SELF STUDY REPORT

DOCUMENT FOR THE EVALUATION REVIEW VISIT

of the

North Central Association of Colleges

And Secondary Schools

Presented by

The University of Minnesota Technical College, Crookston

Provost: Dr. Stanley D. Sahlstrom

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Compiled and Coordinated by:

Donald G. Sargeant
Head, Academic Affairs
FOREWORD

As background information for the review team, these reports are designed to provide basic information on the University of Minnesota Technical College, Crookston, relative to the major areas outlined by the Commission on Institutes of Higher Education of the North Central Association of Colleges and Secondary Schools. This volume, the Self Study Report, and the companion volume, Basic Institutional Data, together with the College Bulletin and supplementary data to be found in the several documents and files available to the visiting committee, constitutes the current status report of this institution. These reports are intended to help the review team assess the quality of the University of Minnesota Technical College, Crookston, and to project its potential as a quality institution of technical education in the years ahead.

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# PART I

INSTITUTIONAL PROFILE STATEMENTS

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THE COLLEGE

Stanley D. Sahlstrom, Provost

The University of Minnesota Technical College, Crookston, was established by an act of the 1965 Minnesota State Legislature. It provides collegiate level education leading to an associate in applied science degree and to employment in fields related to agriculture, in home and family services, in hotel, restaurant and institutional management, and in the various fields of business. This type of college education is often referred to as that leading to mid-management or semiprofessional employment, and was created to fill a gap that has existed between the vocational and baccalaureate levels in post high school education in Minnesota.

The University of Minnesota Technical College at Crookston developed on the site of the former Northwest School of Agriculture, the secondary school that was designed to serve rural people in northwestern Minnesota. That school graduated its last class in 1968. In June of the same year the first class of 70 students graduated from the college. On July 1st, 1969, the name of the college was changed officially from the "University of Minnesota Technical Institute" to the "University of Minnesota Technical College". Additional programs continued to be added as the need for them was determined.

The faculty of the college has a concern for the total development of every student that matriculates here. Therefore, in addition to courses necessary for professional competency, the University of Minnesota Technical College provides a wide range of extra curricular activities in order that students might have an opportunity personally as well as professionally.

At the present time, the college has five divisions: Agriculture; Business; Hotel, Restaurant, and Institutional Management; Home and Family Services; and General Education. The first four grant the associate in applied science degree. The fifth serves as a supportive division to the other four. There is continuous research to determine what additional programs should be added or those that should be discontinued.

The legislature has been most supportive of the Technical College during its early years. New buildings have been added and appropriations have been increased to provide for additional faculty. At the present time there are 65 professional people involved in the education of students who matriculate at the college. The students come from all sections of the state and from surrounding states as well. They represent a broad cross-section of abilities, and admissions are open to all students who have earned a diploma from an accredited high school. Graduates have been very successful in finding employment. From every indication, the college is fulfilling a gap in the higher education structure in the state of Minnesota.

The Provost of the University of Minnesota Technical College is the chief executive officer of that institution. As such, he is responsible for planning, for curriculum development, for instruction, and for maintenance and development of the physical plant.
ACADEMIC AFFAIRS
Donald G. Sargeant, Head

PURPOSE AND FUNCTION

The Office of Academic Affairs was established in July, 1969, with the primary role of providing coordination between the academic divisions on the UMC campus. Responsibilities of the office have grown to include the development, coordination, evaluation, and supervision of academic programs, organization and writing of funding proposals, participation in long range planning, coordination of institutional research activities, coordination of the continuing education and community service programs and assistance to the Provost in the general administration of the college.

STRENGTHS

The enthusiasm of the Academic Administrative Committee which presently includes the five Division Chairpersons, the Supervisor of Learning Resources, one full-time teaching faculty member, and the Head of Academic Affairs has provided the leadership and direction in the development of curriculum within the context of the mission of the college. They have made possible the effective use of instructional resources in the development of the technical programs, a continuing education program, and the general administration of the academic programs.

There is a low faculty-student ratio at UMC. This enables students to develop close working relationships with their instructors. UMC instructors are student-oriented and this is reflected in their teaching style whereby students get personalized instruction.

The staff works closely with advisory committees from business and industry in each of the major areas of instruction in the technical divisions. These advisory committees aid the staff in curriculum development and revision, in student placement for cooperative work experience, student recruitment, and graduate placement. This specialized approach to education using advisory committees to reach institutional goals in higher education is proving to be successful both in terms of enrollment growth and graduate job placement.

UMC has had excellent administrative leadership in regard to unity and cohesiveness. The administration, faculty, and civil service personnel recognize the objectives of the institution and are committed to accomplish these goals. Without such strong commitment by each of these agencies, the college would not have been able to show enrollment growth and increased program quality in this era of declining enrollments and budget reductions in higher education.

The democratically-oriented system of government, including students and civil service, has contributed to a good base of support for programs and operating procedures. This requires a large amount of time devoted to committee work. This process, however, induces more workable and acceptable programs and policies.
The retention rate of the faculty is high. This has provided a strong faculty nucleus which has resulted in quality instruction, a steady growth of new relevant programs, and tremendous student–faculty rapport in this developing two-year institution.

During the early years of the college, program growth and the financial resources necessary to implement this growth hinged mostly on the ability of the University Central Administration and the UMC Provost to convince the State Legislature to continually increase the appropriations for this campus. One can see that these people have been very successful. Without this dedicated leadership and concern for students not being served in the traditional institutions of higher education, UMC would not be the model it is today.

IMPROVEMENTS

The beginning of any institution and, especially a technical college, requires great expenditures for capital items. New curriculums have been added without adequate funds to totally equip the laboratories – Rural Communications, Light Horse Management, Home and Family Services, and Business Systems Analysis, for example. Progress has been made in equipping these laboratories but not to the desired level necessary to insure high quality student instruction in technical education.

In order to provide quality education for the existing enrollment, major facility needs include specialized educational laboratories for Hotel, Restaurant and Institutional Management and Agriculture, physical education facilities, expansion of the Learning Resources Center, and completion of Skyberg Hall. Also needed is more office space so instructors may advise and counsel in a more private setting.

FUTURE PLANS

Evening classes are presently being developed as a community service. A summer program is also being developed for those students who desire to attend college in the summer and for those students that will be involved in the cooperative education program in a quarter other than during the summer. These two programs will assist in making more efficient use of faculty and facilities. A new faculty position in continuing education and community services is being considered.

New programs presently being researched for addition to the academic program are Travel and Tourism, Ranch Management, Elderly Services, Airport Management, Poultry Science, Environmental Technician, and Child Care Services. The addition of these programs will bring increased enrollments while serving a broader segment of rural America.

A local faculty association was formed this past year for the purpose of expressing their concern for more teaching faculty involvement in policymaking, curriculum developments, and salaries during the present inflationary period. Faculty representation has been established on several administrative committees.

An effort is being made to secure funds from federal and private sources in addition to the funds secured by state appropriations and student tuition. Proposals for grants have been submitted for Title I, III, IV, and VI in
addition to the Bush Foundation. Monies have been received to initiate a minority program, purchase specialized laboratory equipment, and expand the cooperative education program. Through these efforts the quality of the programs offered to UMC students continues to be expanded and improved.

Future programs must continue to be accountable to the students, to industry and to taxpayers. Therefore, there is a need to develop a systematic approach to program development and evaluation. Many offices on the UMC campus are presently researching and evaluating the particular phase of the operation appropriate to their function. The coordinating and compiling of the institutional research into one central office is presently being explored.
AGRICULTURE DIVISION
Phil Buckley, Acting Chairman

PURPOSE AND FUNCTION

The highly skilled agricultural technician is becoming increasingly important as a member of the scientific and mid-management team. Our goal in this division is to provide instruction which develops agricultural competencies needed by individuals engaged in or preparing to engage in agricultural occupations.

Major instructional areas in technical education in agriculture are organized on the basis of groups of occupations requiring competence in specialized agricultural science subject matter fields. Some examples are: 1) agricultural business (management and finance), 2) agricultural engineering (sales and management, soil, water, and civil engineering), 3) agricultural production (crop, dairy, meat animal production), 4) animal technology (dairy, meat and light horse industry), 5) plant and soil technology (crop, soil and horticultural sciences), 6) natural resources (conservation, park and recreational area management), 7) agricultural services (ag aviation, biological laboratory technology and rural communications), and 9) other agriculture (professional agricultural fields in industry, government, education or other services).

In addition to maintaining the agricultural programs, this division provides supportive courses for the Business Division, HRI Division and Home and Family Services Division on the University of Minnesota Technical College, Crookston campus.

STRENGTHS

Effective learning begins and continues with a good teacher. This division is fortunate to have dedicated staff members who have several years of practical experience in industry in their respective areas of instruction, plus sound, formal education backgrounds from over 17 land grant colleges across the county. The staff is working closely with advisory boards from business and industry in each of the major areas of instruction within the Agriculture Division. The advisory councils serve the Agriculture Division in several critical areas. They suggest and assist in the implementation of curriculum development and revision to meet the needs of industry. As representatives of the industries served, they are most helpful in securing equipment and supplies to implement programs as well as making available financial aid for deserving students. The contacts that these people provide help in recruitment of staff and students and in student placement. This industry support on a local, regional and statewide basis is invaluable.

Technical education calls for a unique blending of theoretical concepts with practical application. Theoretical concepts of technical education are achieved by relating classroom theory to practical application in the laboratory. Instruction is individualized to the degree necessary to draw on each individual's cognitions, a condition best achieved by a lecture/laboratory independent study course arrangement. Nearly every course in the Agriculture Division is taught in this sequence.

The Agriculture Division is strengthened by the availability of the learning resources facilities (library with access to the holdings of all University of Minnesota libraries and audio and visual equipment available to the classroom).
Student participation in organizations (Horsemasters' Club, Collegiate 4-H, Collegiate FFA, Horticulture Club, Conservation Club, Young DFLer's, Flying Trojans, College Republicans) under the guidance of interested faculty members provides for community and organization leadership development. Faculty and staff actively participate and provide leadership in community activities strengthening community support to the division and the college.

Other factors contributing to the agriculture program are: 1) the low faculty/student ratio, 2) few courses with several sections per instructor, 3) the preoccupational preparation program (internship) required of all students, 4) the proximity of the Northwest Experiment Station and the Red River Valley Winter Shows and 5) the outstanding laboratory facilities in agricultural engineering, crop science, dairy science and meat animal science.

The Agriculture Division is fortunate to have a close working relationship with the Northwest Agricultural Experiment Station. Staff and facilities of the Experiment Station are utilized in providing teaching and laboratory experience with infuse up-to-date research findings into the instructional program.

IMPROVEMENTS

As an institution matures, the weaknesses of the establishment period are conquered only to be replaced by the challenges of growth and meeting an ever-expanding responsibility. Current weaknesses include a lack of flexibility in duration of specialized programs such as: less than two year pre-professional programs, evening programs and continuing education programs to meet a variety of expressed needs particularly at the local and regional levels. Providing these programs would help to reduce the high cost per student present in technical education due to the specialized laboratories needed for the Agriculture Division's offerings.

Equipment, classrooms, laboratories and additional staff are constantly lagging behind curriculum developments. Our current needs are: an animal science complex, types of livestock not presently provided by the Northwest Experiment Station, modifications of Owen Hall, an audio-tutorial classroom, land for instructional purposes, a wildlife museum and herbarium, laboratory space and equipment for "hands on" experience in park and recreational area maintenance, an animal science and plant science technician, and specialized laboratory and office space. The latter is a handicap for instructors, technicians and work-study students who desire to make advance preparations in the laboratory and for students who want to return after class for study.

The present enrollment in the Agriculture Division by occupational interest does not match the existing employment opportunities, particularly in the natural resources area. There is a growing interest and concern on the part of students for environmental quality, but at this point and time, funding for governmental programs in natural resources has been limited.

The rate of increase in enrollment has exceeded the anticipated, creating staff and facility needs of a growing institution. As one of the few institutions in the university and state college systems that is showing growth, UMC has been fortunate in receiving legislative support, however, funding deficits tend to restrict our ambitions to more fully meet our educational service responsibilities. An H.E.W. grant for cooperative education has somewhat alleviated the funding deficit for coordination of the internship program.
FUTURE PLANS

Teaching and laboratory facilities have been greatly improved since the college's beginning seven years ago. As UMC continues to grow, additional facilities will be needed. Owen Hall conversion, delayed by legislative cutbacks, needs to move forward to provide adequate laboratory facilities in Natural Resources Technology and Agricultural Engineering Technology. An adequate interpretive center building in the Natural History Area to meet the needs, both of UMC classes and regional public school and college field trips, would greatly enhance this facility. College facilities to accommodate the housing and laboratory needs of the Light Horse Management program would reduce transportation and maintenance problems. Additional equipment to provide more typical radio and television station experience would greatly enrich the Rural Communications program. As programs in the areas of solid waste management, water quality and pollution control are developed, additional staff and facilities will be needed. Programs in the areas of animal science and farm and ranch management currently being researched will increase facility and staff requirements as well as service to the rural community.

Because of its open door policy, this technical college, like most community and junior colleges, places great emphasis on guidance and counseling to help students find the vocational technical, or professional career program best suited for their individual needs, interest and abilities. Plans are being made within the Agriculture Division to assure that an effective academic counseling program is conducted by controlling the number of student advisees assigned to each faculty and by conducting in-service education workshops on academic counseling. The acquisition of a part-time professional counselor for the division this fall will increase the scope of the counseling program.

Future agriculture programs must be accountable to the students, to the agriculture industry and to the public. Therefore, the agriculture programs must continue to be planned and evaluated by the staff, students, industry and the public.
BUSINESS DIVISION
Theodore Carr, Chairman

PURPOSE AND FUNCTION

The Business Division serves three major objectives in the total educational program at the University of Minnesota Technical College, Crookston.

The primary objective is to offer programs designed to prepare individuals for careers in the field of business. The various majors in the Business Division provides the student with the opportunities for study in the area of his choice. Presently, majors are offered in the following areas: accounting, business administration, general business, secretarial, fashion merchandising, and business systems analysis and design.

The second objective of the division is a supportive role to the Agriculture; Hotel, Restaurant and Institutional Management; and Home and Family Services Divisions in providing business courses required of their programs.

The third objective is to insure that instruction is of the quality and quantity necessary for transfer to a baccalaureate degree program in the event a student's goals change.

At present, all enrolled within the division complete a basic all-college core of nineteen (19) course hours, a major core of 40-45 hours and round out their program of one hundred and five hours (105) with approximately one-third general education courses and nine (9) hours of internship credits.

STRENGTHS

The strengths of this division evolve from its eleven full-time and three part-time faculty. All of the faculty have extensive practical experience and many years of teaching experience in their major fields. These assets are tremendously important in the teaching of technical education. One very noticeable strength is that staff from all divisions work well with each other towards total development of the student.

Classes are small, permitting optimum time with each student on a one-to-one basis in and out of class.

The internship program, now required in all majors, has proven to be a real asset for all students enrolled at UMC. Students learn by doing in a real situation. Employers recognize potential employees when cooperating in the internship program. Placement of students on jobs for internship has been very successful and it has to be attributed to the fine work faculty have done in working with the students and employers.

Equipment and facilities in all majors except business systems analysis and design are the latest being used in industry.

Placement of graduates is an important factor in the total success of the college. Up to now, the placement record has been impressive. Evidence that the student is being prepared adequately is based upon students receiving jobs after graduation. Economic conditions, as they are, may necessitate more direct assistance from the placement office in finding student employment.
The Business Division does a follow-up study on its graduates each year to insure placement of graduates and information helpful for improvement of instruction.

An Advisory Committee, consisting of highly competent individuals, has been formed for each of the respective programs. These individuals, along with other leaders from business, have assisted our division in areas of course and program development, recruitment, placement of summer internship and graduate students, and as resource speakers in many of our classes.

Active student participation has been apparent and is an essential ingredient in the overall education of the student. The Business Division has four active student organizations that have achieved much local and state recognition: a Distributive Education Clubs of America Chapter, a Secretarial Club, a Fashion Merchandising Club, and a Girl Fridays Office Education Association organization.

Freedom of instruction by the instructor in the classroom has been excellent. This certainly has to be one outstanding strength of the division and the college. Ability of the staff to utilize the community for field trips and resource people is another very strong asset.

**IMPROVEMENTS**

Curriculum offerings in the Business Division are limited. New options are needed for growth and help to meet the varied career objectives. Proposals are being considered by faculty for options in travel, transportation, tourism and public administration.

The most noticeable concern within the Business Division appears to be with faculty salaries. Long term, experience staff members' salaries are below comparable salaries of other campuses of the University of Minnesota, the junior college system, and many of the high schools throughout the state. The faculty salary allocations have been determined for the next two years. The percentage of increases over the past two years have been below cost of living; and, therefore, cannot hardly be considered as merit increases. This kind of situation, if it is allowed to continue, certainly can do nothing but breed dissatisfaction and affect the morale of faculty.

Class sizes have continued to increase in number due to increased enrollment. Technical education can be effective only if class sizes are restricted to groups of a number where real experiences can be part of the instruction. Additional staff is necessary as enrollments increase in order to provide good technical educational training. This could be eliminated some with the addition of another staff member for business this year.

Presently, there are over 100 students in the division seeking internship stations for the summer. With help from the coordinators and their own initiative, most students in all majors will be placed on the job for the summer. The increased number of students seeking jobs in the summer requires more time of the internship coordinators to handle overall placement of students. Instructors are asked to perform coordinating responsibilities as well as classroom instruction. Additional staff could be utilized to improve this situation. With recent special funding for cooperative education with federal monies, some help could be expected in the internship program.
Another concern has been the equipment for the Business Systems Analysis and Design program. Presently, there is a Univac 1004 terminal which communicates with a larger CDC 6600 computer on the Minneapolis campus via a WATS line. Many problems exist with this hardware and development of required software. The Univac 1004 installation is not representative of what graduates from our Business Systems Analysis and Design program will encounter upon graduation. Recently, appropriations were received for computer rental that could offer stand-alone capabilities and terminal communication. Certainly, this will improve some of our existing problems.

**FUTURE PLANS**

Without question, there is always room for improvement in almost anything we do. So it is with this in mind that these concerns are stated.

1. The enrollment has been increasing at a steady rate for the college. Because of this, there is a concern for living facilities for the added number of students. Hopefully, funds could be obtained to provide for completion of our present dorm, Skyberg Hall. Attempts are being made to provide accommodations in several ways. This is essential to continued growth.

2. Consideration should be given to emphasize continuing education through evening school and summer offerings. Up to now our evening offerings have been very limited. Staff are much too busy to promote either evening or summer school offerings. Consideration should be given to employment of a full-time director of continuing education who would be responsible for evening and summer classes.

3. Placement is a vital function in providing technical education. It has been good; however, the placement office seems to have other duties that detract from its mission. Consideration should be given to allow that more time be given for the placement director to make personal contact with employers and to bring students together for the purpose intended. Follow-up is needed each year on graduates to determine the effect of their education and their employment.

4. The present Campus Assembly seems to have little importance in the eyes of the faculty. Faculty seems unsure of its purpose. Presently, faculty view with little faith the effectiveness of this organization except for being informed of what is being planned or done. An attempt should be made to strengthen this organization to make an effective central governing body as it was intended to be.

5. A local faculty organization has been formed recently. For all practical purposes, this could certainly be a strength of the college. However, the possible implications for which it has been formed may be worth reviewing. It is possible that this could signal a concern which should not be overlooked. Some concerns expressed by faculty seem to reflect lack of communication, representation, and democratic decision making by top-level administration. Quite possibly the future outlook could reflect improvement here because of a recent change in the Head of Academic Affairs.

6. Considerable improvement in communication could result because of faculty receiving copies of Academic Administrative Committee and Administrative Committee minutes. In the future, faculty should also have representation
GENERAL EDUCATION DIVISION
Ervie Glick, Chairman

PURPOSE AND FUNCTION

The General Education Division at UMC was created for the purpose of providing academic instruction supportive to the degree-granting divisions. Its aim is to supplement the specifically technical and specialized courses for those divisions through a core of liberal and general offerings in basic learning skills, communications, natural and social sciences, humanities, mathematics, health and physical education. This concerted program is intended to provide students with a balanced exposure to general skills and knowledge that are required for life in the latter third of the 20th century, as well as with specific skills and knowledge required for their chosen vocation or profession. Long-range objectives for the General Education Division include the intention of providing opportunities for students to cultivate an understanding and appreciation of the past and of contemporary life in a rapidly changing world and the ability to cope with future changes and developments.

STRENGTHS

The staff of the General Education Division consists of persons of varied backgrounds and experiences who bring to their instruction a depth of understanding and appreciation for the diverse needs of our student body. The staff is highly qualified in terms of academic preparation, and their personal qualities of dedication, interest and concern for students and the college at large are apparent in their daily activities. Perhaps the greatest strength of the division is the willingness of staff members to work on a one-to-one basis both with students and with faculty in other divisions.

The College was careful to assemble a faculty group which shares expertise in the special instructional approaches that are suited to technically-oriented education. Courses and programs are devised and developed jointly with the degree-granting divisions. Ongoing interdivisional communication occurs through annual consultations and periodic discussions.

The staff has shown leadership in the modification of existing courses and the development of new courses to meet changing needs of the college. The revamped General Zoology course (Biol 1-224) and the team-teaching approach to Communications (Comm 1-103) are examples of successful revisions, while Limnology (Biol 1-684) has been a successful new offering.

Other examples include Technical Writing (Comm 1-313), an advanced communications course in the reporting and presentation of data, and Contemporary Problems in Science (Sci 1-022), a course designed to engage those whose program requires little science in issues of scientific and social relevance (pollution, population, nutrition, etc.).

The staff recognizes the value of experimentation and innovation in teaching methods. Courses are constantly evaluated, modified and up-dated. Individualized study through self-instructional media, particularly in the areas of mathematics, science, and reading and study skills, is promoted in an effort to encourage independent learning habits, as well as to present the subject content in a more personally relevant and retainable form.
The Division maintains an interest in providing opportunities for special studies in academically acceptable projects related to regular course offerings in order to encourage independent study. A new course, Special Problems (Gen Ed 1-803), was begun this year to permit such study. Seminar in General Education (Gen Ed 1-901) is another course providing the opportunity for groups to explore interest areas not treated in established courses.

The staff has an interest in attending workshops and meetings where professional contacts may be maintained and strengthened and where they may learn from the professional experiences of others in the context of learning exchanges. A number of our staff have attended such meetings this year.

Acquainting community and secondary schools in the area with facilities, personnel, and course offerings of the Division through workshops and visitations has been a special endeavor of the Science Department. Others of our staff have participated in evaluations of area high schools. Most are involved in some form of community service activities, such as service clubs, park and recreation, community theater, churches, etc.

The administrative decisions of the Division are normally made in consultation with the staff, and budget decisions are handled democratically. Curriculum matters are thoroughly examined before implementation by both the Division Chairman and an Instruction and Innovations Committee within the Division.

The staff of the General Education Division works with a sense of responsibility and cooperation within the Division toward its specific tasks and extends the same attitude toward its function within the college at large.

IMPROVEMENTS

More frequent intra-divisional review of course content would be helpful. We would better appreciate each other’s work if we were more aware of what it is and how it is being handled; we can learn from each other.

There could be more discussion about what works well in instructional approaches. Even if we work in seemingly widely-separated subject fields, there may be approaches that colleagues could find adaptable for use in different subject areas.

At times there is a need to balance Divisional course offerings with the staffing that is available; we need to continue our collaboration with the other Divisions to ascertain their needs as over against what this Division can provide.

The Division operates under several constraints. Perhaps the primary constraint is budgetary. Present allocations prevent operation at a maximal level of efficiency and instructional output. Faculty members are discouraged from attending professional meetings because funds for travel are limited. More adequate duplicating equipment is currently needed for the variety of technical course materials used in our classes. The fluid budgetary system employed by the institution undermines efforts to plan decisively.
A further constraint lies in the limited Division Office space and organizational facilities. It is difficult to maintain order and to function efficiently in our confining quarters. A centrally located professional library, lounge, offices, and working area for the Division would be a great asset.

Presently, faculty offices are scattered across the campus. Most of them are shared offices with inadequate shelf space and limited privacy. Consultations with students should be done on a one-to-one basis and without distractions. Faculty have expressed concern about the small number of instructor-student conferences due to the remote locations of offices and the discouraging effect of lack of privacy.

Scheduling of rooms for classes persists in presenting problems. Courses which do not require fixed facilities, such as laboratories, are frequently shuttled about the campus, sometimes into undesirable quarters. Some instructors must change buildings between classes, carrying supplies with them.

There is a need for additional secretarial help in the Division, as the pool of available student help suitable for our needs fluctuates too much to be a reliable source of assistance. A Division of this size with its laboratory-oriented approach to teaching requires competent and adequate secretarial staffing.

In trying to meet the needs for all majors, the Communications Department might well develop a special project that could consider a Communications Core approach with corollary areas of studies that are directly related to vocational needs and personal interests of students. A grant for curriculum development with special time assigned for the task should be considered. Instructional learning packets (systems) might be developed that encompass the core studies and the corollary studies. Time is needed to reevaluate the amounts and kinds of materials used in this department. Greater attention should be paid to the possibilities of team teaching and the coordinated kinds of class scheduling that this would demand.

Staff should have opportunity to more thoroughly study and evaluate new textbooks and materials. Lack of time and monies for attending conventions where current publications are displayed is one deterrent factor.

Social Science offerings must be expanded and strengthened with additional staffing and a wider selection of courses.

The Division members are concerned that the Central Administration not become isolated from the faculty.

Efforts to combat the natural tendency in this region toward provincialism and parochial attitudes are inadequate at present. How to incorporate the assets of native Americans, Mexican-Americans, and other cultural minorities in the area is yet to be learned.

How to reconcile the definition of the college's mission and the conflicting pressures emanating from the community to serve its needs is a problem that strikes hard at the General Education Division.

**FUTURE PLANS**

Plans for the immediate future include implementation of remedies, where possible, for the needs and deficiencies mentioned in Section III, Improvements.
Among them is the intent of using the regular Division meeting as the arena of discussing objectives and content of various courses, as well as methods.

Curricular modifications will be inaugurated in certain areas: 1) Available staff and facilities will be utilized with greater accountability if offerings are distributed equally over the three established quarters, rather than overloading the Fall and Winter quarters. Limits to this move are dictated by the predominantly rural student population. 2) Social Science offerings will be augmented with a wider selection of courses and additional staff.

The problem of operating space for the Division may be alleviated when the new HRI building has been completed and the space they now occupy is made available.

No major long-range plans are currently being developed for the General Education Division. As long as our mission is to function as a supportive division within the total institution, our efforts will focus on improvement of program through formative evaluation systems and concomitant modifications.
HOME AND FAMILY SERVICES DIVISION
Phyllis Solee, Chairman

PURPOSE AND FUNCTION

The innovative program of Home and Family Services is designed to prepare students for the semiprofessional services relating to family care and also provide student self-enrichment through home and consumer management skills. College courses along with the supervised internship emphasize preparation in health, nutrition, physical development, human relations, interpersonal relationships and leadership. A new children's center, a unique laboratory for learning, provides the students the opportunity to experience and practice principles in the care and development of infants, toddlers, and preschool children as well as provide students an opportunity to work with professionals. The Children's Center meets federal and state licensing requirements and the staff are certified. Off-campus community facilities for the elderly offer the students an opportunity to develop the skills necessary to meet the special service needs of our senior citizens. At the same time, the program prepares the students for management of a household, for parenthood and for citizenship in a democratic society. Individuals upon graduation from the program will be prepared to work under the supervision of professionals in extension services, social services, recreation centers, and child care centers.

STRENGTHS

Our greatest strength at the Children's Center lies in the enthusiasm and vitality of the young staff along with support of other UMC divisions. Also important to the strengths of the Home and Family Services Division is the assistance and support of concerned community individuals, social services, and other agencies in the community all of which contribute to the performance elderly which offer UMC students involvement with senior citizens are Woodland Apartments, St. Vincent Nursing Home, St. Francis Residence for Seniors, all of Crookston, and the Good Samaritan facilities of Grand Forks and Warren. The Day Activity Center for handicapped children, Head Start of both Crookston and East Grand Forks, a preschool program, and United Day Nursery combination day care and nursery school offer UMC students further opportunities to learn, observe, and volunteer for care of children. Also an asset and strength for the Children's Center is the service of the Tri-Valley Retired Senior Volunteer Program.

There has been a desire to equalize the ratio of male to female students on the UMC campus. The establishment of the Home and Family Services Division increased opportunities for female students and, thus, improved the social educational aspect of campus life.

Financial assistance from the state department of public welfare has made our Children's Center possible. Other special funding programs will offer further expansion of educational opportunities.

IMPROVEMENTS

The staff was faced with only two weeks to organize to accommodate the combined needs of children and students. It must be recognized that the construction of our facility is not yet complete and that the presence of carpenters and service people within the confines of the day care center do not lend itself to the
implementation of the total program. Our staff has survived well under wielding conditions of improvising and remodeling.

The child care program in its entirety, including remodeling of Robertson Hall, was modified to keep within the appropriated budget. The facility, equipment and furnishings and consumable materials have all been decreased from the original plan but the center is equipped with the essentials necessary for adequate child care and meets the requirements of the state and federal licensing. The staff is hard working and most willing. We should recognize, however, that the staff is spread thin and asked to do many different tasks. The additions of a secretary to our staff will be essential to assist in recordkeeping which seems to grow daily.

FUTURE PLANS

Future planning for the child care program expresses every concern for the needs of the children in the area of physical, intellectual, emotional and social development. With more women working in rural America and national emphasis on more leisure, the need for personnel to help people adjust to these changes increases. Future plans for the Home and Family Services Division suggest continued study to determine the need for paraprofessional personnel.

Immediate construction plans express an ambition to complete outdoor facilities and purchase outdoor equipment for the Children's Center. It is expected the Children's Center will grow and the division will have more students. The teaching staff will have to be increased accordingly.

Plans for growth of Home and Family Services involve senior citizens on campus. Expansion of campus facilities to include social recreation and creative activities will be required to fulfill our plan. A home management house for students is also an ambition of the division.

The division presently operates with one option, Family and Homemaking. Future plans call for making options in Services for Children and Services for the Elderly with possibly a fourth option, Interior Environment.
HOTEL, RESTAURANT, AND INSTITUTIONAL
MANAGEMENT DIVISION
Brian G. Harron, Chairman

PURPOSE AND FUNCTION

The Food Service and Lodging Industry, as the nation's third largest industry offers excellent employment opportunities in a broad cluster of occupations. The goal of the HRI Division is to provide training that will qualify graduates for management or supervisory positions in hotels, resorts, restaurants, college, hospital, industrial and airline feeding operations, as well as camps, clubs, vending operations and related occupational areas.

Through its three majors, Hotel Management, Restaurant Management, and Institutional Management and the option, Resort Management, the Division works through the college and industry to provide quality and relevant education for students, as well as special education programs for industry persons and adults.

Through a broad base of industry contacts, the program seeks to maintain an up-to-date and relevant program. The role of the program's industry advisory committee is then a most important one in assisting in the development of changing programs as the needs of students and industry change. General promotions of the programs is also assisted by this group.

A further role of the program is to interact with appropriate industry and educational organizations and associations to further the growth of HRI education on this campus across the state and nation.

STRENGTHS OF THE DIVISION

The most outstanding strength of this educational program would undoubtedly be its faculty. The HRI Division is fortunate to have staff with varied occupational and educational backgrounds. Each of these individuals evidences exceptional concern for students and student interests.

The Division is fortunate to be involved in an academic area in which placement potential is excellent. To date, no problems have been experienced in the placement of students. An active Industry Advisory Committee is most helpful in this regard.

HRI academic programs would rank amongst the best in the nation regarding diversity of courses and number of offerings. This situation is a direct result of a concerned faculty. The interplay of various state industry and education associations is also important in this regard.

The access of college dining facilities for teaching purposes, a strong Internship program, relatively small class sections, good classroom facilities and an involved student body are also seen as strengths.

IMPROVEMENTS THAT COULD BE MADE IN THE DIVISION

Unquestionably, the greatest need in this area is for expanded and updated practical laboratory facilities. The college dining services building has been heavily integrated into the HRI program and at present these facilities
are entirely inadequate as a teaching area. Equipment and facilities are
too outdated to provide a meaningful working laboratory for students pri-
marily interested in the area of food management. With the continued growth
of the division, the small labs and demonstration area are also in need of
enlargement. These items have been designated a college priority.

There is also a need for funds to purchase equipment for non-food areas of
teaching, such as engineering, accounting, financial management and hotel
front office management.

STRENGTHS OF THE COLLEGE

The HRI Division sees the faculty as the major strength of the college. The
college is blessed with an outstanding group of educators who are deeply
concerned with the students total learning process. Faculty involvement
in campus affairs is excellent.

Other areas of strength are seen as the open admissions policy, the divers-
ity of academic programs, relatively low faculty-student ration, placement
services, diversity of intercollegiate athletic activities and student activi-
ties and the major role played by students in college decision making. The
campus wide internship program is also seen as a major strength.

IMPROVEMENTS THAT CAN BE MADE IN RELATION TO THE COLLEGE

Concern is expressed that facilities in all areas, but particularly housing,
physical education and classroom buildings be funded in a manner that will
allow them to grow in relation to the growth of the college.

The faculty sees as a major need, the development of a Long Range Planning
Committee that is involved in decisions regarding both physical and academic
planning.

As the college grows, it must also develop an appropriate Summer School
Session. Little success has been experience in this area to date.

The faculty also sees a need for adequate time for faculty professional
improvement through attendance at appropriate professional seminars.

There is also an apparent concern regarding certain decision making processes
in the college. Concern in this area has resulted in the formation of a
faculty association.
STUDENT AFFAIRS
Anthony Kuznik, Head

FUNCTION AND PURPOSE

The student affairs program includes the following services for students:

1. Student Activities
2. Records and Registration
3. Admissions and Financial Aids
4. Housing and Dining
5. Counseling
6. Placement and Alumni Services
7. Special Programs
8. Health Services
9. Veterans Services
10. Campus Security

STRENGTHS

There is a professionally qualified staff in terms of experience and education.

This staff consists of people who are dedicated to working with students.

In addition, the personnel within Student Affairs make every effort to be available to students when they are needed.

The affiliation with the UND Counseling Education Department in regard to providing a practicum for their counseling students has resulted in benefits to our staff and students. These students are a non-threatening resource that students feel free to use.

The Student Services Committee has provided a vehicle for communication between staff and students. The committee consists of student representatives from Student Senate, Student Housing, and off-campus students and student affairs personnel. Student concerns by this means are brought into administrative decision-making channels.

In summary, the total Student Affairs program provides a wide diversity of student services and activities.

IMPROVEMENTS

More publicity needs to be given to the communication system between Student Affairs and students; i.e., the function of the student representatives.

Budget allotments for Student Affairs is needed. If Student Affairs is to be totally accountable, they must function within designated financial resources.

There should be a job description for each Student Affairs position. Changes and additions within student affairs have occurred within the last two years.

A full-time counseling position within Student Affairs is badly needed. At the present time, one person has attempted to direct the counseling functions for the college with the philosophy that every teacher is a counselor.
The faculty needs to be made more aware of what the Student Affairs staff is doing.

Student Affairs personnel wear too many hats. Each person is assigned a multitude of tasks and responsibilities.

There should be a centrally located area for the majority of Student Affairs offices.

Students need to be more informed as to the availability and services in Student Affairs.

There needs to be a closer working relationship between the Student Housing staff and Student Affairs staff.

**FUTURE PLANS**

Three methods of publicity for student affairs services will be used this year: Welcome Week sessions, the school newspaper, and through brochures and posters.

As of July 1, 1973, student affairs was allotted a budget. Whether the amounts designated will be adequate remains to be seen.

Job descriptions will be required of all personnel in Student Affairs. The resultant job descriptions should be an agreement between present personnel and the Head of Student Affairs.

A decentralized approach to counseling will be put into operation this fall as a counselor will be assigned to each academic division. Hopefully this distribution of present staff time allocation will permit more emphasis to be placed on the counseling needs of UMC students. This approach should also help establish a referral system between the faculty and counseling personnel as the counselor will act as a liaison between that respective academic division and Student Affairs.

A classroom and dining building has been included in our legislative requests. Bede Hall would serve as a student services center when and if a new dining and classroom building becomes a reality at UMC.

A workshop retreat for housing staff is planned for the Labor Day weekend. Student Affairs personnel will be invited to attend. Hopefully, a referral system will result from this session. In-service training programs are also being planned for the two groups.
STUDENT ACTIVITIES
Dale Knotek, Director

PURPOSE AND FUNCTIONS

Student Activities are an integral part of the total educational experience which extends beyond the classroom to meet the needs of the college community and provides opportunities for developing the potential of its members.

The functions of Student Activities are as follows:

1. To advise student government and its committees in the development of activities, to supervise budget preparation, to participate in conferences, and to assist in evaluating student government activities.

2. To develop new organizations from student interest and advise them in finances, planning, and community service.

3. To handle arrangements and contracts for all dances, concerts and lectures, and special events.

4. To assist the Director of Housing in developing residence hall councils and their programs.

5. To compile and publish the Trojan Handbook, Campus Organization Directory, and Activities Calendar.

6. To assist in planning summer registration and Welcome Week for new students.

7. To serve as the Counseling staff representative to the Hotel, Restaurant, and Institutional Management and Home and Family Services Divisions.

STRENGTHS

There is strong administrative support for a full activities program. The college has a good variety of facilities available for most activities functions.

Having over half of the student body living on campus, provides a community for active participation in college events. Most programs are scheduled in the evening for the enjoyment of the total area population. Special invitations are sent to area schools to participate in drama and music workshops and all special events.

There is a high degree of student involvement in college governance and activities planning. Students serve on campus assembly, administrative and all special events committees. There are many opportunities for growth and leadership development.

There are new clubs organized each year to meet student interests. Presently twenty student organizations are recognized by Student Senate.

Funds for activities and special events are from the student incidental fee paid by students registered for six or more credits each quarter. A nominal fee is charged for most events to supplement the budget and make it possible to have more activities.
IMPROVEMENTS

Total program budgets are limited due to the size of the student body. Our price per program plus very limited gate income potential restricts the type of entertainment which we can purchase. A great deal of time must be spent in price negotiation and block booking with area schools.

The Student Activities staff has not changed during the colleges growth from 250 to over 700 students. Additional staff are needed to carry out activities programs seven days a week.

Time needs to be spent in creative publicity to inform the campus community of planned events.

Efforts need to be made to involve more students living off campus in the activities program. There needs to be more concern for the schedule and time of the commuter.

The working relationships between Student Senate and student organizations needs to be improved. Also more staff time is needed to provide better service from the Student Activities Office. Such coordination could result in more campus events sponsored by student organizations.

Facilities on campus for dances are very limited. Student Activities staff need to be located in the student meeting places. We need to develop our concept of a campus activities and service center.

FUTURE PLANS

Work more closely with area colleges to block-book entertainment. Make greater use of area talent for campus performances.

Better organization of the Student Activities Committee to improve planning and publicity efforts. More commuter students need to be involved in events planning.

A campus organization handbook is needed to define policy and opportunities for development.

Student Affairs staff planning sessions to propose functions and design for the conversion of Bede Hall to a campus activity center.
RECORDS AND REGISTRATION
Anthony Kuznik, Head of Student Affairs and Registrar

It is the responsibility of the Office of Records and Registration to maintain all student records, service faculty needs as they relate to student records, and expedite student registration. This includes grade point computation, transcript preparation, class schedule preparation, graduation analysis and check-out, distribution of class lists, final grade collection, reporting student grades, selective service, social security, and vocational rehabilitation matters.

STRENGTHS

We are continually evaluating our procedures and policies to improve our service to faculty and students. As a result, there have been several changes this last year, i.e., a single registration day, a new system of evaluating progress toward graduation, the start of a student data base.

Dedicated and capable personnel who efficiently meet faculty and student needs to the best of their abilities.

We have had good administrative support.

We have developed good relationships with students and staff.

We have had tremendous cooperation from the faculty and staff in regard to establishing registration day procedures.

IMPROVEMENTS

There have been time lags in obtaining admission data, class cards, class lists, grade reports, and other pertinent information because we have not had data processing service available on our campus.

The lack of data processing equipment makes for hand tabulations. This is neither the most efficient nor accurate system.

Innovation in student record-keeping, class schedules, grade preparation, grade posting on permanent records, and other office procedures and functions have been very difficult to initiate without access to data processing and computer equipment. At the present time we are in the process of initiating collaborative efforts with the Business Systems and Analysis department in regard to the establishment of a student data base. Perhaps this will begin a campus system of data processing for records and registration.

Our greatest weakness, perhaps, has been the lack of staff in the Office of Records and Registration. There have been considerable added responsibilities in the Office of Records and Registration with the addition of the Student Affairs operations.

There should be two positions: 1) a Head of Student Affairs and 2) a Registrar to handle Records and Registration. This would enable the Head of Student Affairs to focus on campus issues on a full-time basis.

There needs to be improved communication between our office and the academic divisions.
FUTURE PLANS

Continued evaluation of our procedures will continue. There has been developed a working relationship between the Business Systems and Analysis Program and the registrar's office. Hopefully, we will begin to use our terminal facilities on campus to aid the registration procedures.

As of July 15, 1973, an additional staff member was added to this office. Needless to say, this has eased the burden considerably. It is anticipated that someday a civil service staff member will be assigned the responsibility of registrar.

Relationships between academic divisions and our office have improved through the Academic Administrative Committee.
ADMISSIONS AND FINANCIAL AID
John Bywater, Director

PURPOSE AND FUNCTION

The continued development, coordination and operation of a program involving admissions counseling, foreign student admissions, high school relations, and the administrative processing of all college admission applications is the major function of the office of admissions. A second function of this office is the accountability, control and administration of all student financial aid programs and the processing of all student requests for financial assistance.

STRENGTHS

1. Rapid processing of completed applications for admission to UMC.

2. By combining the function of university admissions and financial aids, much of the enrollment data needed in the financial aid process has been made available firsthand.

3. High school relations established and coordinated through the office of admissions and financial aids is excellent.

4. Much duplication is eliminated with the office staff working side by side in admissions and financial aids.

5. High priority has been given recruitment and an adequate budget has been provided for student recruitment.

6. Good reporting system is used to keep division chairmen abreast of enrollment trends and admitted students.

IMPROVEMENTS

1. The office is often without a person on campus to provide financial aid counseling.

2. Additional administrative staff will eventually be needed as we continue to grow.

FUTURE PLANS

1. As indicated under improvements, in order to meet the needs of students as those needs arise, an additional person will be needed specifically in financial aids. This individual could also be used in admissions.

2. There is a definite need to continue to educate the faculty as to the function and purpose of financial aids and especially in reference to the college work-study program.
HOUSING AND DINING
Keith Ramberg, Director

PURPOSE AND FUNCTION

The residence halls serve two purposes: to provide accommodations for the residents; and to provide an opportunity for study and secure the greatest education and cultural advantages. In this environment each student must develop a high degree of self-reliance, self-discipline and a cooperative attitude.

STRENGTHS

1. A good staff that is willing, cooperative and resourceful in their assignments. Students are also employed as full-time staff members.

2. The staff members are leaders and are eager to share their professional knowledge with younger residents who are questioning the establishment.

3. A discussion group program in the Residence Halls.

4. Recreational and intramural activities operated by and within the residence hall organizations.

5. In-hall government ably handle all resident discipline.

6. All housing governance is student run.

7. Participate in general professional organizations and committees.

8. Dining runs and operates hand-in-hand with Housing and basically operates for the residence halls.

9. Quality of food for off-campus students is far above food provided by the average college.

10. Use of the dining hall for class and lab work provides educational background for both HRI students and a good experience for students eating in dining hall.

IMPROVEMENTS

1. Age of one residence hall and dining hall.

2. Space for social and recreational activities is limited.

3. Shortage of residence hall space.

4. Overcrowded conditions in residence halls and dining hall.
FUTURE PLANS

1. Construction of new classroom building which will include new dining hall facilities.

2. Completion of Skyberg Hall.

3. With new dining hall facilities, Bede Hall will then be remodeled into a Student Union with facilities for many student activities.
COUNSELING SERVICE
Marvin Bachmeier, Director

FUNCTIONS

Counseling is available to assist students in adjusting to their collegiate experience. Efforts are made to aid students in solving academic, social, and personal problems, which prevent maximum benefits from this collegiate experience. The Director of Counseling reports to the Head of Student Affairs.

STRENGTHS

The strong commitment on the part of administration, faculty and staff for the welfare of students aids the counseling service a great deal in working with students.

The availability of several faculty members who have counseling training and backgrounds give the student an opportunity to visit with a counselor.

Agreement has been worked out with the University of North Dakota, so that practicum students in counseling and guidance are on campus one or two days a week which adds another source available for students.

Another area which aids the counseling service is the availability of special services on campus and also in the community. Some of the services available are: Financial Aids Office, Placement Office, Veteran's Office, Health Services, Student Activities Office, Campus Ministry, Learning Resources Center, Mental Health Center and the Glenmore Alcohol Referral Center.

IMPROVEMENTS

There is a need for a student center where counseling can be housed that is more accessible to students.

With the increase in enrollment and the fact that the Director of Counseling has only a limited time for counseling activities, a full-time counselor will be needed to have an effective counseling service. There is a need to improve the visibility of counseling both to the students and faculty.

FUTURE PLANS

This year a new approach in counseling is being initiated. A part-time counselor works with students in a specific academic division. This is being done to make counselors more accessible and also to decentralize counseling as the enrollment grows.

The use of practicum students in counseling will continue and gives the students more opportunity to see a counselor.

A counseling brochure was printed to hopefully improve the visibility of counseling to students and faculty.
PURPOSE AND FUNCTION

The Career Planning and Placement Center exists to provide services to students, faculty, alumni, and employers for the purpose of assisting our graduates in securing employment; to supervise alumni affairs and act as the liaison to former students and graduates to identify with their alma mater; to assist the director of admissions and financial aids by representing the college to groups or persons investigating enrollment; and to assist the director of university relations by representing the college at public and institutional affairs. The following services are available to students:

- Individual Vocational Counseling
- Group Vocational Counseling
- A Career Resource Center
- Current Employment Information
- Credentials Assistance
- Video Tape - Role Playing - Mock Interviews
- On-Campus Recruiting

STRENGTHS

The role of the Career Planning and Placement Office in the student's career development is one of teaching career planning. Every effort, therefore, is made to direct our efforts around a personal approach by evaluating the needs of each individual and progressing from that point. Placement personnel exercise the ability to communicate with students at the students' level. As a result, a very high percentage of students seeking employment request the services of the office.

Career Planning and Placement services are centralized with one office coordinating policy and procedure. This arrangement affords better follow-up and expedites the efforts of employers that seek graduates from more than one discipline. Close communications exist between the Placement Center and the academic departments allowing full utilization of staff in the placing of graduates.

IMPROVEMENTS

The present location of the physical facilities is a weakness of the career planning and placement service. A Career Planning and Placement Center should be located close to areas of maximum student traffic in order to encourage just "dropping in."

Communication with students is further hindered by obsolete student mail boxes located in an area of minimum student traffic.

Limited space is available for the career planning and placement resource library. Due to the thousands of careers available, displaying brochures of interest to a high percentage of UMC students is very difficult.
FUTURE PLANS

The importance of communication skills on the interpersonal level shall become a major emphasis. Through the development of our video tape labs, all students shall have the opportunity to see themselves as others do.

A greater emphasis on the importance of becoming career conscious will be stressed with the incoming freshman class through class visitations, convocations, and seminars. By using follow-up studies along with the best indicators of future job markets, freshmen will be made aware of opportunities and methods of pursuing them.

A continued close working relationship with the faculty shall be maintained. Efforts shall be continued to be put forth to communicate to faculty the changing needs of the competitive world of work through meetings with advisory committees and an active working relationship with each faculty member and division.

As the college grows, a continued effort shall be made to be situated in a more desirable location.
SPECIAL PROGRAMS
Arnold Oliver, Director

PURPOSE AND FUNCTION

The purpose and function of the Office of Special Programs fall into five areas:

1. Give American Indian students in the state of Minnesota exposure to the unique educational opportunities offered here at UMC.

2. Serve as an information and counseling bureau for the American Indian students attending UMC.

3. Serve as liaison between American Indian and faculty, staff, students, and people in the surrounding areas.

4. Serve as a liaison for the American Indian student with the Bureau of Indian Affairs, Financial Aids Office, and Indian Scholarship Committees such as:

   a. Redlake Scholarship Committee
   b. Minnesota Chippewa Tribe Scholarship Committee
   c. Indian Scholarship Committees for North and South Dakota.

5. Serve as a resource person for the non-Indian students as to the Indian people in the immediate area.

The office is staffed by the director.

STRENGTHS

1. Have secured and maintained a good relationship with the Bureau of Indian Affairs office in Minnesota, North and South Dakota.

2. Have made and secured contacts with funding agencies to help American Indians in higher education, such as:

   a. Redlake Scholarship Committee
   b. Scholarship Committees in North and South Dakota
   c. Minnesota Chippewa Tribe Scholarship Committee
   d. Branch of Employment Assistance (BIA) at:

   1. Redlake Agency, Redlake, MN
   2. Minnesota Agency, Bemidji, MN
   3. Minneapolis Area Office, Mpls, MN
   4. Aberdeen Area Office, Aberdeen, South Dakota
   5. Turtle Mountain Agency, Belcourt, North Dakota
IMPROVEMENTS

Secure better lines of communications between faculty, staff, the Indian students attending UMC and the Office of Special Programs.

FUTURE PLANS

Develop a course in "American Indian History and Cultures", to help faculty, staff, students, and people in the immediate area have a better understanding of the American Indian people, their history and cultures.

I will have meetings with the Indian students at least once a month, and invite a member of the faculty or administration with whom the student would want to visit with.

I plan to meet with the teaching faculty as often as possible to stay abreast with any problem the Indian students may be having.
HEALTH SERVICE
Virginia Stainbrook, Nurse

PURPOSE AND FUNCTION
To help develop and maintain a state of optimum health of the individual student. The health service should contribute to maintaining and protecting this optimum health so that the student may benefit from his college experience and realize his total human and intellectual potential.

STRENGTHS
The students have the availability of a health service full time. The college physician is at the health service to see students three times weekly. He may be called any time for consultation. Emergency calls after 4:30 p.m. are made to the home of the college nurse.

The availability to utilize and work with the medical facilities in the community such as the Northwest Mental Health Center, Public Health, Sunnyrest is an asset for our students.

IMPROVEMENTS
A lack of a permanent facility has been a weakness for the health service. The student desires and needs more privacy.

FUTURE PLANS
As space becomes available, a permanent facility. A more active involvement and communication with students, faculty and staff. Through this we will have an opportunity for further education relating to college problems in physical and mental health. A health service brochure to inform the college and community of health service activities. A student Health Service Advisory Committee, as a means of hearing student concerns and wants, setting up new policies and developing a better relationship.
VETERANS SERVICES
A.J. Vouk, Coordinator

PURPOSE AND FUNCTION

The primary function of this office is the recruitment of veterans to UMC by means of an extensive outreach program to contact veterans and make them aware of their benefits and the educational opportunities available to them at UMC.

Other functions of this office are to coordinate all veteran services on campus, i.e., remedial training, tutorial program, financial assistance, counseling, liaison with V.A. offices and to work closely with the collegiate veterans club. Also, assisting the Admissions Office with high school visits and career day/night activities.

STRENGTHS

1. Aware of needs of today's veterans and can easily relate to them since I am a Viet Nam veteran who was active in the state collegiate veterans organization.

2. Close relationship with personnel in local and regional V.A. offices and a working knowledge of V.A. benefits.

3. Participated in the development of veterans service programs in the state; thus, aware of the best methods being used.

4. Support of the administration and faculty.

5. Availability of many resources, i.e., AACJC, American Legion, Dept. of Education, Senate Committee on Veterans Affairs, and the National Association of Concerned Veterans Inc.

6. Aware of advantages and opportunities of this campus.

7. Close relationship with student veterans and available to them at any time of the day or night.

8. Centralized office for all veterans services.

IMPROVEMENTS

1. More professional training for counseling.

2. Better communication with administration and faculty.

3. Clear and distinct job description and line of authority.

FUTURE PLANS

We are striving to increase the veteran enrollment and to expand and improve the services provided by this office. We will continue to utilize the veteran work-study program. We are hopeful that more funds will be allocated for the Veterans Cost of Instruction Payment program, which we are eligible for.

I will attend as many in-service seminars as possible.
PURPOSE AND FUNCTIONS

Purpose of the UMC Campus Security Office is "To Protect and To Serve". To this end it performs the following functions:

1. Direct vehicles and pedestrian traffic on campus.
2. Perform assigned police duties at University functions and special events.
3. Patrol the campus on foot and with use of a University vehicle.
4. Apply first aid when necessary.
5. Maintain a record keeping system of warning tickets and issue parking tickets.
6. Apprehend violators of motor vehicle regulations on campus.
7. Prevent disorderly conduct within University area.
8. Arrest malefactors who are in violation of University rules, local ordinances, state statute, or federal law.
9. Investigate cases involving loss or damage to property belonging to the University, a member of the University community, or a campus guest.
10. Keep records on all unusual occurrences under University policy jurisdiction.
11. Greet guests arriving at University.
12. Create rapport with student body.
13. Maintain good contacts with faculty and other staff.
14. Cultivate and maintain good relations with Crookston Police Department and Polk County Sheriff's Office.
15. Attend assigned staff and committee meetings.
16. Work with Polk County Court and if called upon, testify.
17. Attend as many professional improvement training sessions as possible.
18. Disseminate information concerning University regulations.
19. Suggest changes to improve campus security and safety.

These illustrations do not include all possible functions of UMC Police Department.
STRENGTHS

Department size being only one policy officer makes for easy, often personal, recognition by students, faculty and other staff. This closeness facilitates the program of education as well as enforcement the department tries to follow.

As much as possible, the department attempts to make itself available to all within the University community for both official and unofficial assistance.

IMPROVEMENTS

There is a need for increased size of department to facilitate prevention/enforcement coverage on campus. One police officer cannot cover the University 24 hours a day, seven days a week. This total coverage may not be necessary but increased coverage would be helpful.

There is a need for implementation of a continuing departmental training program with special emphasis on campus security problems. This training program would heighten departmental awareness of specific student desires and needs in the security/enforcement area.

FUTURE PLANS

To fill the gap on the need for added coverage, the department plans to get student help in the position of night monitor. This will not replace the need for additional police officers but it will help greatly in the added coverage available.
LEARNING RESOURCES
Harold Opgrand, Supervisor

PURPOSES AND FUNCTION

Learning Resources includes the library, audio-visual department, graphics, and instructional closed-circuit television. The unit encompasses under on physical facility all books, periodicals, pamphlets, films, filmstrips, film loops, microfilm, audio-tapes, video-tapes, records, maps, transparencies, globes, charts, models, mockups, three dimensional objectives, and the necessary equipment to service these items. It is the intention that such an organization will better support the needs of the curriculum, faculty, students, and staff as they strive toward the ultimate goals of the technical college curriculum.

STRENGTHS

The basic function of Learning Resources is to give service to students, staff, and faculty. A primary requisite for the staff is a helpful attitude. We have been fortunate to have employees on our staff who are cooperative, resourceful, and interested in their assignments and working activities. The professional rapport with the divisions and departments is very good.

The supervisor of Learning Resources has a master's degree in librarianship from an ALA accredited school, an audio-visual director's certificate for the State of Minnesota, and seventeen years of experience in elementary, secondary, and college institutions.

The civil service staff have excellent backgrounds. The library assistant has numerous years of experience as a high school librarian. The communications technician, whose prime reponsibility is audio-visual and television equipment, has a background of experience with electronics and television installation. The five senior clerk typists all have prior working experience. One of the senior clerk typists is primarily responsible for graphics and materials production, while the other four are concerned with ordering, bookkeeping, typing, etc. In addition to the professional and clerical staff, we employ more than a dozen work-study students to assist with the operation of the Learning Resources.

During past years we have received several thousand dollars from Title VI monies, which has been used to purchase audio-visual equipment for instructional purposes. We have excellent equipment to support instruction at the technical college level. We have received $25,000 from legislative appropriations to cable the campus for closed-circuit television. This equipment has enhanced the instruction on our campus. The equipment used in the Learning Resources department for materials production is of such quality and quantity that very little work has to be contracted.

A recently completed addition of over 4,000 sq. ft. provides excellent housing for the library stack area. This addition has permitted us to expand the closed-circuit television and the graphics department.

Tremendous support is given to Learning Resources by the administration and the teaching faculty.
IMPROVEMENTS

Recent improvements include the addition of two senior clerk typists to the Learning Resources staff. This additional help permits us to give a better quality service to the students and staff, and, particularly, when the library is open after the normal working day.

The two-story addition to the Learning Resources building has been recently completed. The bottom floor serves to house the library part of Learning Resources; the second floor serves as storage for magazines and back issues of periodicals.

A teletype machine has been installed in the library for use in inter-library loan within the State of Minnesota. The response to this facility has been most gratifying. Students, staff, and community residents are using this service with great satisfaction.

Additional improvements would include the continual support of supply and equipment money to support services of Learning Resources as well as to support the classroom instruction on campus. The remodeling of the old portion of the Kiehle Building into a television studio and control room, and audio-visual repair and equipment room, as well as expansion of the graphics department has certainly improved the working conditions in the Learning Resources department. Another added feature is a new darkroom that will be used for preparation of slides and film development.

FUTURE PLANS AND

Plans are to request an addition to the library area of the Learning Resources. Seating space is badly needed in the library portion. At the present time we are able to seat about 5 percent of our student body. This is quite a bit lower than the minimum recommendation of the American Library Association.

Additional plans include completing television cabling on our campus so that all classrooms, new structures, and new buildings will have access to closed-circuit television. Additional monies must be secured for the expansion of the library in an attempt to bring the holdings up to at least the minimum quantitative standards recommended for junior college libraries.
BUSINESS OFFICE
Karl Bornhoft, Business Manager

PURPOSE AND FUNCTIONS

The business manager is responsible to the Provost. He performs his duties as chief financial officer within the general framework established by the Vice President of Business Administration for the total University System.

The business manager is responsible for records and controls of the fiscal operations, including legislative funds, auxiliary enterprises such as residence halls, food service, bookstore, and incidental fee categories. Areas of direct management responsibility are: business office, food service, University services, post office and bookstore, civil service personnel, inventory, student loan collections, and ticket sales. He is the affirmative action officer.

All funds are managed according to University business procedures and policies.

Specific duties of the business manager are:

1. To organize and supervise business office operations to comply with established procedures.

2. To assist all personnel with budget responsibility in order to follow University procedures.

3. To prepare budget reports monthly for division chairmen and the Provost.

4. To develop annual budgets for all self-supporting units on the Crookston campus.

5. To serve on various administrative committees assigned by the Provost.

6. To assist in preparation of annual and biennial budgets for legislative requests.

7. To manage civil service applications and serve as civil service personnel administrator.

8. To serve as fiscal officer for all grant applications, and maintain such records as required.

9. To suggest new or changing campus procedure to the Provost.

10. To review rate changes and recommend changes to the Provost.

The business manager must be able to understand the educational goals of the institution, and to translate those goals into dollar values. He must be able to communicate with all administrative staff concerning operational procedures to be of service effectively to campus personnel.
STRENGTHS

The business procedures adopted by the University make it possible to do a good job of record keeping and budget reporting. Processing all business documents through the central business office's computer center eliminates detail work. To date we are adequately staffed to perform the assigned tasks. As our personnel gain experience, the efficiency will increase.

IMPROVEMENTS

During the past two years the business office staff have gained experience and are performing duties with less supervision, and certainly have gained in production. As an example, with the same number of staff, they are now processing an increase of $400,000 worth of transactions in expenses and have increased revenues of over $100,000 in process.

Auxiliary enterprises, particularly the food service and bookstore operations, have reflected improved efficiency and technical know-how. They are servicing the campus in their respective areas with improved communication and services.

FUTURE PLANS

The business manager is confronted with many details that require decision making which may affect the future direction of expenditures. Management of so many enterprises on the campus and the increased involvement with federal funds do present challenges that are time-consuming. Improved communication with the academic dynamics of change and improvements must occur in advance of action so proper financial adjustment can be made.

The future business office will need additional space to provide room for expanded services and new personnel additions.
OFFICE OF UNIVERSITY RELATIONS
Allen N. Croone, Director

PURPOSE AND FUNCTION

The purpose and function of the University Relations Office falls into six categories:

1. Information Services
2. Publications
3. Arrangements
4. College-Community Relations
5. College Photo Services
6. Miscellaneous Service to the Provost

Staffed by the director, assistant editor, half-time information service representative, and one secretary, the function of this office is to provide continuing information service to press, radio, and TV on college programs, students, and staff via news releases, feature articles, press books, campus newsletters, weekly calendar of events, photography services, speakers' bureau, yearly events bulletins, college displays, and supervision of the college yearbook and newspaper.

In the area of publications its function is to produce division brochures, major area brochures, posters on college programs, internship program bulletins, and press books.

The office serves the central office for arrangements for all non-instructional college meetings held on the campus, providing for meeting rooms, food, and equipment. Arrangements for college banquets, campus tours, and extension courses are also included.

A portion of the time is devoted to college-community related areas such as serving on college-community committees, arranging for community and college related events, advising college sponsored cultural activities on campus and in the community, assisting in scholarship drive efforts, and generally promoting good will and support for the college in the Crookston area as well as in the larger community of northwestern Minnesota.

The function of assisting the Provost in this office includes attending meetings, presenting talks on behalf of the college, performing secretarial duties in meetings, and providing leadership when called upon.

STRENGTHS

The primary strengths of this office are provided for in the total climate of this college. They include freedom to act on one's initiative, reasonable budgetary controls, good will and a willing attitude among the members of the team, sufficient office space, and last but not least exceptionally capable staff members to help the director. Work-study program personnel (2) are available for office use.
Additional strengths for this office are: readiness of other members of the administration and staff to cooperate with the work which needs to be done; willingness and ability of the Learning Resources Center to provide for printed materials as requested; disposition of division chairmen to give conscientious assistance in the preparation of printed materials.

IMPROVEMENTS

As the staff members of this office become better acquainted with the opportunities for greater service with information dissemination, publications, arrangements, and community relations, the major weakness appears to be lack of sufficient time to do all that should be done to promote the college in the community and the state. A major factor contributing to this lack of ability to provide these services is the difficulty of getting incoming communication from staff members and administration from which information can be gleaned and sent to the proper publicity points.

Lack of professional training in public relations on the part of the director is an impediment to efficient service of this office.

A limited photographic laboratory and a short supply of trained personnel to man it for use in daily news releases, yearbook, and newspaper creates an unfortunate lag in having materials current in news releases.

The increasing number of non-instructionally related activities and meetings held on campus necessarily requires a greater percentage of the director's time in making arrangements. Such services are important, however, to the on-going relations and services which this unit of the University can provide for this community and area of the state.

The unfortunate problem of distance exists for this office. Of primary concern is the distance involved to find printers who are capable of serving our needs for printed materials requiring professional production techniques.

The final weakness exists in the inability to provide for an efficient division of duties. Related to this is the limited time available for the director to be involved in community action during working hours.

FUTURE PLANS

Efforts are being made to complete the equipping and establishment of a photographic laboratory. As the college increases in student population and increased photographic services are required, a full-time photographic technician should be employed. This position could be filled by someone who also has design and layout skills.
PLANT SERVICES
William O. Menzhuber, Director

PURPOSE AND FUNCTION

The Director of Plant Services is responsible directly to the Provost of the University of Minnesota Technical College. 90% of his time is devoted to the administration of Plant Services. The other 10% involves teaching in the Division of Agriculture.

As Director of Plant Services, he serves on the following local campus committees: Long Range Planning (secretary), Environmental Health and Safety (chairman), new building planning committees, Parking Committee (chairman), Administrative Committee, Administrative Council, Campus Assembly and serves as Emergency Preparedness Coordinator for the Crookston Campus. He serves on the all University, Crookston Planning Committee (secretary) and on all new building planning committees.

As director, he coordinates and implements all physical plant matters with central University civil, electrical, mechanical, architectural, landscape, safety and sanitation engineers, advisory and consulting architects, interior designers, planning and operations personnel, heating plant specialists, emergency preparedness and engineering and construction supervisors.

The Department of Plant Services provides for the total physical services required to operate and maintain all campus buildings, grounds, utilities, and vehicles owned and operated by the University of Minnesota Technical College as necessary to provide for the needs of the students and staff. Specifically these duties involve custodial, moving, building repair and remodeling, plumbing, heating, ventilation, water service, electrical service, telephone service, natural and propane gas services, grounds, parking lots, sanitation, signs, sewer maintenance, safety, emergency preparedness, key control, maintenance and scheduling of transportation and service vehicles, construction of special purpose equipment for the faculty and staff and provides all manpower necessary for physical arrangements needed for special campus events.

STRENGTHS

The strength of this department evolves from one part-time and thirty-two full-time employees. The majority of the employees have extensive practical experience in the areas they service.

Several employees have had and have the opportunity to attend, on a rotating basis, short courses or college classes which relate to their area of service.

A continuous informal in-service training program exists whereby employees gain experiences and develop skills in areas that will improve their work capability. By these experiences, we create back-up personnel in all phases of maintenance.

A good working relationship has been established with central University engineers, planners and administration who assist in our technical and financial needs.
A good working relationship has been established with local community utility companies, contractors and suppliers who are sometimes needed to back up our services.

With the centralization of the Plant Services shops and office in Kiser Building, working conditions and communication have been greatly improved. A private line radio system and pagers to lead men has improved the handling of emergency situations.

Numerous items of specialized equipment and tools have been purchased which have improved efficiency and provided safer working conditions for the employees.

Administration adoption of a long range concept plan, which locates future building sites, traffic routes and service areas, has enabled numerous improvements to be accomplished on a permanent basis.

**IMPROVEMENTS**

The Director of Plant Services is now directly responsible to the Provost and is no longer jointly responsible to the Superintendent of the Experiment Station. Effective July 1, 1973, all work performed for the Experiment Station will be cross-charged against their budget. (887 hours, 1972-73). They now operate independently and will likely do the majority of their own work.

A Plant Service shop and vehicle storage building was partially funded by the 1973 Legislature. Since funds requested were severely cut, planning is directed to the construction of as large a building shell as possible by elimination of interior finishing. As time and funds permit, the interior will be completed. Priority has been given to the housing of vehicles and equipment.

With the August 1, 1973, acceptance to police the Occupational Health and Safety Act (OSHA), by the State of Minnesota, matters of safety must be given high priority in all state institutions. A campus of this size will likely need a half-time position to insure compliance, maintain records, perform inspections and conduct safety meetings in all departments.

Presently we store a majority of the grounds equipment in an old barn which the Experiment Station no longer uses. When they choose to raze this building, other space will be needed to house this equipment.

The grounds crew has need for heated greenhouse space from October to June as they nurture over ten thousand plantings used to beautify this campus. One-half of the Experiment Station greenhouse has been made available for this purpose, but on a year to year basis only.

As the campus student body and staff continue to increase in numbers, there is an ever increasing need for storage and a decreasing amount of space available. Building attics, mechnical rooms and electrical rooms are being cluttered with storage of divisional equipment, supplies and furniture. Provision for such storage should be included with requests for new space.

A central receiving center is needed to relieve the corridor of the Administrative Building (Selvig Hall) as a receiving and storage area.

The Campus Bookstore, Post Office and Health Service have been relocated several times since the inception of the college. Construction of a building to permanently house these functions is vitally needed.
The available vehicle parking space for commuter students, staff and visitors for special events is fast nearing capacity. Additional parking space is needed in the proximity of Knutson Hall (Gymnasium). By total closing of the ditchway south of McCall Hall, this could be accomplished in conformance to the campus master plan.

A new service entrance from the north side of the campus and parking lot was constructed adjacent to Dowell Hall and Annex. The area should be blacktopped as funds permit.

With the completion of the storm sewer outlet from our campus to the Red River, the campus has been relieved of flood type damage. A portion of internal storm lines were installed. A future extension of storm drainage to all corners of the campus needs to be considered.

Campus streets and curbing are in need of repair in areas where internal storm sewers were installed. Such repair should be accomplished as funds are available.

A south perimeter roadway was constructed to relieve college and Experiment Station traffic from the center of the campus. This roadway should be made all-weather.

With only one campus patrolman, parking in service areas and roadways sometimes creates a traffic problem. Additional campus police service is needed.

Meeting the Federal Pollution Control Standards on heating plant stack emission by 1975 presents a real problem. By standards we are barely in violation and only during the period when two lignite coal boilers operate simultaneously. With the energy crisis and the location of our single stack in a rural area, it appears nonsensical to convert our plant to fuels already in short supply.

FUTURE PLANS

Since the University is subject to compliance inspections by state OSHA investigations, out-state locations will designate a person who will be assigned to accompany the investigator on any and all inspections. A future position for an engineering aide could assist the Plant Service Director in matters of safety as well as maintain and file up-to-date building plans, utility burial recordings, do survey and stake work and assist with cross-charging.

A legislative request has been made requesting funds for conversion of the Heating Plant to conform to federal PCA standards. If federal standards are not relaxed, the state will need to provide necessary funds.

A funding request to borrow money for the construction of a building to house the Bookstore, Post Office and Health Service has been submitted to Central University. Funding is pending approval by Central Administration.

Repair of a portion of the curbs and streets will begin in early 1973.

Utility metering of natural gas, electricity, water and steam heat being used by the Experiment Station is now in the planning and engineering process. This will likely be completed in early 1974 and will reflect a true cost usage.

To assist in parking control on the campus, monitors (work-study students) under the guidance of the patrolman, are to be assigned to parking and security.
As the new Plant Service vehicle storage building is constructed and Kiser Building remodel proceeds, there is a possibility that grounds equipment may gradually be relocated from the Experiment Station barn.

Efforts will be made to secure a long time use agreement for the west wing of the old greenhouse. This would provide the space necessary for grounds use.

Efforts are being made to secure funds from the Trails Commission for a bicycle path from the campus to the City. Construction of such a non-motorized pathway would provide students and staff with an access, off the highway, for safe travel to and from the City.
ATHLETIC DEPARTMENT
Herschel H. Lysaker, Director

PURPOSE AND FUNCTION

The athletic program is divided into two phases to encourage participation of as many students as possible - intramural and intercollegiate. Students may participate in either or both phases. The principal aim of the athletic program is the development of the individual spiritually, mentally, physically, morally, and emotionally through physical activities.

Intramural Program

The intramural athletic program offers a diversified range of activities to meet the interests and needs of a large percentage of students, both men and women.

The intramural program for men includes competitive leagues and tournaments in badminton, basketball, bowling, horseshoes, pingpong, tennis, touch football, softball, volleyball, swimming and other activities.

The program of activities for women includes intramural tournaments in archery, badminton, basketball, bowling, field hockey, pingpong, softball, tennis, marksmanship, and volleyball.

Intercollegiate Program

The University of Minnesota Technical College has representation in intercollegiate athletic competition by teams in football, cross-country, basketball, wrestling, track, tennis, golf, baseball, and hockey.

Athletic events provide a rallying point for school spirit and student body morale. Nothing makes a student feel like a part of UMC than supporting the TROJANS with enthusiasm and dedication. Athletic contests not only provide interesting entertainment and a feeling of pride, but they also leave lasting memories about college life. Some of the "best times" of a student's college days are associated in some way with an athletic contest such as homecoming, invitational tournaments or contests with rival colleges. The athletic program at UMC provides many opportunities for the student body to become a unified organization that is willing to display pride and enthusiasm for its college. Every student is urged to become an active member of the UMC student body and be a good supporter of the TROJANS.

To be eligible to represent the college as a player or manager in intercollegiate athletics, the student must be regularly enrolled and meet the eligibility requirements of the National Junior College Athletic Association. An athletic committee exercises supervision of the intercollegiate program.

FACILITIES

A gymnasium with regulation playing floor is housed in Knutson Hall. A sixty-foot swimming pool is also located in this building plus gymnastic apparatus and equipment for the intramural program. Our tennis courts are situated just east of Knutson Hall and south of Skyberg Hall. Areas are available for four football fields plus adequate space for softball diamonds and all other outdoor intramural and physical education activities.
The baseball field and the outdoor hockey rink have been proven to be adequate. The Crookston Park Board has made their arena, which has artificial ice, available for UMC hockey practice and all home games. The Red River Valley Winter Shows Association has made their huge building available for spring sports. Four indoor track meets are usually held in their arena every April. The local National Guard Armory is rented for our wrestling program which runs from November through March.

STRENGTHS

The coaching personnel have years of experience in athletic competition and coaching. In addition to the athletic director, there are six head coaches and three qualified individuals assisting in the eight participating intercollegiate sports: football, cross country, basketball, wrestling, baseball, golf, track and hockey.

The college offers a well-rounded program in intercollegiate and intramural athletics competition. Approximately 60 percent of the student body participates in one of the two phases of the athletic program.

The college is a member of the Minnesota State Junior College Athletic Association and is also affiliated with the National Junior College Athletic Association. These associations offer the opportunity for intercollegiate sports.

Community support and interest in UMC athletic activities has been improving with last year’s hockey team that placed second in the nation at Lake Placid, New York, and with this fall’s strong football team that is undefeated.

IMPROVEMENTS

The existing gymnasium (Knutson Hall) was designed in 1930 for high school athletic programs. With the great interest in intramural sports and intercollegiate sports this facility is very inadequate. Lack of complete outdoor athletic complex makes running all the programs quite difficult.

FUTURE PLANS

A new gymnasium will be requested of the Legislature in the next biennium. This gym will include a basketball court, office space, classroom space, storerooms and locker facilities. Thirty acres of land south of the present football field and baseball field has been set aside for a complete outdoor athletic complex.
STUDENT SENATE
Cary Sip, President

PURPOSE AND FUNCTION

The organizational name assigned to students enrolled at UMC is the University of Minnesota Technical College Student Association. All students enrolled at the college are members of the Student Association. A representative body of the Association is elected to the executive legislative body. The executive legislative board consists of the president, vice president, secretary, and treasurer. There is also one senator per 150 students who is elected to the Senate. Presently, there are five senators who have a total of 9 votes. Members of the Student Senate are selected by an election process to represent the Student Association.

The purpose of the Student Senate has been to provide the machinery for carrying on necessary and appropriate activities for the students of this college and to take action of any subject pertaining to student life. The Student Senate is considered the student voice by the administration. In order that student concerns may be conducted in an orderly manner, items for Senate consideration originate from the students, faculty or administration and are brought to the attention of the Senate for action. Items of concern, meeting the approval of a majority of the Senate body, are budgeted through the Student Senate.

There are several functions and powers of the Senate. These are as follows:

A. To formulate policies and programs concerning student welfare.
B. To hear grievances of students and to make appropriate investigations when necessary.
C. To act as the communicative body between the student body and the administration and faculty of this college.
D. To govern organizations that form and operate on the campus.
E. To approve, administer, and allocate student government fees and Student Association fees.
F. To enforce the provisions of the Constitution and By-Laws.

With growing student population and increasing members of overall activities on campus, the Student Senate extends their duties beyond governmental functions. Their function also extends to inter-campus relations by holding regular meetings with Student Senates of other University Student Governments, intra-campus activities such as Welcome Week, New Student Registration Day, etc.

STRENGTHS

During the past two years, I feel the Student Senate has accepted the responsibility and has accomplished increased relations and recognition of students and student governments to state and local level government. Students elect representatives to the University of Minnesota Board of Regents Committees, meet with the Governor of the state in public and private hearings and meetings, and meet with many state senators and representatives. Since having the UMC campus incorporated into the city, student officers have indicated the desire to take part in local government. Because of this, I feel better student cooperation in building campus-community relations. There has been increased Student Senate activity dealing with student relations with other Universities in the attempt to elevate the esteem of the students at a technical branch of the University. During the past two years,
the Student Senate has taken part in reorganizing the fee structure, revising the Constitution of the Association, and the Student Senate has had a great amount of impact in efforts to enhance the desire for rescheduling the calendar year. Efforts have been made to increase student participation particularly from students living off-campus, and to increase student leadership opportunities. All minutes and notes from the innumerable activities and meetings of Student Senate officers have been made readily available to students for their review.

**Improvements**

The first weakness brought to our attention is student activities. Even after the expenditures of a sizeable budget on activities such as dances, coffee houses, concerts and lectures, movies, game equipment, etc., there are still occasional comments made.

Another weakness lies in occasional short notices of Senate meetings scheduled. Due to the length of the agenda, meetings often become unbearably long. This has persuaded me to divert the traditional every-other-week meetings and change to weekly meetings when necessary. Thus, there would be little time to prepare a new agenda and have it received before the meeting.

Another weakness of the Senate lies in the fact that there are occasions when we as a representing group feel we would like more outspoken campus organization input. During the year there seems to be a slight communications barrier between the Senate and the Business Office. Over the years I find there is a great need for a more concrete definition of a faculty advisor.

There have been obvious indications that off-campus students are not as deeply involved in activities held on campus.

Another weakness of the Senate may lie in the method that Campus Assembly Student Representatives are chosen to serve. Presently, these representatives are nominated from the floor of the Senate and voted upon. This type of selection has seemed to result in students' lack of attendance at Campus Assembly. For the same reason, students have been accused of occasional absences from committee meetings. I am positive a certain amount of the student absentee has been caused by schedule conflicts.

I am aware of what a leading officer might be able to do should he devote 100% of his time to being a student and student body president. However, I haven't found myself strictly devoted to one activity. Due to my individual personal interests, I have consumed a good share of time that otherwise could have been devoted to Student Senate work. A question might arise as to the choice of the president based on percentage of time he would allow to be spent in student government work.

**Future Plans**

Surveys have been taken on students' interests in order to determine what additions and changes they would like in the line of activities.

Short notices of meeting times could be solved by more prompt preparation and mailing of agendas.

Attempts have been made to interest more organization representatives to come more often to meetings, but overall I felt we have increased their participation this year. Improvements will depend largely on the items on the agenda and the stimulation of leadership.
Steps have been taken to receive more regular reports from the Business Office. It will be up to the new officers to receive them.

Definition of faculty advisors could be added to the Association Constitution as an amendment.

In order to persuade off-campus students to participate more in campus activities, it would require more appealing events on campus to draw a crowd of commuters.

Student attendance at committee meetings and Campus Assembly could possibly be improved by allowing students to file for the position that most interests them. Election by the student body then would determine student representatives.