

REPORT

of the

MINNESOTA HIGHER EDUCATION
COORDINATING COMMISSION

October 1968

*Report of the
Commission submitted in
compliance with Section
136A.07, Minnesota Statutes*

MINNESOTA HIGHER EDUCATION
COORDINATING COMMISSION

MEMBERS

	Appointment Expires
ARNOLD E. STOA, Winona, First Congressional District	1971
EDWIN T. HERBIG, JR., Waseca, Second Congressional District	1969
MELVIN A. HAMMARBERG, Edina, Third Congressional District	1971
LEE SLATER, St. Paul, Fourth Congressional District	1969
LEONARD E. LINDQUIST, Minneapolis, Fifth Congressional District	1969
JACK LYNCH, Willmar, Sixth Congressional District	1971
CHRIS N. CHRISTU, Moorhead, Seventh Congressional District	1971
HAROLD GRAMS, SR., Virginia, Eighth Congressional District	1969
BROTHER J. GREGORY ROBERTSON, F.S.C., Winona, Private Colleges	1971
SIDNEY A. RAND, Northfield, Private Colleges	1969
ELMER L. ANDERSEN, St. Paul, University Board of Regents	1972
MALCOLM MOOS, Minneapolis, University Board of Regents	1970
G. THEODORE MITAU, St. Paul, State College Board	1972
PETER S. POPOVICH, St. Paul, State College Board	1970
PHILIP C. HELLAND, St. Paul, Junior College Board	1970
ROBERT A. MAHOWALD, St. Cloud, Junior College Board	1972
DUANE J. MATTHEIS, St. Paul, Board of Education	1970
GEORGE ROSSMAN, Grand Rapids, Board of Education	1972

OFFICERS

LEONARD E. LINDQUIST, President
LEE SLATER, Vice-President
PHILIP C. HELLAND, Secretary
RICHARD C. HAWK, Executive Director

P R E F A C E

The Minnesota Higher Education Coordinating Commission is charged with dual responsibilities relating to post-secondary education in Minnesota. The legislation which established the Commission gave it responsibility for both comprehensive planning to meet present and future needs and administration of certain state and federal programs. This document is intended to be a factual report of the activities in which the Commission has been engaged since October of 1966 when a similar report was made to the Governor and the 1967 Legislature.

Attention is focused upon reporting progress during Fiscal Years 1967 and 1968 relating to the following areas in which the Commission has been given a mandate by the legislature: Minnesota state scholarships, inter-institutional educational television, negotiation of interstate agreements, and recommendations regarding future state junior colleges. In addition, information relating to the administration of the following federal programs is included: academic facilities construction and planning grants, community service grants, guaranteed student loans, and instructional equipment grants.

A second Commission report entitled Proposal for Progress will be released prior to January 1, 1969. That report will contain recommendations formulated as a result of the comprehensive study of post-secondary education in which the Commission has been engaged during the past several years. It will present the long-range plans for post-secondary education which the Commission feels are in the best interests of the state and its citizens.

MINNESOTA HIGHER EDUCATION COORDINATING COMMISSION

REPORT

October 1968

The Minnesota Higher Education Coordinating Commission, formerly the Minnesota Liaison and Facilities Commission for Higher Education, was established by the 1965 Minnesota State Legislature and charged with responsibility to "continuously study and analyze all aspects of higher education, both public and private, and develop necessary plans and programs to meet present and future needs of the people of the state in respect thereto" and to "continuously engage in long-range planning of the needs of higher education and, if necessary, cooperatively engage in such planning with neighboring states and agencies of the federal government." In addition to changing the name of the Commission, the 1967 Legislature expanded its responsibilities to include the administration of the Minnesota state scholarship program and the inter-institutional educational television projects as well as the negotiation of interstate agreements regarding the reciprocal exchange of students and the development of recommendations regarding the need and location of future state junior colleges.

Expansion of Commission responsibilities during Fiscal Years 1967 and 1968 was not limited to the addition of new programs, however. The period was marked by a noticeable increase in the participation of Minnesota's colleges and universities in the federal programs which the Commission administers. Thirty-four construction projects were authorized under the academic facilities program. More than 50 institutions participated in a facilities inventory and space utilization study as a part of the comprehensive facilities

planning program. Community service programs were established in 18 colleges and universities, while 49 institutions received instructional equipment grants for the improvement of undergraduate classroom instruction. Loans totaling \$12,506,368 were made to Minnesota residents attending colleges and vocational schools under the guaranteed student loan program.

Passage by the 1967 Legislature of legislation which authorized the Commission to appoint professional staff personnel in the unclassified status of State service has facilitated substantial progress in the development of an effective Commission staff. While some vacancies still exist, several able professional educators joined the Commission staff during the biennium.

Members of the Commission staff who were appointed during the biennium include: (1) Dr. Robert E. Leestamper, Assistant Executive Director (programs and planning), formerly Director of Institutional Studies and Registrar at New Mexico State University; (2) Mr. George B. Risty, Assistant Executive Director (budget administration and student aids), formerly Director of Bureau of Scholarships and Loans at the University of Minnesota; (3) Dr. Fred C. McCormick, Director of Research, formerly Assistant to the Vice-President for Educational Relationships and Development at the University of Minnesota; (4) Dr. Oria A. Brinkmeier, Director of Facilities and Instructional Media Planning, formerly Assistant Director of School Building Planning for the Minneapolis Public Schools; (5) Dr. Frank Smith, Research Associate, formerly Research Fellow in the Bureau of Institutional Research at the University of Minnesota; (6) Mr. Kenneth J. Anderson, Research Associate, formerly Dean of Metropolitan State Junior College. More complete information on each of the new staff members is included in the Appendix.

Unlike prior years when the administration of federal programs required major investments of Commission time and efforts because of limitations in staffing and the need to respond quickly to new opportunities presented by the passage of federal legislation, the Commission was able to channel its major energies during the past two fiscal years to what Commission members see as their primary responsibility, the development of comprehensive plans and recommendations for the coordinating of higher education in Minnesota.

COMPREHENSIVE PLANNING

The primary goal of the Commission during the past two years was the preparation of a comprehensive plan to guide the future development of higher education in Minnesota. In order to assess needs and develop recommendations based upon adequate understanding of all aspects of higher education, members of the Commission organized into five planning committees. Each of these committees focused attention upon a specific aspect of higher education. The combined work of all committees provided a basis for the formulation of plans and recommendations by the full Commission. A program of research, designed to provide a source of information useful to decision-making, was developed to meet the needs of Commission members for objective and comparable data about the colleges and universities in Minnesota. The program of research has become the nucleus for the development of a single statewide system of data collection, analysis, and reporting in Minnesota post-secondary education.

The Committee on Minnesota Needs and Goals worked to determine the present and future purposes as well as the goals for the total pattern of

ost-secondary education in Minnesota. In addition to the more philosophical task of determining purposes and setting goals, the Committee sought to identify the needs which should be met by higher education and to project the kinds and magnitudes of future needs for the services of higher education. The program of research which was developed to aid the Committee provided higher education population projections, studies of enrollment in Minnesota colleges and universities during various periods of the academic year, a County of Residence Survey which reported the home origin of students in higher education institutions, and a study which reported the migration of students among the twelve Midwest states.

The Committee on Structure and Functions in Minnesota Higher Education was concerned primarily with the way in which Minnesota higher education should be organized in order to meet needs and accomplish goals, and with the roles the several institutions and types of institutions should perform in the total pattern of higher education. This Committee studied various arrangements for governing institutions and grouping institutions, ways in which missions and functions should be differentiated among institutions and types of institutions, and the relationships of higher education to the legislature. Special attention was given by the Committee in developing the recommendations regarding the location of state junior colleges and the transition in the mission of the Southern School of Agriculture which will be reported in the comprehensive plan to be released later. In addition, the Committee has considered the need for intensive studies of the educational needs of the seven-county metropolitan area as well as the need for upper division educational opportunities in Rochester.

The Committee on Programs and Activities in Minnesota Higher Education

was concerned primarily with assessing the nature, extent, and adequacy of instructional, research, and public service programs available in Minnesota. The Committee is particularly interested in such matters as the availability of various types of programs, duplication and diversity of programs, capacity of programs, productivity of programs, and geographical distribution of programs. Research efforts to date were fruitful in providing studies which detailed information on the awarding of degrees by Minnesota institutions of higher education, information on programs of various levels and lengths, as well as information on institutional research, services, and auxiliary activities, including library resources. The recommendation regarding program approval to be included in the comprehensive plan originated in the Programs and Activities Committee as a result of concerns expressed about the lack of information about and coordination of program offerings in Minnesota's colleges and universities.

The Committee on Personnel and Physical Resources in Minnesota Higher Education devoted attention to the nature and adequacy of personnel and physical facilities for providing programs to achieve goals and to meet needs. The Committee was particularly concerned with such matters as the capability of Minnesota institutions to attract and retain well-qualified faculty in sufficient numbers, the quality and capacity of physical facilities, and the need for and availability of general and specialized equipment. Data describing employees in institutions of higher education, faculty and staff salaries, as well as data on professional needs, and on college and university library resources and facilities have been reviewed by the Committee. The facilities inventory and space utilization survey, nearing completion this fall, will provide the Committee with the first extensive information about the physical

facilities available in Minnesota's institutions of higher education ever to be compiled for planning purposes.

The Committee on Costs and Finances in Minnesota Higher Education was concerned primarily with assessing the present and future costs of higher education to the student, to the state, and to other sources. The Committee was also concerned with determining the costs and possible sources of financing for various kinds of programs and services of higher education. Financial information on institutions of higher education and on employees in institutions of higher education, as well as projections in various areas relating to the financing of higher education have been compiled. Both instructional and administrative staff salaries have also been studied in some detail.

The combined efforts of the planning committees and Commission staff during the past two years have resulted in studies in six major areas concerning higher education in Minnesota. As a consequence of these studies, three planning documents have been published, two are in the final stages preparatory to printing, and data for two more are currently being analyzed with the expectation that they will be released prior to January 1, 1969.

The first planning document issued by the Commission, A Philosophy for Minnesota Higher Education, contains the basic policy recommended by the Commission for the State. It includes (1) a general view of higher education and its place in Minnesota, (2) the fundamental principles which should guide the continuing development of higher education, and (3) the goals toward which Minnesota higher education should be aimed.

The second planning report, Population and Student Enrollments in Minnesota Higher Education, contains studies of past population and enrollment trends and projections of certain populations and post-secondary enrollments through the

year 2000. The document addresses itself to a basic concern of post-secondary education---the number of students to be educated.

The third in the series of planning reports, Student Enrollments in Minnesota Higher Education, contains analyses of post-secondary student enrollments in Minnesota during the 1967-1968 academic year, the origin of students in Minnesota institutions by counties of residence, and the migration of students to and from Minnesota for higher education. Basically, the report provides an assessment of who and how many are being educated in Minnesota post-secondary institutions and their origin.

A fourth planning document, Professional Personnel in Minnesota Higher Education, will contain information regarding the numbers, functions, characteristics, assignments, and salaries of faculty and administrative personnel.

Costs of Minnesota higher education is the topic of the fifth planning document. It will contain detailed analyses of 1966-1967 revenues and expenditures by type and control of institution as well as comparisons of revenues and expenditures according to the three basic functions of higher education, teaching, research, and public service.

The sixth planning document will detail and analyze information regarding physical facilities and space utilization from all of the public and private institutions in Minnesota.

The seventh planning report is concerned with programs which are offered by post-secondary institutions in Minnesota. It will assess institutional program characteristics and analyze such factors as program areas of study which are available, enrollments in programs, and degrees granted.

Also to be released shortly is a document entitled, Proposal for Progress, which will contain recommendations on problems of post-secondary education in Minnesota today and, more importantly, on state policies for the continuing development of all components of higher education. This "comprehensive plan" will not represent the thinking of the Commission in any static or absolute manner. Instead, it will present an approach to long-range development that is both flexible enough to provide for the technological advancements of the future and firm enough to guide decisions on issues which must be resolved now. In providing a basis for decision-making, it will reflect the Commission's view that effective educational planning must be continuous as well as comprehensive.

Although the Appendix which follows reports in detail upon the various programs for which the Commission has responsibility, highlights relating to developments in each of these programs during the past two years are herein summarized.

STATE PROGRAMS

MINNESOTA STATE SCHOLARSHIPS

For the first time in the history of the state, 714 Minnesota high school seniors were recipients of Minnesota State Scholarships for the academic year beginning in the fall of 1968. Of the 714 winners, 417 were awarded monetary scholarships and 297 received honorary scholarships. The monetary awards in amounts from \$200 to \$800 may be used to defray the cost of tuition, fees, books, and supplies. The honorary awards were made to those students who met the scholastic qualifications for receipt of an award, but whose financial need was not demonstrated to be sufficiently great.

Even though to be eligible to apply for a scholarship a student was required to be in the top one-fourth of his high school class, a total of 5,468 qualified students completed applications. Of that number, 2,195 were men and 3,273 were women. In accordance with selection procedures, the top 1,636 candidates were invited to become semifinalists. It was after an analysis of the financial needs of these semifinalists that the winners were selected.

One or more of the scholarship winners is in attendance this fall at 36 of the colleges and universities in the state. These students come from 79 of the 87 counties in Minnesota. A status report to be released later this fall will trace in detail the development of the state scholarship program and present thorough analyses of the scholastic, financial, and other characteristics of both the winners and applicants.

Preliminary studies have revealed, however, that in terms of academic achievement and financial need many more students were eligible for scholarship aid than could be given consideration within the scope of the present program. The scholarship program could be expanded three-fold and still select highly qualified Minnesota residents. Accordingly, the Commission is requesting authorization to expand the program to the following levels during the 1970-1971 biennium:

	<u>Fiscal Year 1970</u>	<u>Fiscal Year 1971</u>	<u>Total for Biennium</u>
New Scholarships	\$750,000	\$750,000	\$1,500,000
Renew Fiscal Year 1969 Scholarships	\$250,000	\$250,000	\$500,000
Renew Fiscal Year 1970 Scholarships		\$750,000	\$750,000
Totals	\$1,000,000	\$1,750,000	\$2,750,000

Additional information on the scholarship program may be found beginning on page one of the Appendix.

INTER-INSTITUTIONAL EDUCATIONAL TELEVISION

Another program which was new during the 1968-1969 biennium provided public institutions of higher education in Minnesota with opportunities to develop pilot programs in the use of inter-institutional educational television. In accordance with authorization given by the 1967 Legislature, the Commission directed the development of two regional production centers and seven classroom production units.

After considerable review of the extensive information which was developed on the television capacity and potential of each of the eligible institutions in terms of criteria developed by television advisory committees, the Commission decided that the interests of public higher education in Minnesota could best be served by locating the regional production centers at Mankato State College and Moorhead State College. The classroom production units were subsequently located at Bemidji State College, St. Cloud State College, Southwest State College, Winona State College, and the Duluth, Morris and Twin Cities campuses of the University of Minnesota.

The production centers and classroom units are operational for the first time this fall. In accordance with preliminary evaluations by Commission staff and advisory committees regarding the effectiveness of the experimental programs in terms of educational objectives and operational efficiency, the Commission requests support of inter-institutional educational television at the following levels during the next biennium:

	<u>Fiscal Year 1970</u>	<u>Fiscal Year 1971</u>
REGIONAL PRODUCTION CENTERS	\$1,275,000	
To provide necessary personnel and support for authorized centers. @ \$ 60,000		
Establish seven new centers @ 165,000		
INTER-INSTITUTIONAL DEVELOPMENT PROJECT	\$250,000	\$250,000
To develop television instructional materials for joint use by colleges and universities.		
INTER-CAMPUS COMMUNICATION	\$156,000	\$156,000
To provide the opportunity for faculty members to communicate practically and economically with members from other institutions while developing television courses and materials.		
CONTINUING PROGRAM OF RESEARCH	\$30,000	\$30,000
To maintain on-going evaluation of television instruction and provide new information for its improvement.		
ANNUAL TOTAL	\$1,711,000	\$ 436,000
TOTAL FOR BIENNNIUM		\$2,147,000

More complete information about the inter-institutional educational television program appears in the Appendix beginning on page five.

INTERSTATE AGREEMENTS

Following authorization by the 1967 Legislature, the Commission has been engaged in negotiations with neighboring states regarding the development of reciprocal agreements to provide for the remission of non-resident tuition for designated categories of students at state institutions. The purpose of the agreements is to provide additional educational opportunities for students by enabling them to attend public institutions in border states at the resident tuition rate.

Exploratory discussions have been held with officials in all neighboring states. Of the four, only Wisconsin has authorized an agency to enter into reciprocity agreements with other states. The Wisconsin Coordinating Council for Higher Education and the Commission have approved the basic elements of a proposed reciprocity agreement between the two states. In accordance with the enabling legislation, the proposed agreement has been referred to the governing boards of the state junior colleges, the state colleges, and the University of Minnesota for approval. The agreement, the basic elements of which are outlined beginning on page 10 of the Appendix, would become effective on an experimental basis in the summer of 1969. Strong interest has also been expressed by representatives of North Dakota in seeking passage of enabling legislation in that state during 1969.

JUNIOR COLLEGE RECOMMENDATIONS

The 1967 Legislature directed the Commission to review potential locations of future state junior colleges. As a result of hearings and studies conducted in recent months, the Commission is prepared to recommend to the Governor and the legislature that six new junior colleges be established by the 1969 Legislature and that said colleges be operative not later than 1974. This recommendation followed the evaluation of testimony presented by representatives

of 22 Minnesota communities and analysis of demographic and economic data as well as projections of the potential need for educational opportunities throughout the state. A fuller explanation of the procedures followed by the Commission begins on page 12 of the Appendix.

A detailed report to be issued prior to December 1, 1968, will recommend specific locations for the new institutions and assign priorities to their development. The comprehensive plan will spell out the criteria which are being employed by the Commission in its deliberations with regard to the designation of the new institutions.

As a consequence of the hearings and studies conducted by the Commission to assess possible needs for additional post-secondary educational opportunities in Minnesota, the necessity of undertaking a comprehensive analysis of post-secondary education needs in the seven-county metropolitan area became apparent. Many factors indicate that the problem of providing adequate and relevant post-secondary opportunities in the Twin Cities metropolitan area requires special assessment. Nearly one-half of the Minnesota residents who attended Minnesota colleges and universities as undergraduates in the fall of 1967 came from the seven-county metropolitan area and projections indicate that increasingly larger proportions of Minnesota's college-age population will be concentrated in that area in the future. Moreover, the impact of recently established junior colleges upon the metropolitan area as well as new programs for the culturally disadvantaged urban student at the Twin Cities campus of the University of Minnesota requires careful examination and evaluation. In addition, full consideration must be given to the proposal that an upper-division senior college

be established in the metropolitan area.

Accordingly, the Commission recommends that the 1969 Legislature make a special appropriation of \$50,000 to finance a thorough study of needs and alternative solutions for post-secondary education in the Twin Cities and the seven-county metropolitan area to be conducted by the Commission in cooperation with public and private post-secondary institutions.

FEDERAL PROGRAMS

As the result of federal programs for which the Commission has been given responsibility, Minnesota colleges and universities benefited from \$16,609,459 in federal funds during the Fiscal Years 1967 and 1968 and Minnesota residents received \$12,506,368 in low-interest, guaranteed student loans for financing their education in a college, university, or vocational school.

The federal programs for which the Commission has responsibility are the first programs of federal aid to higher education for which Congress has provided assistance through states, rather than directly to institutions of higher education without participation by a state agency in determining how federal funds should be utilized within the state. Thus, the Commission has the special responsibility of demonstrating, both to the federal government and to institutions of higher education, that participation of the state in the process of providing federal funds to support higher education is a workable and effective approach to federal funding. Feeling this responsibility keenly, the Commission has made every effort to administer

federal programs in such a way as to recognize the contributions of all institutions within the state, the needs of the citizens of Minnesota, and the interests and requirements of the federal government.

ACADEMIC FACILITIES PROGRAM

Awards of federal funds to support the construction of undergraduate academic facilities during the past two fiscal years totaled \$15,627,481. Of this amount, \$3,828,641 was reserved for 12 state junior college projects as required by law and \$11,798,840 was reserved to support 22 academic construction projects at other eligible institutions.

Construction grants are made by the U. S. Office of Education following action taken by the Commission to process applications and assign priorities to them in accordance with criteria ascribed in a state plan prepared by the Commission.

Of special significance to public officials is the fact that 76 per cent of the federal funds allocated for academic construction in Minnesota's colleges and universities during Fiscal Years 1967 and 1968 was awarded to public institutions. Most importantly, this contribution to public higher education in Minnesota was accomplished without denying funding to any of the state's private institutions which sought federal monies to aid in the construction of undergraduate academic facilities. A list of the grants which were awarded during Fiscal Years 1967 and 1968 appears on pages 18 through 21 of the Appendix.

COMMUNITY SERVICE AND CONTINUING EDUCATION PROGRAMS

Although building an effective statewide system of programs designed to apply the resources and expertise of institutions of higher education to the solution of community problems is necessarily a long-range undertaking, impressive progress has been made by the Commission toward that goal. During the past two fiscal years, 18 programs were initiated with assistance totaling nearly \$337,500 in federal funds.

During Fiscal Years 1967 and 1968, programs were directed toward meeting community needs through assistance in the general areas of (1) government and community leadership development, (2) community welfare services, and (3) increased public understanding of community problems and issues through the communication of knowledge and ideas. In the coming fiscal year, programs will be focused more specifically upon the areas of (1) economic analysis and public policy and (2) modernization of local government structure.

One or more programs in the system were conducted by the University of Minnesota, the state colleges, the state junior colleges, and the private colleges. A complete listing of the programs which were developed during each fiscal year and the amounts of support provided for each is included beginning on page 25 of the Appendix.

GUARANTEED STUDENT LOANS

The Higher Education Act of 1965 and the Vocational Student Loan Insurance Act of 1965 authorized programs of guaranteed loans to college and vocational students, respectively. The programs were designed to encourage private capital to fund student loans. Because Minnesota, one

of many states, did not have a state loan guarantee program and a reserve agency when the programs became operative, the Office of Education in Washington contracted with the United Student Aid Funds, Inc. (USAF), a private, nonprofit loan guarantee agency, to accept and administer the federal "seed" monies available as part of this legislation. Upon recommendation by the Higher Education Coordinating Commission, the Governor requested and obtained approval from the U. S. Commissioner of Education for Minnesota to obtain direct guarantee of student loans by the federal government when the federal "seed" monies deposited with USAF were exhausted. The federally insured student loan program has been operative in Minnesota since September 1967.

During the past two fiscal years, 16,443 guaranteed loans were made to Minnesota residents under the provisions of the college and vocational student loan programs. The loans totaled \$12,506,368. Of this amount, \$11,744,761 was lent to college students and \$761,607 was lent to vocational students. The average amount lent to college students was \$795 as compared with \$894 per loan for vocational students. Estimates indicate that loans in excess of \$5,200,000 were made to college and vocational students during the first quarter of the current fiscal year. More complete information on the guaranteed student loan program appears on page 35 of the Appendix.

INSTRUCTIONAL EQUIPMENT PROGRAM

The equipment grant program provides funds for projects to improve the quality of undergraduate classroom instruction. The grants, which must be matched with institutional funds, are to aid in the acquisition of laboratory and other special equipment and television equipment for closed-circuit direct instruction.

During Fiscal Years 1967 and 1968, \$644,808 was allotted to Minnesota under Title VI of the Higher Education Act of 1965. Of this amount, \$578,103 was awarded to 38 institutions to support the purchase of laboratory and other special equipment while \$66,705 was awarded to fund 11 closed-circuit television projects. Additional information on the equipment grants program appears on page 39 of the Appendix.

A P P E N D I X

to the

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October 1968

MINNESOTA STATE SCHOLARSHIPS

Chapter 136A.09 Minnesota Statutes 1967

The Minnesota State Scholarship Program was created by the 1967 Legislature to identify talent, recognize scholarship, encourage college attendance and provide financial assistance to those state residents who are highly qualified for higher educational training but who lack the financial resources to attend the college of their choice in the state. An appropriation of \$250,000 was provided for first-year scholarships for students entering college in the fall of 1968. Responsibility for administration of the Scholarship Program was assigned to the Commission.

The legislation provided that in order to be eligible for consideration for a first-year scholarship, a student applicant must:

1. be a United States citizen and a resident of the State of Minnesota at the time of the closing date for filing an application for a state scholarship;
2. rank in the upper quarter of his class at the end of the sixth semester or junior year of his high school studies;
3. have demonstrated capacity for superior achievement at the college level in the major field of study of his choice;
4. have met or be able to meet the requirements for admission as a full-time student to an eligible college of his choice;
5. not have had any previous post high school college training or equivalent;
6. begin his studies at an eligible college prior to his 25th birthday.

Scholarships, with stipends assignable in terms of demonstrated financial need, range from \$200 to \$800 annually. A monetary award may not exceed the basic cost of tuition and regularly assessed fees plus a book and supply allowance of \$100. Honorary awards are assignable to candidates

to qualify in all respects required for the monetary award winner except for financial need.

Scholarships are assignable for one academic year, but are renewable annually until a total of eight semesters or twelve quarters or their equivalent have been covered, or a baccalaureate degree obtained, whichever occurs first within five years from entrance into the program. To be eligible for renewal of a monetary scholarship or for consideration of such scholarship, the student must:

1. file a formal application at the annual renewal date;
2. have successfully completed the academic work of the preceding year at an eligible college or university;
3. attend in the succeeding year an eligible college or university;
4. continue to be a United States citizen and a resident of the state of Minnesota;
5. show a continuing need for financial assistance.

Pursuant to the Administrative Procedures Act, the Commission prescribed, promulgated and adopted "Rules and Regulations Relating to Minnesota State Scholarships" which were subsequently approved by the Attorney General and filed with the Secretary of State and Commissioner of Administration. The Commission also adopted criteria to serve as guides in determining the eligibility of Minnesota colleges and universities to participate in the Minnesota State Scholarship Program. The eligibility of each college and university in Minnesota was subsequently examined and determined by the Commission and a list of institutions currently eligible for participation was established.

The Scholarship Program was publically announced in early November 1967. Application forms and related materials were distributed to all senior high

schools in Minnesota. All eligible and interested seniors were invited to file applications. To be eligible for consideration, they were required to rank in the upper one-fourth of their high school class.

Completed applications were received from 5,468 qualified students (2,195 men, 3,273 women). The applications were submitted through guidance counselors in 474 senior high schools. The median high school rank of the qualified applicants was at the 91st percentile; 1,414, or 25.9 per cent of the applicants had a high school rank at the 96th percentile or above. On the Minnesota Scholastic Aptitude Test (MSAT) which measures college potential, 1,243, or 22.7 per cent of the applicants, scored at the 94th percentile or above. The median score on the MSAT for all applicants was at the 82nd percentile.

Qualified applicants were ranked in order of their Selection Score (SS) which was a composite of their high school rank (HSR) and Minnesota Scholastic Aptitude Test stated in percentiles and weighed equally. With a maximum HSR of 99 and a maximum MSAT of 99, the maximum Selection Score was 198.

From this superior group of qualified candidates, thus ranked, the top 1,636 were named semifinalists or continuing candidates. These candidates achieved selection scores of 183 or above. The median HSR of the semifinalists was at the 97th percentile and their median MSAT was at the 96th percentile. Each of the 1,636 semifinalists was notified directly and asked to provide the financial data required by the Commission for final determination of scholarship awards.

Needs analysis reports on semifinalists received from the College Scholarship Service, Princeton, New Jersey, were carefully reviewed by a

panel of nine professional student financial aid administrators representing
s many public and private colleges in the state.

Winners of Minnesota State Scholarships were selected from the list of semifinalists in order of rank by Selection Score. They were assigned monetary or honorary scholarships appropriate to their demonstrated need for financial assistance to attend the Minnesota college of their choice. The funds available, \$250,000, enabled the Commission to designate the top 793 of the semifinalists as winners. Of these, 79 students declined the offer because they had then decided to attend an ineligible school or to defer college for military or personal reasons. Of the 714 winners, 297 were offered honorary scholarships and 417 were offered monetary scholarships.

Winners had a Selection Score of 191 and above. The median SS of the winners was 195. Their median HSR was at the 98th percentile and their median SAT was at the 98th percentile.

INTER-INSTITUTIONAL EDUCATIONAL TELEVISION

The 1967 Legislature appropriated \$350,000 for experimentation and pilot programs in inter-institutional educational television. The appropriation was in response to recommendations presented in the Inter-Institutional Television Feasibility Study, which study was authorized by the 1965 Legislature in order to determine the potential usefulness of inter-institutional educational television as a service to higher education in Minnesota.

The cost of implementing the recommendations of the Feasibility Study was estimated to be \$2,712,134. Accordingly, the legislation authorizing an appropriation for a more limited program reduced the number of experimental regional television production centers from nine to two and provided that seven experimental classroom television production centers be located at state-supported institutions of higher education. The Commission was directed to determine the location of the regional production centers and the classroom production units. However, the legislation did specify that one of the regional television production centers should be located at a state college.

Two advisory committees were established to aid the Commission in fulfilling various aspects of its responsibilities under the legislation. The Television Advisory Committee, comprised of two representatives from each segment of higher education, was organized to provide the Commission with a broad view of the total needs and priorities of higher education with respect to inter-institutional television. That committee was concerned with establishing guidelines for the selection of sites for the regional production centers.

The second group, the Television Coordinators Committee, was comprised of persons from various institutions who work with or are associated with the operation of

of instructional television. The latter committee advised the Commission on technical considerations such as the development of experimental classroom production units and the purchase of compatible and efficient equipment.

The Television Policy Advisory Committee thoroughly reviewed extensive information which was collected on the television capacity and potential of each of the eligible institutions from which there was an expression of interest in being designated as a regional production center. After consideration of all of the alternatives, the committee, and subsequently the Commission, decided that the two experimental centers should be located at Mankato State College and Moorhead State College. While the choice was difficult to make, the two colleges selected seemed to offer the greatest potential in terms of the criteria which had been predetermined. These criteria concerned (1) the scope of current television programming and equipment inventory, (2) adequacy of short-range television planning, (3) adequacy and nature of long-range planning, (4) inter-institutional relations relevant to television, (5) prospects that a regional center would strengthen both the host institution and cooperating institutions, and (6) institutional assurance of space, staff, and programming support. Approximately \$105,000 has been invested in television equipment for installation at each of the production centers.

Following the selection of Moorhead State College and Mankato State College as regional production centers the other public four-year institutions were contacted to determine if they wished to assume responsibility for the development of a classroom production unit. All seven of the following institutions responded positively: Bemidji State College, St. Cloud State College, Southwest State College, Winona State College, and the Duluth, Morris, and Twin Cities

campuses of the University of Minnesota,

In keeping with legislative intent that the experimental classroom units be truly experimental in character, it was agreed that the various systems would be structured to meet specifically defined local conditions and, where practical, be integrated with existing facilities. Because of the emphasis on providing faculty experience and opportunities for experimentation, the production units will, in most instances, have a degree of portability and usefulness in classrooms and laboratories for student self-evaluation, image magnification, and similar applications normally not found in studio facilities. Furthermore, each classroom unit will have at least one compatible video tape recorder. Costs for purchase and installation of equipment for each of the experimental classroom units are expected to average about \$20,000.

Production centers and classroom units are expected to be operational early in the 1968 fall term. At that time, members of the staff, in conjunction with the Television Coordinators Committee, expect to visit installations and make preliminary evaluations regarding effectiveness both in terms of educational objectives and operational efficiency.

INTERSTATE AGREEMENTS

Chapter 136A.08

Minnesota Statutes 1967

The 1967 Legislature authorized the Commission to negotiate interstate agreements in order to provide opportunities for students from border states to attend Minnesota public institutions of higher education at the resident tuition rate in exchange for the provision of similar arrangements for Minnesota students who wish to attend public institutions in border states. The legislation indicates that the agreements, which may provide for the remission of nonresident tuition for designated categories of students at state institutions, shall have as their purpose the mutual improvement of educational advantages for residents of Minnesota and the border states which are a party to such agreements. The legislation further provides that approval must be received from the State College Board, the State Junior College Board, and the University of Minnesota Board of Regents for any such programs involving students attending their respective institutions.

During the past two years, Commission activities in the area of interstate agreements have been twofold: (1) Commission staff members were instrumental in preparing the format as well as statistical data for the Midwestern Conference on Collegiate Level Student Exchange Across State Lines, and (2) exploratory discussions have been held with representatives of each of the bordering states regarding the development of reciprocal arrangements.

The Conference on Collegiate Level Student Exchange, which was sponsored by the Midwestern Conference of The Council of State Governments, provided a

forum for educational and legislative leaders from the twelve-state region to discuss, in hopes of resolving, problems common to the exchange of students among the states. In addition, it provided opportunities for the states to pool information regarding the in-migration and out-migration of students so that a comprehensive understanding of the migration patterns of students in the twelve-state region might be gained. Most importantly, task forces working at the conference developed principles to serve as guidelines for states wishing to establish reciprocal agreements.

Results of exploratory discussions with representatives of border states have been varied. Of the four neighboring states, only Wisconsin has authorized an agency to enter into agreements with representatives of neighboring states. The possibility of the remaining states seeking enabling legislation so that agreements might be arranged has also been discussed and was met with considerable interest by representatives from North Dakota.

Numerous discussions were held with representatives of the Wisconsin Coordinating Council and, in compliance with the Minnesota enabling legislation, with representatives of the State College Board, the State Junior College Board, and the University of Minnesota Board of Regents. The basic elements of a proposed reciprocity agreement between Wisconsin and Minnesota have been approved by the Wisconsin Coordinating Council and the Commission. The proposal, which follows, has been referred to the State Junior College Board, the State College Board, and the University of Minnesota Board of Regents for final action:

(1) Duration of the Agreement. The plan to be implemented under the agreement would be regarded as an experimental step that will provide experience to be taken into account in formulating a permanent agreement. This agreement will become effective at the beginning of the 1969 summer session of the institutions involved and will be reviewed at the end of the second year.

(2) Scope of the Plan - Students. All undergraduate students whose place of residence is within 35 miles of the Minnesota-Wisconsin border would be covered by the agreement, regardless of the program or level for which the student is enrolled or wishes to be enrolled. The sending state would determine the residency status of a person living in that state.

(3) Scope of the Plan - Institutions. All state-controlled higher education institution campuses, except vocational schools, which are located within 35 miles of the border would be covered by the agreement without regard for type of institution. Students attending an institution across the state line would be permitted to participate in this compact provided they attend an institution which is not more than 35 to 40 miles from the student's place of residency. The coordinating agency in the sending state will determine the eligibility of students insofar as the distance factor is concerned.

(4) Purpose and Nature of the Plan. The purpose of the agreement would be to improve the availability and accessibility of higher education opportunities for those Minnesota and Wisconsin residents who are covered by the agreement. This will be accomplished by granting entrance to institutions of the neighboring state according to the same terms and conditions which govern entrance to those same institutions by residents of the state which controls those institutions. A Minnesota resident who resides in the area specified under the agreement could attend any Wisconsin institution which is located within the area specified under the agreement on the same basis as any Wisconsin resident can attend that same institution. A Wisconsin resident who resides in the area specified under the agreement could attend any Minnesota institution which is located within the area specified under the agreement on the same basis as any Minnesota resident can attend that same institution. The Minnesota resident would be required to meet those admission and performance requirements which are applicable to Wisconsin residents, and the Wisconsin resident would be required to meet those admission and performance requirements which are applicable to Minnesota residents. Those charges for tuition and fees which apply to Wisconsin residents would also be applied to the Minnesota resident. Those charges for tuition and fees which apply to Minnesota residents would also be applied to the Wisconsin resident.

(5) Magnitude of the Plan. The intent of the plan would be to provide for an approximately equal total number of students crossing the border in each direction. Under this agreement the total number of Minnesota students attending Wisconsin institutions granted in-state residency status would equal the total number of Wisconsin students attending Minnesota institutions. The maximum number of students to be granted residency status would be determined by the two state coordinating agencies on or before January 2nd of each year. Summer school enrollment allocations under this agreement will be determined separately from the academic year enrollments. In the event that the number of students wishing to attend institutions in the neighboring state should exceed the maximum provided under the agreement, the sending state would determine which students should be included under the arrangement. The allotment of students to each institution will be determined by the coordinating agency of the receiving state.

STATE JUNIOR COLLEGE RECOMMENDATIONS

Chapter 868, Section 29
1967 Laws of Minnesota

The 1967 Legislature directed the Commission to review potential locations of future state junior colleges and to report its recommendations to the legislature by December 1, 1968. The legislative charge indicated that the Commission should determine:

- (1) The effective area of service which can be efficiently provided for by state junior colleges serving as commuter institutions;
- (2) minimum and maximum recommendations for enrollments at state junior colleges so as to provide quality programs with operational efficiency and economy;
- (3) the projected demand for state junior colleges measured against potential enrollment at all institutions of higher education, including but not limited to, the University of Minnesota, state colleges, and state junior colleges; and
- (4) recommendations as to the number and location of state junior colleges needed in Minnesota through the year 2000.

The Commission was specifically instructed to apply the above criteria to those communities listed in the report of the State Junior College Board to the 1967 Legislature and to those communities for which bills requesting junior colleges were introduced during the 1967 legislative session. In addition, the Commission was directed to evaluate the community-area of Fairmont which was tentatively designated as a location for a future state junior college.

Two approaches were adopted by the Commission in order that the responsibilities outlined in the legislation might be fulfilled as thoroughly as possible. First, the Commission scheduled a series of public hearings at which representatives of interested communities were invited to present testimony relating to the need for additional higher education opportunities in their respective areas or communities. Second, staff members of the Commission engaged in a program of research aimed at providing objective and comparable data relative to the criteria spelled out in the legislation.

Representatives of 22 communities met with members of the Commission for an hour or more each to discuss their assessment of the need for additional state junior colleges. At that time, community officials provided written and oral statements relating to the current availability of post-secondary opportunities for the youth of their community and, especially, the availability which is deemed necessary to meet future demands for educational opportunities in that area. Included among the communities which were represented in meetings with the Commission were:

Alexandria	Mora
Braham	New Ulm
Cambridge	Owatonna
East Grand Forks	Parkers Prairie
Fairmont	Park Rapids
Faribault	Pine City
Hutchinson	Red Wing
Little Falls	Sauk Centre
Long Prairie	Sleepy Eye
McLeod County	Springfield
Montevideo	Wadena

Staff research of factors relative to the criteria enumerated in the legislation has been extensive. Among the data compiled for consideration by Commission members has been such information as: (1) populations of

communities under consideration, (2) their locations in terms of distance to current post-secondary institutions, (3) the populations of counties by age groups, (4) the numbers of high school graduates by local, county, and planning area designations, and (5) information about trade centers.

The latter data, which includes such variables as (a) projected and observed growth, (b) bank deposits, loans, and debits, and (c) the value of retail trade have been used to give some indication of the economic conditions which prevail in the communities under consideration.

Especially necessary for assessing the future needs of post-secondary opportunities in Minnesota are the projections which staff members have prepared. These include projections by economic planning area to the year 1980 of numbers of 18 year olds, numbers of 18-21 year olds, and numbers of high school graduates as well as projections to the year 2000 of the numbers of post-secondary students to be enrolled at various educational levels.

In their review of the testimony presented by representatives of 22 Minnesota communities and the extensive data developed and compiled for their use, Commission members have agreed that the present need for additional educational opportunities at the junior college level necessitates that the Commission recommend the establishment of six new junior colleges to be operative not later than 1974. Current Commission deliberations are concerned with determining what priorities are to be assigned to the communities to be recommended at this time. A special report to be issued by the Commission prior to December 1, 1968, will contain specific recommendations for the establishment of six junior colleges prior to 1975.

GRANTS FOR CONSTRUCTION OF UNDERGRADUATE ACADEMIC FACILITIES

Title I

Higher Education Facilities Act of 1963

Federal grants are awarded under the academic facilities program to assist in financing the construction, acquisition, or rehabilitation of classrooms, laboratories, libraries, and related facilities. The construction of academic facilities, either alone or together with other construction to be undertaken within a reasonable time, must result in a substantial expansion or creation of urgently needed student enrollment capacity or capacity to carry out on-campus extension and continuing education programs. The grants, which must be matched with institutional funds, are made available to both public and private institutions.

As the agency designated by the Minnesota Legislature to administer the program, the Higher Education Coordinating Commission developed a state plan which was approved by the U. S. Office of Education. The plan sets forth basic criteria for determining the relative priorities of eligible projects, objective standards and methods of determining the federal share of a project, the closing dates for filing applications, as well as other procedures for processing applications.

Federal legislation distinguishes two categories of projects: (a) construction by public community colleges and public technical institutes, and (b) construction by institutions of higher education other than public community colleges and public technical institutes. In addition, the federal regulations require that a distinction be made between new and established institutions. Accordingly, four different sets of criteria are established by the State Plan.

Of the total federal funds which are appropriated for grants to aid in the construction of undergraduate academic facilities, between 22 and 25 per cent is reserved for public community colleges and allotted to the states on the basis of per capita income and number of high school graduates. The remainder of the appropriation is reserved for *other* institutions of higher education and is allotted to the states on the basis of proportionate higher education and high school enrollments. During the past two fiscal years, allotments to Minnesota's institutions of higher education totaled \$15,627,481. Of this amount, \$3,828,641 was reserved for the state junior colleges and \$11,798,840 was available to support academic construction at all other eligible institutions in the state. Because of reductions in the appropriation for fiscal year 1968, the Minnesota allocation for that year was 42 per cent less than the allocation for the previous year. During fiscal year 1968, the allotment for Minnesota was \$5,742,886 as compared with \$9,884,595 in the prior year. The following table shows the allocations to Minnesota during each fiscal year since the establishment of the Commission.

TOTAL APPROPRIATIONS AND MINNESOTA ALLOTMENTS

	Fiscal Year 1966	Fiscal Year 1967	Fiscal Year 1968	TOTAL
TOTAL APPROPRIATION	\$458,000,000	\$453,000,000	\$267,000,000	\$1,178,000,000
Public Community Colleges	100,760,000	99,660,000	67,000,000	267,420,000
Other Institutions	357,240,000	353,340,000	200,000,000	910,580,000
MINNESOTA ALLOTMENT	\$ 10,048,249	\$ 9,884,595	\$ 5,742,886	\$ 25,675,730
Public Community Colleges	2,401,883	2,336,993	1,491,648	6,230,524
Other Institutions	7,646,366	7,547,602	4,251,238	19,445,206

Construction grants are awarded to institutions after priorities are assigned and eligible federal shares are determined. The federal share of construction by public community colleges may not exceed 40 per cent of the eligible development cost, whereas the federal share of construction by other institutions of higher education may not exceed 33 1/3 per cent or a maximum of \$1,000,000. During fiscal year 1967, 22 academic construction projects received a total of \$9,884,595, of which \$2,336,993 was awarded to 10 state junior college projects. During fiscal year 1968, a total of \$5,742,886 was awarded to 12 construction projects of which two were state junior college projects whose federal shares exceeded the \$1,491,648 which was available. The following table indicates the numbers of projects and the amounts awarded to each category of institution during each of the past three fiscal years.

NUMBER OF PROJECTS AND AMOUNTS AWARDED

	Fiscal Year 1966	Fiscal Year 1967	Fiscal Year 1968	Total to Date
NUMBER OF PROJECTS FUNDED	20	22	12	54
Public Community Colleges	6	10	2	18
Other Institutions	14	12	10	36
GRANTS AWARDED	\$10,048,249	\$9,884,595	\$5,742,886	\$25,675,730
Public Community Colleges	2,401,883	2,336,993	1,491,648	6,230,524
Other Institutions	7,646,366	7,547,602	4,251,238	19,445,206

Public institutions submitted 67 per cent of the total number of projects which have been funded to date and received approximately 67 per cent of the funds that were available. The following table shows the distribution between public and private institutions by numbers and per cent of the projects which were funded.

It also demonstrates the distribution by number and per cent of funds that were awarded,

	NUMBER AND PER CENT OF PROJECTS				AMOUNT AND PER CENT OF FUNDS AWARDED			
	Public Institutions		Private Institutions		Public Institutions		Private Institutions	
	Number	Per Cent	Number	Per Cent	Amount	Per Cent	Amount	Per Cent
Fiscal Year 1966	11	55	9	45	\$5,225,126	52	\$4,823,123	48
Fiscal Year 1967	17	77	5	23	\$7,310,119	74	\$2,574,476	26
Fiscal Year 1968	8	67	4	33	\$4,595,645	80	\$1,147,241	20
TOTAL	36	67	18	33	\$17,130,890	67	\$8,544,840	33

GRANTS AWARDED DURING FISCAL YEARS 1967 and 1968. The Commission assigned priorities and made the following recommendations to the U. S. Office of Education during the past two fiscal years.

<u>FISCAL YEAR 1967</u>		
<u>OTHER INSTITUTIONS</u>	<u>Grant</u>	<u>Project Description</u>
Bethany Lutheran College	\$43,251	Renovation of portions of a classroom building previously ineligible for federal funds.
College of St. Catherine	\$1,000,000	Classroom buildings and auditorium for visual and theatre arts estimated to cost \$4,338,544.
College of St. Thomas	\$951,524	Classroom-faculty office building estimated to cost \$2,854,572.

Other Institutions (continued)

Concordia College, Moorhead	\$283,333	Humanities instruction complex estimated to cost \$850,000.
Gustavus Adolphus College	\$296,368	Supplemental application for fine arts building expected to cost \$2,863,900.
Moorhead State College	\$350,000	Classroom building estimated to cost \$1,050,000.
Southwest State College	\$1,000,000	Portions of the first phase of construction which were previously ineligible for federal funds.
St. Cloud State College	\$1,355,795	Library expected to cost \$4,160,000.
St. Cloud State College	\$333,333	Classroom building estimated to cost \$1,000,000.
University of Minnesota Minneapolis-St. Paul	\$801,518	Chemistry classroom building expected to cost \$5,930,000.
University of Minnesota Minneapolis-St. Paul	\$500,000	Veterinary medicine addition to cost \$1,500,000.
Winona State College	\$632,480	Music-speech classroom building to cost \$1,911,000,
TOTAL	<u>\$7,547,602</u>	

PUBLIC COMMUNITY COLLEGES:

Anoka-Ramsey State Junior College	\$192,000	Activities building estimated to cost \$500,000.
Brainerd State Junior College	\$86,398	Supplemental share for purchase of a \$534,642 campus.
Brainerd State Junior College	\$40,944	Activities building estimated to cost \$350,000.
Fergus Falls State Junior College	\$134,000	Activities building estimated to cost \$350,000.
Hibbing State Junior College	\$152,000	Activities building estimated to cost \$400,000.
Itasca State Junior College	\$33,519	Supplemental share for remodeling the North Central School of Agriculture

Public Community Colleges (continued...)

Mesabi State Junior College	\$152,000	Activities building estimated to cost \$400,000.
Rochester State Junior College	\$332,000	Activities and classroom buildings estimated to cost \$850,000.
Normandale State Junior College	\$860,000	New campus estimated to cost \$2,219,015.
Willmar State Junior College	\$354,132	Campus facilities estimated to cost \$900,000.
TOTAL	\$2,336,993	

FISCAL YEAR 1968

OTHER INSTITUTIONS

<u>Institution</u>	<u>Grant</u>	<u>Project Description</u>
Concordia College, Moorhead	\$ 62,092	Supplemental request for Humanities complex estimated to cost \$1,036,276.
Gustavus Adolphus College	\$821,780	Library estimated to cost \$2,490,342.
Gustavus Adolphus College	\$40,236	Supplement grant for fine arts building estimated to cost \$2,983,710.
Southwest Minnesota State College	\$919,896	Science, technology, and lecture center estimated to cost \$3,473,000.
St. Olaf College	\$223,133	Renovation of classroom building expected to cost \$669,400.
University of Minnesota, Duluth	\$330,000	Classroom building estimated to cost \$990,000.
University of Minnesota, Duluth	\$482,392	Performing arts building estimated to cost \$1,650,000.
University of Minnesota, Duluth	\$86,666	Lecture halls estimated at \$260,000.
University of Minnesota, Minneapolis	\$798,377	Auditorium classroom building estimated to cost \$2,875,000.

Other Institutions: (continued.....)

University of Minnesota, Morris	\$486,666	Physical education building estimated to cost \$1,500,000.
TOTAL	\$4,251,238	

PUBLIC COMMUNITY COLLEGES:

<u>Institution</u>	<u>Grant</u>	<u>Project Description</u>
Lakewood State Junior College	\$841,796	College campus estimated to cost \$2,150,000.
North Hennepin State Junior College	\$649,852	College campus estimated to cost \$2,150,000.
TOTAL	\$1,491,648	

HIGHER EDUCATION FACILITIES
COMPREHENSIVE PLANNING GRANTS

Section 105 of the Higher Education Facilities Act of 1963
(as amended by Section 3 of P. L. 89-752)

In order to encourage wise use of the limited funds that are available from institutional, local, state, private, and federal sources to support construction of higher education facilities, federal legislation provides grants for use in developing continuous systems for comprehensive facilities planning at the institutional and state levels. As the agency designated to administer the Higher Education Facilities Act of 1963 in Minnesota, the Commission automatically assumes responsibility for directing activities authorized by the comprehensive planning grants.

The legislation intends that participation in comprehensive planning activities, although on a voluntary and cooperative basis, shall extend to both public and private institutions in a state. The activities are expected to be comprehensive in scope and directed toward the preparation of statistical data regarding construction needs, rather than the preparation of actual specifications for construction. The following types of information are considered relevant to construction needs: (a) detailed data on the inventory and utilization of existing facilities and (b) sound projections of enrollment, programs, staff requirements, and budget requirements.

The following program of facilities planning activities was undertaken by the Commission during the past fiscal year:

1. Assessment of the amount and nature of existing facilities at all institutions of higher education in Minnesota through an inventory of space in present physical facilities.

2. Determination of the use of existing facilities through a space utilization study.
3. Estimation of the need for additional facilities based upon analysis and projection of present and future demands for higher education.
4. Provision for the continuous assessment of space needs through the development of a system of uniform data collection necessitating the establishment of a data bank of basic information and the preparation of procedural manuals designed to provide for uniformity and consistency in data collection.

Collecting and analyzing information regarding physical facilities from all of the public and private institutions in Minnesota represents a monumental undertaking. In spite of the magnitude of the task in terms of the effort required on the part of both the colleges and universities and Commission personnel, to date, survey forms have been returned from 52 of the 60 institutions that were requested to participate in the study.

The facilities inventory and utilization study will record information by building, institution, and educational system and will present totals for the state as a whole. Among the questions which analyses of survey data will be expected to answer are the following: What facilities are available in terms of number, cost, and size for each institution, system and the state as a whole? What kind of space is available in terms of its condition, and the functions and/or subjects for which it is used? How much are various spaces used in terms of the rooms and student stations which are available during the regular and extended week? What are the purposes for

which space is used in terms of the level of the students and the type of instruction for which the space is used?

Although the data compiled in the facilities inventory and utilization study will require periodical updating and special studies of unique problems, the information gathered during the past year will provide the basis for the first extensive analysis of space needs in Minnesota's institutions of higher education. Following the electronic processing of the data which has been collected, printouts will be forwarded to participating institutions. In many instances, the information contained in these printouts will represent the most exhaustive information regarding facilities use that representatives have had available about their own institutions. In addition, data cards will be made available to participating institutions for use in any special studies that an institution may wish to conduct.

Research efforts in conjunction with the comprehensive planning grant during the past year have also resulted in the collection and analysis of descriptive and evaluative data on Minnesota post-secondary education. The research was initiated in such a way as to provide the beginnings of a comprehensive data system comprised of information relating to population and enrollments, professional personnel, finances, and programs.

GRANTS FOR COMMUNITY SERVICES AND CONTINUING EDUCATION PROGRAMS

Title I

Higher Education Act of 1965

Under the Community Services Program, federal funds provide partial support for a state-wide system of community service and continuing education programs undertaken by colleges and universities to assist in the solution of community problems in such areas as housing, poverty, government, recreation, employment, youth opportunities, transportation, health and land use. Institutions of higher education, both public and private, are encouraged to use their facilities and personnel to help solve problems of community living--- with the accent on new concepts, new approaches, and new programs.

Federal legislation and regulations require each state to designate an agency, not only to administer, but also to prepare a state plan to guide the evaluation and selection of programs submitted by colleges and universities for federal financial assistance. The state plan, which was developed by the Commission, describes the criteria and procedures for selecting community problems and programs aimed at solving such problems, the criteria and procedures for selecting colleges and universities to conduct programs, the provisions for review and evaluation of programs by the Commission, and the policies under which the Commission makes funds available to participating colleges and universities.

In addition, the Commission is annually required to develop a program plan which describes the problems to which the statewide system of community service programs will be directed during the coming year. Institutions are thus encouraged to assign first priority to the development of programs intended to solve the community problems identified in the annual program plan. In

this way, federal funds and the resources of colleges and universities may be brought to bear upon the state's most pressing community problems. The priority areas which have been identified for Fiscal Year 1969 are: (1) economic analysis and public policy and (2) modernization of local government structure. Whenever possible, institutions are encouraged to develop programs which employ the existing social and economic structure.

To assist the Commission in the administration of the community services program, two advisory committees have been established. The first, the Consultants Panel, is composed of 16 professionals experienced and knowledgeable in the fields of urban problems. Through the work of this panel, community problems in Minnesota have been identified and priority recommendations have been established for consideration in evaluating and allocating federal funds. The second advisory unit is the Technical Review Panel which is composed of 14 faculty representatives from institutions of higher education. Each member represents a different discipline related to urban and community problems such as economics, law, and political science. The role of this panel is to review applications, to recommend program allocations, and to evaluate current and past programs.

Federal allocations to Minnesota to support community service programs have averaged about \$187,000 during each of the past three fiscal years. During the period, however, a significant change has occurred in the amount of state and local funds required to match federal funds. During fiscal years 1966 and 1967, 75 per cent of the eligible costs of administering the system and of conducting the programs was paid from federal funds. In Fiscal Year 1968, the percentage of such costs that could be paid from federal funds dropped to 50 per cent.

Nearly \$337,500 in federal funds was awarded to colleges and universities during the past two fiscal years to support 18 community service programs that were selected from 45 proposals which were submitted. During that period, about \$292,997, or 87 per cent of the federal funds, was allocated to projects conducted by public four-year colleges and universities. Approximately 12 per cent of the funds was awarded to private colleges and universities while only one per cent of the federal funds available during the period was awarded to state junior colleges. The large percentage of federal funds that was allocated to public four-year colleges and universities was a result primarily of the fact that those institutions submitted a larger number of proposals, many of which requested larger amounts of federal assistance, than did other types of institutions. The tables which follow contain numerical and percentage data relating to the amount of federal grants awarded to various types of institutions and the distribution of proposals submitted by various types of institutions.

AMOUNT OF FEDERAL GRANTS BY TYPE OF INSTITUTION, FISCAL YEARS 1966, 1967, and 1968

Types of Institutions	1966		1967		1968		Total Grants	Per Cent of Total
	Grants	Per Cent of Total	Grants	Per Cent of Total	Grants	Per Cent of Total		
Private Colleges and Universities	\$82,541	44.4	\$40,439	23.7	---	---	\$122,980	23.5
Public 4-Year Colleges and Universities	103,230	55.6	126,297	73.9	\$166,700	100.0	396,227	75.7
State Junior Colleges	---	--	4,050	2.4	---	---	4,050	0.8
TOTALS	\$185,771	100.0	170,786	100.0	\$166,700	100.0	523,257	100.0

DISTRIBUTION OF ALL PROJECT PROPOSALS SUBMITTED BY TYPE OF INSTITUTION, FISCAL YEARS, 1966, 1967, and 1968

Type of Institution	1966		1967		1968		Total Proposals	Per Cent of Total
	No. of Proposals	Per Cent of Total	No. of Proposals	Per Cent of Total	No. of Proposals	Per Cent of Total		
Private Colleges and Universities	4	25.0	2	11.1	2	7.4	8	13.1
Public 4-Year Colleges and Universities	12	75.0	15	83.3	23	85.2	50	82.0
Private and Public Combined	--	--	--	--	1	3.7	1	1.6
State Junior Colleges	--	--	1	5.6	1	3.7	2	3.3
TOTALS	16	100.0	18	100.0	27	100.0	61	100.0

NTS AWARDED DURING FISCAL YEARS 1967 AND 1968. Federal funds were allocated to support the following programs during the period:

FISCAL YEAR 1967

*Community Planning Leader Development
in Southern Minnesota*

	<u>Grant Amount</u>	<u>Total Cost of Program</u>
Mankato State College	\$12,375	\$16,500

Seminars were held for local governmental leaders to develop an awareness of community problems, resources available to help solve community problems, and an acquaintance with personnel available to help solve these problems.

*Community Seminars on Juvenile
Behavior Problems*

	<u>Grant Amount</u>	<u>Total Cost of Program</u>
Mankato State College	\$12,250	\$18,180

Program objective was to motivate citizen responses to problems of youth in southern Minnesota communities through strengthening school and community educational programs associated with sex behavior and alcohol and drug abuse.

*Northern Minnesota Human
Resource Development*

	<u>Grant Amount</u>	<u>Total Cost of Program</u>
Bemidji State College	\$5,085	\$ 6,780

Program was designed to help people learn how to develop the leadership abilities necessary for improved self-government and to acquaint them with the techniques of group leadership through effective interpersonal relationships and simple problem solving.

*Establishment of a Program for
Continuing Education in Urban
Affairs for Minnesota*

	<u>Grant Amount</u>	<u>Total Cost of Program</u>
University of Minnesota	\$31,428	\$42,035

Program was designed to help adults learn more about pressing problems of urban life by providing a clearing house for educational material and activities in the urban affairs field and assisting agencies, institutions, or individuals who can and will educate other individuals.

*University Program in
Social Welfare*

	<u>Grant Amount</u>	<u>Total Cost of Program</u>
University of Minnesota	\$18,052	\$24,069

Program objective was to effect better social welfare services for the state of Minnesota through the further development of a continuing education program for social welfare workers.

*Pilot Program to Assist Disadvantaged
Families with Problems of Home and Family*

	<u>Grant Amount</u>	<u>Total Cost of Program</u>
University of Minnesota	\$21,238	\$28,317

Program was designed to aid disadvantaged families in increasing their abilities to cope with problems of everyday family life and homemaking by increasing knowledge of nutrition and health and ability to manage time and money to reach realistic family goals.

*Pilot Project in the Training of Prison
Correctional Officers in other than
custodial Skills*

	<u>Grant Amount</u>	<u>Total Cost of Program</u>
University of Minnesota	\$10,564	\$14,085

Program objectives were to inform the correctional officer of the present state of corrections and his place in that system and to improve the correctional officer's ability to communicate with his colleagues, superiors, and inmates.

Women's Continuing Education Program

	<u>Grant Amount</u>	<u>Total Cost of Program</u>
North Hennepin State Junior College	\$4,050	\$5,401

Program objective was to encourage more women "over 21" to continue their education by offering counseling and assistance in program planning.

*A Program for Sustained Town Meetings in
Minnesota, Major Metropolitan Areas*

	<u>Grant Amount</u>	<u>Total Cost of Program</u>
Augsburg College	\$40,439	\$80,877

A community organization called the "Minnesota Project" sponsored an intensive community extension program on problems of the city in the Twin City Metropolitan Area. It sought to link the resources of the institutions of higher education and the community by evoking citizen discussions of community problems. Town Meeting represents an effort to combine mass media and small group discussions working through the existing organizations, schools, neighborhood groups, and the mass media. The purpose of this project was to determine the feasibility

of mobilizing vast resources in the community to generate a "pooled communications system" in order to enable individuals to participate in determining their own future.

*Workshop for State and Local Leaders
in Community Resource Development*

University of Minnesota	<u>Grant Amount</u>	<u>Total Cost of Program</u>
	\$15,305	\$20,407

Program objective was to improve and coordinate efforts in resource development within the state by helping leaders understand major socio-economic trends and conditions and by helping leaders recognize some of the concepts, potentials, difficulties and technical requirements of resource development.

FISCAL YEAR 1968

*A Demonstration Program of Coordination
Between Educational Institutions and
Community Planning Agencies in N. E.
Minnesota*

	<u>Grant Amount</u>	<u>Total Cost of Program</u>
University of Minnesota, Duluth	\$12,574	\$25,147

Program is intended to coordinate the resources of the educational institutions in northeastern Minnesota with the efforts of other community service agencies in order to more effectively deal with some of the problems in that area.

*Demonstration Project: Urban
Extension Agent*

	<u>Grant Amount</u>	<u>Total Cost of Program</u>
University of Minnesota	\$15,302	\$30,604

Program is designed to help adult members of the thirty-four neighborhood associations making up the council of community councils in their endeavors to achieve sound neighborhoods by improving the educational level of these associations in the areas of planning, code enforcement, and administrative law.

*Community Development in Selected
Minnesota Urban Areas*

	<u>Grant Amount</u>	<u>Total Cost of Program</u>
Mankato State College	\$20,000	\$40,000

Program objective was to analyze priority problems of community development for specific out-state urban areas.

*Neighborhood Seminars in
Group Dynamics*

	<u>Grant Amount</u>	<u>Total Cost of Program</u>
University of Minnesota	\$3,869	\$7,738

Program was designed to improve neighborhood leaders skill in working in a group setting by providing information on and experience in the way groups work.

*Metropolitan Growth: The Impact
of Alternative Patterns*

	<u>Grant Amount</u>	<u>Total Cost of Program</u>
University of Minnesota	\$43,223	\$86,456

Program intends to make available to both public officials and the public a meaningful educational program dealing with the fiscal impact

that alternative choices of urban development patterns will have upon their respective interests.

Minnesota Management Development Program

	<u>Grant Amount</u>	<u>Total Cost of Program</u>
University of Minnesota	\$39,210	\$78,420

Program was designed to aid in the development of the managerial and administrative skills of state officials and employees.

*Northern Minnesota Leadership
& Human Resource Development*

	<u>Grant Amount</u>	<u>Total Cost of Program</u>
Bemidji State College	\$22,510	\$45,020

Program objective was to provide the people of northwestern and northern Minnesota with educational opportunities that would help them solve community and individual problems.

Local Government In-Service Training

	<u>Grant Amount</u>	<u>Total Cost of Program</u>
University of Minnesota	\$10,012	\$20,024

This program has three primary goals, (1) to promote participation in training programs which are presently available, (2) to encourage the development of training programs on topics which are not presently available although the need and desire for such exists; (3) to see that materials, courses and resource persons will be available to meet the increasing needs and desires of our local governmental units for future training.

GUARANTEED STUDENT LOANS

Title IV, Part B, of the Higher Education Act of 1965

and

The National Vocational Student Loan Insurance Act of 1965

Programs of guaranteed loans for college and vocational students are authorized by federal legislation designed to encourage private capital to fund student loans. The legislation is intended to assist states or non-profit institutions in establishing or strengthening programs of low-cost guaranteed loans for students enrolled in eligible colleges and universities. In addition to guaranteeing or insuring the loans, the federal programs provide interest subsidies for students from families with an adjusted annual income of less than \$15,000. Students enrolled in four-year and two-year colleges, non-profit collegiate or associate degree nursing schools, and one-year post-high school non-profit vocational schools meeting accreditation standards are eligible to participate in the programs.

During the past two fiscal years, 16,443 guaranteed loans were made to Minnesota residents under the provisions of the college and vocational student loan programs. The loans totaled \$12,506,368. Of this amount, \$11,744,761 was lent to college students and \$761,607 was lent to vocational students. The average amount lent to college students was \$795 as compared with \$894 per loan for vocational students. In the fiscal year ending June 30, 1968, private lenders in Minnesota granted 12,130 loans totaling \$9,569,069 to residents of Minnesota to assist them in meeting college costs and 877 loans totaling \$729,368 to vocational students. During the previous fiscal year, loans to college students totaled \$2,175,692 and loans to vocational students totaled \$32,239. During the first quarter of the current fiscal year, loans

totaling approximately \$5,200,000 were made to college and vocational students.

The administration of the guaranteed loan programs in Minnesota has differed during the two fiscal years in which the programs have been operative. Because Minnesota, one of many states, did not have a state loan guarantee program and a reserve agency when the federal programs were authorized, the Office of Education in Washington contracted with United Student Aid Funds, Inc., a private, non-profit loan guarantee agency, to accept and administer federal "seed" monies to establish and support reserve funds for the purpose of guaranteeing loans for Minnesota residents. Contracts and reserve arrangements were completed early in fiscal year 1967 and programs of guaranteed loans for college and vocational students became operative in Minnesota soon thereafter.

However, the \$307,036 in federal "seed" monies on deposit with United Student Aid Funds to provide the reserve fund for guaranteeing loans to *college* students were fully committed by the first week in September 1967. Upon recommendation by the Commission, the Governor requested and obtained approval from the U. S. Commissioner of Education for Minnesota to receive direct guarantee of student loans by the federal government. Thus, the Federally Insured Student Loan Program for *college* students became operative in Minnesota on September 7, 1967. Similarly, the \$32,179 in federal "seed" monies on deposit with United Student Aid Funds to provide the reserve fund for guaranteeing loans to vocational students became fully committed in mid-February 1968, and direct guarantee of loans to vocational students by the federal government became effective in Minnesota on February 23, 1968. Currently, both higher education and vocational loans are directly guaranteed under the Federally Insured Student Loan Program.

The success of the guaranteed student loan programs in Minnesota is due to a great extent to the support which they have received from Minnesota banks, savings and loan associations, and credit unions. Present interest terms provide lenders with only modest returns on capital invested in student loans. Nonetheless, a spirit of public service and a realization of the future long-range benefits to be derived by the community and the state from a more highly trained and productive citizenry has prompted the participation of 478 lenders in Minnesota. The number is comprised of 444 commercial banks, 31 savings and loan associations, and 31 credit unions. Of the total active lending institutions, 121 have participated for the first time since the inception of the Federally Insured Student Loan Program in September 1967.

LOANS DURING FISCAL YEARS 1967 AND 1968. The tables which follow summarize the type and volume of loans made to Minnesota residents since the enactment of the guaranteed student loans programs.

COLLEGE LOANS

Type of Loan Program	FY 1967		FY 1968		7/1/66 - 6/30/68	
	No.	Amount	No.	Amount	No.	Amount
Guaranteed (USAF)	3388	\$2,175,692	1270	\$ 930,927	4658	\$ 3,106,619
Federally Insured (USOE)*			10860	\$8,638,142	10860	\$ 8,638,142
Totals - College Loans	3388	\$2,175,692	12130	\$9,569,069	15518	\$11,744,761

Average Federally Insured College Loan - \$795

*effective September 7, 1967

VOCATIONAL LOANS

Type of Loan Program	FY 1967		FY 1968		7/1/66 - 6/30/68	
	No.	Amount	No.	Amount	No.	Amount
Guaranteed (USAF)	48	\$32,239	390	\$293,817	438	\$326,056
Federally Insured (USOE)*			487	\$435,551	487	\$435,551
Totals - Vocational Loans	48	\$32,239	877	\$729,368	925	\$761,607

Average Federally Insured Vocational Loan = \$894

*Effective February 23, 1968

GRANTS FOR IMPROVEMENT OF UNDERGRADUATE INSTRUCTION
Part A, Title VI
Higher Education Act of 1965

The equipment grant program provides funds for projects to improve the quality of undergraduate classroom instruction. The grants, which must be matched with institutional funds, are to aid in the acquisition of laboratory and other special equipment and television equipment for closed-circuit direct instruction.

Responsibility for the administration of the program is shared by the federal and state governments. As the agency designated to administer the program in Minnesota, the Higher Education Coordinating Commission developed a State Plan which outlines administrative procedures and submitted it to the U. S. Office of Education for approval. The plan sets forth basic criteria for determining the relative priorities of eligible projects, objective standards and methods of determining the federal share of a project, the closing dates for filing applications, as well as other procedures for processing applications. Because the legislation distinguishes two categories of projects: (a) laboratory and other special equipment and materials, and (b) television equipment and materials for closed-circuit direct instruction, and requires that they be reviewed separately, the State Plan contains two distinct sets of criteria.

The formula for allotting federal funds among the states takes two factors into consideration: (1) the ratio of students in institutions of higher education in each state to the number of students in institutions of higher education in all states and (2) higher education enrollment in relation to per capita income. During the past two fiscal years \$644,808 was allotted Minnesota under Title VI of the Higher Education Act of 1965. Of this amount, \$578,103 was reserved for laboratory and other special equipment

ile \$66,705 was reserved for closed-circuit television equipment.

The following table shows the allocations to Minnesota each year since the inception of the program.

TOTAL APPROPRIATIONS AND MINNESOTA ALLOTMENTS

	Fiscal Year 1966	Fiscal Year 1967	Fiscal Year 1968	Total to Date
TOTAL APPROPRIATION	\$15,000,000	\$14,500,000	\$14,500,000	\$44,000,000
Laboratory Equipment	13,500,000	13,000,000	13,000,000	39,500,000
CCTV Equipment	1,500,000	1,500,000	1,500,000	4,500,000
MINNESOTA ALLOTMENT	\$ 339,679	\$ 326,924	\$ 317,884	\$ 984,487
Laboratory Equipment	305,711	293,104	284,999	883,814
CCTV Equipment	33,968	33,820	32,885	100,673

During fiscal years 1967 and 1968, 49 equipment projects were funded. In fiscal year 1967, a total of \$293,104 was shared by 20 institutions to support the purchase of laboratory equipment. An additional \$33,504 was used to fund closed-circuit television projects at eight institutions. In Fiscal Year 1968, 18 laboratory equipment projects were awarded a total of \$284,999, while three closed-circuit television projects were awarded a total of \$32,885. The table which follows shows the number of projects funded and the amount awarded each year since the program began. During those years, however, project requests exceeded the available federal funds by more than \$188,757 and the Commission was unable to fund 14 projects.

NUMBER OF PROJECTS FUNDED AND AMOUNTS AWARDED

	Fiscal Year 1966	Fiscal Year 1967	Fiscal Year 1968	Total to Date
NUMBER OF PROJECTS FUNDED	24	28	21	73
Laboratory Equipment	20	20	18	58
CCTV Equipment	4	8	3	15
GRANTS AWARDED	\$339,679	\$326,608	\$317,884	\$984,171
Laboratory Equipment	305,711	293,104	284,999	883,814
CCTV Equipment	33,968	33,504	32,885	100,357

Public institutions submitted 49 per cent of the total number of projects which have been funded during the past three fiscal years and received approximately 52 per cent of the funds that were available. The following table shows the numerical and percentage distributions between public and private institutions in terms of the projects which were funded and the amounts of funds awarded.

	Public Institutions		Private Institutions		Public Institutions		Private Institutions	
	Number	Per Cent of Total	Number	Per Cent of Total	Amount	Per Cent of Total	Amount	Per Cent of Total
Fiscal Year 1966	15	62	9	38	\$205,293	60	\$134,386	40
Fiscal Year 1967	9	32	19	68	\$137,397	42	\$189,211	58
Fiscal Year 1968	12	57	9	43	174,897	55	142,987	45
TOTAL	36	49	37	51	517,587	52	466,584	48

GRANTS AWARDED DURING FISCAL YEARS 1967 and 1968. Grants were awarded to

the following institutions:

FISCAL YEAR 1967

Laboratory and Other Special Equipment and Materials

Category I

APPLICANT	FEDERAL SHARE
Augsburg College	\$17,094
College of St. Catherine	5,175
College of St. Teresa	9,366
College of St. Thomas	2,390
Concordia College, Moorhead	20,000
Gustavus Adolphus College	20,006
Hamline University	15,219
Macalester College	20,572
Mankato State College	20,000
Minneapolis School of Art	2,403
North Hennepin State Junior College	20,265
Rochester State Junior College	20,108
St. Cloud State College	5,100
St. John's University	20,000
St. Mary's College	16,915
St. Mary's Junior College	978
St. Olaf College	16,814
Southwest Minnesota State College	20,682
University of Minnesota, Duluth	20,000
University of Minnesota, Morris	20,017
TOTAL	\$293,104

Television Equipment and Materials for
Closed-Circuit Direct Instruction
Category II

Augsburg College	\$ 5,088
College of St. Teresa	8,254
Macalester College	3,692
Minneapolis School of Art	2,563
Moorhead State College	3,472
St. Cloud State College	6,080
St. Olaf College	2,682
Southwest Minnesota State College	1,673
TOTAL	\$33,504

FISCAL YEAR 1968

Laboratory and Other Special Equipment and Materials

Category I

APPLICANT	FEDERAL SHARE
Bemidji State College	\$19,122
Bethany Lutheran College	19,390
College of St. Catherine	6,091
College of St. Scholastica	19,936
College of St. Thomas	5,201
Gustavus Adolphus College	20,000
Hamline University	8,695
Lakewood State Junior College	20,000
Moorhead State College	18,383
St. Cloud State College	12,000
St. Mary's College	16,459
St. Olaf College	19,951
Southwest State College	20,000
University of Minnesota, Crookston	16,551
University of Minnesota, Duluth	19,672
University of Minnesota, Minneapolis	19,105
Willmar State Junior College	4,688
Winona State College	19,755
TOTAL	\$284,999

Television Equipment and Materials for
Closed-Circuit Direct Instruction
Category II

Gustavus Adolphus College	\$27,414
Moorhead State College	1,382
St. Cloud State College	4,089
TOTAL	\$32,885

Robert E. Leestamper

EDUCATION B.A. - University of Minnesota - 1952
M.A. - Columbia University - 1955
Ed. D.- Harvard University - 1964

EXPERIENCE Director of Institutional Studies, New Mexico State University, 1965-68
Registrar, New Mexico State University, 1964-68
Director of Placement, New Mexico State University, 1963-64
Director of Housing, New Mexico State University, 1962-63
Assistant Director of Housing, New Mexico State University, 1962-63
Director of Student Affairs, Northland College, 1960-62
Professor of Psychology, Northland College, 1960-62
Research Psychologist, Cambridge Research Center, 1957-59
Research Psychologist, Personnel and Training Research Center, 1955-57
Legal Administrative Officer, F. E. Warren Air Force Base, 1952-54

PUBLICATIONS Basic Issues in Student Housing, Editor, New Mexico State University, 1965
"The American College President: Scholar or Fund Raiser?". The Educational Forum. May, 1964
"Admission to College: A Philosophical Question". New Mexico School Review, February, 1964.
"The Role Foundations Play in Education" Wisconsin Journal of Education, December, 1963.
"A Long-Range Planning Document for Northland College, Ashland, Wisconsin" (A Foundation Proposal), 1962.
"Schools for the Educational Program" Chapter Three, Lexington, a Study of the Public Schools, 1960, Co-Author, (A Publication of the Center for Field Studies, Harvard University.)

MILITARY EXPERIENCE Private to staff sergeant, Army National Guard. Second lieutenant to captain, active duty, U. S. Air Force.

George B. Risty

EDUCATION

Washington High School, Sioux Falls, South Dakota - 1927
Augustana College, Sioux Falls, South Dakota, B. A. 1932 - With Distinction
University of Minnesota, Minneapolis, Minnesota, M. A. 1940
University of Minnesota - thesis near completion

EXPERIENCE

1933-35 Principal, Sinai High School, Sinai, South Dakota
1935-38 Superintendent, Fairview Elementary and Secondary Schools,
Fairview, South Dakota
1938-41 Teaching Assistant, School of Business Administration, University
of Minnesota, Minneapolis, Minnesota
1940-41 Instructor in Accounting, Macalester College, St. Paul, Minnesota
1941-42 Instructor, School of Business Administration, University of
Minnesota, Minneapolis, Minnesota
1942-67 Director, Bureau of Student Loans and Scholarships, University
of Minnesota, Minneapolis, Minnesota

PUBLICATIONS

Editor, Financial Assistance to College Students, ACE, 1944
"Financial Counseling," Trends in Student Personnel Work. E. G. Williamson, Editor
"Financial Planning" (with Hugh J. McCardle). The Asian Student. Orientation
Handbook of the Asian Student, 1962, 1963 and 1964 Editions. San Francisco,
California
"Investment in Intellect." General Federation Club Woman. Vol. 43, No. 8,
April 1964, Washington, D. C.
"Federal Loan Funds Made Available" (with Hugh J. McCardle). High School College
Relations. Vol. 1, No. 2., Spring, 1959
"The Freshman Scholarship Program at the University of Minnesota," Student
Counseling Bureau Bulletin and Occupational Newsletter. Office of the
Dean of Students, University of Minnesota, Vol. II, No 1, October, 1958
"Financial Aid as a Profession - Now or in the Future", The Journal of the
Association of College Admissions Counselors, Vol. 10, No. 1, pp. 21, 22, 25,
Summer, 1964.
Unpublished Dissertation, 1966: The Measurement of the Family's Ability to Pay
for College

Fred C. McCormick

EDUCATION

Elementary School: Lowell Elementary, Minneapolis (1937-44)
Junior High School: Jordan Junior High School, Minneapolis (1944-47)
High School: North High School, Minneapolis (1947-50)
Undergraduate Degree: B. S. with distinction; College of Education
University of Minnesota - June, 1954
Undergraduate Major: Mathematics (Secondary Education)
Undergraduate Minors: Natural Science, History
Graduate School: Graduate School, University of Minnesota, January 1962
to December 1966
Doctor of Philosophy Conferred December 17, 1966
Thesis Title: "Relation of Individual and Institutional
Characteristics to Students' Personality Needs at Saint
Louis University"

WORK AND PROFESSIONAL EXPERIENCE

1944-48 (Summers) Janitorial work, landscaping and market gardening
1948-54 (Summers) Camp staff member at Many Point Scout Camp
Undergraduate Years
1950-54 University of Minnesota Food Service, employee
U. S. Post Office, temporary employee
July 1954 -
December 1958 District Scout Executive, Viking Council, Boy Scouts
of America, Minneapolis
September 1955 -
December 1958 Assistant Camp Director, Viking Council
January 1959 -
January 1962 Director of Camping, Viking Council
January 1962 -
June 1964 Administrative Fellow, University of Minnesota
July 1964 - 1968 Assistant to the Vice-President, Educational Relationships
and Development, University of Minnesota

PROFESSIONAL ORGANIZATIONS

Association for Higher Education, National Education Assn.
Minnesota Education Association
American Camping Association
Alpha Sigma Pi (Education Honorary)
Phi Delta Kappa (Education Graduate Honorary)

Oria A. Brinkmeier

EDUCATION

High School: Lester Prairie High School (1947-1951)
 Undergraduate: Concordia Junior College, St. Paul (1953-1954),
 Associate Arts Degree
 Kansas State College, Manhattan, Kansas (1957-1958)
 University of Minnesota (1958-1960), B. S. with
 majors in Agriculture and Science.
 Graduate: University of Minnesota (1960-1967), M. A. in
 Educational Administration, Ph.D in Education with
 a minor in Educational Psychology.

WORK AND PROFESSIONAL EXPERIENCE

1955-57: Neuropsychiatric Technician: U. S. Army Hospital,
 Fort Riley, Kansas, (military service).
 1958-9:(Summers) Entomology Fieldman; Waseca
 1960-1: Teaching Assistant for Dr. C. P. Hooker, University of Minnesota
 1961-2: Research Assistant for Dr. O. E. Domian, University
 of Minnesota,
 1962-4: Science teacher: Roseville School District
 1964-5: School Business Administration Intern; Minneapolis
 Public Schools
 55-1968: Assistant Director of School Building Planning;
 Minneapolis Public Schools.

CIVIC AND PROFESSIONAL ORGANIZATIONS

Tri-Alpha Literary Society, President
 Alpha Zeta Fraternity
 Mount Olive Senior Walther League, Publicity Director
 Phi Delta Kappa Fraternity in Education
 Council of Educational Facility Planners

Frank H. Smith

EDUCATION

Bemidji State College - Bachelor of Science Degree in 1933
University of Minnesota - M. A. in Educational Administration in 1946
University of Minnesota - Ph.D. in Educational Administration in 1961

WORK AND PROFESSIONAL EXPERIENCE

1944-1951 Marshall School District, Social Studies Instructor
1951-1959 University of Minnesota, Instructor and Research Assistant
1959-1963 State Department of Education, Coordinator of Title X
Program NDEA
1963-1964 Macalester College, Assistant Professor
1964-1967 University of Minnesota, Research Fellow

Kenneth J. Anderson

DN:

<u>Institution</u>	<u>Years Attended</u>	<u>Major</u>	<u>Minor</u>	<u>Degree Attained</u>
Luther College Decorah, Iowa	1955-58	History	Psychology	B. A.
University of Minnesota Minneapolis, Minnesota	1959-60	Ed. Psych.	Social Psych.	M. A.
Luther Theological Seminary St. Paul, Minnesota	1960-63	Theology		B. D.
University of Minnesota	1963-65	Higher Ed. Collateral field: Social Psychology	Ed. Psych.	Course Work completed on Ph.D. program

MILITARY EXPERIENCE:

1953-55 SCARWAF (Special Category Army with Air Force).

PROFESSIONAL EXPERIENCE:

1956-58, Luther College, Decorah, Iowa.
Admissions Counselor.

1958-59, Lutheran Church of the Good Shepherd, Minneapolis.
Director of Education and Youth Activities.

1961-63, Lilly Endowment Study of Pre-Seminary Education, Minneapolis.
Research Assistant.

1963-65, Dean of Students Office, University of Minnesota.
Student Personnel Worker.
Graduate Assistant.

1965-67, Minnesota Junior College Board, St. Paul
Administrative Assistant.
Assistant to the President.
Dean.
Special Project Coordinator.