Self-Study Report

of the

University of Minnesota – Crookston

September 1, 1983

Prepared for the
North Central Association of Colleges and Schools
1983 Accreditation Review
**WORKSHEET FOR STATEMENT OF AFFILIATION STATUS**

**INSTITUTION:** UNIVERSITY OF MINNESOTA TECHNICAL COLLEGE-CROOKSTON  
Crookston, MN  56716

**TYPE OF REVIEW:** A comprehensive evaluation for continued accreditation at the Associate's degree-granting level

**DATE OF THIS REVIEW:** October 24-26, 1983

**DATE OF SAS:** July 25, 1974

**CONTROL:** University of Minnesota Technical College-Crookston is a public institution. It is a part of the University of Minnesota System.

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**STATUS:** University of Minnesota Technical College-Crookston is accredited by the Commission on Institutions of Higher Education of the North Central Association of Colleges and Schools.

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Affiliation Status Of
University of Minnesota Technical College-Crookston
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EDUCATIONAL PROGRAMS: The College offers programs leading to the Associate's degree (vocational-technical curricula).

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LOCATIONS: The College's programs are offered at its campus in Crookston, Minnesota. It also offers credit courses at various sites within the state.

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STIPULATIONS: None.

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University of Minnesota Technical College-Crookston
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REPORTS REQUIRED: None.

Team
Recommended Wording:

Executive Bd.
Recommended Wording:

FOCUSED
EVALUATIONS: None.

Team
Recommended Wording:

Executive Bd.
Recommended Wording:

COMPREHENSIVE
EVALUATIONS:

Team
Recommended Wording:

Executive Bd.
Recommended Wording:
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INTRODUCTION

THE SELF-STUDY PROCESS

BACKGROUND

Created by action of the Minnesota State Legislature in 1965, the University of Minnesota - Crookston (UMC) is a two-year, undergraduate, residential, technical college located on a beautiful campus adjacent to the community of Crookston in northwestern Minnesota. As a coordinate campus of the University of Minnesota, the academic programs at UMC are formulated within the framework of the policies and philosophy established for the University by the Board of Regents. UMC developed on the site of the former Northwest School of Agriculture, the secondary school that was established in 1905 and designed to serve students in the technical and practical business of agriculture and of homemaking. The Northwest School operated until 1968 as a regional, residential high school. The college was originally titled a technical institute; but, in 1969, it was retitled a technical college.

UMC accepted its first freshmen class in 1966 with an initial enrollment of 195 students. UMC’s highest enrollment occurred in the fall of 1980 with 1179 students. For the past two years, enrollment was 1161 in fall 1981 and 1149 in fall 1982. Faculty and staff have increased to the present level, which includes approximately 150 full-time employees.

Administrative responsibility for the collegiate program rests with the Provost of the Crookston campus who reports directly to the President of the University. As a coordinate campus of a land grant institution, UMC shares in a commitment to the major objectives of the University as a whole - instruction, research, and service - and provides a two-year program of technical education fundamental to each of these objectives. The primary work of the institution is to provide course work for students which leads to employment at the midmanagement level in agriculture; business; hotel, restaurant, and institutional management; and home economics. While the focus is on employment, the college study is such that students may transfer to baccalaureate programs.

The University of Minnesota - Crookston was first accredited in 1974 and is seeking continued accreditation by the North Central Association of Colleges and Schools.

IMPLEMENTATION OF THE 1983 NCA SELF-STUDY

In the spring of 1982, the Assistant Provost for Academic Affairs was asked to serve as the person responsible for developing the NCA self-study process and document for UMC. In March, the Assistant Provosts for Academic and Student Affairs attended the 87th annual meeting of NCA to gather information to aid in the design of a self-study which would be comprehensive, efficient and useful to the institution. The Academic Assistant Provost was responsible for overall coordination of the self-study process, assisted by a steering committee chaired by the Academic Assistant Provost and composed of faculty and staff from each of six campus-wide task forces which addressed themselves to components of the self-study.

In staffing the task forces, members of the college community were sought who were able, interested in the specific tasks of the committee, and representative of the diversity of the campus. By October, the six task forces had been appointed and had begun their work. Each task force engaged in a comprehensive self-evaluation in their respective areas. The commitment of the task forces and college community to the self-study process was tremendous. This report includes a summarization of these self-assessments. More detailed analyses of the numerous surveys are available to the Visiting Team but too lengthy to be included in this report. During spring quarter, the Assistant Provost collated and edited the committee reports and prepared a draft of the college’s self-study report for the Steering Committee.
Late in spring quarter, the draft was circulated to the faculty, staff, and student government for reaction with the request that comments be made to the Steering Committee by June 1. Based upon these comments and further reaction of the Steering Committee, the final draft was approved by the Steering Committee for submission to the North Central Association.

COMMITTEES AND TASK FORCES

Steering Committee

1. Responsibilities

To develop the planning process for the preparation of the self-study; design the content of the self-study; determine the charges of the working self-study task forces; coordinate the work of those task forces; bring together the work of the campus-wide task forces, disciplines, and divisions; and prepare and approve the self-study report and communicate those results to the campus community.

2. Membership

Karl Bornhoft  
Associate Professor and Business Manager

Philip Buckley  
Associate Professor, Natural Resources  
(President, Faculty Association)

Tom Feiro  
Senior Laboratory Technician  
(President, Civil Service Association)

Wendell Johnson  
Associate Professor, Biology

Anthony Kuznik  
Associate Professor and Assistant Provost, Student Affairs

Juan Moreno  
Director, Special Student Programs

Harold Opgrad  
Associate Professor and Director, Media Resources

Donald Sargeant  
Professor and Assistant Provost, Academic Affairs  
(Chairperson, Steering Committee)

Twyla Treanor  
Instructor, Court Reporting

Chris Vettel  
Student

Dina Vollen  
Student

Task Force I: Institutional Dynamics

1. Responsibilities

To provide an assessment of the strengths and limitations of UMC's governance, decision-making structure, and historical planning, and to indicate where changes are necessary or desirable.

2. Membership

Roger Aspevig  
Assistant Professor, Business

Richard Christenson  
Associate Professor and Chairman, Arts and Sciences Division  
(Chairperson, Institutional Dynamics Task Force)

Tony Fath  
Student

Tom Feiro  
Senior Laboratory Technician  
(President, Civil Service Association)
Task Force II: Educational Programs

1. Responsibilities

To assess the strengths and limitations of the programs of learning experiences available at UMC in relation to the mission of the institution; to provide plans for improvement as well as an indication of the means to implement changes.

2. Membership

Philip Buckley Associate Professor, Natural Resources (President, Faculty Association)
Glenice Johnson Assistant Professor, Home Economics
Wendell Johnson Associate Professor, Biology
Donald Sargeant Professor and Assistant Provost, Academic Affairs (Chairperson, Educational Programs Task Force)
Sharon Stewart Assistant Professor, Hotel, Restaurant, and Institutional Management
Twyla Treanor Instructor, Court Reporting

Task Force III: Student Affairs

1. Responsibilities

To assess the strengths and limitations of the programs and services available at UMC for students to enhance their personal growth outside of the classroom as well as their living environment in relation to the mission of the institution, and to provide plans for improvement.

2. Membership

Charles Habstritt Associate Professor, Agronomy
Vicki Keiper Student
Anthony Kuznik Associate Professor and Assistant Provost, Student Affairs (Chairperson, Student Affairs Task Force)
Tom Lopez Student
Cleon Melsa Assistant Professor, Chemistry
Juan Moreno Director, Special Student Programs
Gary Willhite Director, Residential Life

Task Force IV: Media Resources

1. Responsibilities

To evaluate the institutional media resources as they relate to UMC's mission, assessing strengths and limitations and plans for improvement.
2. Membership

Jeanne Christiansen  Office Specialist
Larry Huus          Associate Professor, Accounting
Kim Brandner        Student
Berneil Nelson      Senior Library Assistant
Harold Opgrand      Associate Professor and Director, Media Resources
                    (Chairperson, Media Resources Task Force)
Bernard Selzler     Associate Professor, Communications
Jeff Sinks          Media Resources Producer

Task Force V: Financial Resources

1. Responsibilities

To evaluate the institutional financial resources as they relate to UMC’s objectives and purposes, assessing strengths and limitations regarding the institution’s resources and plans for improvement.

2. Membership

Bonnie Anderson     Senior Accounts Specialist
Karl Bornhoft       Associate Professor and Business Manager
                    (Chairperson, Financial Resources Task Force)
Lowell Larson       Director, Development
Donald MacGregor    Assistant Professor and Director, Computer Center
Betty Panzer        Senior Office Specialist
Betty Rominski      Student
Erman Ueland        Associate Professor, Animal Science

Task Force VI: Physical Plant

1. Responsibilities

To evaluate the institutional physical plant resources as they relate to UMC’s mission, assessing the strengths and limitations and plans for improvement.

2. Membership

Karl Bornhoft       Associate Professor and Business Manager
Robert Johnson      Assistant Professor, Biology
Kent Freberg        Assistant Professor and Acting Director, Plant Services
Jerry Rude          Gardener
Donald Sargeant     Professor and Assistant Provost, Academic Affairs
                    (Chairperson, Physical Plant Task Force)
Ray Tate            Building and Grounds Worker
Roger Wagner        Associate Professor, Horticulture

4
CHAPTER I

INSTITUTIONAL MISSION

INSTITUTIONAL MISSION IN PERSPECTIVE

The University of Minnesota, founded in 1851 by the Territorial Legislative Assembly, was chartered in 1857 and the authority of its Board of Regents was incorporated into the State Constitution. In 1895, the Minnesota State Legislature appropriated money for the University of Minnesota Board of Regents to procure equipment and to conduct an experimental farm at Crookston. It was generally agreed that once this experimental farm, which was named the Northwest Experiment Station, was established and successfully conducted for a period of time, an agricultural school would follow. Thus in 1905, the Legislature appropriated $15,000 to open and to begin building the school in Crookston. The Northwest School of Agriculture, as a part of the University of Minnesota, was to provide students with training in the technical and practical business of agriculture and of homemaking. The Northwest School operated for over sixty years as a regional, residential high school.

In 1965, the Legislature recommended that the Northwest School be phased out and a college level technical institute be established. The University of Minnesota Technical Institute - Crookston opened in the fall of 1966. The Technical Institute was renamed Technical College in 1969 and began to operate as a coordinate campus within the University. Thus, the University setting on the north edge of Crookston has grown to over 1400 acres with its focal point being a beautiful campus housing the Northwest Experiment Station and the Technical College.

The Technical College was conceived at the outset as a two-year, residential, technical college created to fill the gap existing between the vocational and baccalaureate levels in post-secondary education in Minnesota. The Crookston campus was to focus on technical collegiate education of at least two years but less than four years in duration. It was to provide an educational opportunity for students from throughout the state. As a coordinate campus of the University of Minnesota, a land grant institution, UMC was to share in the University-wide mission of serving the people of the state through teaching, research, and public service within the context of its mission.

The guiding institutional characteristics of controlled growth and, to the extent possible, academic excellence as a two-year technical college in a personal living/learning atmosphere that were so frequently spoken of during the first years of the new college have not changed after a decade and a half. During the early years of the college, enrollment grew at the rate of from 50 to 100 students per year and the budget dollars increased at a sufficient rate to serve the increasing population. The initial curriculum included agriculture and business along with the general education offerings necessary in technical programs. In 1968 hotel, restaurant, and institutional management, and in 1973 home economics course work were added. Planning activity during the 1970's was concerned primarily with curriculum development and the adequate staffing of the college in the context of a technical college within the curriculum mentioned above.

In 1975, the Board of Regents formally adopted a "Statement of Mission"1 for the University of Minnesota - Crookston. This mission statement was developed via consultation with the college advisory committee, legislators on education committees, faculty, administrators, and students. It shows a strong commitment to two-year technical collegiate education and reinforced the institutional responsibility to its regularly enrolled students through its instructional program and extra-curricular opportunities and to the general public as the institution served as an educational and cultural resource for the area.

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1 A Mission and Policy Statement for the University of Minnesota, approved by the Board of Regents, July 1975.
In April 1981 the mission, following a similar process, was revised slightly in order to better articulate the college's role in providing the opportunity for students to either transfer on to a baccalaureate program or enter directly into the work force. Historically, about seventy percent enter employment and thirty percent transfer.

The following mission statement has been approved by the University's Central Administration and is an outcome of the UMC program planning and review process.

Institutional Mission Statement for UMC

The University of Minnesota - Crookston provides postsecondary education programs emphasizing an appropriate blend of technical skills, general education, management capabilities, and leadership development generally obtained in a two-year program of study. The course work is intended to lead to employment at the midmanagement and semi-professional levels in agricultural and other technical areas, as well as in service to rural homes and communities. Some students transfer to baccalaureate programs, although the focus of programs and courses are on students entering employment upon graduation. The curriculum reflects a concern for the education of the whole person for productive life in a democratic society. To reach that goal, the college, along with its academic programs, provides a wide range of extracurricular activities and residential living facilities.

As a coordinate campus of a land grant institution, the University of Minnesota - Crookston shares in a commitment to serve the people of the state. The college uses citizen/industry advisory boards to seek ways in which the instructional programs can be responsive to economic and societal needs of agriculture and industry. The college also responds to continuing education and community service needs of the geographic area.

MISSION AND PROGRAM REVIEW

In the spring of 1979, C. Peter Magrath, President of the University of Minnesota, asked that all colleges and units within the University of Minnesota engage in a substantive long-range planning effort. Provost Sahlstrom appointed a UMC Planning Committee composed of faculty, administrators, and students to develop a detailed plan indicating the mission, goals, objectives, and priorities for the University of Minnesota - Crookston. The document\(^1\) was developed with input and review from all units involving faculty, administrators, and students.

During the fall of 1981, it became apparent that income as originally projected for the State of Minnesota for 1981-82 was not going to materialize. The University of Minnesota, as were other agencies funded by the State, was informed that it would receive a reduced appropriation. Each University unit formulated a brief two-page "Program Priorities"\(^2\) statement from their respective program review documents. The budget retrenchments necessitated by the state budget income shortfall took into consideration these planning documents.

In February 1983, a second cycle of planning was initiated within the University. The guidelines called for a target six to nine percent reduction in the operating and maintenance budget by the end of the second year of the 1983-85 biennium. UMC submitted a program review and budget plan in April in response to this request.\(^3\) All of these documents were valuable aids in guiding this North Central self-study process.

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1 Program Review for University of Minnesota - Crookston, April 1981.
3 Program Review, Priorities, and Budget Plan for University of Minnesota - Crookston, April 1983.
ASSESSMENT OF THE CONSISTENCY OF MISSION

The single purpose technical education mission of the University of Minnesota - Crookston with its primarily teaching component serving a statewide clientele is clearly stated and is consistent with the original and continuing purposes of the institution. College publications and reports as well as the programs of the college identify the full-time students in technical programs as the primary clientele. The mission statement of the college makes less of the college's responsibilities for continuing education and educational programs for the noncollegiate adult population. These activities do not receive the attention they maybe should have, but the funding of the college has limited program development in this area and such has been noted by the Legislature, the Board of Regents, the University administration, and UMC faculty.

The 1981 program review document may be viewed as being too general to provide specific direction for each unit; nevertheless, there is a high degree of congruence between instructional, extracurricular, and outreach activity and the purposes of the institution. The document allows instructional units the flexibility to develop educational programs in response to a more rapidly changing society, both in terms of student interest and work force technology.

The 1983 document is more specific and more budget oriented. It focuses primarily on budget reductions with a little emphasis on areas of the campus that need strengthening. It's not intended as a document to stand alone in terms of providing the total picture of the college.

The curricular, extracurricular, student personnel, and outreach activities of UMC are consistent with its two-year technical college mission. Surveys of the graduates conducted annually have indicated that over the past five years, ninety-seven percent of graduates were satisfied or very satisfied with their education at UMC. Thus the programs, policies, and practices which directly affect students through the many aspects of student life, ranging from academic regulation to career development, promote individual responsibility as well as a strong sense of commitment to the academic community. They become not only satisfied graduates but participating, productive members of a democratic society.

The following chapters in this report are the mission of the college in action. The effective fulfillment of the mission is demonstrated in the development of technical programs by maximizing the use of existing resources as evidenced by continued student and employer support.
CHAPTER II

INSTITUTIONAL DYNAMICS

BOARD OF REGENTS

The University of Minnesota was established by an Act of the Minnesota Territorial Legislature in February, 1851. This action was subsequently approved through the adoption of an Act by the United States Congress, and the resulting charter to the University delegated to the Board of Regents the right to govern the University. Later, when the Minnesota Territory became a state, the Constitution “perpetuated onto” the University all the “rights, immunities, franchises, and endowments” granted by the charter. The original charter, plus the Minnesota State Constitution, provides for autonomy in the management of the University’s internal affairs. In a 1928 test law suit known as the “Chase Case,” the Minnesota Supreme Court held that in the management of the University, the Board of Regents is constitutionally independent of all other executive authority.

As the governing body of the University, the chief responsibilities of the Board of Regents are the election of the Chancellor, the enactment of its rules, regulations and policies governing the University, control of University expenditures, and approval of all staff changes. The Chancellor of the University is ex officio President of the Board of Regents and is more commonly referred to as President rather than as Chancellor. The twelve Regents are chosen by the State Legislature with one selected from each of Minnesota’s eight congressional districts and four from the state at large. At least one Regent, from a congressional district or the state at large, must be a University student or have graduated from the University within five years prior to election. Regents serve without pay for six-year terms. Vacancies occurring when the Legislature is not in session are filled by the governor.

The Board of Regents elects from its membership a chairperson and vice chairperson; they also elect a secretary and a treasurer who need not be members of the Board. All officers, with the exception of the President, are elected for a two-year period.

The Board meets in regular session on the second Friday of each month. The business considered by the Board is first reviewed by one or more of the following standing committees: Educational Policy and Long-Range Planning, Faculty and Staff Affairs, Physical Plant and Investments, Student Concerns, and the Committee of the Whole.

All meetings of the Board are open public meetings. While there is no legal requirement to do so, the prevailing custom and practice of the Board is to hear all interested parties from within the campus community regarding matters of current concern to the Board. Similarly, when there is substantial external interest in matters under consideration by the Board, it attempts to provide an opportunity for direct input from individuals or agencies outside of the University community.

UNIVERSITY-WIDE ADMINISTRATION AND GOVERNANCE

The University of Minnesota is a constitutionally-governed institution under the Board of Regents. The University Senate has legislative control for educational matters concerning the University as a whole, but not over the internal affairs of any individual campus, college, institute, or school except where these overlap or material affect the interest of other colleges or the University as a whole. The administrative responsibility and authority for implementation of Senate policies regarding educational matters within the University are assigned to the President of the University. As the chief executive officer of the University, he is responsible to the Board of Regents and is the representative of the faculties and of the University Senate to the Board of Regents. Vice Presidents approved by the Board of Regents divide the responsibilities of administering the University into seven areas: Academic Affairs; Administration and Planning; Agriculture; Finance and Operations; Health Sciences; Institutional Relations; and Student Affairs. Each of the coordinate campuses of the University is headed by a chief executive officer with the title of Provost.
The current officers of the University are:

C. Peter Magrath  
President  
David M. Lilly  
Acting Vice President for Finance and Operations  
Nils Hasselmo  
Vice President for Administration and Planning  
Richard J. Sauer  
Deputy Vice President for Agriculture, Forestry & Home Economics  
Stanley B. Kegler  
Vice President for Institutional Relations  
Kenneth H. Keller  
Vice President for Academic Affairs  
Neal A. Vanselow  
Vice President for Health Sciences  
Frank B. Wilderson  
Vice President for Student Affairs  
Edward C. Frederick  
Provost, Waseca Campus  
Robert L. Heller  
Provost, Duluth Campus  
John Q. Imholte  
Provost, Morris Campus  
Stanley D. Sahlstrom  
Provost, Crookston Campus

THE UNIVERSITY SENATE

The University Senate is the principal legislative body and exercises control over educational matters concerning the University as a whole. The University Senate delegates much authority and responsibility to the campus assemblies for the educational matters that concern each campus of the University. Each campus determines its own assembly and adopts its own constitution and by-laws (consistent with the constitution and by-laws of the Senate). The Senate meets at least once each quarter of the academic year, at a time and place determined by the President. Special meetings may be called by the President at the request of the Senate Consultative Committee or by the written request of ten members of the Senate.

The Senate is composed of the President and elected representatives of the various schools, colleges, and campuses. The elected members are chosen by secret ballot by faculty members with the rank of instructor and above in each of the academic units of the University. Each college has at least one Senator. One additional Senate member is chosen for each twenty faculty members or major fraction thereof. Senate terms for faculty representatives run for three years. Student representation in the Senate began in 1969 and at the present time, students are represented on all committees of the Senate except the Senate Judicial Committee. In advance of each Senate meeting, the docket is published in the Minnesota Daily and is distributed to students, faculty, and staff on each of the coordinate campuses. The minutes are also widely distributed. The President of the University is chairperson of the Senate and in this capacity may suspend any action taken by the Senate, by any campus assembly, or by any college faculty, and ask for reconsideration of such action. If the President and the Senate or assembly or faculty body do not reach agreement, the question may be appealed directly to the Board of Regents by the President, by the Senate, by the assembly, or by the college faculty concerned.

The Senate includes the following eleven standing committees: Council of Academic Officers, Committee on Academic Standing and Relations, Committee on Committees, Consultative Committee, Committee on Educational Policy, Committee on Faculty Affairs, Judicial Committee, Library Committee, Committee on Research, Committee on Resources and Planning, and Committee on Social Concerns. The University of Minnesota - Crookston is represented on many committees of the University Senate. Membership on Senate committees is by Presidential appointment, while the Senate Consultative Committee and the Senate Committee on Committees are comprised of elected members, and the Council of Academic Officers consists only of ex officio members.

The Council of Academic Officers serves as an advisory body to the President and the Vice President for Academic Affairs, who co-chair the group. The University of Minnesota - Crookston is represented on the Council of Academic Officers by the Assistant Provost for Academic Affairs. The Council is a forum for the exchange of ideas regarding a wide variety of academic and University matters. While it has no legislative function in the sense that the University Senate has, it is instrumental in its advisory capacity in providing input that results in the eventual modification and improvement of academic policies and procedures.
The Senate Consultative Committee is composed of nine elected members of the faculty, seven elected members of the student body, and the vice-chairperson of the University Senate. The faculty representatives comprise the Faculty Consultative Committee and the student representatives comprise the Student Consultative Committee. The constitution of the University Senate requires that a member of the Crookston faculty and one of the Crookston student body be elected to serve on the Consultative Committee, which meets with the President at least twice per quarter to discuss matters relating to educational interests or policies of the University, and to its personnel, service functions, and budget. On certain occasions the Faculty Consultative Committee or the Student Consultative Committee meet separately with the President on matters of primary concern to one group or the other.

The Senate Committee on Committees, also an elected committee, has a student and a faculty representative from UMC. The primary purpose of the Committee on Committees is to consider and recommend to the President a double slate of candidates for consideration for appointments to fill all positions on the appointive Senate committees.

In addition to the Senate committees, there is a substantial number of University committees which are subordinate to the various Senate committees and report to the Senate and to the administration through their respective Senate committees. The University of Minnesota - Crookston is usually represented on each of those committees.

UNIVERSITY OF MINNESOTA - CROOKSTON ADMINISTRATION AND GOVERNANCE

The Provost is the chief administrative officer for the Crookston campus, responsible for the four major functional categories: Academic Affairs; Business; Student Affairs; and Plant Services. In addition, the Office of Development and Alumni reports to the Provost. The Provost reports directly to the President of the University. The Deputy Vice President of Agriculture, Forestry and Home Economics has a special relationship to the UMC campus.

Academic Affairs are administered through the Assistant Provost for Academic Affairs and the five division chairpersons representing Agriculture; Arts and Sciences; Business; Home Economics; and Hotel, Restaurant and Institutional Management. Media Resources, continuing education, and the campus computer center are also included within Academic Affairs. Business Affairs of the campus are administered by the Business Manager and include the bookstore, payroll and personnel, the post office, purchasing, and auxiliary services.

Student Affairs are under the direction of the Assistant Provost for Student Affairs and include admissions and financial aid, athletics, campus ministry, counseling, food service, health service, housing and security, minority and international students, placement, records, and student activities.

The Director of Plant Services is in charge of buildings and grounds, physical planning, transportation, and utilities.

The Campus Assembly is the legislative and policy making body for the Crookston Campus. Responsibility is delegated to the Campus Assembly by the University Senate and by the Board of Regents. The Campus Assembly establishes policies and regulations governing the educational aspects of the college program such as curriculum, honors, admissions, graduation, athletics, student activities, awards, financial aid, student behavior, and convocations. The Assembly appoints its standing and ad hoc committees and reviews their actions.

The Assembly includes the faculty, selected student members, one elected representative from the Northwest Experiment Station, and elected Civil Service members. Civil Service voting membership is at the ratio of one for every twenty-five employees or major fraction employed July 1 preceding the date of the election, and these representatives are elected by all Civil Service employees on the UMC Campus. Student membership in the Assembly is in the ratio of one student for each 100 students enrolled during the fall quarter and one student for each (Assembly) committee on which students serve. These students are selected by Student Senate action.
FIGURE 1

ADMINISTRATIVE ORGANIZATION

UNIVERSITY OF MINNESOTA TECHNICAL COLLEGE
CROOKSTON, MINNESOTA

BOARD OF REGENTS

PRESIDENT

DEPUTY VICE PRESIDENT FOR AGRICULTURE, FORESTRY, & HOME ECONOMICS

PROVOST

ACADEMIC AFFAIRS
- Agriculture
- Home Economics
- Arts & Sciences
- Cont. Ed.
- Audio Visual
- Library/Technical Services
- University Relations

BUSINESS AFFAIRS
- Auxiliary Services
- Purchasing
- Cashier
- Bookstore
- Post Office
- Payroll & Personnel
- Accounting

DEVELOPMENT AND ALUMNI
- Grants
- Alumni

PLANT SERVICES
- Maintenance
- Grounds
- Heating Plant
- Physical Planning
- Transportation
- Scheduling

STUDENT AFFAIRS
- Records
- Residential Life
- Food Service
- Security
- Special Student Programs
- Minority
- International
- Counseling & Placement
- Handicapped Career Center
- Student Activities
- Health
- Athletics & Intramurals
- Admissions & Financial Aid
- Campus Ministry
The work of the Assembly is guided by a vice chairperson, its executive board consisting of six members, including the Provost as chairperson, a secretary, student senate president, and two members to be elected by the Campus Assembly. The Executive Board coordinates the meetings of the Campus Assembly, prepares an agenda, and calls meetings of the assembly.

PROVOST

The Provost is the senior administrative officer of the Crookston Campus, and the direct line of authority and communication runs from him to the President. The Vice Presidents serve in a staff function to the President regarding All-University policies and many day-to-day matters are handled by the UMC Provost working with the appropriate Vice Presidents.

The Provost is appointed by the Board of Regents upon the recommendation of the President. The Provost has administrative authority over college affairs and makes recommendations to the President on all faculty appointments, promotions, tenure and salary adjustments. He is responsible for formulating policies, introducing and testing educational ideas and proposals, and stimulating discussions leading to the improvement of educational programs. As chief executive officer of the college, the Provost is responsible for the expenditure of the college funds and has final authority to make budgetary recommendations to the President. However, in view of the necessary consideration of educational policies and objectives involved, the Provost consults with and asks for recommendations from the appropriate faculties before making final decisions. In the appointment of principal administrative officers whose duties materially affect the educational program, the Provost makes recommendations to the President after consultation with appropriate faculties of the college. The establishment and functions of such administrative offices are also done in consultation with appropriate faculties. Finally, the responsibilities of the Provost include both strengthening the college and its programs and explaining these programs to the University and to the community.

The Provost also attends and participates, when appropriate, in Regents Committee and Board meetings.

Beyond the University, the Provost represents the campus to the community, region, state, and to the legislature and other governmental groups in both formal and informal ways. He chairs the Campus Assembly, the Executive Board, the Administrative Committee and the Long-Range Planning Committee. He is responsible for carrying out both campus and university policies and procedures and is involved in overall campus planning and the development of the human and physical resources on the campus.

ASSISTANT PROVOST FOR ACADEMIC AFFAIRS

The Assistant Provost for Academic Affairs reports to the Provost and serves as the chief academic officer of the University of Minnesota - Crookston. His administrative responsibilities encompass the five academic divisions and the media resources unit. The Assistant Provost for Academic Affairs functions in both a line and staff capacity and makes recommendations to the Provost concerning all academic matters, especially as they relate to curriculum development, personnel, planning, and scholarship. He serves as the unit affirmative action officer; coordinates the search and interview process of all academic faculty appointments; chairs the Academic Administrative Committee and serves as a member of the Scholastic Standing, Curriculum, Children's Center, Model Store, Agricultural Operations Laboratory, and Student Recruitment and Retention Committees. He coordinates planning and institutional research activities and serves as chairperson of the Campus Planning Committee and coordinates and processes faculty development grants for UMC. He serves as chairperson of the Campus Budget Executive Committee working with the business manager and Assistant Provost for Student Affairs in making recommendations on fiscal matters, and develops operating budget requests for legislative funding. He also works with the coordination of continuing education and campus service programs as well as the services of media resources and the computer center.
ASSISTANT PROVOST FOR STUDENT AFFAIRS

The chief student affairs administrator is the Assistant Provost for Student Affairs who reports directly to the Provost. This person is responsible for making recommendations concerning student life, development, and student services on the campus. He also coordinates institutional research concerning students and grant applications for Student Affairs departments, maintains liaison with the University Central Administration for Student Affairs, and is responsible for budgeting and overall management of the Student Affairs area. In addition, he chairs or serves on several committees including Administrative Committee, Administrative Council, Budget Executive, Scholastic Standing, Student Fees, Student Service, Curriculum, Parking, Student Conduct, Student Recruitment and Retention, Long Range Planning, Welcome Week, College Calendar, Handicapped, Scholarship, and the Minnesota Athletic Conference. There are six directors within the student affairs.

ACADEMIC DIVISIONS

The divisional structure of the University of Minnesota - Crookston provides academic units which are roughly comparable to the departmental units of larger campuses. These units have proven to be of workable size and are reasonably smooth and equitable in operation. This structure also assures adequate representation of the smaller disciplines on campus which would be less probable with a departmental structure. The basic organizational units of the University of Minnesota - Crookston are the Divisions of: Agriculture; Arts and Sciences; Business; Home Economics; and Hotel, Restaurant and Institutional Management.

The division chairperson is the chief representative and administrative officer of the division as well as a teacher in one of the disciplines of the division. The chairperson is responsible for policy formulation and execution of divisional work, for reporting on the teaching and disciplined inquiry of the faculty, and for expenditure of divisional funds.

Each discipline within the larger divisions (Agriculture, Arts and Sciences, and Business) is represented by a department chairperson or a unit coordinator who is selected by discipline colleagues or appointed by the division chairperson. These individuals call department meetings, assist in the preparation of curricular proposals, make personnel recommendations to the division, coordinate the preparation of teaching schedules and budget requests and serve as a department liaison with division chairpersons in any other matters of common concern. The division chairperson is appointed for a period of five years by the President of the University upon recommendation by a faculty committee and nomination by the Provost.

The divisions conduct at least one meeting per quarter with additional special meetings called by the division chairperson or faculty. Division meetings are devoted to the discussion and approval of curricular proposals submitted by disciplines; discussion and recommendations in personnel decisions; development and execution of divisional policies; discussion of campus and university policy; and advice to the chairperson on any matters of common concern, such as faculty positions, budget, and special programs.

The normal operating procedures of each of the academic divisions vary to some extent, but may generally be described as follows:

Curricular Decisions

Curricular proposals are initiated by disciplines within the divisions (with the concurrence of other disciplines in the case of inter-disciplinary courses and majors). Proposals include the course title and number, number of credits offered, prerequisites (if any), course description, and a rationale for the addition or deletion of the course or program. After review and approval by the division, curricular proposals are forwarded to the curriculum committee for approval and presentation to the Campus Assembly. Final review and approval for curricular changes on the UMC Campus occurs in the Campus Assembly. Approval of new majors, and other programs of substantive impact must be cleared by central administration and reviewed by the Minnesota Higher Education Coordinating Board and, finally, be approved by the Board of Regents.
Personnel Decisions

Divisions follow the University-wide principles and procedures outlined by the Vice President for Academic Affairs in making personnel recommendations for its faculty. Decisions to retain, promote, or grant tenure are based upon evidence of teaching effectiveness, disciplined inquiry, and university service. Of these three major criteria, teaching and disciplined inquiry are considered most important. Prior to divisional discussion of tenure or promotion, the individual being considered must prepare a dossier containing evidence of teaching effectiveness, of disciplined inquiry, and of university service. Letters of recommendation and student and peer evaluations are submitted to substantiate teaching effectiveness. Outside evaluation of disciplined inquiry is routinely sought. Members senior in rank to the nominee vote by secret ballot on the personnel recommendation. The division chairperson is responsible for summarizing the divisional discussion and for making a recommendation. A summary of the divisional discussion is communicated to the nominee who is given an opportunity to respond to any information contained therein. These recommendations are then forwarded to the Assistant Provost for Academic Affairs, the Provost and central administration for further consideration.

Grievance Procedures

Faculty grievances which cannot be amiably resolved through discussion with the division chairperson may be brought to the Campus Assembly Faculty Complaints Committee. This committee, consisting of one faculty representative from each division and two nonvoting members elected at large, hears complaints by faculty against students, against other faculty, against the various divisions, against the college, and against academic or college administrators. Complaints may also involve such matters as salary, promotion, teaching assignments, public service duties, assignment of space or facilities, and budget requests. Alleged violations of academic freedom may be brought to the Campus Assembly Grievance Committee for proper adjudication.

Policies and Procedures

Discussion and decision making regarding the formulation, revision, or clarification of divisional policies, practices, or other matters of common concern, including staffing, budget, planning and review, etc., may be initiated by either the division chairperson or individual faculty.

CAMPUS GOVERNANCE - THE UNIVERSITY OF MINNESOTA - CROOKSTON

The Campus Assembly, as the governing body of the college, shall have jurisdiction over the educational concerns of the college as delegated by the Board of Regents in accordance with the Constitution of the University Senate, which stipulates that such powers are extended by the Regents to the President, the University Senate, and the several faculty; these powers may be modified by subsequent action of the Regents.

The powers and responsibilities of the Campus Assembly shall be consistent with the Constitution and By-Laws of the University Senate and will generally include the following: (a) to establish appropriate policies, procedures and regulations governing the educational aspects of the college program, including the following areas of concern: curriculum, honors, admission, graduation, library, athletics, student activities, awards, financial aid, student behavior, and convocations; (b) to establish standing and ad hoc committees and to review their actions; (c) to receive and discuss reports from the Provost and other administrative officers of the college or to request such reports on matters affecting the college; (d) to discuss and act upon any measure or question appropriate to the governing board of the college.

Although any member may present business on the floor of the Campus Assembly, virtually all material presented to the assembly is produced by an extensive system of elected and appointed committees. Members of these standing committees of the Campus Assembly are recommended by the Nominations and Elections Committee for approval by the Campus Assembly. These committees are
composed of faculty, student and (where appropriate) civil service members, and their charge typically consists of a major area of concern to the Campus Assembly (e.g. curriculum committee, commencement, scholastic standing, etc.). A complete listing of the standing committees of the Campus Assembly, their membership, and charges is contained in Article V, sections 1-18 of the by-laws of the University of Minnesota Technical College - Crookston Constitution.

There are three other organizations which serve a governing function and influence, in a significant manner, the governing activities on the UMC campus.

The UMC Civil Service and Bargaining Unit Association exists to provide a two-way medium for the exchange of information between UMC administration and its civil service and bargaining unit employees. The goals of the Association, representing all civil service and bargaining unit employees of the college, are to: 1) serve in an advisory capacity to the administration which deal directly with civil service; 2) address the terms of mutual concern to the employees; and 3) make recommendations to the appropriate units upon request by the membership.

The formation of the Association has resulted in increased representation of civil service employees on campus committees and has underscored the common obligation and dedication of faculty, students and staff to the educational goals and mission of the University of Minnesota - Crookston.

The UMC Faculty Association, composed of those faculty members on campus with academic appointments, has its major influence and interest in those issues that affect the campus community as a whole. Depending upon the intensity and importance of the issue, the Faculty Association may or may not represent the entire faculty. It does, however, provide an ideal forum for all concerned to express their opinions and concerns.

The Faculty Association is not directly responsible to any unit on campus; rather it is an organization of and for the teaching faculty. Since the members inherently have the welfare of the institution uppermost in their mind, and since the Provost, Assistant Provosts and Division Chairpersons are consulted for information and advice, no indications of other than a good working relationship with the campus administration has surfaced.

It is highly unlikely that the Faculty Association has influenced to any degree the governance of the campus as a whole. Given the general harmony with which the campus community operates, it is only when a major issue affects all teaching faculty that any major impetus for action is observed. In those issues, the Assistant Provosts and Provost have listened to the Association input, but generally speaking, the faculty and administration do feel quite alike on most major issues.

The UMC Student Senate is the legislative body of the UMC Student Association, in which all enrolled students are members, which exists to provide the necessary and appropriate activities for the students of the college and the means for discussion and action on any subject pertaining to student life. Four officers and three senators are elected every spring quarter. Additional senators are elected fall quarter to provide representation of one senator for every 150 students. These elected representatives plus the University senators and the representative to the Board of Regents are the voting members of the Executive Committee.

The Student Senate is responsible to the administration of the college through the Student Affairs Office. Its function and powers are to:

1. Formulate policies and programs concerning student welfare;
2. Hear grievances of students and to make appropriate investigations and recommendations when deemed necessary;
3. Act as the communicative body between the student body and the administration and the faculty of this college;
4. Govern organizations that form and operate on the campus;
5. Approve, administer and allocate Student Government fees and Student Activity fees;
6. Enforce the provisions of the constitution and by-laws.
Student Senate takes an active role in planning campus activities, regulating clubs and appointing student members to all campus committees. It appoints the 25 student members to the Campus Assembly. It deals with any student concerns which are brought to the Executive Committee or presented at senate meetings. Student Senate members are regularly called upon to represent the college and to meet with political representatives and area groups at special functions.

Students are represented at all levels of the University from the Board of Regents, University Senate, All-University student government and all UMC campus committees except those which appoint faculty to committees or deal with faculty grievances.

The campus governance system at the University of Minnesota - Crookston may be characterized as broadly representative, participatory, and democratic. With the exception of faculty on leave and those who specifically request no committee assignments, most faculty serve on at least one committee. The inclusion of faculty as well as student and civil service representation assures wide representation, and the open nature of the assembly and committee structure provides ready access to the governance structure. Educational policies and procedures are thus assured the wide perspective of the campus community.
FIGURE 2
GOVERNANCE
UNIVERSITY OF MINNESOTA TECHNICAL COLLEGE
CROOKSTON, MINNESOTA

BOARD OF REGENTS

PRESIDENT

VICE PRESIDENT, ACADEMIC AFFAIRS

DEPUTY VICE PRESIDENT

PROVOST

Director, Agricultural Experiment Stations

Superintendent, Northwest Experiment Station

All-College Advisory Committee

Crookston Planning

Administrative

Academic Administrative Committee
Administrative Council
Budget Executive
College Calendar
Development
Faculty Consultative
Parking
Planning
Recruitment & Retention
Scholarship
Student Affairs
Student Fees
Telephone

Civil Service Committees

Faculty Association Committees

Student Senate Committees

Campus Assembly

Admissions
Awards
Commencement
Concerts & Lectures
Constitution & Bylaws
Curriculum
Faculty Complaints
Faculty Grievances
Environmental Health
Financial Aid
Intercollegiate Athletics
Long Range Planning
Nominations & Elections
Publications
Promotion & Tenure
Scholastic Standing
Student Complaints
Student Conduct
CHAPTER III

EDUCATIONAL PROGRAMS AND FACULTY

INSTITUTIONAL MISSION

The University of Minnesota - Crookston is a two-year residential technical college. The primary purpose of the programs offered at UMC is to prepare students for employment in midmanagement and paraprofessional occupations. The programs are also designed to prepare students to transfer to other institutions of higher learning to complete advanced studies. As a coordinate campus of the University, UMC shares in the University statewide mission of teaching, research, and public service.

This brief paraphrase of the mission statement from the most recent program review document for the college prepared for the 1983 University planning process has not changed in any substantial way in the past decade. This mission has guided the educational programs of the college in its curricular decisions, in hiring its faculty, in its requirements for its degree, in the recruiting and admission of its student body, and in the development of its institutional climate.

SELECTION OF CURRICULAR MATERIALS AND INSTITUTIONAL OBJECTIVES

A variety of instructional methods are used across the campus to achieve program objectives. They differ with respect to the courses of the discipline and clientele to be served. The college emphasizes laboratory and practical experiences. In most program areas, approximately two-thirds of the instruction is in laboratory/discussion groups with one-third in lecture. Every attempt is made in each class to provide for some individual instruction and feedback. Techniques often used include work sheets, student guides, manuals, handouts, play performances, class projects, demonstrations, laboratory exercises, field trips, research papers, video tapes, audio tapes, student journals, and naturalistic observations. Tutorial assistance is also available. Teaching methods are designed to encourage student participation in the learning process and in the demonstration of desired outcomes.

The facilities of the Northwest Experiment Station are used in appropriate courses in agriculture and science. The Experiment Station includes over 1100 acres of land, 1200 head of livestock, 3500 experimental and demonstration plots, and an eighty-five acre natural history area of prairie and wetlands. While the Experiment Station is a valuable asset to the college programs, there are some limitations in regard to research work and use of research materials in teaching.

ACADEMIC DIVISIONS AND DEGREE PROGRAMS

The college is organized into five divisions. Degree programs are offered in Agriculture; Business; Home Economics; and Hotel, Restaurant, and Institutional Management. The strong general studies component in the curriculum is offered by the Arts and Sciences Division. Each program leads to the Associate in Applied Science (AAS) degree requiring a minimum of two-thirds technical courses and one-third liberal arts courses. For greater detail regarding the curriculum offerings in each discipline, it is necessary to consult the UMC bulletin and the divisional self-study statements included in this document.

An important part of each program is the internship requirement. It is designed to help the student obtain additional training to become better prepared for employment in his or her chosen field. In most cases, the internship is completed during the summer term between the first and second years of college. The internship assignment is supervised by the college staff in cooperation with the employer.

As in most two-year colleges, the curriculum course work is designed so that some students complete part of their college work before attending a four-year institution. The diversified Arts and Sciences curriculum at UMC permits individuals to pursue preprofessional studies in a wide variety of subjects. Special preprofessional programs have been designed to prepare students to continue study for a baccalaureate degree in Agricultural Education, Business Education, Distributive Education, and Home Economics Education. During the spring of 1983 a forestry preprofessional program and Associate in Science degree in Liberal Studies were approved by the Campus Assembly. These programs have been forwarded to the University Board of Regents for review and approval.
PROCEDURES EMPLOYED IN EVALUATION OF NEW COURSES AND PROGRAMS

Every two years the preparation of a new UMC bulletin affords the occasion for the evaluation and modification of the college program of instruction. The printing of the bulletin really is the culmination of a continuing process. Each division has a curriculum committee which is the beginning point for any new courses or programs on campus. Courses and programs flow for review and approval from the division curriculum committee to the division to the curriculum committee of Campus Assembly to the Campus Assembly. New programs would need to go one step farther, which would include approval from the University Board of Regents. Before receiving approval from the Board of Regents, new programs are reviewed by the Minnesota Higher Education Coordinating Board Curriculum Advisory Committee and the Board itself. This allows for articulation between higher education systems and institutions within the state.

Course outlines are on file for all courses on campus. They are published in volumes by division with the primary goal to aid students, instructors, and counselors in course selection.

EVALUATION AND REWARD OF GOOD TEACHING

The evaluation of teaching effectiveness is fundamental to the system of promotion, tenure, and salary determination. Policies regarding promotion, tenure, and salary determination include reviews from students, peers, and administrators and follow guidelines from the office of the Vice President for Academic Affairs. Faculty Senate policy requires that there be student evaluations conducted in each and every course at least annually. This policy includes safeguards for the anonymity of students. A uniform and standardized format is used and the evaluations are processed by the on-campus computer center. Student evaluations result in immediate feedback to the faculty member and division chairperson on a continuing basis. Colleagues within the discipline and/or division make judgments of teaching effectiveness independent of student evaluations. Also, division chairpersons or other academic administrators make judgments regarding teaching effectiveness based upon the evidence available.

The University of Minnesota's Faculty Information Bulletin\(^1\) summarizes this institution’s beliefs, assumptions, and values with respect to what constitutes good faculty. It provides for a comprehensive University yet allows each college to develop the standards and criteria necessary to reach excellence. All nontenured faculty are reviewed annually under the procedures defined in the University of Minnesota Regulations Concerning Faculty Tenure.\(^2\) Faculty at the technical colleges in Crookston and Waseca follow the criteria set forth in the Statement of Criteria and Standards for Promotion and Tenure at the University of Minnesota Technical Colleges at Crookston and Waseca, 1976 for tenure and promotion reviews.

Table 1 shows the composition of faculty by degree. Presently, ninety-two percent of the faculty have a Master’s degree. Table 2 is a summary of faculty distribution by rank and Table 3 includes data on faculty promotion, tenure, and turnover. Table 2 indicates that the percentage of faculty is increasing at the associate professor level while decreasing at the instructor level. Table 3 provides further insight in that it notes that the number of faculty achieving tenure has more than doubled in the last ten years. The turnover rate has also dropped to below ten percent in the last three years. Promotion rates have also dropped. Faculty promotion committees as well as University administration have scrutinized the files and required more documentation and evidence of good teaching as well as evaluation of teaching.

\(^1\)All-University Faculty Information Bulletin. Department of University Relations: University of Minnesota, 1978.

\(^2\)Regulations Concerning Faculty Tenure. Board of Regents: University of Minnesota, Adapted 1945, Amended 1977.
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<td></td>
<td>N</td>
<td>%</td>
<td>N</td>
<td>%</td>
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<td>%</td>
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<tr>
<td>Doctorate</td>
<td>9</td>
<td>13%</td>
<td>9</td>
<td>14%</td>
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<td>20%</td>
<td>14</td>
<td>21%</td>
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<td>Masters</td>
<td>45</td>
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<td>45</td>
<td>68%</td>
<td>47</td>
<td>71%</td>
<td>47</td>
<td>71%</td>
<td>46</td>
<td>72%</td>
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<td>13</td>
<td>19%</td>
<td>12</td>
<td>18%</td>
<td>6</td>
<td>9%</td>
<td>5</td>
<td>8%</td>
<td>5</td>
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<tr>
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<td></td>
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<td>66</td>
<td></td>
<td>64</td>
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<td>Degree Institutions*</td>
<td>44</td>
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<td>46</td>
<td></td>
<td>51</td>
<td></td>
<td>51</td>
<td></td>
<td>48</td>
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*Number of different colleges from which faculty obtained degrees.
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<th></th>
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</thead>
<tbody>
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<td></td>
<td>N</td>
<td>%</td>
<td>N</td>
<td>%</td>
<td>N</td>
</tr>
<tr>
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<td>1</td>
<td>1%</td>
<td>1</td>
<td>2%</td>
<td>3</td>
</tr>
<tr>
<td>Associate</td>
<td>8</td>
<td>12%</td>
<td>12</td>
<td>18%</td>
<td>16</td>
</tr>
<tr>
<td>Assistant</td>
<td>32</td>
<td>48%</td>
<td>33</td>
<td>50%</td>
<td>31</td>
</tr>
<tr>
<td>Instructor</td>
<td>26</td>
<td>39%</td>
<td>20</td>
<td>30%</td>
<td>16</td>
</tr>
<tr>
<td>TOTAL</td>
<td>67</td>
<td></td>
<td>66</td>
<td></td>
<td>66</td>
</tr>
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</table>
TABLE 3

PROMOTION, TENURE, AND TURNOVER RATES
AMONG UNIVERSITY OF MINNESOTA - CROOKSTON FACULTY

<table>
<thead>
<tr>
<th></th>
<th></th>
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</thead>
<tbody>
<tr>
<td></td>
<td>N  %</td>
<td>N  %</td>
<td>N  %</td>
<td>N  %</td>
<td>N  %</td>
</tr>
<tr>
<td>Promotion Rates*</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Instructor to Assistant</td>
<td>5 20%</td>
<td>1  5%</td>
<td>2 12%</td>
<td>1  6%</td>
<td>0  ---</td>
</tr>
<tr>
<td>Assistant to Associate</td>
<td>5 17%</td>
<td>1  3%</td>
<td>1  3%</td>
<td>1  7%</td>
<td>1  3%</td>
</tr>
<tr>
<td>Associate to Professor</td>
<td>0  ---</td>
<td>0  ---</td>
<td>1  7%</td>
<td>0  ---</td>
<td>0  ---</td>
</tr>
<tr>
<td>Tenure Rates</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Percent of Eligible Faculty who Received Tenure</td>
<td>7 18%</td>
<td>6 14%</td>
<td>3 11%</td>
<td>2  8%</td>
<td>3 16%</td>
</tr>
<tr>
<td>Percent of Faculty who are Tenured</td>
<td>21 31%</td>
<td>26 38%</td>
<td>40 60%</td>
<td>42 64%</td>
<td>44 70%</td>
</tr>
<tr>
<td>Turnover Rates</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Instructor</td>
<td>1  4%</td>
<td>6 30%</td>
<td>3 16%</td>
<td>2 10%</td>
<td>4 29%</td>
</tr>
<tr>
<td>Assistant Professor</td>
<td>7 22%</td>
<td>4 18%</td>
<td>4 13%</td>
<td>1  3%</td>
<td>1  3%</td>
</tr>
<tr>
<td>Associate Professor</td>
<td>1 13%</td>
<td>1  8%</td>
<td>0  ---</td>
<td>0  ---</td>
<td>1  6%</td>
</tr>
</tbody>
</table>

*Percent from among those eligible in rank for each year.
FACULTY COMPENSATION

The salary level at various ranks at the University of Minnesota - Crookston is competitive, yet slightly lower overall in general terms when compared to salaries at other colleges within the University of Minnesota, the Minnesota State Community College system, or the State University of New York Agricultural and Technical Colleges. Senior faculty salaries are lower while salaries at the junior ranks are higher. To a certain extent, this reflects a tendency to hire more highly qualified individuals at a junior rank; yet, to be competitive a higher salary is needed. This is necessary in order to continue to hire good, long-term faculty. However, the lower salary at the senior level must also be addressed in order to retain these faculty. Table 4 shows the full-time teaching faculty salary levels by rank, length of appointment, and sex.

AFFIRMATIVE ACTION

The University of Minnesota has developed rigorous guidelines to ensure that the institution's commitment to equal opportunity and affirmative action is achieved. The careful definition of procedures to follow in recruitment is in itself a strength. Goals are established for each discipline taking into account faculty composition by sex and race, number of master's graduates in the respective disciplines by sex and race, and job application pool composition of the last five years by discipline. Specific advertising guidelines are established for each position which has not yet reached its affirmative action goal.

The college faculty are sensitive to the affirmative action process. An objective self-evaluation of the institution must make note that in most disciplines, the percentage of female faculty is close to or above the national norm. However, there are few women in administrative roles.

WORKING CONDITIONS

Teaching loads and related working conditions such as clerical/technical assistants, offices, and facilities are consistent with the mission of the institution as a technical college of the University. UMC has always recognized that the faculty are the major determinant of the quality of the college. Provisions are continually being made for efficient use of faculty competence, time, and energy. Faculty loads have been heavier than desired the past few years as student enrollments exceeded budgeted projections. More part-time faculty were hired (Table 5) and class size increased (Table 6). The past year, however, enrollment declined slightly and this trend will more than likely continue. There were fewer class sections offered during the past year as class size returned to a more normal pattern.

Faculty work load evolves around the principle that four courses or sections is the typical assignment. Since the curriculum has a wide range of disciplines, credit and contact loads vary greatly. The sciences reflect higher contact hour loads per credit because of the laboratory sessions. Home Economics and agricultural aviation have practicums in child care and flight instruction which require small group and individual instruction. The technical divisions faculty work load includes student advising, program advisory committees, and business and industry contacts for internship and placement. Student enrollment varies from program to program as well as from quarter to quarter. However, faculty generally agree that the teaching load is appropriate for the mission of the college. Table 7 provides a summary.

FACULTY DEVELOPMENT

The institution has a variety of mechanisms available for faculty and staff development. UMC has regularly taken advantage of support funds for curricular innovation from the University Center for Educational Development and the Council of Liberal Education grants programs to improve course offerings. Approximately four faculty annually receive grant support from these two programs. Single quarter leave and sabbatical leave policies and practices across the University, and at UMC in particular, provide important opportunities for faculty development. The University also is generous in approving leaves without pay. UMC faculty have participated in all of these faculty development activities. During the past academic year, one faculty was on sabbatical and two were on leave without pay.
### TABLE 4

**AVERAGE SALARY BY RANK AND SEX FOR FULL-TIME TEACHING FACULTY AT UNIVERSITY OF MINNESOTA - CROOKSTON**

<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td></td>
<td>$</td>
<td>N</td>
<td>$</td>
<td>N</td>
</tr>
<tr>
<td><strong>9-Month Appointment</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Men</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Associate</td>
<td>20,827</td>
<td>5</td>
<td>22,048</td>
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<tr>
<td>Assistant</td>
<td>18,908</td>
<td>16</td>
<td>19,902</td>
<td>16</td>
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<tr>
<td>Instructor</td>
<td>16,092</td>
<td>4</td>
<td>16,473</td>
<td>5</td>
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<tr>
<td><strong>Women</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Associate</td>
<td>21,656</td>
<td>1</td>
<td>23,156</td>
<td>1</td>
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<tr>
<td>Assistant</td>
<td>17,028</td>
<td>4</td>
<td>17,675</td>
<td>2</td>
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<tr>
<td>Instructor</td>
<td>15,139</td>
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<td>16,566</td>
<td>6</td>
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<tr>
<td><strong>Total</strong></td>
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<td></td>
</tr>
<tr>
<td>Associate</td>
<td>20,965</td>
<td>6</td>
<td>22,232</td>
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<tr>
<td>Assistant</td>
<td>18,532</td>
<td>20</td>
<td>19,654</td>
<td>18</td>
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<tr>
<td>Instructor</td>
<td>15,562</td>
<td>9</td>
<td>16,524</td>
<td>11</td>
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<tr>
<td><strong>12-Month Appointment</strong></td>
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<tr>
<td><strong>Men</strong></td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Associate</td>
<td>24,756</td>
<td>4</td>
<td>25,734</td>
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<tr>
<td>Assistant</td>
<td>23,181</td>
<td>7</td>
<td>25,100</td>
<td>6</td>
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<tr>
<td>Instructor</td>
<td>20,168</td>
<td>3</td>
<td>32,770</td>
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<tr>
<td><strong>Women</strong></td>
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<tr>
<td>Associate</td>
<td>-</td>
<td>0</td>
<td>-</td>
<td>0</td>
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<tr>
<td>Assistant</td>
<td>19,600</td>
<td>1</td>
<td>21,575</td>
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<tr>
<td>Instructor</td>
<td>17,800</td>
<td>1</td>
<td>18,650</td>
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<tr>
<td><strong>Total</strong></td>
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</tr>
<tr>
<td>Associate</td>
<td>24,756</td>
<td>4</td>
<td>25,734</td>
<td>5</td>
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<tr>
<td>Assistant</td>
<td>22,734</td>
<td>8</td>
<td>24,596</td>
<td>7</td>
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<tr>
<td>Instructor</td>
<td>19,576</td>
<td>4</td>
<td>20,210</td>
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TABLE 5

PART-TIME INSTRUCTIONAL STAFF
BY DEGREE LEVEL BY YEAR
UNIVERSITY OF MINNESOTA - CROOKSTON

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<tbody>
<tr>
<td></td>
<td>#</td>
<td>FTE</td>
<td>#</td>
<td>FTE</td>
<td>#</td>
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<tr>
<td>Doctorate</td>
<td>6</td>
<td>1.00</td>
<td>5</td>
<td>1.00</td>
<td>1</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Master’s</td>
<td>6</td>
<td>.50</td>
<td>9</td>
<td>3.00</td>
<td>19</td>
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<td></td>
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<td></td>
<td></td>
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<tr>
<td>Bachelor’s</td>
<td>2</td>
<td>.40</td>
<td>6</td>
<td>1.30</td>
<td>9</td>
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<td></td>
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<tr>
<td>Less than Bachelor’s</td>
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<td>7</td>
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<td>TOTAL</td>
<td>15</td>
<td>2.00</td>
<td>27</td>
<td>5.80</td>
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*36 credits equals 1 FTE
## TABLE 6

CLASS SECTION SIZE  
UNIVERSITY OF MINNESOTA - CROOKSTON

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<tr>
<th>Size of Section/Class</th>
<th>1973</th>
<th>1975</th>
<th>1980</th>
<th>1982</th>
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<td>25</td>
<td>24</td>
<td>20</td>
</tr>
<tr>
<td>5 - 10</td>
<td>44</td>
<td>49</td>
<td>65</td>
<td>64</td>
</tr>
<tr>
<td>11 - 15</td>
<td>65</td>
<td>64</td>
<td>51</td>
<td>66</td>
</tr>
<tr>
<td>16 - 20</td>
<td>66</td>
<td>71</td>
<td>70</td>
<td>43</td>
</tr>
<tr>
<td>21 - 25</td>
<td>36</td>
<td>55</td>
<td>32</td>
<td>29</td>
</tr>
<tr>
<td>26 - 50</td>
<td>29</td>
<td>34</td>
<td>71</td>
<td>66</td>
</tr>
<tr>
<td>51 - 100</td>
<td>1</td>
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<td>1</td>
<td>5</td>
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<tr>
<td>Over 100 students</td>
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<td>1</td>
<td>1</td>
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<td><strong>TOTAL</strong></td>
<td>253</td>
<td>299</td>
<td>315</td>
<td>294</td>
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<tr>
<td><strong>Mean</strong></td>
<td>15.9</td>
<td>16.5</td>
<td>18</td>
<td>19.5</td>
</tr>
<tr>
<td>Division</td>
<td>Number of FTE Teaching Faculty</td>
<td>Full-Time Enrollment*</td>
<td>Student Credit Hours</td>
<td>Faculty Contact Hours Per Week</td>
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<tr>
<td>--------------------------</td>
<td>-------------------------------</td>
<td>-----------------------</td>
<td>----------------------</td>
<td>--------------------------------</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Total</td>
<td>Faculty Advising Ratio</td>
<td>Total</td>
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<td>Agriculture</td>
<td>21</td>
<td>364</td>
<td>17.3</td>
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<td>Business</td>
<td>16</td>
<td>306</td>
<td>19.1</td>
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<td>Home Economics</td>
<td>3</td>
<td>41</td>
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<tr>
<td>Hotel, Restaurant and Institutional Management</td>
<td>3.5</td>
<td>102</td>
<td>29.1</td>
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<tr>
<td>Arts &amp; Sciences (Adult Special)</td>
<td>18.5</td>
<td>39</td>
<td>-</td>
<td>4709</td>
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<tr>
<td>TOTAL</td>
<td>62</td>
<td>852</td>
<td></td>
<td>13836</td>
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<tr>
<td>AVERAGE</td>
<td></td>
<td></td>
<td></td>
<td>18.1</td>
</tr>
</tbody>
</table>

*Headcount enrollment - 1046
The campus approach to teaching improvement on behalf of individual faculty needs further development. There are two or so campus wide activities annually which focus on improvement of instruction. Each division also has teaching improvement committees which involve faculty within the division in forums or seminars led by staff from within this campus. Faculty members comment from time to time on the absence of regular exchange between faculty within their discipline. The isolation of UMC, as well as the small number of individuals within a given discipline, makes contacts with colleges possible only at professional meetings and conferences. Operating budgets within each division provide for very limited faculty travel to meetings and conferences. Grants were submitted this past year to foundations to secure monies to strengthen this area.

ASSESSMENTS OF THE ACADEMIC DIVISIONS AND PROGRAMS

In the section of chapter three that follows are narrative statements covering each of the academic divisions at the college. These statements summarize the self-assessment performed and written by the faculty within the divisions.

AGRICULTURE DIVISION

Purpose

The Agriculture Division educates young men and women to occupy an increasingly technical role in the field of agriculture and natural resources.

The Agriculture Division is organized as seven departments to accomplish this goal: Agricultural Business, Agricultural Production, Agricultural Services Technology, Animal Technology, Mechanized Agriculture Management, Natural Resources Technology, and Plant and Soil Technology. In addition to the technical expertise taught via lecture, discussion and laboratory experiences, each department requires a grounding in general studies to better prepare the student to take a responsible role in society.

The primary purpose of the Agriculture Division is the preparation of students to enter the world of work upon graduation. However, curricula are designed to permit students to continue their education.

The Agriculture Division is also responding to the needs of the region in continuing education. One of the purposes of the division is to meet these specific needs of the nontraditional student.

Strengths

Quality education is based on a competent faculty meeting short and long term needs. The faculty of the division has excellent educational backgrounds in their disciplines: the Division faculty hold degrees from New York, Indiana, Texas, Kansas, Missouri, North and South Dakota, Iowa, Wisconsin, Illinois, Nebraska, Massachusetts, Tennessee, and Montana, as well as Minnesota. The diversity and sophistication of this accrued educational background engenders a breadth of professional philosophy not often found in two-year technical education. Most have had several years of experience in the fields which their students will be entering. It is an essential strength in a mobile, world market oriented society. Equally important is the professional experience within their disciplines that the faculty bring to UMC. Another strength frequently cited by faculty members is the esprit de corps that exists in everyday cooperation within the division.

Departmental advisory committees form the bridges between academia and current industry expectations of knowledge and skills. The committees further provide avenues to employment and financial support for students. The support, both fiscal and didactic, provided by these representatives of industry is invaluable.
The internship program has proven to be a very significant strength in the division. Although tightening budgets have restricted the program, it continues to provide the students with the:

1. Opportunity to work in the students' chosen field;
2. Opportunity to interact with employer, fellow workers, and in some cases the public; and
3. Opportunity to establish avenues of reference that help in securing employment upon graduation.

The administrative structure that permits flexibility of curriculum offerings is a strength of the division. Faculty can change course offerings by deletions, additions or modifications that are so essential to keeping technical education current in an ever-changing employment market.

The presence of the Northwest Experiment Station on campus provides a research component to technical education. Staff of the Experiment Station may directly teach in some classes or provide the research exposure for college faculty and students. Present work in the alternate energy area is particularly timely. The Station has a long and illustrious history in crop and livestock research so important to the region. Cooperation in use of facilities, although restricted by research priorities, has been most helpful in several areas. Meetings and seminars co-sponsored by the Extension Service and the Station are valuable to students and faculty alike.

The division is strengthened by the supportive services of Media Resources, which provides expertise and assistance in audio visual materials and publicity. The library is invaluable for student and faculty use. Institutional Advancement is helping financially in an ever-increasing role.

Although the Agriculture Division's greatest strengths lie in its human component, the quality of physical facilities are critical to any technical education program. The division enjoys very good facilities in several areas. The shop facilities in mechanized agriculture are very good. The relatively new building and facilities in light horse management are among the best in the country. The eighty-seven acre Natural History area provides an excellent laboratory experience for both college students at UMC and other students and adults in the area. The use of the Northwest Experiment Station's facilities in animal science classes provides some hands-on experiences where the college's facilities are inadequate or nonexistent.

The division is sensitive to the needs of local and regional farmers, businessmen and agency personnel. It has met these needs via regular day classes, night classes, and workshops. These offerings are usually very specific to meet a particular need. An example is a two-week workshop for USDA-SCS personnel in Minnesota offered during the summer of 1982. This was an inservice updating, hands-on, training session to meet a specific need. Similar types of workshops and evening classes have been offered in computer use for the farm business (production and service) by the Agricultural Business Department. Farmers often attend classes in farm management, soils, agricultural chemicals, and mechanized agriculture to better compete in a rapidly changing, competitive business.

Limitations

The Agriculture Division enjoys many strengths, particularly in human resources and certain facilities. It also suffers limitations. All of the programs in the Agriculture Division draw very heavily on learning by doing experiences. Students must have welding equipment to learn to weld, pregnant animals to learn delivery techniques, and airplanes to learn to fly.

The Animal Science Department needs facilities comparable to those being used in farming for beef and dairy cattle, sheep and swine. Unfortunately, the budget crunch precluded the necessary development in these animal science areas with no permanent facility for sheep or cattle. Present temporary facilities permit some specific experiences, but no overall management experience. The swine facility is antiquated and not comparable to modern swine production facilities. It is also difficult to provide the necessary labor for seven-day-a-week care of livestock within the present budget.
As the Horticulture program moves more into production, the need for additional greenhouse facilities has become a severe limitation. A limited greenhouse facility is shared with several agronomy and natural resource courses. Greenhouse space is also needed for agricultural chemicals and field crop laboratory experiences.

The Natural Resources laboratories would be greatly enhanced by the availability of grounds maintenance equipment from Plant Services. A small acreage devoted to a tree farm would benefit forestry and horticulture classes.

The Agronomy and Mechanized Agriculture programs need field laboratory experience in planting, tilling and harvesting procedures. Acquisition of land for field crop culture experience would be invaluable for both programs.

A limitation that is a part of the University organization is the extreme difficulty encountered in crossing professional responsibility lines between colleges and units. It is difficult today for a teacher in the Agriculture Division to be involved in research or extension activities. The reverse is also true. This inefficient use of expertise could be improved by joint appointments, or by other means. This problem may be a product of present philosophy or of professional isolation from colleagues in the same disciplines on other campuses of the University.

Future Plans

The Agriculture Division is presently working with the Institutional Development Office to solicit area farmers and businessmen for financial support for faculty development and facility improvements.

The primary thrust is to improve and adapt to regional and state needs in the daytime course offerings. However, an increasing emphasis is being placed on meeting the needs of the post-college clientele in the area. The division is planning increased offerings to meet the very specific needs of groups and individuals that are on the job now, such as workshops and short courses in the area of computerized farm records and management, agricultural chemical use, soil conservation practices, horticultural practices, obstetrics in the cow barn, sheep barn, and farrowing house.

A preprofessional program has been designed for students to continue study in Agricultural Education at the University’s St. Paul campus. A similar program is being developed within the natural resources curriculum for students desiring to continue their education in Forestry. These are designed to increase the alternatives for present students and to meet the needs of a clientele of high school students not currently served.

Efforts are being made to overcome the distance problem between Crookston and St. Paul, not in miles, but in the development of a concerted, cooperative effort to provide the best possible education, two year, four year, or graduate for every student of the University of Minnesota, regardless of geographic or philosophic origin.

BUSINESS DIVISION

Purpose

The Business Division is a viable part of the academic program at the University of Minnesota Technical College - Crookston, in that it provides postsecondary education emphasizing the acquisition of technical skills and management abilities in three major areas:

1. Accounting/Business Computer Systems
2. Business Administration
3. Secretarial
The nineteen offerings within these areas are designed to prepare students for employment at the midmanagement and semiprofessional levels. A common core of courses applicable to the business area provides the nucleus for well-defined goals and objectives for all majors.

While the UMC business graduate is prepared for entry-level positions, some graduates continue their education in their major area at a four-year educational institution. Thus, quality instruction for transfer is important to the division.

At present the division has thirteen full-time faculty and eighteen part-time faculty offering approximately 4,500 credit hours of instruction quarterly. There are 122 course offerings annually which serve approximately 300 business majors annually. Over the past ten years the Business Division has seen student credit hours double while full-time teaching faculty positions have remained constant, thus increasing class size and advisee loads.

Enrollment in the Business Division has grown from 208 in the fall of 1972 to 302 in the fall of 1982. Program options have been developed in response to employment opportunities. Over the past five years three programs have been added to the curriculum to meet industry needs. They were Real Estate, Banking and Financial Management, and Word Processing in 1977; and pre-professional studies in Business Education and Distributive Education in 1981.

An overall objective of the Business Division is to provide meaningful hands-on experiences through laboratories and internships for all students. For example, within the division the Computer Center provides these types of learning experiences with an interactive system and microcomputers in a Computer Laboratory for students. The Fashion Merchandising Laboratory, Retail Operations Laboratory, and Historical Costume Collection Laboratory allow flexibility in experience for Business Administration majors.

Strengths

The strengths of the Business Division are reflected in a competent, concerned, experienced, and dedicated faculty with student concerns as their highest priority. The high retention of faculty in tenure track positions and the high level of competent staff provide the continuity needed for successful growth in the division.

The second area of strength is shown through the effective utilization of advisory committees within the division. Advisory committees within each department meet yearly and have been an important vehicle to explore and gain assistance in the areas of curriculum development, internship placement, job placement, and student recruitment.

A third strength of the Business Division lies in the effective departmental organization. Departmental monthly meetings with prepared agendas and campuswide and advisory committee distribution of minutes provide a valuable link among campus administration, the division chairperson, the faculty, and the staff. Regularly scheduled meetings with the department chairpersons and division chairperson deal primarily with long-range planning, continuing education, community service, advising, internship, job placement, and staff.

A fourth strength lies in an increased demand for many specialized continuing education courses in the areas of marketing, banking, microcomputers, and real estate over the past several years. In efforts to serve the twenty-eight banks in Northwest Minnesota, the Business Division expanded the banking education program from two course offerings in 1976 to ten course offerings in 1982. In 1982 approximately 120 individuals employed in banking were served with this effort.
In addition, the Business Division has been approved by the Commissioner of Securities - Real Estate Division to offer both prelicensing and postlicensing courses to area real estate salespersons and brokers. Courses range from introductory courses in the field of real estate to highly-specialized courses, workshops, and seminars in real estate development, finance, and appraisal. Programs, seminars, and workshops in both banking and real estate have also been developed, implemented, and coordinated by the faculty in satellite areas of Thief River Falls, Roseau, and East Grand Forks, providing real estate and finance educational opportunities for the residents in the northwest portion of Minnesota. The courses and workshops in these areas must be continually upgraded to comply with industry standards, state statutes, and regulations.

A fifth strength surfaces in the Retail Operations Laboratory. In December, 1981, the Retail Operations Laboratory (The Varsity Shop) was moved from its 440 square foot location in Dowell Hall to its new location in Bede Hall, which consists of 1,150 square feet. This new, modern facility allowed Business Administration majors the opportunity to build upon their expertise in a number of retailing functions. An IBM 5265 cash register system was purchased and connected to the present IBM System 34 computer to provide store personnel with a continual inventory system and accounting system which aids in the recordkeeping process. These innovative changes brought new perspectives to the Retail Management major.

Another major strength of the division is that ninety-eight percent of the Business Division students find employment in their field of study, which is strong evidence of the competitiveness of Business graduates and the opportunities that exist in the field.

A final strength lies in the opportunities for professional growth through field trips, campus organizations, and club involvement which give an added dimension to students. Accounting/Computer Club, Collegiate Toastmasters, Delta Epsilon Chi, Fashion Club, Marketing/Management Association, and the Office Education Association (OEA) provide professional involvement that center around activities relating to the students' areas of study. State and national affiliations have enhanced the recognition of UMC students for their achievements. Past DECA (Delta Epsilon Chi) and OEA clubs have consistently placed high in state and national competition. The faculty are also professionally active and serve in state and national professional organizations. Active and involved students and a division committee structure, consisting of several committees that are effective in handling curriculum changes, evaluation, and public relations, adds to the positive areas of development and growth each year in the Business Division.

Limitations

The primary limitations in the Business Division deal with budget constraints that have hampered the development of many activities. Also, an ever-increasing divisional enrollment has created a heavy workload for full-time faculty and increased the need to strive for improvement, development, and professional and technical input in each area.

The increased demand for Business Computer Systems and Accounting has caused the greatest limitation. The increasing number of students majoring in Business Computer Systems and Accounting and an increasing demand by other majors have put a strain on the limited faculty. Additional tenure track positions would help meet the increased demand and strengthen the department.

The technological advancements and changes within the computer field have caused a never-ending demand to update and add new equipment and software. The problem is compounded by the demand by students to add sections of courses and by instructors who wish to utilize computers within the courses. In efforts to serve the students needing instruction in Business Computer Systems and to meet the needs of the community, the Business Division has expanded its microcomputer courses from three course offerings in the fall of 1981 to eleven course offerings for the 1982-83 academic year. This year approximately 264 individuals were enrolled in these courses. Increased demand for the microcomputer courses will require additional sections and additional equipment to accommodate all students. Also, requests for PASCAL and Advanced BASIC language courses will require the creation of new courses.
The Business Administration Department’s enrollment has increased significantly over the past ten years and finds its greatest limitation related to faculty/student ratio. Classrooms available to serve class sizes over thirty is limited.

The Secretarial Department, along with other departments, finds inflation has greatly eroded the buying power for replacement equipment and supplies. The secretarial budget has not increased with the growth in enrollment and the addition of new programs such as Court Reporting. Enrollment in the Secretarial Department has grown from twenty-five in the fall of 1972 to 102 in the fall of 1982. High technology equipment is needed for instruction in Word Processing and Court Reporting. Display screen word processing equipment is needed to adequately train students for the job market.

Additional funding is also needed by the Business Division for the professional development of faculty.

Future Plans

The Business Division views its future plans as follows:

1. To meet the computing needs with two full-time nine-month tenure track teaching positions and one full-time Supervisor Applications Programmer for the Computer Center. The latter would be responsible for programming for academic and administrative support;

2. To meet the continued demand and to provide continuing education for the banks and real estate brokerage houses with a full-time nine-month tenure track position. This person would teach the traditional courses and would be responsible for coordinating these two programs to meet the specific industry needs;

3. To continue to orient staff on the changes within their discipline and technologically. The overall goal will be continued emphasis on improving instruction;

4. To provide a greater emphasis on development, research, teaching materials, and grants;

5. To continue department activities with responsibilities for the departments in the areas of scheduling, curriculum, public relations, continuing education, advising, internship, inventory, and advisory committees;

6. To continue to encourage the purchase and the development of new equipment and instructional materials. Examples include the following:
   a. Classroom typewriting equipment;
   b. Computer Center equipment (Example: Microcomputers and memory disc expansion features for the IBM System 34 to accommodate additional terminal storage);
   c. Fashion display equipment;
   d. Voice transcription dictation equipment;
   e. Word processing text-editing equipment;
   f. Software equipment and central software library;
   g. Computational laboratory;
   h. Computer-aided transcription Court Reporting equipment;
   i. Complete counselor selling and salesmanship cassette filmstrip booths;
   j. Retail Operations Laboratory equipment and fixtures;
   k. Equipment for historical fashion collection;

7. To continue to encourage the exploration of new courses and curriculum options;

8. To continue to work with Continuing Education and Community Services to develop courses and workshops that will meet the needs of the community;

9. To continue to encourage faculty to review and prepare material for professional journals;

10. To continue to encourage professional training by individual staff.
HOME ECONOMICS DIVISION

Purpose

Societal needs for human services have always existed and will continue to grow as the life expectancy increases, the economy forces more family members into the work force, and inflation and unemployment exert more pressures on families. The professionally-stated purpose of home economics is to improve the quality of life within the home and community environment. Within this broad context, the role of UMC’s division of Home Economics is to prepare students for paraprofessional employment in a broad cluster of occupations providing service to the individual, the family and the community.

To accomplish this task, the division offers four programs: 1) Child Care and Development, 2) Family Services, 3) Services for the Aging, and 4) Interior Design Technology. These programs evolved over the past ten years in response to demographic data, potential employment, recommendations from advisory committees, which include business/agency personnel, and from graduates of the programs.

An additional role is to assist divisional students, who so desire, to transfer satisfactorily to four-year home economics programs. Recently, a Pre-Home Economics Education curriculum was developed, following consultation with the College of Home Economics, St. Paul, University of Minnesota. The curriculum includes courses already in existence within UMC’s course offerings. This is a feasible option since approximately fifty percent of the UMC home economics graduates do transfer.

Strengths

The foremost strength of the division lies within a well-educated, dedicated and involved faculty. All four faculty members have baccalaureate degrees in home economics, with masters degrees including education, human development and interior design. The combined eight degrees represent seven different colleges, indicating a broad range of educational background, experience and expertise. Each faculty member has an average of 21.7 advisees. Despite heavy teaching loads of an average of 26.2 contact hours per week with 3.3 different class preparations, the faculty continues to seek out and utilize creative teaching techniques and resource people and to revise curriculum as needed. Members are also active in campus and community commitments, as indicated by their combined membership in 19 campus committees and 17 community organizations.

The child development laboratory, the UMC Children’s Center, is recognized in the area and the state as a quality early childhood program. It is highly visible and attractive to both prospective and current students, and to the community. The center is utilized by over 300 families and agencies in the community. Presently it is staffed by five professional early childhood graduates, four Foster Grandparents, nine work-study students, along with students as teachers from the Home Economics Division courses. The center is also a site for community work incentive/training programs, and for volunteers. The laboratory provides student teachers the opportunity to experience and practice theory principles with children six weeks to six years of age, and to also observe the interrelationship in working with a variety of community agencies. It is also utilized as an observational site by area high school home economics classes, nursing students, and University of North Dakota (UND) students.

The location of the multi-county Retired Senior Volunteer Program (RSVP) in the divisional office quarters allows students the opportunity to work with aging clients on both one-to-one situations and in group settings. With over 450 volunteers in ninety-one stations, it provides an excellent resource for both human development courses and gerontology practicums. RSVP also provides students the opportunity to observe the many aspects of a government-funded agency.
Individual courses and overall curriculum recommendations for each program have been evaluated, changed to meet necessary employment or theory demands, or added/deleted, as recommended by advisory committee members and faculty members. Course prefixes were changed to nationally-recognized ones of Child Development and Family Relations (CDFR), Gerontology (Gntl), Interior Design Technology (IDes), and Home Economics (HE) to help define each program better, and have assisted in recognizing such courses during students’ transferring processes. In the fall of 1982, the division name was changed from Home and Family Services to Home Economics. Home Economics is a more recognizable title among both the prospective students in the area high schools, and with professionals in the field. The number of prospective students seeking information and beginning initial registration procedures has increased this fall.

The involvement of approximately twenty-five Crookston area human service organizations and agencies has been a great asset to the home economics program. Utilization of agency personnel as resource people, and field trips to local sites are valuable experiences, as students observe the sites, the clients and the professionals first hand. This cooperation also allows a sharing of educational resources, such as pamphlets, films, and other visual aids.

The various programs offer realistically-high employment opportunities, especially in the child care and gerontology areas, as the demand for day care services, preventive educational programming, and leisure time activities grow. Increased life expectancy and the desire for a more fulfilling, satisfying life are also factors affecting the need for persons trained in these areas. A placement rate of 100 percent, excluding those who transfer to four-year college programs, indicates the success of the program. Although it is recognized that salaries are low in most human service areas, the personal and job-related satisfaction achieved are positive factors to be considered.

Limitations

Low student enrollment (averaging sixty-eight over the past five years) affects budget allocations, divisional recognition, ability to provide professional service to the community, ability to provide more course offerings, instructional materials, and additional faculty. Because the three human service areas share many of the same required courses, the numbers are not as critical as in the interior design area. This program is at a critical point in enrollment, even though it is now an interdisciplinary program with the Business Division.

Budgetary constraints, particularly in the area of supplies, equipment, and expenses, limit advancement in many areas. With no real financial increase since 1975, few changes have been made in classrooms, audio visual and resource materials, recruiting of prospective students, or expansion of field trip opportunities. The low budget also makes it difficult for faculty members to attend professional meetings, conferences, and other up-dating sessions.

With low enrollment and few faculty, the division has evolved into one-person departments. This limits the number of persons accessible to students, limits the diversity of backgrounds and experiences to be shared with students, and limits opportunity for professional development, supportiveness, and shared problem-solving within a given curriculum.

Lack of internship sites is becoming a problem in all option areas. The current economic situation has resulted in firms filling positions with professionals on a part-time basis rather than hiring student interns. Some sites are hiring students on a volunteer basis, which the tuition-paying student cannot afford. The experience is necessary for the student to learn by doing in a real situation, not just by observing.

Few home economics courses are offered evenings or on weekends. This is due to: 1) the majority of students enroll as full-time day students, 2) faculty loads are at the maximum number of contact hours, and 3) many of the laboratory or agency observational sites only operate during the daytime hours. The same restrictions make it difficult to offer necessary, requested up-dating courses for area human service and home economics professionals and personnel.
Future Plans

Although the Division of Home Economics has progressed and grown since its beginning in 1972, there are obvious areas which can be improved:

1. There is a serious need to consider major reorganization of the home economics areas within the UMC academic system. The areas of child development, family living, interior design, foods and nutrition, and clothing and textiles, usually located in home economics departments throughout the country, are scattered through three different divisions at UMC. Fragmentation of the program is confusing to prospective students and to home economics professionals in the area. Potential restructuring could also provide better utilization of administrative personnel, secretarial support, and coordinated travel for recruitment, student field trips outside northwestern Minnesota, and professional development. It would also provide the opportunity to increase area recognition of the various facets of home economics;

2. The preprofessional program, Home Economics Education, should be continuously strengthened through more in-depth course review and dialogue with four-year home economics college personnel. Following recent advisory committee comments, a second preprofessional program, General Home Economics, should be considered. This course of study would transfer into four-year programs including home economics journalism, consumerism, and extension service;

3. The gerontology program could be expanded and strengthened by including more health care courses, and possibly a course on biological aging. Some dialogue has already been held with other divisions on campus concerning these possibilities;

4. There is a need to explore and initiate an increased number of grant proposals through the Small Grants program and through the Office of Institutional Advancement. Potential grant areas could include funding for specific teaching aids and equipment, laboratory expansion for all areas, and for professional development;

5. An increased effort to work more closely with other home economics arms of the University of Minnesota needs to be made. This could be accomplished in coordinating more programs with area home economics extension agents, 4-H area-wide activities, offering vocational up-dating courses, and offering home economics courses for graduate credit in northwestern Minnesota. This recommendation would be much more feasible if the reorganization of the home economics area (recommendation no. 1) were accomplished;

6. There is a need to actively promote home economics courses as desirable electives for all UMC students. Such courses would greatly enhance their personal lives now and in the future as parents, spouses, and family managers. A one-page flyer listing suggested home economics courses for electives has been distributed to all UMC faculty and advisers;

7. Innovative methods of student recruitment for the home economics programs need to be explored. As travel budgets become more restrictive, both for UMC personnel traveling to high schools and high school students attending special events on campus, more attention needs to be given to better use of attractive pamphlets, audio visual materials which can be sent to area schools on a loan basis, utilization of graduates in their home communities, and shared recruitment with other divisions.
HOTEL, RESTAURANT AND INSTITUTIONAL MANAGEMENT DIVISION

Purpose

The primary purpose of the HRI Division is to prepare students for midmanagement or supervisory positions in hotels, restaurants, institutions, hospitals or nursing homes. In addition, the division provides support courses for the Division of Home Economics. This support is primarily in courses in foods and nutrition which are required in some departments within the Home Economics Division. The division also provides Continuing Education workshops and graduate courses to area industry people. These workshops have been primarily for area hospital and nursing home personnel in the dietary department. A graduate course has been offered for occupational food home economics teachers. The division is organized into two departments, one in food service which includes majors in restaurant, institutional and dietetics and a second department of lodging, which includes hotel management, resort management and executive housekeeping.

Strengths

One of the major strengths of the division is the faculty. The faculty is committed to provide a quality education for students. The educational and occupational background of the faculty is varied allowing for a broad based education. The faculty has degrees in hotel/restaurant management and dietetics from schools in Wisconsin, North Dakota and Massachusetts. In addition, the faculty have industry background in hotels, restaurants, resorts and hospitals.

A second strength for the division is the new food service facility. The HRI Division is fortunate to be housed in a new facility with a large laboratory to facilitate the teaching of food production courses. The facility also allows for the faculty to work in a suite of offices which helps to improve communications.

A third major area of strength is the area of placement of graduates. The division has been able to place 100 percent of its graduates in industry positions in a wide variety of hospitality operations. Those seeking to continue their education have been able to transfer to major institutions both in Minnesota and other states with minimal loss of credits. In addition, the average starting salary for graduates has been excellent with an average beginning salary in the twelve to fourteen thousand dollar range.

A fourth strength is the development of strong student organizations. The Hospitality Association and DECA both provide opportunities for students to develop leadership and social skills.

Limitations

One major concern for the teaching faculty has been teaching loads. The faculty have had excessive teaching loads primarily because of the need for hands-on experience. In addition to excessive time in the classroom, most faculty members have at least four to five preparations along with thirty to thirty-five advisees each quarter. This increased time in the classroom and working directly with students have made it difficult for faculty to spend time working in the area of course development and disciplined inquiry. The faculty have also found it increasingly difficult to attend national conventions and workshops. This has primarily been caused by a lack of funding for travel. Reduced budgets have also limited the number of field trips and outside activities which limits exposure of hotel and restaurant students to the industry and makes it more difficult to demonstrate the practical application of courses. A part of this problem is the location of the college which is over three hundred miles from Minneapolis and even further from other large metropolitan areas where the students could gain from visits to large hotels and restaurants.

Another limitation has been enrollment. With the new facility, the potential for an enrollment of 300-500 students in HRI exists. Currently, the industry has a great need for midmanagement or supervisory people. Unfortunately, UMC has not been able to increase enrollments in proportion to the demand for HRI graduates. This is due in part to the lack of funding for recruitment of students and faculty time to spend in promoting UMC and the hospitality industry.
Another concern is in the hotel management program. If UMC is to offer a strong program in hotel management, additional equipment which simulates hotel operations should be purchased. There also is need to develop a stronger rapport with industry people in the hotel field to facilitate the placement of students for internship and initial job placement.

A final limitation has been in developing a strong, active advisory committee. The committee as it presently exists has not been active in providing the guidance that the division needs if it is to train graduates to meet the needs of the industry.

Future Plans

Future plans for the division would include solutions, if possible, to the limitations mentioned in the previous section. The division will continue to have the teaching of students for the hospitality industry as its primary goal, but it will look at alternatives to reduce the teaching loads of the faculty. Some areas being considered are larger classes, offering courses less frequently, and a review of the curriculum to limit any course duplication that may exist.

A review of the placement needs of the industry will be made to determine the future demand for the two-year graduate within the industry, specifically, the hotel industry. In addition, the feasibility of adding a fast food management program to the curriculum will be explored.

The organization of the HRI Division within the UMC academic structure could also be studied. Should a division of such small size continue to have a half-time administrator or could these administrative needs be better met by sharing an administrator and increasing the number of faculty?

An effort will be made to strengthen the advisory committee. A strong advisory committee will assist the division in advising the faculty of the needs of the hospitality industry. It may also aid the division in the area of development for future needs in equipment or additional faculty positions.

ARTS AND SCIENCES DIVISION

Purpose

The Division of Arts and Sciences, formerly known as the General Education Division, serves as a resource for the entire college and provides one-third of the course requirements for each division in the natural sciences, social sciences, humanities, fine arts, and physical education. All of the college core requirements are taught in the division, providing the faculty the unique opportunity to present a curricula rich with the humanistic ideas and values inherent in personal development, democracy, and culture -- past and present.

Faculty in the Division of Arts and Sciences offer seventy-nine courses in fourteen subject areas. The diversified Arts and Sciences curricula prepare students to pursue preprofessional studies in a wide variety of subjects.

The advantages of a technical education are easily recognized. The students gain the knowledge and skills necessary to pursue various occupations. In a technological society, liberal arts are an indispensable part of the technical education which provides citizens with the potential for employment. While the rewards of a liberal arts education may be less obvious, they are nonetheless valuable, providing students with a foundation in general education upon which technical competencies can be built. The liberal arts curricula offered by the Division of Arts and Sciences can, among other things, teach students how to better communicate with others, train them how to organize and to use knowledge, and provide them with the knowledge necessary to understand themselves and their society and to relate responsibly and intelligibly to others.
Strengths

The Division of Arts and Sciences' greatest strength is its thirteen full-time, tenure-track faculty who hold a total of five doctorates and fourteen master's degrees which were earned at twelve institutions in six states. Their combined teaching experience at the college level averages over eight years. Within the past ten years, faculty members have earned advanced degrees or additional degrees in related areas, in addition to having been engaged in research, publication, consulting, teaching for other institutions, and serving on advisory committees for other institutions. The division is well represented on college, university, community, state, and national committees.

Fulfilling their primary responsibility, teaching, faculty members offered seventy-nine courses in which they averaged over fifteen contact hours a week with two different preparations each quarter. The faculty generated 16,640 student credit hours of instruction during the 1982-83 academic year. Although professional disciplines are diverse, cooperation among faculty members in achieving the goals of the division and the college is on-going and well established. Three civil service staff members have made changes and performed services to aid faculty in teaching. These civil service members are eager to learn techniques and procedures which free faculty for disciplined inquiry and teaching.

The Arts and Sciences faculty has been active in developing and implementing a nursing education consortium in this region and have developed and implemented, in cooperation with area vocational technical institutes, community colleges, and other universities, a career ladder in nursing education.

Division leadership is strong, experienced, and effective in communicating with administration and the division. Administratively, divisional decisions are democratic, made after consultation with an advisory committee and after discussion with the entire faculty. Decisions on budget are essentially dealt with on a departmental level. This is a strength in spite of limited discretionary monies.

Division curricula are evaluated regularly and revisions are made accordingly. Courses are added or deleted only after careful analysis by the division and consultation with other divisions. Faculty look to students and peers to measure the effectiveness of their teaching and use the evaluations to improve instruction as needed.

One measure of the level and quality of courses is the willingness of other institutions to accept them as fulfillment of their program requirements. Although transferability is not a major objective when developing courses, students have found that Arts and Sciences courses are favorably received by other institutions.

Division facilities, particularly the science laboratories, the physical education complex, the writing laboratory, the reading learning center, and various facilities for musical and theatrical performances, along with the ancillary services provided by media resources range from adequate to excellent. The addition of OCLC (an interstate, interlibrary lending service) has been a particular asset because of its expansion of resources available to faculty, staff, and students.

Limitations

The Division of Arts and Sciences' greatest restraint is budgetary. This limitation is most apparent in the inability to purchase needed equipment, hire staff, and provide funds for professional development. Faculty size and operating budgets are static, causing severe limitations in the frequency with which courses, particularly electives, can be taught. Although credit hours of instruction have increased significantly since 1973, the number of faculty remains constant. (An example would be Communication courses in which faculty size has increased less than one full-time equivalent—from 4.15 to 5.) Supplies, expenses, and equipment budgets, however, have decreased approximately 5 percent during this same time period despite inflation-related increases in supply costs.
Average class size has remained constant in biology, chemistry, art, and humanities, primarily because of facility capacity, while increasing from fifteen percent to 100 percent in communications, economics, history, mathematics, psychology, and social science. Course revision is hampered by limited funds; heavy teaching loads impede faculty development. Faculty time and energy are largely expended in teaching and in committee work.

The economics position has been an interdivisional appointment with the Division of Agriculture for a number of years. Although economics is an integral part of the college core requirements and is required in a number of programs campus-wide, only one faculty member has this discipline as part of his regular teaching responsibility. Responsibility for the remainder of the instruction has been shared by a variety of part-time faculty.

Psychology is also included in the college core and is required in many programs campus-wide. Those who teach the psychology courses have major responsibilities in other areas. Their academic preparation in psychology is modest. As a result, curriculum review and program changes have been limited.

The three faculty members in Health, Physical Education and Recreation have dual roles—teaching and coaching intercollegiate athletics. Since 1979 only one of the three faculty has had a full-time academic appointment in the division of Arts and Sciences. The other two positions have been primarily responsible to the athletic program. Coaching priorities and demands limit the number and variety of course offerings as well as the number of classes offered.

Future Plans

During the past two years, the University of Minnesota has returned over $50,000,000 to the State of Minnesota in the form of budget retrenchment. UMC has not escaped the effect of this debilitating cutback. Future retrenchment within the Division of Arts and Sciences seems assured as the state revenues continue to decline. As the planning process within the University calls for extensive fiscal reduction and some resultant campus and university-wide reallocation, the following recommendations are offered:

1. Supplies, Expenses and Equipment (SEE) Budgets need to be augmented to permit replacement of worn and obsolete equipment;

2. Additional funds are needed as part of the SEE budget reallocation or as a separate fund for faculty development. Faculty development could include participation in conferences, meetings, seminars, workshops, or be in the form of quarter leaves for study growth or retraining;

3. The demand for basic economics courses as part of the core requirements of the college necessitates a careful interdivisional review. Permanent, qualified faculty should be provided to correct the pattern of part-time instruction to insure continuity and strength in the discipline;

4. The demand for general and advanced psychology courses, as part of the core requirements of the college, must be carefully reviewed. Permanent, qualified faculty should be provided to correct the pattern of part-time instruction and to insure continuity and strength in the discipline;

5. The professional relationship of the three HPER faculty members and their continued, welcomed, and active participation with their colleagues in the Division of Arts and Sciences should be reinforced;
6. The associate in science in liberal studies degree should be made available as soon as possible. A curriculum for this degree has been developed and approved by the division, and is presently under consideration by the college. The new degree would broaden the base of student enrollment, would aid the retention of students, would expand the educational opportunities at the college, would increase the diversity of course offerings in the division, and would stimulate the spirit and professional development of the faculty;

7. An effort should be made to consolidate Fine Arts and Humanities and Math and Science faculty offices. These faculty are presently located in three separate buildings, making daily contact and exchange of ideas difficult;

8. An introductory computer programming course utilizing the BASIC language should be included as part of the college core. This should be a general course allowing each division to include computer applications within their courses. Since microcomputers are becoming more and more important in business, agriculture and home use, in the future fundamental computer skills will be as important as basic math, communications, or science;

9. Continued evaluation of the computer as an instructional aid and expansion of current educational and administrative use within the division should be further encouraged.

CONTINUING EDUCATION AND EXTENSION

Purpose

Continuing Education at the University of Minnesota - Crookston was developed and continues to function on the premise that every individual is entitled to an education that continues throughout his normal life span. Continuing education, beyond the years of formal schooling, would address critical concerns such as the necessary preparation for career change or the educational opportunities in the whole realm of cultural enrichment and/or leisure time activity development.

Consistent within the evolution of continuing education on the UMC campus has been the development from an extension center for other state colleges to a campus which serves the community of northwestern Minnesota by means of continuing education programming in those areas in which it has particular expertise. The operation of a fully approved and accredited children's center; programming for senior citizens; providing facilities for workshops and conferences, as well as extension courses from other colleges; and offering late afternoon and evening courses for specialized groups as well as the general public are examples of the multi-faceted role of continuing education at UMC.

Strengths

Continuing education experiences are developed within the college's five academic divisions and the Arts and Sciences chairman coordinates the entire program. There were fifty-eight undergraduate credit courses offered during the 1982-83 academic year through CEE with 1102 students enrolled.

The Agriculture Division offers courses in applied agriculture both on campus and, occasionally, off campus. It has been determined that a need exists to provide courses of five to ten weeks in length in such areas as agricultural chemicals, ag marketing, swine production, beef production, and mechanized agriculture. Although staff time is limited, and outside staff can be hired in some instances, it is still apparent that the best qualified person to teach continuing education classes is the University staff member. As resources are available, this practice will be continued. The UMC agricultural course offerings are coordinated with and complement the University's Agricultural Extension and agricultural research activities.
Continuing education from the Divisions of Arts and Sciences, HRI, and Home Economics revolve around specific skill, avocational interest, and life-time learning oriented course work. The courses range from dietetic courses, along with a series of intensive short courses in the commercial food service and lodging industries for people in the hospitality industry needed to maintain certification requirements to scuba diving and calligraphy courses.

As individuals strive to further their education, the need for a range of arts and sciences experiences in mathematics, science, communication, and humanities/fine arts will allow for a judicious mix of formal classes, seminars, and workshops in these subjects. Concern for leisure time pursuits and avocational interest will also influence the course offerings in all divisions.

The Business Division has been very active in the past in providing continuing education in three highly specialized fields -- real estate, micro computers, and banking -- along with offerings of a more general nature. Numerous workshops and conferences have also been presented under the sponsorship of this division. The continued growth of the computer industry and the advent of microcomputers scaled to personal use will ensure an increasing and recurring audience for continuing education in the field. It is expected that this area, along with real estate, banking, marketing and management, and general business administration will spawn many new conferences, workshops, and class opportunities in the coming years.

Limitations

There are two major factors which lead to the limited CEE offerings at UMC. First, UMC is located in a small rural community in a very sparsely populated area of the country. Second, the mission of the college. Therefore, very few resources have been allocated to develop the CEE program.

Future Plans

Fulltime student enrollment is projected to decrease slightly during the next ten years. This should provide for some administrative and faculty time to be allocated to assess the need for technical education in non-traditional modes. A full-time staff position should be assigned to provide leadership in continuing education and extension.
CHAPTER IV
MEDIA RESOURCES

BACKGROUND

Media Resources at the University of Minnesota Technical College - Crookston exists primarily to provide service to the students, faculty, staff, and other members of the college community.

This service includes the provision for (1) a collection of print and nonprint materials which support the college curriculum; (2) informational retrieval; (3) production of multi-media materials for instructional and college promotional use; and (4) a campus news and public relations service.

The activities of Media Resources are described and assessed under the following headings: audio visual department, library/technical services, university relations, and word processing.

AUDIO VISUAL DEPARTMENT

Purpose

The mission of the audio visual department (AV) is to provide media related support to the college staff and faculty. AV services include the following:

1. To provide and maintain audio visual equipment;
2. To provide photographic services including shooting, processing, and printing of pictures for instructional production, or public relations use, and the production of graphic arts, Photo Mechanical Transfers (PMT’s), and negatives.
3. To create media productions (both print and nonprint) for instructional or public relations purposes. Formats include printed materials, video, 16mm and Super 8 film, slide/tape, audio tape, overhead transparencies, and filmstrips.

These services exist to facilitate communication between the faculty and their students, between various college departments, and between the college and the community.

Resources and Organization

The AV department is staffed by a media producer directing the work flow, an editor II, a communications technician, and two part-time work-study students. All employees report to the director of media resources.

Strengths

Steady improvement has occurred in the areas of staff, equipment and facilities. These improvements have made available a wider variety of high quality services.

1. Staff. The AV department staff has a solid base of academic training and experience. The media producer has a BFA degree in cinematography and art; the editor II has a MS degree in industrial education; and the senior communications technician has an AAS degree and over fourteen years of experience maintaining audio visual equipment. This compares with a staff of one in 1972 who had no post-secondary education. The wide range of services offered by the department is possible to a large degree because of the solid background of the staff.

2. Equipment. AV equipment purchases are made to improve service through greater accessibility and modernization. In 1970 there were 370 pieces of AV hardware available for faculty and staff use; by 1982, this number grew to 533, indicating an improvement in the variety and accessibility of equipment.
A process camera and stabilization processors were purchased in 1978. Previously all graphic arts photography was done off campus. With the purchase of this equipment, the department transformed turn-around time on negatives, half-tones and PMT's from two days to one day and eliminated daily trips downtown. This same equipment is also used for print processing and changed processing time from five minutes per print to thirty seconds per print. This time savings allowed the department to add graphic photography services without increasing staff.

Usage of the Closed Circuit Television (CCTV) system and video production service has grown from ninety-eight hours of use by faculty and students in 1976-77 to 313 hours in 1981-82. A Video Cassette Recorder (VCR) input to the CCTV system was installed in the library in 1980 to give faculty and students access to the system in the evenings and at night. Usage grew by 157 hours since this was installed.

Additional improvements were made to the CCTV and video production systems in 1981. New solid state CCTV modulator/amplifiers were installed and color, remote and editing capabilities were added. Now the CCTV system does not require quarterly maintenance shutdowns and permits the production of edited, color video programs. Previously, instructional video production was limited to black and white live recordings. Three color video tapes were produced in 1981-82. None were produced in previous years.

Other non-video hardware improvements include the 1980 installation of media study carrels in the library, giving students convenient access to a variety of AV equipment during evenings and weekends.

3. Facilities. AV physical facilities were expanded and consolidated in 1979. Added to the department were a shooting room, a darkroom, a rear screen projection room, and a storage room. Overall space increased by 720 square feet. Previously some work areas were located down the hall. The remodeling put all work areas in one location, reducing travel time. Adding specialty rooms for shooting and darkroom production now permits a variety of work activities to take place simultaneously, improving rush service and work scheduling.

The ongoing attention to productivity discussed above has resulted in the steady growth of both services and output. Below is a comparison of several 1976-77, 1980-81 and 1981-82 production levels.

<table>
<thead>
<tr>
<th></th>
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<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Art Projects</td>
<td>20</td>
<td>39</td>
<td>53</td>
</tr>
<tr>
<td>Slide Graphic Sets</td>
<td>18</td>
<td>58</td>
<td>58</td>
</tr>
<tr>
<td>Slide Tape Programs</td>
<td>3</td>
<td>2</td>
<td>8</td>
</tr>
<tr>
<td>Audio Programs</td>
<td>3</td>
<td>5</td>
<td>42</td>
</tr>
<tr>
<td>Video Programs</td>
<td>0</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>Publications</td>
<td>2</td>
<td>6</td>
<td>74</td>
</tr>
<tr>
<td>Photographic Prints</td>
<td>662</td>
<td>2,217</td>
<td>5,439</td>
</tr>
<tr>
<td>CCTV Hours</td>
<td>98</td>
<td>156</td>
<td>313</td>
</tr>
</tbody>
</table>

Media Resources was reorganized in 1981 to include all publications and photographic services. Previously, production responsibilities and facilities were split between two offices. The intent of this reorganization was to improve the utilization of equipment, facilities, and staff. The AV department experienced a 145 percent increase in darkroom production alone.

**Needed Improvements**

Although the AV department has enjoyed steady improvement, several areas demand attention if present standards and production levels are to be maintained. They are staff time, equipment modernization, and space limitations.
The department has experienced an increase in the demand for services, especially in the areas of public relations and instructional production. At the same time personnel retrenchments have occurred. One full-time staff member has been reduced to three-fourths time, and work study hours have been cut from thirty-one hours per week in 1981-82 to fifteen hours per week in 1982-83.

The production and utilization of media software requires hardware. Past productivity increases have been the result of labor saving equipment modernization. Technology is changing the type of AV hardware used by instructors. Funds must be committed to maintain and modernize hardware.

Finally, in spite of increases in square footage, the department lacks adequate physical space. There is not enough room to store all departmental hardware. Many items must be left in classrooms where they are subject to theft or loss and do not receive the maintenance attention that they should. In 1981 a staff member was added to the department with no accompanying increase in space.

A recent survey of faculty, staff and students revealed the following:

1. The services offered by the audio visual department received a very high rating;
2. There is an increasing demand for audio visual production to support the instructional program;
3. Newer equipment and monies for equipment replacement are needed in the audio visual area.

**Future Plans**

General plans include pressing for financial support to address the needed improvements discussed above. Plans are to update the CCTV system by replacing the present black and white monitors with color. Most video programs are now produced in color. Secondly, several new buildings have yet to be wired into the CCTV system. Including them would provide greater faculty and student access to this service.

**LIBRARY/TECHNICAL SERVICES**

**Purpose**

The library supports the program of the University to the fullest extent possible in the many areas of information and its use by faculty, students, staff, and the surrounding area. Its functions include locating and making available the materials needed to support the courses offered by the college and to assist students and faculty in the use of library materials and services.

**Resources and Organization**

Staff members include a librarian, a senior library assistant and a secretary. All library employees report to the director of media resources. The library has approximately 21,500 books, over five hundred magazine subscriptions - some on microfilm, and a nonprint collection consisting of films, filmstrips, slides, cassette tapes, video tapes, and mixed media kits which are available for faculty and student use. Equipment needed for the use of this material is also provided.

**Strengths**

1. **Staff.** Civil service staff members have excellent backgrounds. The librarian has a B.S. degree in Library Science, a M.S. degree in Educational Media, and experience in library work. The senior library assistant has numerous years of experience in library work. The secretary has an AAS degree in business. During the school year, more than a dozen work-study students are assigned to the library to assist with its operation.

Many improvements have occurred in the areas of facilities, equipment, and the availability of library materials, making for increased service to library clientele.
2. **Facilities.** The new addition to Media Resources was completed in 1978-79. This project, which included new space as well as remodeled space, greatly alleviated the problems formerly encountered in the library seating and study area. It is now possible to seat a little over 10 percent of the student body; in 1973 only about 5 percent could be seated in the study area. Work space in the technical services office was also increased, making it possible to set up work flow areas for added efficiency in library services. Study carrels equipped with audio visual equipment were installed in the library, enabling students to use audio visual programs and tapes during nonclass hours.

3. **Equipment.** An electronic book detection system was installed in 1979; a marked decrease has been noted in the number of books and other library materials being lost. The turnstile count begun in 1979-80 shows an increase in traffic count from 32,370 to 54,658 in 1981-82 which averages out to about forty times per student and/or faculty use during 1981-82.

An On-line Computer Library Center (OCLC) terminal was installed in the library in 1979-80. This unit replaced the teletype machine for interlibrary loan services. The OCLC interlibrary loan subsystem together with Minnesota Interlibrary Telecommunications Exchange (MINITEX) enables the library staff to fulfill loan requests more rapidly and efficiently through library-to-library communications. The use of this data base provides on-line access to a national data base of bibliographic and location information; updated information on the status of interlibrary loan transactions is now available, thus increasing the service provided to patrons. The on-line terminal has had a very positive impact on the interlibrary borrowing picture as shown by increased requests for materials - from 354 requests in 1972-73 to 633 requests in 1981-82 - both by our campus clientele as well as patrons in the surrounding area. Requests for materials from the UMC library have increased from thirty-five in 1972-73 to 148 in 1981-82. This service will increase each year as library holdings are input into the OCLC data base and made available to a wider range of patrons.

In the fall of 1980, as a participant in the OCLC system, the library began inputting within the OCLC Online Union Catalog (a data base of bibliographic information created by the cooperative cataloging effort of libraries nationwide) all of its current cataloging, receiving catalog cards for new materials input into the data base. This service speeds up the availability of library resources as materials are cataloged quickly; it also saves staff time formerly spent in the preparation of catalog cards.

A teleprinter, purchased in 1981 for use with the OCLC terminal, transfers the computer output to hard copy for patron and office use, eliminating staff time in copying information.

A copy machine installed in the library in 1979-80 has been progressively increasing in use -- from 17,283 copies in 1980 to 36,203 copies in 1982.

Microform holdings have increased from 600 in 1972-73 to 8,062 in 1981-82. A microform reader/printer was installed in 1981, making possible the full use of microform materials in the form of printouts for interlibrary loan requests for college clientele.

In the fall of 1981 Kiehle Library became an affiliate of the Minnesota Census Data Center Network, adding another dimension to library services at UMC.

**Needed Improvements**

Although both library and technical services have increased steadily each year, there are still avenues for improvement.

There is a continued effort to increase the book collection and the utilization of all library resources. The mission of the college and the limited curriculum have a great deal to do with book numbers and library utilization. As a technical college, the instruction places emphasis on the use of periodicals and serials. Therefore, access to current materials in a rapid manner, which is provided by OCLC and MINITEX, is very important. Due to the increased price of books and periodicals, acquisitions in these areas have not increased as much as they should have; in fact, the serial count is lower than it was in 1971-72, although a growing portion of the book budget has been preempted by the inflation in periodical costs - especially technical journals. More monies need to be budgeted in this area if the library is going to continue to adequately support the instructional programs of the college.
Continued lack of staff hours available for reference desk coverage, serials control, and nonprint materials continue to seriously limit service in these areas. Retrenchment cuts the past two years for two of the three library staff members have aggravated this problem. Cuts in hours for work-study students have also been detrimental as many of their duties must be performed by staff members, taking away time for individual student aid in the library.

The library staff is in the process of establishing an area for archival materials from the college. Staff shortages as well as space and funding have hindered much work being done on this project. There is not enough storage space or the recommended temperature and humidity controlled area to house archival materials.

A recent survey of faculty, staff and students revealed the following:

1. The services offered by Media Resources received a very high rating;
2. The library physical facilities were rated very high;
3. Students would like to have the library hours extended;
4. There is a continued demand for additional serial titles.

Future Plans

An agreement with OCLC for an online card catalog will be established as soon as all library holdings are input into the data base. This retrospective conversion project is expected to be completed in five years. An online card catalog will eliminate staff time required for filing catalog cards and also give library clientele greater access to computer based information. Implementation of this service will mean the addition of six to eight computer terminals in the main library for student use. Further use of the OCLC network will include its online label printing capability for local printing or spine, pocket, and book card labels.

UNIVERSITY RELATIONS

Purpose

Public relations (coordinated through the department of university relations) is the administrative function that maintains the college’s relationship with society in a way that most effectively achieves the school’s goals. It communicates both externally and internally with its audiences. Targeting, knowing who the audience is and what they want, is a key function of the office.

Resources and Organization

University relations is staffed by a public services representative who began reporting to the director of media resources in the fall of 1982. Secretarial support is available through technical services, photography and graphics design through audio visual, and specialized or mass office printing through word processing.

Strengths

1. Administratively -- Although University relations is housed in media resources, a direct relationship with the Provost is maintained. Input is provided to the Provost from a public relations standpoint, considering attitudes of citizens, public officials, and internal personnel. The Provost is the chief public relations officer of the college. His positive role opens the door for a strong public relations program both locally and statewide. As enrollment and resources decline, the need to promote UMC becomes imperative for competition for public and private dollars as well as for students.

In 1981 a yearly analysis was begun to evaluate the various publics which UMC serves and which could be better served in the future.
2. **News Service** -- Throughout the past five years, the number of releases generated from the office has increased dramatically. For the 81-82 fiscal year nearly 5,500 articles were released to the media - an increase of nearly 1,500 over the previous year's total. Of those releases 537 were individual (i.e. non fill-in-the-blanks or xerox). Approximately 450 photos were sent with photo cutlines to various media (up over 100 from the previous year).

The release of routine hometown news for graduation, dean's and provost's lists, honors, etc., was enhanced in 1981 by sending complete lists of students' hometowns and majors to editors. This resulted in a wider coverage area, allowing editors to select hometowns as well as the elimination of the time-consuming job of typing individualized releases. A new student information card was developed and implemented in 1981. Targeted mailing lists were programmed to a computer in 1981, increasing efficiency and the number of media served.

By directing photo requests through audio-visual, the use of photos was greatly increased. What previously took one week is now available the next morning.

**UMC INSIGHT**, a 10-minute radio interview program featuring UMC programs, staff, and guests, has been produced on a weekly basis and released to five area radio stations throughout the academic year.

To develop ongoing contact with broadcast and print media, UMC hosted a media luncheon in 1981 bringing nearly forty editors and reporters to the campus and initiating many feature stories about UMC.

**MATRIX**, a television series about the University including segments from the Crookston campus, has been aired over Crookston Cable TV for the past three years. In 1982 a Public Service Announcement (PSA) television spot was prepared, released, and aired on a metropolitan television station (WCCO-TV in Minneapolis).

3. **University Relations** -- Coordination is maintained between the University campuses through quarterly meetings, University committees, and phone calls. With the arrival of a new director of University Relations on the Minneapolis campus in 1982, emphasis has been placed on system-wide planning for University relations offices on all campuses.

A liaison between UMC and the community is provided through work with the College Liaison committee of the Crookston Area Chamber of Commerce. This relationship has developed stronger ties over the past two years with the promotion of planned meetings with the business community, culminating with a UMC-Chamber Pig Roast for students, staff, and Chamber members.

All display advertising for the college is coordinated through the office. An advertising policy was developed in 1982, and is in the process of revision as the University looks at advertising as a marketing tool.

Support service is offered to all UMC staff for proofing or editing copy.

4. **Publications** -- To foster a feeling of community among faculty and staff, to keep employees better informed of the college's events and news, and to eliminate the paper proliferation created by memos, high priority was placed on the development of an internal communication. The UMC BULLETIN is published weekly during the academic year, and monthly during the summer. It is distributed to all administration, faculty, and civil service staff.

Evaluation of the monthly newsletter resulted in the recommendation to eliminate the publication, and to expand emphasis and update format for UMC alumni newsletters. This was finalized in 1982 with the Alumni office taking over publication of the alumni newsletters, with assistance supplied by University Relations office.
Items are submitted weekly to the Twin Cities campus for publication in BRIEF and monthly to REPORT. Coordination of publications is handled through a University-wide publications committee. Copy for the University’s annual reports, speakers guides, facts booklets, and miscellaneous forms are channeled through the Office of University Relations.

5. **Special Events** -- The office coordinates all institutional special events such as building dedications, ground breakings, and name changing ceremonies, as well as commencement, awards banquets, and visiting guests. A special events flow chart was developed in 1982 to assure that proper procedures for public relations are followed.

Approximately 60,000 people use UMC's facilities throughout the year. About 25,000 individuals are on campus for workshops, seminars, conferences, speech tournaments, Future Farmers of America (FFA) and 4-H leadership training. As a conference center, UMC hosts events such as the Minnesota Rural Youth Institute, Elderhostel, Lutheran Women's Annual Meeting, Fiber Fuels Conference, as well as other state and national symposiums. Regional and district basketball tournaments draw upwards of 35,000 each spring with nearly 100 different teams playing on campus. Tournaments are also scheduled for volleyball, wrestling, track, and baseball. In addition, Continuing Education courses meet the needs of nearly 500 area persons yearly.

**Needed Improvements**

A computer terminal with editing capabilities would greatly increase the efficiency of the office. This terminal would also be used to streamline the hometown mailing list by area code, eliminating retyping and many hours of research.

**Future Plans**

Plans are underway to establish a University relations advisory committee which will help to provide a more effective public relations program. This committee should be functional in 1983. A computer terminal for the news service part of University relations would be very beneficial.

**WORD PROCESSING**

**Purpose**

The purpose of the word processing department is to provide the following services to the college faculty, staff and student organizations: typesetting, dial-access dictation, typing, layout, design, duplication, showcard posters, collating, stapling, binding, and lamination of materials.

**Resources and Organization**

Word Processing is staffed with an office specialist (as work supervisor), a duplication equipment operator, a secretary, and three work-study students. All employees are responsible to the Director of Media Resources.

**Strengths**

Since 1977 the department name was changed from Graphics Department where there was a duplication equipment operator to Word Processing and the addition of an office specialist with 14 years of experience, and a secretary with an AAS degree and six years of experience.

With added staff the following equipment and services were added:
1. AM 2850 duplicator/offset which allows the printing of newsletters on-campus, and automation in order to produce over 45 booklets per year;

2. An IBM mag card composer to produce typesetting for flyers, posters, and brochures that had previously been purchased through a local printer;

3. An electric folding machine is now used for folding booklets, brochures, and letters that had been done manually before;

4. Lanier dial-access dictation which allows 24-hour, seven-day-a-week dictation services to all faculty and staff.

**Needed Improvements**

Word Processing has steadily increased its production volume and services offered over the past few years, but now faces the problem of staff reduction due to personnel retrenchment and work-study student salary increases.

Two areas of needed equipment and expansion are in the form of an automated word processor and an electric collator. With the addition of such equipment many facets of production and campus needs could be met more efficiently and cost effectively.

**Future Plans**

To upgrade present equipment with automated models to increase production in spite of staff retrenchment.
### Table 8
**Media Resources Staff - 1982-83**

<table>
<thead>
<tr>
<th>POSITION</th>
<th>DEGREE</th>
<th>NUMBER OF STAFF</th>
<th>DEPARTMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Director/Librarian</td>
<td>M.A.</td>
<td>1</td>
<td>Library</td>
</tr>
<tr>
<td>Librarian*</td>
<td>M.S.</td>
<td>1</td>
<td>Library</td>
</tr>
<tr>
<td>Sr. Library Assistant</td>
<td>-</td>
<td>1</td>
<td>Library</td>
</tr>
<tr>
<td>Secretary</td>
<td>A.A.S.</td>
<td>1</td>
<td>Library</td>
</tr>
<tr>
<td>Office Specialist*</td>
<td>-</td>
<td>1</td>
<td>Word Processing</td>
</tr>
<tr>
<td>Duplicating Equipment Operator</td>
<td>-</td>
<td>1</td>
<td>Word Processing</td>
</tr>
<tr>
<td>Secretary*</td>
<td>A.A.S.</td>
<td>1</td>
<td>Word Processing</td>
</tr>
<tr>
<td>Media Resources Producer</td>
<td>B.F.A.</td>
<td>1</td>
<td>Audio Visual</td>
</tr>
<tr>
<td>Communications Technician</td>
<td>A.A.S.</td>
<td>1</td>
<td>Audio Visual</td>
</tr>
<tr>
<td>Editor II*</td>
<td>M.S.</td>
<td>1</td>
<td>Audio Visual</td>
</tr>
<tr>
<td>Information Service Reporter*</td>
<td>B.A.</td>
<td>1</td>
<td>University Relations</td>
</tr>
<tr>
<td>Senior Secretary*</td>
<td>-</td>
<td>1</td>
<td>University Relations</td>
</tr>
</tbody>
</table>

*New staff positions since 1972-73.*

Number of work-study students assigned to Media Resources in 1982-83: 20

Average hours assigned per week: 4.5
<table>
<thead>
<tr>
<th></th>
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<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Number of book titles held at end of fiscal year</td>
<td>11,982</td>
<td>17,655</td>
<td>18,530</td>
<td>19,780</td>
</tr>
<tr>
<td>2. Number of volumes held at end of previous fiscal year</td>
<td>13,610</td>
<td>19,748</td>
<td>20,230</td>
<td>21,115</td>
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<tr>
<td>3. Number of volumes added during year</td>
<td>1,300</td>
<td>874</td>
<td>1,090</td>
<td>900</td>
</tr>
<tr>
<td>4. Number of volumes withdrawn and/or lost during year</td>
<td>139</td>
<td>392</td>
<td>205</td>
<td>259</td>
</tr>
<tr>
<td>5. Total number of volumes held at the end of fiscal year</td>
<td>14,711</td>
<td>20,230</td>
<td>21,115</td>
<td>21,756</td>
</tr>
<tr>
<td>6. Number of reels of microfilm held at end of year</td>
<td>435</td>
<td>1,199</td>
<td>1,246</td>
<td>1,321</td>
</tr>
<tr>
<td>7. Number of physical units of other forms of microtext held at end of year</td>
<td>165</td>
<td>4,715</td>
<td>6,780</td>
<td>8,554</td>
</tr>
<tr>
<td>8. Number of periodical titles, excluding duplicates, being received at end of year</td>
<td>565</td>
<td>551</td>
<td>548</td>
<td>556</td>
</tr>
<tr>
<td>9. Number of newspapers</td>
<td>35</td>
<td>40</td>
<td>41</td>
<td>42</td>
</tr>
<tr>
<td>10. Number of other (nonperiodical) serial titles being received at end of year</td>
<td>245</td>
<td>200</td>
<td>194</td>
<td>209</td>
</tr>
<tr>
<td>11. Number of titles of nonprint media i.e., films, film-loops, filmstrips, slides, video tapes, recordings, etc.</td>
<td>539</td>
<td>1,754</td>
<td>1,812</td>
<td>1,870</td>
</tr>
<tr>
<td>12. Student use of book collection - number of books in circulation annually among students divided by number of students enrolled (FTE)</td>
<td>11.0</td>
<td>12.5</td>
<td>14.0</td>
<td>15.0</td>
</tr>
<tr>
<td>13. Student use of reserved books - number circulated divided by number of students enrolled</td>
<td>3.0</td>
<td>.28</td>
<td>.25</td>
<td>.25</td>
</tr>
<tr>
<td>14. Student use of nonprint materials</td>
<td>.75</td>
<td>1.8</td>
<td>2.0</td>
<td>2.12</td>
</tr>
<tr>
<td>15. Faculty use of book collection - number of books in circulation annually among faculty divided by number of faculty</td>
<td>4.5</td>
<td>5.0</td>
<td>5.0</td>
<td>5.0</td>
</tr>
<tr>
<td>16. Number of INTERLIBRARY LOAN items requested by library clientele</td>
<td>328</td>
<td>655</td>
<td>682</td>
<td>635</td>
</tr>
<tr>
<td>17. Number of INTERLIBRARY LOAN items lent out by UMC library</td>
<td>35</td>
<td>151</td>
<td>148</td>
<td>185</td>
</tr>
<tr>
<td>-----------------------------------------------------------</td>
<td>---------</td>
<td>---------</td>
<td>---------</td>
<td>---------</td>
</tr>
<tr>
<td>1. Total salaries, before deductions, of regular Media Resources staff</td>
<td>$55,789</td>
<td>$137,400</td>
<td>$162,860</td>
<td>$216,140</td>
</tr>
<tr>
<td>2. Total wages paid to students and other hourly assistants*</td>
<td>3,814</td>
<td>15,617</td>
<td>12,338</td>
<td>16,080</td>
</tr>
<tr>
<td>3. Expenditures for purchase of books and other printed library materials</td>
<td>24,488</td>
<td>29,717</td>
<td>37,539</td>
<td>39,487</td>
</tr>
<tr>
<td>4. Expenditures for nonprint media</td>
<td>2,749</td>
<td>7,221</td>
<td>5,425</td>
<td>4,358</td>
</tr>
<tr>
<td>5. Expenditures for binding and rebinding</td>
<td>321</td>
<td>0</td>
<td>172</td>
<td>545</td>
</tr>
<tr>
<td>6. Other operating expenditures (INCLUDING replacement of equipment and furnishings but EXCLUDING all capital outlay)</td>
<td>22,442</td>
<td>19,020</td>
<td>33,749</td>
<td>23,495</td>
</tr>
<tr>
<td>7. TOTAL (Sum of lines 1 through 5)</td>
<td>$83,347</td>
<td>$174,338</td>
<td>$205,996</td>
<td>$260,530</td>
</tr>
</tbody>
</table>

*Monies not charged against Media Resources budget so not included in total

ESTIMATED COST OF ITEMS WHICH, THOUGH NOT CHARGED TO LIBRARY ACCOUNTS, CONSTITUTE MEDIA RESOURCES MATERIALS AND SERVICES

<table>
<thead>
<tr>
<th>8. University Relations</th>
<th></th>
<th></th>
<th></th>
<th>$13,500</th>
</tr>
</thead>
<tbody>
<tr>
<td>9. GRAND TOTAL of Media Resources Budget</td>
<td>$105,789</td>
<td>$193,358</td>
<td>$239,745</td>
<td>$297,525</td>
</tr>
</tbody>
</table>

STUDENT AND OTHER HOURLY ASSISTANCE

<p>| 10. Annual total number of hours of student assistance   | 1,825   | 3,120   | 2,333   | 3,000   |</p>
<table>
<thead>
<tr>
<th>AREA</th>
<th>CLASSIFICATION (D.C.)</th>
<th>1972-73</th>
<th>1981-82</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>No. of Volumes</td>
<td>% of Total Collection</td>
</tr>
<tr>
<td>Humanities and General Works</td>
<td>000,100,200, 400, 700, 800</td>
<td>4,015</td>
<td>27.18</td>
</tr>
<tr>
<td>Social Science</td>
<td>300,900</td>
<td>4,128</td>
<td>27.95</td>
</tr>
<tr>
<td>Physical Sciences, including mathematics</td>
<td>500,599</td>
<td>545</td>
<td>3.69</td>
</tr>
<tr>
<td>Biomedical Sciences</td>
<td>560-599 610-619</td>
<td>1,770</td>
<td>11.98</td>
</tr>
<tr>
<td>Technology</td>
<td>600-609 620-699</td>
<td>4,313</td>
<td>29.20</td>
</tr>
</tbody>
</table>

Total Number of Classified Volumes in 1972-73 14,771

Total Number of Classified Volumes in 1981-82 21,115

Total Number of TITLES Classified in 1981-82 18,530

Materials not classified include: government documents and publications, audio visual programs, and pamphlet materials.
<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Library</strong></td>
<td><strong>Technical Services</strong></td>
<td><strong>Audio Visual</strong></td>
</tr>
<tr>
<td><strong>Word Processing</strong></td>
<td><strong>University Relations</strong></td>
<td></td>
</tr>
</tbody>
</table>

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. <strong>Staff</strong></td>
<td>12</td>
<td></td>
</tr>
<tr>
<td>2. <strong>Budget</strong></td>
<td>$297,525</td>
<td></td>
</tr>
<tr>
<td>02 (Supplies and equipment)</td>
<td>$10,495</td>
<td></td>
</tr>
<tr>
<td>04 (University Relations)</td>
<td>13,500</td>
<td></td>
</tr>
<tr>
<td>12 (Audio Visual)</td>
<td>13,000</td>
<td></td>
</tr>
<tr>
<td>14 (Library Materials)</td>
<td>43,550</td>
<td></td>
</tr>
<tr>
<td>Title II (Library Materials)</td>
<td>840</td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>$81,385</td>
<td></td>
</tr>
<tr>
<td><strong>Salaries</strong></td>
<td>216,140</td>
<td></td>
</tr>
<tr>
<td><strong>Total Budget</strong></td>
<td>$297,525</td>
<td></td>
</tr>
<tr>
<td><strong>Salaries</strong></td>
<td>72.64%</td>
<td></td>
</tr>
<tr>
<td><strong>Supplies &amp; Equipment</strong></td>
<td>27.36%</td>
<td></td>
</tr>
<tr>
<td>3. <strong>Volumes</strong></td>
<td>21,115</td>
<td></td>
</tr>
<tr>
<td>4. <strong>Annual circulation</strong></td>
<td>13,771</td>
<td></td>
</tr>
<tr>
<td>5. <strong>Annual turnstile count</strong></td>
<td>54,658</td>
<td></td>
</tr>
<tr>
<td>6. <strong>Number of serial subscriptions</strong></td>
<td>783</td>
<td></td>
</tr>
<tr>
<td>7. <strong>Audio visual program holdings</strong></td>
<td>1,812</td>
<td></td>
</tr>
<tr>
<td>8. <strong>Microform holdings</strong></td>
<td>6,780</td>
<td></td>
</tr>
<tr>
<td>9. <strong>Annual service hours</strong></td>
<td>3,100</td>
<td></td>
</tr>
<tr>
<td>10. <strong>Interlibrary Loan - Loan/Copy Requests</strong></td>
<td>148</td>
<td></td>
</tr>
<tr>
<td>11. <strong>Interlibrary Loan - Borrowed Requests</strong></td>
<td>633</td>
<td></td>
</tr>
<tr>
<td>12. <strong>Retrospective Titles on OCLC</strong></td>
<td>28%</td>
<td></td>
</tr>
<tr>
<td>13. <strong>Total Media Resources Square Feet (assignable)</strong></td>
<td>11,262</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Word Processing</td>
<td>1,337</td>
</tr>
<tr>
<td></td>
<td>Audio Visual</td>
<td>1,883</td>
</tr>
<tr>
<td></td>
<td>University Relations</td>
<td>198</td>
</tr>
<tr>
<td></td>
<td>Library</td>
<td>7,844</td>
</tr>
<tr>
<td>14. <strong>Library seating capacity</strong></td>
<td>110</td>
<td></td>
</tr>
<tr>
<td>15. <strong>Dollars per student spent for library acquisitions</strong></td>
<td>$43.00</td>
<td></td>
</tr>
</tbody>
</table>