize from the U.S. Office of Education for its success in teaching disadvantaged children how to read.

A group of undergraduate education students take buses to inner city schools twice each week to work with the children. Graduate education students also go to supervise and tutor the undergraduates, while a University professor offers continuing education courses in reading methods to the regular public school teachers.

"The project is a portable teaching center," said Gardner. "Like the teaching centers, it has layering benefits—to the children, the University students, and the public school teachers."

COLLEGE OF LIBERAL ARTS

"The ongoing review and updating of all courses is the least noticed but probably most significant change factor in any good college," said Associate Dean Roger Page of the College of Liberal Arts. "New faculty members with new ideas and perspectives make special contributions, but we like to believe that all our faculty are improving their offerings every year."

One new project is the School of Cross-Disciplinary Studies. Its first students will enroll next fall.

One mission of the school is to permit students to study the interrelationships among different disciplines as they bear on a common problem, theme, or period.

Students studying man and environment, the 1972-73 theme, will take courses in three to six disciplines (geography, geology, landscape architecture, and history, for example) to study man's relation to the environment.

"What is developing in many programs," said Page, "is the application of disciplines to social and urban problems."

EXPERIMENTAL DEGREE

The Bachelor of Elected Studies is a freely elected degree program offered for the first time in the fall of 1971. Students in the experimental program plan their own course work; the only requirement is that the student graduate with 180 credits, 75 of them in upper division.

"The degree is a response to what some students say they want," said Page. "We will study the results to see if it serves a purpose. Does it provide for a better job? More satisfaction? A better education? We now have the freedom to see what students choose. Depending on the outcome, the degree will be continued or eliminated."

GENERAL COLLEGE

Because in a rapidly changing society traditional occupations and vocations become obsolete, General College (GC) has established new curriculums in consultation with local employers. The legal assistant and administrator programs, both established in cooperation with the University Law School and the Twin Cities legal profession, are such programs.

FOUR-YEAR DEGREES IN GC

General College has recently begun to experiment with baccalaureate curriculums—its first four-year degrees were awarded this June.

The Bachelor of General Studies and the Bachelor of Applied Studies are

The Board of Regents has committed itself and the University of Minnesota to the policy that there shall be no discrimination in the treatment of persons because of race, creed, color, sex, or national origin.

This policy is particularly applicable in the recruitment and hiring of members of the faculty and staff and in promoting the academic pursuits of all students at both undergraduate and graduate levels.

limited during their experimental stages to a small number of students. Unlike many traditional baccalaureate programs, both degrees are highly individualized—part of the student's work is in supervised work experience, independent study, participation in community projects, or other unconventional learning experiences.

Prospective four-year students in GC prepare their own curriculums in consultation with an adviser and then justify their proposals before a faculty-student admissions committee. A strict requirement is that student-prepared curriculums must not overlap with any existing four-year program at the University.

INSTITUTE OF TECHNOLOGY

The Institute of Technology (IT) is becoming an upper division school as more and more students take at least part of their lower division work in other Minnesota colleges.

"We must accommodate students with differing backgrounds," said Robert Plunkett, director of undergraduate studies. "And for our own lower division students, we intend to provide enough of an engineering background to allow them to function as engineers without being narrowly circumscribed. We want them to be free to apply their knowledge as they choose." (Two thirds of IT students are in engineering, the remainder are in mathematics and science.)

IT students now have greater flexibility in designing their lower division programs. They are expected to acquire a broad basic science background, which permits more alternatives in reaching career goals.

SOURCES OF INPUT

"IT programs have been more rigid in the past," said Plunkett. "In revising the curriculum students, alumni, and industry representatives have played a part." One result is greater flexibility in upper division courses as well, experimental sequences, and more freedom to choose such non-engineering courses as literature and history.

COLLEGE OF AGRICULTURE

"There have been no sudden changes in the College of Agriculture," said Dean Albert Linck. "A built-in reviewing process has permitted change to come about gradually."

New scientific knowledge and new social concerns have had an influence on the college programs. Subject to Regents' approval this month, the Food Science and Industries Department will become the Department of Food Science and Nutrition.

"In the past," said Linck, "nutrition had been studied somewhat in isolation from food science and in a limited way, involving food served in the home. We are now looking at food management in all of its aspects—food manufacturing and technology, food service away from home as well as in the home, and nutrition.

WORK IN THE ENVIRONMENT

Nutrition is one area of social concern, the environment is another. "Environment has been 'our bag' for a long time," Linck said. "Intensive farming, alternative land uses, land management and planning, and land use for recreation all affect the environment."

COMMUNITY INVOLVEMENT

Efficient land use by a community requires first-hand knowledge of the characteristics of that land area. Students in the resource and community development program gain practical experience by studying various aspects of a Minnesota county.

"This year, students are studying the institutions, government, educational opportunities, and land uses of Carver county," said Linck. "They examine the demographics, the wild and urban areas, the water resources. When they are done, they develop a plan for land use, particularly for recreation."

The program is an interdisciplinary one, with instruction from such fields as economics, horticulture, soil science, forestry, sociology, and other areas.

HEALTH SCIENCES

The Health Sciences include the Medical Schools, the Schools of Nursing, Dentistry, and Public Health, the College of Pharmacy, and University Hospitals. These units also work very closely with the College of Veterinary Medicine, although it is not a formal part of the Health Sciences.

"The Health Sciences is an administrative umbrella designed to promote interdisciplinary activities among the health sciences units, to develop greater cooperation among units, and to avoid overlapping of efforts," said Lyle French, vice president for health sciences. "What we are developing is a health care delivery team."

MEDICAL SCHOOL

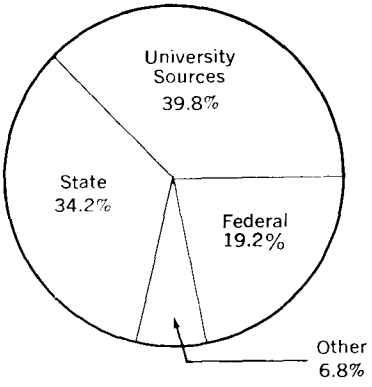
Curricular changes in the Medical School have been introduced to make its programs more flexible. Students now have the option of graduating in three years rather than four. They receive more

(continued on page 8)

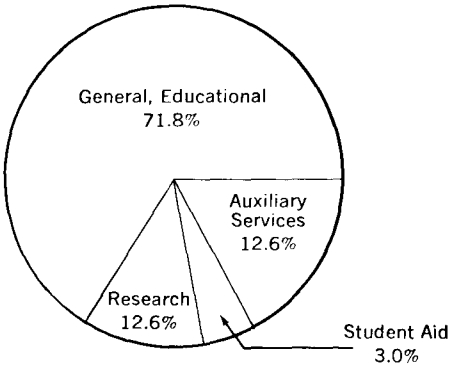
Sources, uses of University funding

The following charts indicate the sources of funds for the University and how those funds are used.

A printed Brief Summary of the Financial Report may be obtained by writing to the Vice President for Finance, Planning, and Operations, 301 Morrill Hall, University of Minnesota, Minneapolis 55455.



Income by Source



Expenditures by Function

Curricula at coordinate campuses expanded to meet new needs

(continued from page 7)

patient interaction earlier, and emphasize the team approach in practicing medicine.

The physician's associate program is a new development aimed at teaching medical students the practice of family medicine in smaller communities. After two years of medical school, the student spends a year in a community under the preceptorship of a practicing physician. "It is hoped that these programs will also help in the distribution of physicians by exposing students to the advantages of practicing medicine in outstate communities," said David Preston, assistant vice president.

NURSING, PUBLIC HEALTH

The School of Nursing is enlarging and developing new programs for its students. "Today, nurses have an expanded role in the health sciences," said French, "particularly through the development of new and expanded graduate programs."

In line with this trend, the School of Public Health offers new graduate courses to nurses, which give them the skills to accept more responsibility from the doctor. The pediatrics nurse is much more involved in the total care of children, for example.

SCHOOL OF DENTISTRY

The School of Dentistry is undergoing expansion to train more dentists and allied personnel. "Educational developments in dentistry tend toward the delegation of more duties to allied dental staff, which will relieve the dentist of some time-consuming tasks," said Preston.

COLLEGE OF PHARMACY

The College of Pharmacy is undergoing a major curriculum change with emphasis toward clinical pharmacy. The change is part of the team approach to medicine since the new orientation will bring the pharmacist into closer contact with the physician and patient. Drug education is one area where the doctor's and pharmacist's interests overlap.

DULUTH CAMPUS

A major new program at the University of Minnesota, Duluth (UMD), admits its first class of 24 students this fall. The medical education program is a two-year basic sciences curriculum aimed at producing family physicians. After two years at UMD, which will include some clinical experience, students will transfer to the Medical School on the Twin Cities campus or schools elsewhere.

To meet the need for allied health personnel, a new dental hygiene program also begins this fall to train people as auxiliary personnel to dentists.

Graduate programs established this year include:

- A master's degree in English with emphasis on teaching in junior colleges or secondary schools;
- A master's degree in speech pathology, which includes mastery of the clinical setting and research; and
- A master of social work program to begin in August when the new UMD School of Social Work officially opens.

MORRIS CAMPUS

A new curriculum designed to offer students greater academic flexibility went into effect this past fall at the Morris campus of the University.

Under the individualized option, students and faculty advisers select the courses and other academic activities most appropriate to the individual's educational goals. The programs may include regularly scheduled courses, independent studies, research projects, field experience, seminars, individualized instruction, and studies involving the resources of two or more subject areas. There are no required courses.

CROOKSTON CAMPUS

Four new programs will be offered at the University of Minnesota Technical College, Crookston, beginning this fall. A new division with three majors is to be established in 1973-74.

The 1972-73 additions to the curriculum include agri-business systems analysis and design, ag journalism-radio-TV, park and recreation management, and light horse management.

The division to be instituted the following year is Home Economics and Family Services. Students may concentrate in child care, care of the elderly, or family services.

WASECA CAMPUS

Programs at the University of Minnesota Technical College, Waseca, operate on a four-quarter, year-round basis.

Because of the special needs of the agricultural industry, the year-round concept permits students to use outdoor summer laboratories and to begin basic courses in the summer. They have the flexibility to enter and leave any quarter to match the cropping season at home and to move to the pre-occupational preparation program at any time.

THE PRESIDENT'S REPORT

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