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Mankato State University

The Second Century
The First Twenty-Five Years
1968-1992

An Interpretative Essay
by
Claire E. Faust
The author is indebted to Eddice Barber, Hazel Faust, and Roy Moore for their assistance in proof reading. Hazel Faust, Wendell Jahnke, Robert Shipman and many others assisted with their encouragement and ideas. thank you!

Claire E. Faust
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INTRODUCTION

The role of state colleges and universities changed dramatically during the period covered by the first quarter of the second century of the life of Mankato State. Originally the mission of all of public education, and particularly teachers colleges, was to transmit the cultural heritage of western civilization, and to prepare teachers to continue the transmission of that knowledge. Of course, the value system of the people involved in the teaching and administration of that knowledge influenced the curriculum of those institutions for almost two centuries of American public education. After the time of the “Great Society,” public colleges and universities were forced to make drastic changes in their missions by the political, social and economic events of the world. Often they became embroiled in controversy surrounding political and social issues and at the same time they tried to keep abreast of the technological developments of the era.

During these years society thrust new responsibilities on the colleges and universities, which placed a great burden on the administrators and faculty of these institutions. They still had to teach the cultural heritage of the American people, but they also had to expand it to include the heritages of all peoples of the world. They had to address the issues of civil rights, poverty, unemployment and social tensions within society at large, as well as those on the local campuses. Higher education is now conceived as a vehicle for addressing global social and economic policies, as well as local and individual concerns. These institutions are no longer dealing with the intellectually elite, but are serving people with varying abilities, different interests, dissimilar life styles and diversified career goals.

The American people have always had high expectations for their children when they achieve a college education. Simply put, a college degree is considered a key to a better job and a higher income. The more idealistic citizens view higher education as a significant force for the amelioration of social injustices and as a creative agency for improvement of man and his society, as well as a conserver and transmitter of our most noble traditions. In short, a college education should improve the quality of life for anyone who attains a degree.

Given the changing mission of higher education in the past twenty-five years, it is significant to note that the amount of economic support has not kept pace with the new roles that have been assigned to it. If higher education is to meet the diverse needs of students then it must have a larger share of the nation’s wealth.

Donald Youel, in *Mankato State College - An Interpretative Essay*, commented on the development of this institution for its first one hundred years. He did not chronicle each event, but rather provided the reader with an understanding of what happened and what it meant for the College and for society. He organized this essay from different perspectives: “the developing program, the enrollment, students, the state governing board, administration and faculty.” He made the point well that “Mankato’s story is a representative instance of America’s dream that opportunity means, fundamentally, educational opportunity.”

*Mankato State University, the Second Century - the First Twenty-Five Years*, is also an interpretative essay which is written from similar perspectives. The purpose of this essay is to review some of the events that occurred at Mankato State during the first quarter of the second century, and to discuss how this institution has addressed the challenges to higher education in a changing world.
ACADEMIC ORGANIZATION AND CURRICULUM

As Mankato State College entered its second century of service, it was already well established as an institution that was meeting the needs of students pursuing a number of career choices. Although at this time teacher preparation was still the choice of the majority of the students, other academic areas were growing rapidly because of the demand. More students who were in teacher preparation programs were planning to enter secondary teaching, and this enhanced the growth of the various liberal arts departments, because licensure requirements mandated at least a major in a discipline. Often, students would begin their study in a particular major with the intent of becoming a teacher in that area, but would see other career opportunities, and would take additional courses to prepare for other job requirements, as well as for teacher preparation. This was considered prudent insurance for career opportunities.

In addition, many students were requesting more programs to prepare for specific careers. Economic trends across the nation caused business to grow rapidly as a career choice during the seventies. In 1969 the greatest number of undergraduate students were in teacher preparation, followed in order by those in business, social science and social work, the applied arts, the natural sciences and health, and other academic areas. Opportunities were available to students to study in fifty-three majors or undergraduate programs of study, with many more possible career choices leading from those majors.

Due to the general decline in birthrates, the enrollment of elementary and secondary schools also declined all across the nation in the decade of the seventies, which caused education as a career choice to become less popular. Therefore, the number of students who chose to become teachers declined considerably. Many other students opted to major in business, or one of the applied fields, which included computer science, social science, the natural sciences, health, and technology. This caused these fields to increase their production of graduates over the years. Journalism and many of the applied arts also became more popular among some students. This was a most significant trend as Mankato State became a regional multi-purposed institution.

Graduate education is a significant part of total curriculum at Mankato State. In the late sixties the largest number of graduate students were involved in education fields, i.e., teaching, administration, counseling, special education, library and media. There were several contributing factors for the large number of graduate degrees in education. Some fields, such as educational administration and counseling, required masters and specialist degrees for licensure; therefore, if a student wished to enter one of these fields he/she must prepare accordingly. Teachers also would attain a masters, and perhaps a specialist degree, because this would enhance their professional qualifications, and of course would give them a higher status on the salary scale. Still others wanted to use the masters and specialist degrees as stepping stones for a doctorate.

Early in this period, students with a baccalaureate degree might choose from thirty-eight different departments to work on a Masters Degree and from three departments for a Specialist Degree (Ed.S.). As the decade of the seventies went along, education continued to lead in the production of graduate degrees but other MSU colleges increased their graduate programs considerably. Consequently, students in many departments achieved masters degrees in order to perform at a higher level in the work place. For example, the MBA (Master of Business Administration) became a very useful degree for persons in the business world. Therefore, the Business Administration Department grew very rapidly, and graduated hundreds of students with this degree.
At the beginning of this period, the academic organization for the delivery of the various degree programs was typical of that at many public colleges at that time. The Office of the Vice President for Academic Affairs was responsible for all the instructional units and for the supporting departments of Admissions, Institutional Research, Registration, Field Services and Program Development, and Libraries. The instructional units were departments, which for the most part were separate disciplines, yet some departments were further divided into sub-units, and these might even have other titles. For example the speech communication and theater arts programs were combined with one administrative head, although the thrust of their programs differed much. Similarly there were other combinations for administrative reasons.

The departments were assigned to schools which were headed by deans. The largest school was the School of Arts and Sciences, which contained a total of thirty-six undergraduate programs and twenty-two graduate programs housed within seventeen departments. The School of Education provided instruction for eight undergraduate programs, and eleven graduate programs, within nine departments. The School of Business provided instruction, in five undergraduate programs and four graduate programs, within five departments. There were three departments providing academic instruction, in three undergraduate programs and three graduate programs, in the School of Health, Physical Education and Recreation. The Athletics Department was also administered by the dean of this school. There were a number of non-degree programs administered by some of the other schools as well. For example, Wilson Campus School, the laboratory school, was administered by a principal, who was the chairperson of that department in the School of Education. The Division of Nursing was headed by a chairperson who administered the undergraduate program in nursing. New to the college was a Division of Experimental Studies, headed by a chairperson, which administered the open studies programs. The only dean without a faculty was the Dean of Graduate Studies, who administered all graduate programs through the existing schools. This was also consistent with the model at other state colleges and universities.

The roles for the administrative officials were quite collegial at this stage. Before the organization of the faculty into a bargaining unit the department chairpersons were often senior faculty members within the department who had experienced the growth of the curriculum, and knew at first hand the problems in program administration from both the faculty and student perspective. It was their responsibility to administer the department democratically and to coordinate the instruction, curriculum and faculty with those of the other departments through the school dean. Department chairpersons were part-time administrators and part-time teachers.

The Deans were responsible for the work of all of the departments within the school. They provided oversight of all department chairs, approved and coordinated departmental budgets, approved class schedules, worked with other university officials in assigning facilities, assisted with recruiting and assigning faculty to departments, provided some evaluation of teaching performance, assisted in promoting faculty research, approved grant proposals for the school, supervised the development of courses and programs, and coordinated the function of the school with all other deans and other university officials.

The Academic Vice President was responsible to the President for instruction, curriculum, and the faculty. This includes the planning and development of curricular offerings, the staffing of all the colleges and schools, and recommending budget allocations for all the educational programs. The Schools and Divisions, the Library, Admissions, Registrar, Institutional Research, and Field Services reported to the Academic Vice President.
On August 1, 1975, Mankato State College became Mankato State University after authorization by the Minnesota State Legislature. This set the stage for a study of the academic organization of the institution, and recommendations for reorganization. This was initiated by President Douglas Moore when he requested Margaret Preska, Vice President for Academic Affairs, to appoint a study committee for that purpose. This committee was duly appointed with representatives from the schools and divisions, the academic support units, and the student body. The committee was chaired by Claire E. Faust, Assistant Vice President for Academic Affairs.

After considerable study the committee adopted the following set of principles to guide them in their planning:

A reorganized Mankato State University should
1. be student centered (programmed to meet student needs)
2. facilitate communication
3. keep schools nearly equal in size
4. allow for departments to make as many decisions as possible
5. keep or bring cognate disciplines under one academic umbrella
6. allow for departments using similar student faculty ratios and different taffing/funding patterns to be grouped together
7. use existing departments or faculty allocation units as building blocks so that job security and high morale are maintained
8. allow for disciplinary articulation from undergraduate through the graduate degree
9. enhance general education (Reduce competition between departments and provide more cooperation.)
10. provide for complete utilization of student support, academic, and administrative service areas in facilitating the teaching and learning of students
11. facilitate interdisciplinary cooperation
12. provide opportunities for creative and innovative program (curricular) development
13. provide for easy access to, and communication with, external agencies
14. provide for ease in reorganization of departments within a school
15. should relate reasonably well to current practices to provide ease in transition
16. should employ as few administrators as necessary

After sharing the “principles” stated above with many groups on campus, and seeking their reinforcement and ideas, a summary of the need for reorganization was compiled. These “needs” came from statements made by accreditation teams, consultants, task forces (internal), departments, individual faculty members, deans, department chairpersons, other administrators, students, and other employees. A brief statement of those needs follows:

1. Communication often is not efficient or effective
   —between levels of the organization.
   —between units at the same level within some schools and between schools.
   —between units with the University and the public outside.
2. Responsibility for decision-making is not clearly delineated
   —between officials at various levels.
   —between units at the same level.
3. The size of the School of Arts and Science
   —unduly burdens administration in routine management tasks.
   —impedes departments in joint planning for functional as well as innovative programs.
   —has created some inequality in representation in governance and/or committees within the school.
   —causes problems of accessibility of the Deans to total faculty.
—has caused some separation for better planning and management, e.g., Fine Arts, Social and Behavioral Sciences, Natural Sciences and Technology.

4. The School of Education needs
— to study internal relationships between teacher education programs and non-teacher education programs.
— to clearly identify titles to program units and centers that are not easily identified with function.
— to analyze the programming of those departments that are oriented to vocational education.
— to study relationships with departments outside of the School of Education that have a high interest in teacher education. (Departments with secondary school majors need more joint planning with School of Education)
— some programs might unite for administrative functions, e.g., Counseling and Student Personnel and Vocational Rehabilitation Counseling.

5. The various health-related programs now located in the School of Health, Physical Education, and Recreation, the School of Arts and Science, and the School of Education have many similarities but are administered by many different people. This may cause some inefficiencies in planning and management.

6. Nursing is a small professional division that needs to study its purpose as well as its relationships with other academic units. Should it be autonomous or should it be in a unit with other health programs?

7. Coordination between academic schools and the student support areas needs improvement.

8. Coordination between departments for curriculum planning, sharing of resources, staffing and budgeting is not done as extensively as needed because of the rigidity of school and department lines.

9. The Graduate School has little autonomy in some vital areas of the administration of the graduate program.

10. The planning for and management of interdisciplinary programs often is confused because of their dependence upon "parent" departments.

11. The Extended Campus Program has
— to continue to ascertain future needs and relationships with present schools and departments.
— to project needs of the various external agencies it serves and relate those needs to the potential of the institution to fulfill them.

12. A number of departments have requested reassignment to other schools for more effective functioning or for similar program concerns.

13. All units need to study their goals and objectives in relationship to the goals of the institution. A study need be made of overlaps and gaps in curricular areas of the entire institution.

14. All units need to be clearly identifiable by their titles.

15. The functional effectiveness of each administrative office should be examined. Relationships between offices and academic units should be examined.

16. The smaller the school, the more responsive the administration and faculty of the school seem to be to either student or institutional need. The larger schools could not respond as quickly or often as well because of their inertia, workload, or diversity of interests.

17. There is a need to group programs with similar resource needs so that there can be a sharing—thus better stewardship can be effected.

After the needs were analyzed and further study completed the committee proposed three models for reorganization. These were presented to faculty, administrative and student groups on campus. The model that most nearly met the original criteria and needs was finally selected and approved. In the plan that was recommended, the colleges were nearly the same size in number of faculty members and number of departments. The departments in each college were grouped according to cognate disciplines, ability to use common resources, and to best serve
SIXTH YEAR, SPECIALIST DEGREE AND DOCTORAL PROGRAMS

The approval of the sixth year programs was very significant, because for the first time a state college could offer a graduate program beyond a masters degree. The first four sixth year programs that were approved by the State College Board in November, 1968, were Secondary School Administration, Elementary School Administration, General School Administration, and Counseling and Guidance. Subsequently the Higher Education Coordinating Board and the State Department of Education gave their approval, which assured that those students completing these programs would be certified to meet the state requirements for certification as principals, superintendents (with completion of the program in General School Administration), and school guidance personnel. Later with the approval of the North Central Accreditation, the Specialist Degrees could be awarded to those students completing the degree programs. The first Specialist Degrees awarded at Mankato State were given to five students in educational administration on June 8, 1971.

Later the Sixth Year and Specialist Degree programs were approved for graduate students in Curriculum and Instruction and Library Media Education. The Counseling and Student Personnel Department chose to diversify and expand its Masters programs rather than continue with its Sixth Year and Specialist Degree programs.

Many students have completed these programs and have assumed leadership programs in the schools of the state. The 1973-74 Graduate Programs and Admissions Manual stated that Mankato State College was the largest producer of graduate degrees in school administration, and counseling and guidance, in the state. In the period 1969-72 Mankato State awarded three times the number of educational administration degrees, and over twice as many counseling and guidance degrees, as the University of Minnesota. This is noteworthy because the University of Minnesota awarded doctoral degrees, and the state colleges could not. A later survey of the public school personnel revealed that nearly one fourth of the practicing school administrators in the state had completed an advanced graduate program in school administration at Mankato State.

The success of the Specialist Degree programs heightened the speculation that doctoral programs would soon follow. This had been a dream of some faculty members, and many students, for a number of years. This seemed to be imminent when Chancellor Mitau on August 13, 1968 proposed that a joint Ph.D. program be developed and offered by Mankato State and the University of Minnesota. After some discussion, the University of Minnesota officials showed little enthusiasm for this proposal. In fact, they opposed it, because they feared competition by other Minnesota Institutions in offering doctoral programs. It was
pointed out that other states have two or more colleges or universities who offer doctoral degrees, and the institutions and their programs were stronger because of the competition.

Later the Chancellor employed some consultants to make a study to determine if there was a need for more doctoral granting institutions in the state, and if the state colleges could develop programs for doctoral degrees, if more resources were provided. On December 19, 1968, the consultants’ report was presented to the State College Board. They recommended that the State Colleges should begin planning to offer professional doctoral programs, (Ed.D., DBA, D. Psych., etc.) to provide practitioners, rather than research-oriented personnel for industry, state and local governmental and educational institutions. They urged increased funding to cover increased costs in personnel and increased library holdings, and when enough expansion had been achieved, the colleges could undertake the development of research-oriented Ph.D. programs in selected disciplines.

Now in 1993 another quarter century has elapsed, and Mankato State has been a university for more than sixty percent of that time, yet this institution has not been granted the privilege of adding doctoral degree programs. There have been numerous studies showing the need of many students who would prefer to study at the doctoral level at Mankato. The undergraduate programs would be strengthened with the addition of more qualified staff members, and the presence of well-motivated and serious graduate students. The presence of more graduate programs would increase the library holdings and other resources. This would benefit all students in all of the departments of the university. There is a number of reasons that with the addition of doctoral programs in some departments the entire university would be stronger and the citizens of the state would benefit. Unfortunately, the State University Board in recent years has shown less than full support for doctoral programs. The legislature has had other priorities. Therefore, the State of Minnesota is deprived of the great resource of more well-prepared leaders for want of doctoral programs at Mankato State.

ORGANIZATIONAL GROWTH AND CHANGE

During this quarter century there were many internal changes within the academic units due to enrollment fluctuations, demands for new or different curricula, societal changes, economic pressures, and the need for some disciplines to up-date their programs to meet licensure and accreditation standards. Some of these changes resulted in new departments and a new college; some changes dictated the elimination of a program or a department; some existing departments spawned new departments through the division of an old unit; some departments changed names. It is safe to say that most programs became stronger, economic conditions permitting. Some of these changes were very painful, particularly those where a program was eliminated. Some, like the birth of a child, were happy occasions and created great expectations for the faculty and students in those areas. Almost all programs had felt the pinch of restraining budgets, and growth was curtailed for a time. Some programs were severely restrained by lack of physical space to carry out their needed functions of teaching and research. Hence, these space constrictions inhibited much planning for growth in many departments. There were also other barriers to growth, such as legislative and board restraint through the non-approval of some proposals and overload of faculty and administrative personnel, which prevented the assumption of more work and responsibility for planning. Sometimes interdepartmental, intercollege, or even interuniversity relationships were not in accord with program building.

This account will deal with some of the more significant changes in programs, departments, and colleges in this quarter century. Because this was a period of transition from a college whose main purpose had been to train teachers, the School/College of Education will be discussed first.
Reorganization of the School of Education

The professional education program at Mankato State prepared hundreds of teachers for their work in the schools of the state for over a hundred years. It grew in stature as the college grew for that period of time. As society changed and focused on different needs for the education of children, the professional educators at Mankato State anticipated those needs and tried to accommodate them in curricular changes in the teacher preparation program.

At the end of the decade of the sixties the nation was in an upheaval because of the Vietnam war, and college students were becoming more critical and more demanding. Civil rights became a national issue, and a very painful one for each institution. The issue of women's rights was a major concern for all of an educated society, and more and more people were becoming sensitized to "what is and what should be." Some of the traditional academic programs became targets for criticism, and "relevance" became a buzz word in the analysis of the courses. It was time to examine the curriculum for the preparation of teachers who would be teaching the future leaders of our society.

On August 4, 1970, Ben Buck, Dean of the School of Education, appointed an Advisory Committee whose charge was to:

thoroughly review the present teacher education program on this campus and to present a proposal to the Dean's Office for the possible reshaping of teacher education and accompanying reorganization of the School of Education which may be necessary to accomplish our goals.

This committee consisted of one representative from each of the eleven departments in the School of Education, and it was chaired by Charles Utermohlen. After much study and deliberation the committee set forth the following recommendations in an unpublished paper, "A Proposal for the Reshaping of Teacher Education at Mankato State College":

1. As early as possible certain key people should be named to pursue, full time, the necessary preparation for change in teacher education. Their task would include at least (1) expanding the work of the committee into other schools and divisions, (2) defining strengths of various departments as they would fit the proposed plans, (3) defining interests and strengths of individual faculty members to better utilize them in the new programs to be instituted at Mankato State College, and (4) reorganizing the School of Education.

2. Communication and negotiation should commence immediately with other schools and divisions to seek their involvement in reshaping teacher preparatory programs. Particular emphasis should be directed to teaching majors, performance criteria, general education, advisor-advisee assignments, flexibility, and individualized instruction.

3. Each teacher to be educated at Mankato State College shall be prepared to teach in any or all types of schools (inner-city, suburban, or rural).

4. In-service experiences for School of Education staff members should be given a high priority in order to develop more effective instruction and a renewed vigor for teaching, research, and service.

5. Many patrons — students, parents, teachers, administrators — have expressed a willingness to become more involved in the Mankato State College teacher preparation program. Therefore, a planned and systematic program of involvement should be implemented and maintained.

6. The proposed plans should be developed into a coordinated undergraduate and graduate program.

7. The coordination of all methods courses — special, general and content — shall be studied carefully to correct instances of duplication or omission.

8. A task force should be created immediately to develop a process for the recruitment, selection and screening of teacher education candidates.
9. A task force should be created to develop a process for the continuous evaluation of teacher education programs at Mankato State College.

10. All disciplines, particularly behavioral sciences, should be encouraged to contribute expertise in areas such as human relations, motivation and learning.

11. A commitment should be made through the Dean’s office to further facilitate efforts and disseminate information regarding the seeking of funds for quality program from external sources.

12. All departments in Mankato State College exist for not more than one more calendar year as they presently exist and that during this calendar year plans be developed so that the structure support the program rather than the program supporting the structure.

13. All institutional programs involved with vocational-technical education be assisted in the coordination of all efforts.

Many of these were very strong recommendations and made a substantial impact on the entire college. Some met some strong resistance from both within the School of Education, and from the faculty of other schools at Mankato State. Those recommendations that involved departments outside of the School of Education did require much negotiation, and this was good for all concerned, because it forced these people to examine their existing requirements, their course content, and their relationships with each other. Much of this resulted in beneficial change for the students. Some of the tangible results of these recommendations were these:

All faculty members in the School of Education engaged in an analysis of their own strengths; and the strengths of their departments, and discussed how these could be better utilized.

All of the departments in the School of Education were reorganized into a new model. Every department (now called a program) was assigned to one of five centers according to the type of academic orientation or content of the programs. For example, those programs that were exclusively graduate were assigned to the Center for Advanced Professional Proficiency. These were Counseling and Student Personnel, Educational Administration, Higher Education, and Vocational Rehabilitation Counseling. The Center for Vocational Competency contained the programs Business Education, Driver Education and Traffic Safety, Home Economics and Industrial and Technical Studies. The Center for Cultural and Behavioral Education housed Human Relations, Interdisciplinary Programs, Psychology, and Social, Historical, Philosophical and Psychological Foundations. The Center for Curriculum and Learning Strategies contained the support programs of Continuing Education, Curriculum and Instruction, Instructional Media and Technology, and Special Education. The support programs for the Center for Experiential and Alternative Education were Experiential Education, Studies in Educational Alternatives, and the Wilson Campus School.

Each center had a director who coordinated the budget allocations, space allocations, faculty allocations, and establishment of faculty committees. The committees that provided the direction for the centers were the academic program committees and the personnel committees. The faculty in each program elected a Program Leader who coordinated the affairs for each program. Some specific functions for the entire school were handled by four coordinators: Coordinator of Field Studies, Coordinator of Clinical Experiences, Coordinator of Research and Publications, and the Coordinator of Recruitment, Admissions, Retention, and Teacher Certification.

One of the good features of the center concept was that programs of similar interests interacted more and this stimulated faculty and students. Also future planning and evaluation were easier to achieve through the collegiality of the faculty brought about by the structure. This concept encouraged more innovation, which hastened change in some traditional programs.

The center concept also had some weaknesses that caused it to be abandoned when the entire university reorganized in 1977. Among those weaknesses were confusion about the identities
of the programs and centers because of the names. There were three layers of administration (program leader - center director - dean) in the school, as opposed to two (department chairperson - dean) in the traditional organization. In the reorganization of the university in 1977 some of the programs (departments) formerly in the School of Education were moved to other colleges.

In evaluating the achievement of the School of Education following the restructuring some items stand out. An outstanding faculty engaged in two hundred eleven research and development activities that were funded in the amount of $2,360,411, in addition to their regular teaching load. In addition, the vigor of the faculty was exemplified in the excellence of programs both on and off-campus. For example, the following are cited: the White Earth Project (a teaching experience for students at the White Earth Indian Reservation); the Urban Center (a teaching center in St. Paul for minority children); the development of the Human Relations Program; the development of an individualized, self-directed, teacher education program (SEA); merger of the Audiovisual Education and Library Science into the Instructional Media and Technology department; publishing of the *Mankato Statement*, a publication for faculty and student research; the clinical experiences program in Mexico; new graduate degree programs in Experimental Education, Educational Administration, Counseling and Student Personnel, and Curriculum and Instruction; development of new approaches to instruction; innovations at Wilson Campus School; and the Children's House.

**The College of Education**

Following the academic reorganization of the university, the College of Education continued to serve the varying needs of students. Not only have additional courses and programs been added, but existing courses are continually analyzed and kept up to date with relevant material. This practice is done in all colleges of the university and this attests not only to the need to do so to meet accreditation and licensure requirements but also to the integrity of the faculty in satisfying student needs.

In 1993 the departments and programs in the College of Education are these:

**Counseling and Student Personnel**
- Curriculum and Instruction
  - Elementary and Secondary Education
  - Studies in Educational Alternatives
- Educational Administration
- Educational Foundations/Higher Education
- Experiential Education
- Experimental Education
- Experimental Studies
- Library Media Education
- Rehabilitation Counseling
- Special Education
- Technology Education

**Resource Programs**
- Bureau of Field Study and Research
- Children's House
- Educational Talent Search
- Ex.C.E.L. Student Support Services (Excellence in College Education and Learning)
- Handicapped Student Services
- Laboratory District Teacher Education Center
- Learning Center
- Upward Bound
Among the changes in organization and curriculum is a revision of the way required pre­
student-teaching professional education courses for prospective secondary teachers were
presented. Now students can opt to register for a block program the quarter before the student
teaching experience, and thereby take all of their preparation courses in education in an
intensive study for one quarter. This has been a popular arrangement with some students.

In October 1968, courses began in instructional television. A laboratory TV studio was built,
with the necessary equipment, and students could enroll in various courses for the preparation
of TV programs, actual filming, administration, sales, etc. At this time some programs actually
were filmed for use on both commercial and public television programs. A number of faculty
gave lectures and taught courses by way of this medium.

This was a forerunner to a program that was begun during the early eighties, when an
agreement was made to utilize interactive television for instruction between Mankato State and
several public schools in the area. A studio was built, and equipment was installed on campus,
for this purpose. Instruction could be done from any of the sites and received at any or all of
the others. The faculty at Mankato State assisted with instruction in a number of disciplines by
teaching at the university studio, with students learning at the remote sites. This arrangement
provided another way for off-campus instruction to take place for regular courses and in-service
instruction for the teachers in the public schools.

It should also be noted that the classrooms in Wilson Campus School were also connected
by cable to a number of classrooms in Armstrong Hall. For a number of years college classes
in Armstrong, by arrangement, could observe instruction at Wilson. However, because this
system was not interactive where there could be instant feedback from the sites in Armstrong
Hall, and because there were limited opportunities for scheduling the learning experiences for
both the college classes at the same time with the appropriate classes to be observed at Wilson,
this program was abandoned.

International education for teacher preparation students became a reality when student
teaching in foreign countries was first scheduled in two sites, Monterrey and Mexico City,
Mexico, in 1968. Two more sites, Guadalajara and Puebla, were added in 1970. These
programs were wonderful cultural experiences for students, because they were totally im­
mersed in a supervised work environment in another country where another language was used.
Another cooperative arrangement was made between the Educational Administration Depart­
ment of MSU and Tamkang University of Taiwan for a program in educational administration.
Travel experiences and exchange programs with other countries were increasingly used by
many departments of the university.

A program that is very supportive for student learning experiences, and is very valuable to
students and faculty members who are parents, is Children’s House. This program was
established in 1970. For a very reasonable fee, a three or four year-old child can be enrolled
and pre-school experiences and child care are provided. Later a program for infant care was
also added. This program is utilized by the Early Childhood Department, Elementary
Education, and Home Economics as a laboratory resource for their students. The faculty
provides much assistance in professional guidance for the staff at Children’s House.

Since the beginning of the graduate programs at Mankato State in 1953, the School/College
of Education has been a major producer of graduate degrees. Hundreds of teachers have
returned to the campus to enroll in graduate programs to enhance their teaching skills.
Counselors, school administrators, and librarians have qualified in these special fields by
earning Masters degrees. When the requirement for a Specialist Degree (Ed.S.), or a Sixth Year
Program, for school administrators was established by the State Department of Education, the
faculty at Mankato State were first in getting their program approved. Since that time not only
the Educational Administration Department but also the Curriculum and Instruction Depart­
ment and the Library Media Education Department have graduated many students with the
Ed.S. degree.
Ten departments in the College of Education offer a specific masters degree with requirements appropriate to each discipline. Successful completion of those requirements is culminated in a Master of Science degree (M.S.), which is the traditional degree for teachers. The Curriculum and Instruction Department also has developed the Master of Arts In Teaching (MAT).

New resource programs added to the College of Education since the reorganization of the university are these:

1985 - Educational Talent Search - funded by the U.S. Department of Education to help enable youth and adults to achieve a post-secondary education. Through counseling, workshops, and tutoring, these individuals are assisted in making career choices, preparing themselves for college, and selecting and applying for a post-secondary institution.

1990 - Ex.C.E.L. Student Support Services (Excellence in College Education and Learning) - designed to help students achieve their potential in both personal and academic areas. Eligibility for this program includes one or more of the following: low income, first-generation college student, documented physical or learning disability. Participation is voluntary.

1977 - Disability Services Office - available to any disabled student and it works to correct any problems of access to facilities, programs, or learning. This office provides resources to these students and provides liaison with all departments in the university.

1988 - The Laboratory District Teacher Education Center - a partnership of Mankato-area school districts, The South Central Educational Service Unit, and the College of Education. The center is designed to provide a laboratory for the improvement of education at all levels, kindergarten through grade twelve, and teacher education. These programs are staffed cooperatively by the school districts and the College of Education.

1977 - The Learning Center - established to assist students with improving their academic skills. Students may avail themselves of seminars in study skills, or they may have individualized study/tutor programs as determined by their needs. A special program is offered to those students who may have a learning disability. Many international students use the Center to improve their conversational English and to learn the customs and culture of the United States.

1978 - Upward Bound program - a precollege/prevocational program to facilitate education beyond high school for young people who may have inadequate academic preparation, low-income background, rural isolation or the lack of college training of their parents.

The Closing of Wilson Campus School

Beginning in 1914 Mankato State had a laboratory school as a part of its teacher education program. This early laboratory school, or model school, as it was called, was located in the Old Main Annex to serve elementary-age children. A special agreement between the Mankato Public School District and the State of Minnesota was made to cover the tuition costs of the children who attended this school. Teachers were employed by the college to teach the children and to assist in the laboratory experiences of the college students who were preparing themselves for teaching. These experiences varied from observation of classes, working with the development of teaching materials in methods classes, and engaging in the teaching process under the supervision of the classroom teacher.

As the teacher training program grew, the need for more children and classes for laboratory work also grew. In time, the laboratory school also accommodated secondary school students at the location in Old Main Annex. This came after the program for training secondary teachers
at Mankato State Teachers College was approved late in the decade of the twenties. The depression years and the years of World War II decreased the numbers of many college students, but after World War II the enrollment grew rapidly. This made the need for a larger laboratory school even more necessary. However, no expansion of this program was to take place until 1958, when a new building was built specifically to be used as a laboratory school on the Highland Campus. This facility was a “state of the art” building, designed to accommodate kindergarten through grade twelve.

The laboratory school was organized so that twenty-five children would be in each of the elementary grades, kindergarten through sixth grade. A total of fifty pupils could be enrolled in each of the secondary grades from seventh through the twelve. In addition, a special education room was a part of the elementary wing. The elementary school served as a neighborhood school and enrolled students from the highland area. Unfortunately many residents could not be accommodated and were very disappointed. This necessitated a “waiting list” for families who wished to enroll their elementary children but were denied because the classes were filled. On the other hand, high school students from any part of District 77 could enroll and therefore most sections of the city, and even from the rural areas, were represented. Of course, even the high school classes were considered filled when they had fifty enrollees, and the students who applied last were not admitted.

The school was named Wilson Campus School, because most of the elementary schools in the city had been named for a president of the United States. Wilson was chosen from a number of names that were considered. The agreement between District 77 and the State of Minnesota was continued. The district transferred the per pupil state aid, and subsidized the difference between that amount and the per pupil cost for educating children in the public schools of Mankato for each enrollee in the campus school. The staff in the campus school were all employees of Mankato State College and each faculty person held academic rank. Originally all of the administration for both the elementary and secondary schools was done by one principal. This was a huge task because this principal also coordinated the programs between the campus school and the rest of the college. The first Principal of Wilson Campus School was Andrew Een, who helped with the planning of the building, designing the curriculum, and employing the staff.

The design of this organization was to provide the teacher education students an opportunity to see first hand a “model” school containing each grade level of children, with the attendant level of maturation. Great care was taken in employing the staff at the Campus School to get excellent teachers for the various grades and disciplines, so that they would be quality teachers and mentors for the many college students who would be observing and working with them. In addition, the teachers should be persons who could adapt to new teaching materials and methods; actually many of them were researching original material, or collaborating with professors in other departments of the college, in gathering material for papers or textbooks.

The curriculum was designed to be typical of the offerings of all Minnesota elementary and high schools. Of course the prescribed course of study from the State Department of Education was followed. Even the activities in the school were those that a typical Minnesota school would have. This provided the teacher training students opportunities to observe and assist in the actual training or coaching of the students in activities outside of the classroom; for many, this would be required in their future employment. In the early sixties, Wilson organized and developed athletic teams, joined an athletic conference, and had a high level of student participation. Similarly, an outstanding music program including band, choir, orchestra, small ensembles and solo participation was built. Forensics, debate and drama attracted many students, and their participation was also of excellent quality. Extracurricular writing was done by the high school students through a newspaper, and an annual. Student government was emphasized through an active student council. Other student clubs were organized to enhance student interests.
The emphasis in both academic programs and extracurricular activities was to present a school organization typical of other elementary and secondary schools of the state, but most of all, high quality was maintained. This provided the integrity of the program for the children who attended, and excellent experiences for the many college students who were using this living laboratory. For a brief period with the change of administrators there was a change of philosophy and innovation was emphasized over quality. During this time, many of the students, and the teachers, were overwhelmed by an overload of change and some suffered. Again with a change of administrators, the emphasis on quality returned. It should be pointed out that innovation was always a feature of Wilson, but most of the time it was based on research and sound teaching methodology.

The early seventies brought about several conditions that affected all of Mankato State College. Social unrest, fueled by the conflict in Vietnam, a decline in enrollment, an economic recession, and the planning for the move of the lower campus programs to upper campus, caused the legislature to become very conservative in their approach to new building proposals. Therefore they examined existing programs, and the space that they occupied, very critically.

In 1974 the Higher Education Coordinating Committee recommended that the Valley Campus be closed, and all college departments and service units housed there be moved to the Highland Campus. This caused the legislative committees to be very analytical of the use of space on the upper campus, because they knew that they would need to make a major appropriation to build additional buildings to house the programs existing on the Valley Campus. As they studied the use of Wilson Campus School they concluded that it was a large relatively new building that housed only a support unit of the college. They reasoned that it was a unit that did not produce credit hours to support the employment of its staff, or pay its own way in maintaining a building. They were apprised of the fact that the Campus School was a very valuable resource, and was utilized by college students from many departments, as well as an exemplary school for the children of the community. After an emotional hearing on campus and several meetings in St. Paul, the decision was made by the Higher Education Committee of the House of Representatives that Wilson Campus School be closed and the building be remodeled for the use of other departments and service units of the College. Later the legislature approved this recommendation as a part of the campus consolidation plan. Needless to say this was a sad time for the elementary and secondary students at Wilson, their parents, and the college community as well. Following the end of spring quarter, 1976, Wilson Campus School was closed.

The College of Arts and Humanities

Prior to academic reorganization, the departments in the College of Arts and Humanities were a part of the School of Arts and Sciences. Throughout the past quarter century these departments have made a substantial contribution to the teaching of thousands of students in their various disciplines, and at the same time have culturally enriched the lives of students and other people in the university community. The departments and programs that are a part of the College of Arts and Humanities in the 125th year of the existence of Mankato State are these:

- American Studies
- Art
- English
- Foreign Languages
- History
- Honors Program
- Humanities
- Mass Communications Institute
- Music
- Open Studies/Liberal Studies
- Philosophy
- Pre-Theology
- Religious Studies
- Scandinavian Studies
- Speech Communication
- Speech and Theatre Arts
- Theatre Arts
Each of the departments changed during the years since 1967. A description of some of the significant contributions and changes that were made follow.

The Foreign Language Department has been very active through the years in providing experiences for their students in other cultures. For years many of the students who were studying Spanish enrolled at the Instituto Tecnologica at Monterrey for a quarter or more, under the supervision of MSU language professors. German students also had the same opportunity to study at the University of Innsbruck in Austria. Other opportunities were provided for students to study in France, Sweden, and Russia through cooperative programs, exchange programs, or study tours.

Graduate students in theater were given the opportunity for more advanced study after 1979, when the Master of Fine Arts (MFA) was approved. Prior to that time, a graduate student in theater could take either a Master of Arts or a Master of Science degree program. Since that time, students have three options, although a MFA degree requires 72 credit hours as opposed to a 45 credit hour program (thesis plan) for the other Masters Degrees. A MFA is considered a terminal degree for the creative artist in theater and provides training for increased professional competencies in the specialized areas of the theater arts. This has provided much enhancement to the Theater Department, as well as to the community at large, for a number of very talented people have been in residence for this degree.

Graduate programs have grown rapidly in the College of Arts and Humanities. Seven departments have both a Master of Arts and a Master of Science (teaching). Music has added a Master of Music to its graduate degree choices for students. Some programs, such as Religious Studies, have developed some graduate courses for electives.

The nature of the disciplines in this college dictate that a number of resources be provided for the students and the university community as a whole. For example, the Art Department maintains the Conkling Art Gallery to exhibit student and faculty art and works by visiting artists. This attracts many visitors to the many exhibits during the year. This department provides much enjoyment for many people each year.

The Performing Arts Center houses the Theater and Music Departments. The Theater Department presents at least nine main stage productions in the Ted Paul Theater each year. There are many other student productions at the Phoenix theater, which is primarily a laboratory in which students can get experience in managing, directing, performing, doing the technical work and writing. This laboratory theater has come a long way from the first "Pit" that was begun in a basement room in McElroy/ Crawford Center in 1969. The main stage theater program has been a fine educational asset to the university and has been a cultural asset to the thousands of patrons from the region each year.

The other tenant of the Performing Arts Center is the Music Department. Performance in music is very important, and the department provides a wide diversity of opportunities for students. Students perform in jazz groups, bands, symphony orchestra, madrigal and choral ensembles, small ensembles, and as soloists in either vocal or instrumental music. They have the opportunity to study with faculty members who are fine performers, as well as excellent teachers. Some faculty members are also gifted composers. The Elias J. Halling Recital Hall is a fine facility for instruction, as well as for the musical performances that are held there. These performance benefit students and the entire community. A degree program was added to meet the needs of students who wish a career in the music industry that involve sales and management. This program results in a Bachelors of Music Management Degree (BMM).

The Speech Communication Department has the responsibility for the Forensic Program. This program has been outstanding in competition for many years. It has ranked among the top two dozen teams in the nation, and the top in the state of Minnesota consistently, and has provided excellence in training for the participants.

The English Department also provides many cultural opportunities outside of the classroom for students and others. For example, they have sponsored numerous writers workshops.
Faculty members, as well as guest authors, lecture, give readings and reviews, and provide many learning experiences. The Good Thunder Reading Series is a regular feature where writers and other artists of regional and national renown share their works. Often these people are in residence for a time, and the students benefit from more than one exposure to them. The annual Robert Wright Minnesota Writers Conference is held yearly. This conference was named for Robert Wright, a teacher of English and author at Mankato State for thirty years. The faculty also holds various workshops during the year.

The College of Business

Since 1968 the College of Business has enrolled and graduated more students than any other college. The curriculum, staffing, and services have grown to keep pace with the student demand at both the undergraduate and graduate degree levels. It is significant to note that business students previously prepared primarily for education, and business was secondary. Now most business students prepare specifically for careers in business and industry, with only a few preparing to teach. It is also significant that following the attainment of a degree, students are employed all over the world in business. Hence, there is a heavy emphasis on international business within the college. Similarly, more and more emphasis is placed on public relations in business and the legal aspects of business. Therefore, there is an emphasis on public and governmental relations. The faculty of the College of Business are well aware of the importance of research in their teaching, and they are also quite involved with regional development projects in business and industry. This has many advantages. The research and the involvement in the regional development projects provide the advantages of internships for students while they are enrolled and potential employment after graduation. Often the businesses or industries provide equipment and/or financial support for research and the opportunity for joint work on projects. Students can learn about the “real world” while still in training.

The departments in the College of Business in 1993 are these:
- Accounting
- Business Administration
- Aviation Management
- Construction Management
- Finance
- Insurance and Real Estate
- Management and Industrial Relations
- Marketing
- Economics and International Business
- General Business.

The General Business Department includes business communication and business law. It also provides instruction for students majoring in business education and office systems management.

Graduate degrees developed in the College of Business have been the MBA in several programs in Business Administration, the MS in Business Education, and the MA in Economics. This college has graduated hundreds that have earned the MBA since its inception.

The support programs for the College of Business have all been developed this past quarter century. Those that are providing their resources in 1993 follow:

The Internship Program was designed to give junior and senior students opportunities to participate in various business and industrial organizations and give them some practical experience.

The Bureau of Business and Economic Research provides faculty and students with facilities and opportunities for research in business, industry, education and economics. This bureau
has been of great assistance to local governments and area businesses for planning information.

The Center for Economic Education was established to improve the teaching of economics in the schools of the area. It has worked in close cooperation with the Minnesota Council on Economic Education and the National Joint Council on Economic Education to provide teacher instruction, research, library lending, and other services to the K-12 schools of southern Minnesota. This center has been recognized nationally for its specialization in computer-assisted instruction. Following designation by the Joint Council on Economic Education as the National Specialized Center for Computer-Assisted Instruction in Economics, the Mankato center has served as an informational clearinghouse for college and university centers for economic education located throughout the fifty states. It also has sponsored many events for teachers and their students to promote economic education.

The Center for International Labor Studies was established to develop courses in comparative industrial relations and global labor problems. Training courses for industrial and labor relations personnel from the United States and newly industrialized countries have been taught. A major function has been to provide research services for private companies and government agencies in and outside of the United States. This Center is funded primarily from grants outside of the university.

The College of Health and Human Performance

This college has had at least two changes in names in the past twenty-five years. It has always been a major contributor to teacher training, but through the years a number of departments that provide students with opportunities to prepare for many different careers have been added. Of course, this college has been a major contributor of general education and support courses to students in all fields of study.

The departments and programs that are a part of the College of Health and Human Performance are these:

Communication Disorders  Military Science
Dental Hygiene  Physical Education
Dental Assisting  Pre-Occupational Therapy
Health Science  Pre-Physical Therapy
Intercollegiate Athletics  Recreation, Parks and Leisure Services

All of the departments have grown through this quarter century. To do so, some have focused on preparing students for non-teaching careers, but they still have their curriculum base in human physical development in some respect. This implies that the faculty are research oriented in their teaching, and the course development is deeply rooted in research methods.

The newest department in the college is the Department of Military Science/Reserve Officer’s Training Corps (Army ROTC). This department was established in the summer of 1980, and first classes were offered in fall quarter of that year. This program offers either a two or four-year academic program, enabling students to compete for a commission as an officer in the United States Army, Army Reserves or Army National Guard.

The programs in Intercollegiate Athletics are fully described in the Chapter titled Campus Life.

The College of Health and Human Performance has awarded many graduate students their masters degrees. Of the three departments that award graduate degrees, the Physical Education Department has graduated the most.
The College of Natural Sciences, Mathematics and Home Economics

This college has grown rapidly to keep pace with the growth of science and technology in society. Many departments have expanded their offerings to include different programs that prepare students for specific careers. These career opportunities may lie in industry, research, teaching, or government, or may necessitate graduate study. It should be noted that some courses in this college are required of all students in the university. The departments and programs that are a part of this college in 1993 are these:

Biological Sciences
  Biology
  Biotechnology
  Environmental Science
  Toxicology

Chemistry and Geology
  Biochemistry

Clinical Laboratory Sciences/ Medical Technology

Computer and Information Sciences

Home Economics

Mathematics, Astronomy, and Statistics

Pre-professional Programs
  Pre-Agriculture
  Pre-Chiropractic
  Pre-Dental
  Pre-Forestry
  Pre-Medicine
  Pre-Mortuary Science
  Pre-Optometric
  Pre-Osteopathic Medicine and Surgery
  Pre-Pharmacy
  Pre-Podiatric Medicine and Surgery
  Pre-Veterinary Medicine

Disciplines in many departments of this college are based heavily upon research, and it is only natural that the departments have strong graduate programs. Eight departments offer a Master of Science degree, and four of those departments also offer a Master of Arts degree. The research work that has been done by the faculty and students has benefited many businesses and industries, as well as the students. Many of the ideas that were incubated in the laboratories by these people have become profit-making ventures later.

Some special components maintained by this college include the Academic Computer Center. This, as is the library, is a major source to all of the students on campus. This center has an open laboratory that has a wide variety of equipment available for student use, and supervisory assistance is available at all times. This center is equipped with many minicomputers, access to mainframe computers, the Local Area Networks (LAN), and the Wide Area Networks. The networks provide access to information from national resources. The center also contains five classrooms/laboratories for all types of computer equipment, and compatible printers for each kind of computer. A software library has been developed for student use in the center. In the development of this resource, free workshops have been provided to teach students how to utilize computers in their study.

The Andreas Observatory was built and equipped through donations by Lowell and Nadine Andreas, Mankato State University, and the National Science Foundation. This facility has a twenty inch computer-controlled Cassegrain reflecting telescope, complete with auxiliary equipment, for student and faculty research and public education. This facility has been a boon to astronomy instruction at Mankato State.

Several departments in this college have been the recipients of grants from business and government. Many of these grants are made on a partnership basis between the donor, who provides either a monetary grant, or some equipment, in return for some specialized research by the students and faculty of the department. This has provided students with valuable experience on up-to-date equipment to use in “real world” applications. Many times students have also been employed immediately after graduation by either the donor agency or business.

Children’s House has been a resource for the Home Economics Department, as well as the Elementary Education students, for a laboratory to observe pre-school children. Child development is studied through direct observation and participation with these children.
An activity that has grown rapidly is the Regional Science Fair Program. The departments in this college coordinate four Science and Engineering Fairs that attract over 2,500 students in grades three through twelve each year. These fairs are an incentive to these students to learn independently about science and its applications to the world they live in, through both individual and classroom study. The school programs are also enriched, because the students are encouraged to do independent project work, develop displays, do demonstrations, have their projects judged by professional scientists and engineers, share similar interests with other students, compete for awards, and gain recognition at the local, national and even international level. Needless to say this project has involved many faculty members each year.

The college has also established a Science and Mathematics Center, where current curriculum materials are available for teachers to utilize in developing learning activities. The center also provides support for workshops, methods classes, teachers, area students, and their parents.

The Mathematics Department has developed a Talented Youth Project, whereby they offer an accelerated mathematics curriculum to outstanding junior and senior high school students in South Central Minnesota. This has had a positive effect on those students who have interest in mathematics.

The Water Resources Center was developed to gather, analyze, and report data of environmental significance. It has been sustained by grants and contracts from governmental agencies, as well as the private sector. It has involved graduate and undergraduate students in meaningful research experiences. Most of the time there are several on-going projects involving lakes, rivers, wetlands, groundwater, land use, agriculture waste utilization and public policy. This Center has been under the auspices of the Biological Sciences Department, but it is interdisciplinary, and has involved faculty and students from several departments.

The School of Nursing

For many years Nursing has prepared students to become professional nurses. These graduates assume many roles in the communities where they live, which include caring for the ill in the hospital, rest homes, schools, communities, and the home. They also are advocates for health promotion and the prevention of disease.

The School of Nursing has a fine relationship with area hospitals and other health-care agencies in the state where the nursing students gain their clinical experience. This has been very beneficial to all concerned.

The school offers a Bachelor of Science degree in nursing but also offers graduate courses for practicing nurses to increase their knowledge and skills. In addition, a continuing education program is offered to nurses in the field, so that they may maintain their competence in nursing practice.

The College of Physics, Engineering and Technology

This college, the last to be organized in this quarter century, was an outgrowth of the vision of a strong faculty in the Physics Department, and the societal trend toward the use of more and more technology. The Physics Department has been a strong department for many years. Originally it was a part of the School of Arts and Sciences, and later a part of the College of Natural Sciences, Mathematics and Home Economics. During the seventies, the faculty discerned that there was a need for a program in electronic technology at Mankato State. This was built, course by course, as a part of the offerings of the Physics Department. Later it became known as Electronic Engineering Technology. In surveying the potential employers in this field, it became very apparent that there was also a need for a program for Electrical Engineering in the State of Minnesota. At this time there was only one program to prepare electrical engineers in the state, which was located at the University of Minnesota. After much research and consultation with the University of Minnesota, potential employers of electrical engineers, and many other agencies, a proposal was drafted. After gaining support of the State University
Board and other agencies, the proposal was presented to the State Legislature. They gave their approval, and approved the funding to start an engineering program at Mankato State in May, 1983.

The department of Industrial Technical Studies was originally the Industrial Arts Department housed in the School of Education. For many years it was a premier department for preparing teachers in industrial arts. However, with the decline in the need for industrial arts teachers, the department began to broaden its scope of offerings. Courses, and later programs, in automotive technology, printing, construction technology, and later manufacturing technology, were all new emphases that were developed by an astute faculty to keep pace with societal changes. Some organizational changes also took place. For a time Industrial Technical Studies was housed in the College of Business, but finally when the School of Physics, Engineering and Technology was formed, it was brought into this school. The program for Technology Education was left with the College of Education for the preparation of teachers of technology. The rest of the department, Automotive Engineering Technology and Manufacturing Engineering Technology, became separate programs.

The School of Physics, Engineering and Technology was founded in October, 1985 to administer the programs of Physics, Electronic Engineering Technology, Automotive Engineering Technology, and Manufacturing Engineering Technology. At this time the School was a part of the College of Natural Sciences, Mathematics and Home Economics. In the early nineties it became the College of Physics, Engineering and Technology.

In the mid-eighties it became clear that there was a need for the preparation of mechanical engineers at Mankato State. Again the rigorous process of researching need, assessing resources, consultation, writing proposals, and presentation to the various boards and the legislature ensued. In October, 1986, the Mechanical Engineering Program was approved.

It should be noted that in every case in the development of these new programs, the faculty from existing departments provided strong leadership. As the new departments and programs were instituted outstanding faculty were recruited. The students that are enrolled in this college are of very high quality.

The departments and programs are these:

- Electrical Engineering
- Electronic Engineering Technology
- Manufacturing Engineering Technology
- Automotive Engineering Technology
- Mechanical Engineering
- Physics
- Pre-Engineering
- Biomedical Engineering and Bioengineering

The two departments that offer graduate degrees (M.S) in this college are Manufacturing Engineering Technology and Physics. Graduate courses are also offered by the Mechanical Engineering Department.

The faculty and students in this college have done much outstanding research and have shared their findings through published works. Several have patents on inventions or procedures they have developed. Many of them have worked with regional businesses and industries to incubate ideas for the development of new products or technologies.

The College of Social and Behavioral Sciences

After the reorganization in 1977 the College of Social and Behavioral Sciences has consistently grown in undergraduate enrollment. The faculty in each of the departments have done outstanding work in developing a strong curriculum and they are renowned for excellent teaching. Good teaching is one of the reasons for the growth in enrollment, and the placement has been good in some disciplines, in spite of the competition from business and technology as career choices for students in the past two decades.

In the period since 1968 a number of programs and departments have been added to this college. Two of them, Ethnic Studies and Women’s Studies, will be described in more detail.
later in this essay. The departments and programs in the College of Social and Behavioral Sciences at the end of the first quarter of the second century are these:

Anthropology
Earth Science (in collaboration with the Chemistry and Geology Departments)
Economics (a B.A. program in collaboration with the Economics Dept.)
Ethnic Studies
Geography
Gerontology
International Relations
Latin American Studies
Law Enforcement
Political Science
Pre-Law
Psychology
Social Studies
Social Work
Sociology and Corrections
Urban and Regional Studies Institute
Women’s Studies

Nine of the departments/programs offer the M.S. degree, and seven offer the M.A. degree. The students and faculty at the graduate level have done outstanding work in research. Two organizations that have been created to foster applied research projects are the Bureau of Planning and Cartographic Services and the Bureau of Social Research.

The Elderhostel program made its first appearance on campus in 1978 under the auspices of the Gerontology Program and it has been held every summer since. This educational experience is hosted by higher education institutions all over the world and serves people sixty years of age or older. Typically these courses are of one week duration and may cover any topic that an institution wishes to offer. Usually they relate to liberal arts or science subjects that are of high interest to people. Therefore the instruction is done by faculty members from many different departments.

The College of Graduate Studies

Graduate education at Mankato State has grown rapidly since its beginning in 1953. The first masters degree, a Master of Science, was typically a teaching degree. Since 1968 these degrees have been awarded also: Master of Arts, Master of Arts in Teaching, Master of Music, Master of Business Administration, Specialist Degree, a Master of Fine Arts in Theater, and fifth and sixth year certificates. In 1967 the legislature authorized the doctorate, subject to State University Board approval. However, the board has never seen fit to approve the doctoral programs for the state universities, citing the reason that they did not have the resources to fund doctoral programs.

In recent years, with the total enrollment at Mankato State exceeding 16,000 students, one of every six students was enrolled as a graduate student. Most of the students in graduate education are pursuing career objectives by improving their skills in current jobs, or honing skills for promotions or future jobs. In the past three years over 3,000 students received a graduate degree from Mankato State and over ninety percent were employed in positions directly related to their graduate preparation. In 1990, ninety-three of the four hundred thirty-two public school superintendents of the state were prepared at Mankato State.

In 1970 graduate degrees were offered in forty-seven areas across Mankato State, and in 1992 this had grown to sixty-four. Graduate education requires well-prepared faculty with terminal degrees. By 1992 over 400 of the graduate faculty held the highest degrees possible in their respective disciplines. Usually a good graduate program in an institution is one of the factors that attract quality faculty, and this is a great advantage to the undergraduate programs.

A factor in the growth of the graduate program in the past two decades has been the leadership of the Graduate Office in recruiting quality students. This work has been a boon to the undergraduate departments, because many of these graduate students are employed as laboratory and teaching assistants. The resources, both human and academic, provided through the Graduate College have been of great advantage to the entire university through the years.
The MSU Memorial Library

The Memorial Library’s existence almost parallels the past quarter century, for it was opened on October 2, 1967. The second phase was added in 1968, and a third addition was finished in 1992. Until most of the academic departments had moved to the Highland Campus, part of the library was located in Lincoln Library on the lower campus. In the mid-seventies the Lincoln Library was closed, and all of the resources were moved to Memorial Library, except for the Music Library, which is located in the Performing Arts Center.

Of course the best resource for any institution of higher learning is a well-stocked library, staffed by helpful and knowledgeable people. Mankato State has always requested more money for the library than was appropriated. Through the years, almost all of the accrediting agencies have recommended that the library holdings be increased. However, the perennial budget problem has limited the purchase of additional library materials. In spite of some inadequacies in collections the staff has worked valiantly to provide instructional and research materials, programs for facilitating the learning process, and support for faculty and students. There have been rare instances when there was a special appropriation for library resources, and one of these occurred in 1968 when four million dollars was provided for “catch-up” use.

Many changes have taken place in library technology during the past twenty-five years. Many of these changes are attributable to the use of the computer. In 1980 the first computerized card catalog system was in place. This system was developed by the staff at MSU under the leadership of Dale Carrison, Director of the Library Media System, and was to become a model for libraries all over the country. This made the old manual card catalog system obsolete. Since that time, the State University System has supported the Project for Automated Library Systems (PALS), which provides library users with an automated system. This system includes an online catalog, circulation, acquisition and serials control, direct interlibrary loan, and electronic mail. Bibliographic access to all the materials in Memorial Library and other State University Libraries, and over fifty other libraries, is available online. This, coupled with rapid inter-library loan service, has expanded the resources greatly. In fact, much information can be transmitted quickly by means of electronic mail, or faxed from one library to another.

Through many of these twenty-five years the name associated with the library was the Library Media System. However, it was shortened to “Library”, because a modern library includes all visual and auditory media that are classified as information. For many years, the MSU Library has had collections of film, video tapes, prints, maps, tapes, records, and other materials, much of which would have been classified as audio-visual materials at the beginning of this period. These collections are much in demand, particularly those that are a part of the most recent technology.

At the beginning of 1992 the Library’s collections of all items available consisted of over one million items. This collection, coupled with interlibrary loan service, allows for access to much information by all library users. The library is also the local source for Minnesota state and federal government documents, the U.S. Army Map Service and the U.S. Geological Survey. The services provided by the library include the rental and maintenance of a 16 mm film and videotape library, a recording sound booth, audio listening stations, television studio, portable video equipment distribution, duplication of audio and video tapes, duplication and paper copies of microforms, coin-operated photocopy machines, and maintenance and repair of all media technology equipment.

Memorial Library has been accessible to persons with all types of disabilities, and special provisions have been made to accommodate all persons with any type of needs. For example, in 1980, a Kurzweil reading machine, capable of directly translating ordinary print into spoken English, was installed. This machine was designed to be of service to those persons with disabilities in vision and was the first installation at any Minnesota college or university.

Until the final addition was built in 1992 there was a decreasing amount of study space, as the collections were enlarged and the stacks encroached on study areas. However, with this
addition, there are many study carrels throughout the building close to all of the stacks. Library patrons now have ample space to research and study in a very attractive setting.

Extended Campus/Continuing Education

This department is a means of providing students with undergraduate and graduate courses in many locations in Southern Minnesota. This has allowed hundreds of students to take evening courses or attend an off campus center while still remaining employed. It started originally as a means for teachers to upgrade their knowledge and skills. Later, it opened new doors for students to start and continue new degree programs. It also was offered at the request of employers in the Twin Cities, so that their employees may improve their skills.

A description of the growth of the program can be found in the section on Enrollment in this paper. It was a boon for some departments during the time when enrollments were in decline because thousands of credit hours were produced which, when translated to FTEs, provided many positions. The quality of instruction was considered to be as good off-campus as that on-campus, because the same professors taught at both locations.

The first off-campus center that was organized so that a student could take a complete Associate of Arts degree at that site, was located at Fairmont. The degree program at this center was established in 1978. This off-campus site, called the Prairie Lakes Center, was staffed with an advisor and enough commuting faculty from Mankato State to teach the scheduled courses for each quarter. Service provided to other locations for degree attainment were Associate of Arts degree at Owatonna; Baccalaureate degrees in Accounting, Business Administration, and Law Enforcement at Minneapolis/St. Paul; and Masters Degrees in Business Administration, Public Administration, Human Services Planning and Administration, Continuing Studies, Urban and Regional Studies, Curriculum and Instruction, Educational Administration, Counseling and Student Personnel, Rehabilitation Counseling and Special Education at Minneapolis/St. Paul.

For many years the Extended Campus Program delivered from 450-500 courses annually to over fifty locations. In traveling to these teaching sites faculty members have averaged over 288,000 miles each year to serve these students.

Other Influences on Curriculum

Workshops and conferences that are offered for credit have historically been a major factor in influencing curriculum development. Many departments are very sensitive to the needs of students in their various jobs. If it is ascertained that there are some societal or professional needs that occur for these people, the departments will offer workshops to meet those needs. In some cases the legislature, or some licensure board, may mandate some update in requirements for a profession. In the early seventies, the State Board of Education mandated that every public school teacher must complete a required course in Human Relations. Such a course was developed and approved by the Educational Foundations Department, and it has become a staple in the program. However, the first courses were offered as workshops, many off campus. Similar cases have produced many workshops on a one time basis for a specific topical presentation. Most of these are for graduate credit.

Exchange programs with other countries have been available for a long time. The Curriculum and Instruction Department, the Mathematics Department, and Foreign Language Department have had exchange programs with Mexico for years. The Foreign Language Department has also had programs in France, Austria, Russia, and the Scandinavian countries. Programs with the International Business Department have been set up in various countries. Construction Management has established a program in Russia, as have some of the departments in the College of Education. Various exchange programs have been established with oriental countries. When the State University System established the campus at Akita, Japan, a new opportunity was provided for a student and faculty exchange.
Another influence on curriculum development has been the grants, both public and private, that some departments have received. Some of the departments that have been recipients of grants for program development and instructional use are Vocational Rehabilitation Counseling, Educational Administration, Urban and Regional Studies, Upward Bound, Talent Search, Special Education, Communication Disorders, Psychology, Health Science, Biological Sciences, and others. Many of the departments in the Colleges of Natural Sciences, Mathematics, and Physics, Engineering and Technology, have not only received monetary grants, but also gifts of equipment, computer hardware and software.

An interesting concept for course offerings was applied in January, 1972. At this time the enrollment at Mankato State was in a serious decline and plans were made to cut some faculty positions because of the reduction in the number of credit hours that were produced. Therefore the idea of teaching “Mini-courses” was conceived by some inventive faculty members. The departments were encouraged to develop one hour credit courses in areas that would interest regularly-enrolled students and the public at large. Some of these courses were related to, or were special topics within, the departmental discipline. Many others were special topics of interest to individual faculty members or were an outgrowth of their hobbies. The credit could not be applied to either a major, minor, or a general education requirement. These courses caught the fancy of 2500 people, who enrolled the first quarter the courses were available. Seven hundred courses were proposed and 513 had students enrolled in them. One fourth of the enrollees were people not currently enrolled at Mankato State. This novel approach caught the attention of the news media all over the country. Even Newsweek carried a feature story. The program existed until December, 1976, when it was abandoned. Students may still take one hour courses from most departments, but they must be a special problems course, a research project, or a workshop.

In this quarter century all departments saw change in course offerings, curricular requirements, resources available, and organization. Some departments spawned other programs and some of these became new departments and some remained under the administration of the parent department. As previously described, an entire college was born, the College of Physics, Engineering and Technology. As is the case in most higher educational institutions, a reason must exist for a program or a department. In most cases a preparatory program for a profession or vocation may dictate the professional requirements for a new program. Recommendations from an accrediting agency may influence growth or change of the academic offerings. Two very significant programs created during this time period were really the outgrowth of societal changes. These programs, Minority Groups Studies and Women’s Studies, eventually became departments. A discussion of these programs follows.

**From the Minority Groups Studies Center to Ethnic Studies and Cultural Diversity**

President James Nickerson saw a need to create an academic and service unit to serve the needs of those people on campus who were culturally different. He envisioned that this unit would provide Mankato State and the Mankato community an opportunity to gain insight about people who were culturally and racially different. In 1969 a Task Force was appointed to devise a plan, which eventually became the Minority Groups Studies Center. Members of this Task Force were Robert Cobb, Tom Anderson, George E. Ayers, Hazel Bowie, Corky Finney, David Janovy, Burt Meisel, Douglas Ralston and Bonnie Wulf.

The Task Force originally recommended that this center be a Black Studies Center, but Nickerson maintained that Mankato State will better serve our students and our region if we broaden the recommendation to include other minority groups. The center will be charged with the coordination of all activities which result in an expansion of educational opportunities to members of all minority groups. Such activities will include interdisciplinary instructional
programs, assistance with recruiting of students and faculty, and counseling minority students. The center’s first coordinator should be a black because the legitimate and urgent concerns of the blacks should be the center’s top priority.

In July of 1970, the appointment of Michael T. Fagin as the first director of the new Minority Groups Studies Center was announced. During the 1970-71 academic year, the work of the center was primarily providing special services for minority group students. These included financial aid, advising, recruitment of staff and students, counseling, academic advising, development of human relations programs and other socio-cultural activities. This first year, the Center was assigned to the Sociology Department, within the School of Arts and Sciences, for administrative assistance. However, the Center soon became an independent unit within the School of Arts and Sciences. The Vice President for Student Services also provided much professional assistance, with the cooperation of the staff in admissions, financial aid, health services, legal services and counseling. It was also necessary at this juncture to develop a curriculum for the center. The departments throughout Mankato State were consulted in the development of the curriculum. With the cooperation of many people, the first courses were approved for Black Studies. Other courses that would be appropriate for elective courses for minority students were also identified by the various departments.

One of the immediate concerns of the Director of the Center was a means of assisting minority students with any academic deficiencies. Hence, a tutorial program was proposed, which included seminar classes during their last semester of high school, a five week summer session for entering freshmen, and an on-going tutorial service for students while enrolled at Mankato State. The instruction in these tutorial experiences would include enrichment in communication, reading and computational skills. Some of the on-going tutorial programs would include a program staffed by volunteers from MSC students or from the Mankato community at large.

Once the services and academic program for black students was underway, Fagin requested that an American Indian program be started. Up until this time only black faculty had been employed in the Center, and courses that had been taught related only to the black culture. An American Indian was employed in 1972, the program was enlarged to include service for American Indian students, and the course offering was expanded to cover the Indian culture.

The minority culture program was expanded when in fall quarter, 1973 the first course was offered on the history and culture of the Chicanos. Later other courses were added in Hispanic Studies, to complement the courses in the other ethnic groups. In 1986, the Asian-American studies program began to meet the needs of the many Asian-American students on campus. Faculty were hired, and courses were developed and approved for each of the four minority groups represented. By 1993 a student could choose to work on a Bachelor of Arts or a Bachelor of Science in a Major in Ethnic Studies, or work for a Minor in Ethnic Studies, a Minor in Afro-American Studies, or a Minor in American Indian Studies. Courses from the Minority Group Studies Program (later Ethnic Studies) were popular electives for students from many different majors.

A graduate program was designed for students who wished to earn a Master of Science degree in Continuing Studies, with an emphasis in Ethnic Studies. Other graduate students could elect some graduate courses in Ethnic Studies.

In 1970 an ethnic cultural center was established at 639 Hickory St. This facility was called the Black Cultural House. Its primary purpose was to provide a place on campus where black students could exercise fraternality and stimulate positive group interaction. It served as a base from which the black students could share their own symbols of identity and achieve a social-cultural outlet. In December, 1972, the Native American House was opened for the native American students. This center had a purpose for the native American students similar to that which the Black House had for the black students. It was a place where these people could congregate with others of their own ethnic group to socialize and maintain a sense of identity.
with their culture and history. Another objective was to have a place for these ethnic groups to interact with other people from the community and college and display their cultural artifacts. The end result of this would be the improvement of understanding of the cultures and relations between the races. Both of these houses were closed because of an energy crisis, and for fiscal reasons, by 1973.

During the time of the exodus of many programs and services from the lower campus, a plan was devised to create an Intercultural Student Center to accommodate all of the minority students at Mankato State. This center was finally located in the I Wing of the McElroy Residence Hall. This center provided a place for students to study, to discuss issues of common concern, for small groups to meet, and for all to socialize. The program component of the Minority Groups Studies was located in the floor above in I wing. This part of the center consisted of faculty and advisor offices, work and meeting rooms. It wasn’t long before it became apparent that the program portion of the Minority Groups Studies needed to be in the main stream of academic life, so the faculty offices and classrooms were moved to a remodeled corner of the first floor of Armstrong Hall. Shortly after this time, the Intercultural Student Center was relocated in a remodeled area of the Crawford/McElroy Commons (now Carkoski Commons) This center consisted of a lounge, television area, a small food service area, a reception area, and reading room.

An asset to the campus and the community at large are the many yearly conferences that are held by the individual minority groups under the leadership of the Minority Groups Studies Program. These conferences have attracted students and scholars from all over the United States. The Pan African Conference, the American Indian Symposium and the Asian American Symposium are given annually at Mankato State. In addition to these conferences, which may last from two days to one week, there are many other events, such as the celebration of ethnic holidays, ethnic programs, ethnic arts displays, food tasting and ethnic music and dance. By 1988 there were over 150 ethnic events on campus, which averaged fifty programs per quarter and these continue to grow. The Minority Groups Studies Center, International Student Office, Women’s Center and the Student Activities Office are the major contributors to the ethnic programing at Mankato State.

The International Student Office (ISO), in their work with international students, have complemented the ethnic programs from the Minority Groups Studies Center as they have grown through the years. The ISO has developed a fine relationship with the Mankato community through its Host Family and International Wives programs.

A conference was sponsored in 1986 by the Chancellor of the State University System, which involved delegations from all of the state universities. This was the beginning of the Cultural Diversity program for the State University System. It was at this conference that Mankato State was given recognition for already having the Minority Groups Studies Program in place to provide for the ethnic needs of students.

With the impetus from this conference, there were changes to come. The Minority Groups Studies Center was reorganized into three distinct areas: the Cultural Diversity Office, the administrative component; Ethnic Studies, the academic component; and the Ethnic Service Center, the student advising, counseling recruiting and retention component. There was a change in staffing to accommodate the needs of each of the components in the Cultural Diversity Program. The administrative head selected for this growing program was Michael Fagin, the individual who had started the program in 1970, and had guided it through the years. His title became Associate Vice President for Cultural Diversity.

One of the priorities was to make a greater effort to recruit more minority students and staff members. At the beginning of the academic year 1992-93, MSU had a total of 465 ethnic students. The self-identified population consisted of 124 African Americans, 226 Asian Americans, 26 American Indians, and 89 Hispanics. The original Minority Groups Studies Center began with a total of seventy African Students in 1970.

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Discussions were held throughout the university about a proposal to require a core class requirement for all students, which would give them an opportunity to improve their understanding of America's diverse cultural and ethnic minorities. These discussions were an integral part of the University's strategic planning initiatives.

The Cultural Diversity Program staff members have spent considerable effort in providing the Mankato State University community a clear definition and understanding of cultural diversity as it applies to American society. This program is a meaningful part of the overall mission of the university in providing comprehensive multicultural and global education.

Women's Studies

The Women's Studies program emerged at Mankato State in the decade of the seventies, which was significant for several reasons. It came at a time of social change, and because of the nature of this program it fostered change that would lead to greater equality and freedom for women. It was much needed to raise the consciousness of the university and the community it serves about women's issues. It was oriented to teaching and research about women's history and culture, which had always been much neglected in the curriculum.

From the time the first ideas were conceived to study the status of women on campus, until the program became a reality, there were many delays and obstacles. Some of these were typically bureaucratic in nature, and some were apparently indecisiveness among the people involved in the process. A detailed account of these problems was written by Ione H. Louk in an unpublished graduate research paper, "The Development of a Women's Studies Program at Mankato State University, 1970-1977". (Many of the facts that follow were taken from that paper and the sources that she cited.)

The Administrative Council of the Minnesota State Colleges authorized the Commission on the Status of Women, which was charged to study, evaluate and report on the status of women as it then existed on the state college campuses. The focus of this Commission was primarily on salaries and the hiring practices of the state colleges, as applied to women. There was some discussion about the need for a Women's Studies program on each campus, which led to the administration of a questionnaire to all faculty in the State College System. One item in this questionnaire was: "Women's Studies should be included in the curriculum of this college." The tally revealed that men tended to oppose, but, surprisingly, women showed high resistance also. Forty-nine percent were opposed. This resistance was interpreted to mean that some women felt they fared better if they did not call attention to their sexual identity. Other women in high ranks believed that if they had "made it" under existing conditions, others could do so also.

At this time a number of women's groups were formed on the Mankato campus. They were concerned about their rights, about the discrimination against them, and their need for equality. Louk indicated:

the effectiveness of women's groups ... were chaotic at best. Ineffectual organizing, divided opinions on feminist issues, personal political differences, and an incredible lack of expertise in getting women to work together resulted in no one particular group with any political power.

One of these groups, the women of Women's Liberation, began a study to develop a Women's Center on campus. They were able to secure the approval from the Administration, and funding from the Allocations Committee of the Student Senate, to form a Task Force. At this time the Mankato State College Daily Reporter suggested the possibility of adding a Women's Studies Program. Because of some discord within the Task Force, and negative publicity from the Daily Reporter, a second group, called the Daughters of Lilith, was formed. Thus, two groups, with different approaches to the solution of the problems, were competing for the same funding that was available. Both groups developed proposals, but internal discord
within each group caused them to finally return the money to the Allocations Committee, and admit failure.

In 1974 a group of young women organized to form a Women's Center and to lobby for a Women's Studies program. Their adopted name was Southern Minnesota Feminists, and their meeting place was off-campus at the Y.W.C.A. Women from all segments of society were a part of this group, and this diversity surely helped make this a strong organization. Among the accomplishments of this group were building other organizations such as the Rape Crisis Center, which became Victims Assistance, the Women's Center at Mankato State, CADA (Committee Against Domestic Abuse), the Good Old Girl's Network, and other committees. This group was instrumental in getting the administration of Mankato State to establish a Women's Studies Program, and hiring a coordinator to administer it.

Early in 1973 Dean Elwood B. Ehrle, Dean of the School of Arts and Sciences, asked four faculty women to meet and discuss the need for Women's Studies. These women, Verona Burton, Eddice Barber, Carolyn Shrewsbury and Florence Sponberg, met regularly and later were asked by Ehrle to be members of the Arts and Sciences Commission on Women's Programs. Two men, David Janovy and Glen Just, were also a part of this Commission.

This Commission reviewed some proposals, including one from the Coordinator of the Minority Studies Program that Women's Studies could become a part of its program. This was rejected by the Commission because it did not provide for the differences in purpose that were desired, and therefore an independent program seemed much more desirable. In June, 1973 the following recommendations were made to Dean Ehrle: a Women's Studies Program office be assigned and Eddice Barber be appointed interim coordinator, pending further action in the academic year 1973-74. These recommendations were approved by the Executive Council of the School of Arts and Science.

Additional planning took place over the summer of 1973, and by fall, the Commission requested the deans of the other schools to each appoint an interested faculty member to work on the Commission. The intent was to enlarge the Commission, and vest it with the responsibility to gradually develop a Women's Studies Program, with a strong academic base, at Mankato State College. In addition, the recommendation included a provision to have an acting coordinator and a commission of few members. The recommendation stated that no director should be named until there was a solid academic base for the program, because faculty might object to more administrative positions; there could be uneasiness that minority programs might weaken support for other programs. Also, there might be anti-feminist thought because of affirmative action salary increases. The Commission should assume responsibility of informing all women of the current and developing academic opportunities and other services available to them at Mankato State College. In addition to this recommendation, a detailed plan was submitted including provisions for both on-campus and off-campus development.

At the same time that this development was taking place, another program, called Project LEAP, (Life Enrichment and Adult Programs) had been submitted by Ellen Skibness, a faculty member from Business Administration. Carl Lofy, Acting Vice President of Academic Affairs, in a letter to Acting President Kent Alm, discussed the reports from both the Commission and Skibness. It was his feeling that the Commission's plan be broadened to include the entire institution, with all personnel groups. He also wanted the administration to take the leadership in developing programs, so that the administrators could be sensitized to the discriminatory practices that existed towards women. Lofy suggested that official authorization be given to the Commission on Women's Programs. Nothing was done about the Skibness proposal, although Barber attempted to integrate it in with the Commission report.

On March 24, 1974 the Dean's Council approved the report in principle. The program was to be developed in the School of Arts and Sciences, but was to be institutional in scope as regards courses, faculty and students. Its primary purpose was to provide leadership in the planning,
coordination, and publicizing of academic courses and workshops about and/or for women. The coordinator was to be appointed by the Dean of Arts and Sciences and report to him. The Dean of Arts and Sciences would be responsible for the funding of the program.

During spring quarter, Eddice Barber was appointed to a half-time position as coordinator for Women's Studies. Barber submitted a proposal on July 26, 1974 that included: general recommendations, a proposal for a Women's Center, broader campus and extended campus programs for women, graduate school needs, an undergraduate academic program in Women's Studies (a minor to be drawn from existing resources), and a list of publications. By fall quarter, Barber was informed by Lofy that there was not enough money for full funding. He recommended that Barber consult Mary Dooley, Acting Assistant Vice President for Academic Affairs, for assistance. Dooley informed Barber that a number of groups on the campus should be contacted for their suggestions. These groups were: The Student Senate, the Faculty Senate, the Association of Faculty Women, the Dean's Council, the Undergraduate Program Committee and the Graduate Program Committee. These groups were also asked their opinions as to where the Women's Studies office should be permanently located, and to whom the director should report. Finally after getting the feedback from these groups, and after funding "delays" slowed the progress, Barber received program approval from the Dean's Council. At this point Lofy told Barber that a meeting time and date for choosing which School the Women's Studies should be in, would be decided. Barber returned to full-time teaching in the English department and the proposal still was not implemented.

In April of 1975 Lofy appointed Anita Stone Chairperson, and a new committee to serve as an Advisory Board for Women's Programs, which would report directly to the Vice President of Academic Affairs. This Board was instructed to begin a search for a Coordinator of the Women's Studies Program, to find a place for the new Women's Center, and to devise a program to aid older women, and other women who wished to return to school. The Advisory Board planned for an interdisciplinary academic minor in Women's Studies, and advice for the Coordinator after she was chosen. Initially the Coordinator was to report to the Academic Vice President. There were other problems for the Advisory Board. Financial support for the program was difficult to obtain. Dean Ehrle was piqued because he felt, that as the original supporter of the proposal, he should not have been left out of the communications loop between the commission and the vice president. There were changes in the administration. Dr. Lofy had gone on sabbatical. Douglas Moore was the new President, and Margaret Preska was the new Vice President of Academic Affairs. After learning about the fledgling program, and the difficulty that it was experiencing, she became very supportive.

In June, 1975, the Advisory Board recommended Dr. Margaret Cruikshank for the position of Coordinator of Women's Programs and Margaret Preska, Vice President of Academic Affairs, approved. This was a half time position that paid $4,000 per year. Cruickshank began work on July 30, 1975 and worked on two priorities for 1975-76: proposing a minor for Women's Studies, and writing and getting more courses approved.

Other recommendations that were written and approved were the Women's Studies Program should become a separate interdisciplinary program, and not a department within the School of Arts and Sciences; that the faculty allotment for Arts and Sciences be increased by one to include the Coordinator of Women's Studies; that the budget for Women's Studies be transferred from Academic Affairs to the School of Arts and Sciences, and be supplemented as befits a developing program; that the credit hours produced should follow the instructors from the various departments.
The Women's Studies Program was officially established on December 15, 1975. The minor in Women's Studies was finally approved by the University Board and the Higher Education Coordinating Board on June 23, 1976. It had been a long struggle which had begun in 1971, but actually some women had hoped and dreamed for such a program for many years before that.

Student demand led to the development of more courses and so it was only a short time before the Women's Studies Program was offering both Bachelor of Science and Bachelor of Arts degrees. A graduate program was soon to follow, with a program that culminated in a Master of Science degree. The faculty consisted of those women who taught courses that were developed within the program, and many other disciplines that had their emphasis on the contributions of women to history, art, music, literature and other areas. This was acclaimed by many to be one of the strengths of the program, because it truly had a liberal arts base.

Many women contributed to the development and growth of this program. An interesting fact is that in the seventeen years from 1975 to 1992 there have been nine coordinators or chairpersons of the program. Of this group, Carolyn Shrewsbury, was the only one of the original founders of the program. She also served longer as chairperson than any of the others, with a term of five years. Many of the faculty women have made and are continuing to make fine contributions in the classroom and as researchers and writers.

Women's Studies grew out of the feminist movement and built its foundation on the concerns of women, their roles in society, their accomplishments, and all of the forces influencing their condition. The courses are designed to build self-esteem and encourage critical thinking. The program is oriented toward training activists and leaders who wish to promote social change. Almost from its beginning, it has had a national reputation for the breadth and excellence of its program.

This quarter of the century saw the transformation of a state college to a regional, multi-purposed university. It was necessary to revise the old academic organization into more appropriate, and equal sized units, that bore the title of colleges. Most programs grew, and many changed to conform with the changes in society and the marketplace. Engineering became a major part of the total curriculum. Perhaps, the most significant changes of all were the development of programs that reflect an attitude of fairness and equality to the minorities and to women.
ENROLLMENT

Enrollment Data, Use of Data, and Causal Factors in Change

Always of much concern to those associated with the university is the enrollment from year to year. This, of course, is understandable when all planning, programming staffing and budgeting are keyed to this statistic. Without some knowledge of the numbers of students who will be enrolling for any given quarter, or for a summer session, it would be very difficult to plan the schedule of courses to be offered, to determine the cost of operating the institution or to employ the number of staff to teach and to serve the students.

There are different ways of tabulating enrollment data and each way has a different use. The most obvious way is to simply tabulate the number of students who enroll for any quarter. In this way it would not matter if a student enrolled for one course or if he/she enrolled for the maximum number of hours that were allowed. In fact it would not matter if the student took a workshop for one week or courses for the duration of a full quarter. In this method of tabulation the number of students that are enrolled is the statistic. This is called the "head count." Of course each quarter and each summer session has a "head count” statistic. Because the number of students enrolled during the fall quarter is the largest for any period of the year it is considered the “official” reporting period for the year. It is necessary to know the maximum numbers of students that need to be accommodated regardless of whether they are full or part-time. Pre-registration data are also compiled for the planning process and are used as a check against the projections made from the “head counts” of previous years.

Another way of tabulating enrollment data is known as the “Full Time Equivalent” compilation. Full Time Equivalents (FTE's) are determined by taking the sum total of credit hours produced during an academic year (Fall, Winter, and Spring Quarter) and dividing by forty-five. This figure of forty-five credits per academic year (fifteen credit hours per quarter) is, by definition, one full time equivalent student. Since many of the students at MSU are part-time a lower figure for FTE students is reported than the number of actual students enrolled (Head Count). The FTE data are very important because the state formula for the allocation of staff, both classified and unclassified, is based on the number of FTE students.

Unfortunately projections for planning, staffing, or budgeting are necessarily based on the previous year’s data. This often causes a hardship because the actual enrollment is never precisely the same because of many variables. Some of these variables include the changing economy, the number of available high school graduates, the weather as it affects the agricultural economy, and other factors.

An examination of Table 1 showing the Annual Enrollment reveals many interesting facts. First, the years 1967 to 1970 were very rapid growth years in numbers of both undergraduates and graduate students. In fact, in 1970 the enrollment at Mankato State reached a high point of 14,072 students, and this figure was not surpassed until 1982. This growth was during a time when economic conditions were good. It also was a time when the number of high school graduates was at a high point and the percentage of these graduates who were attending post-secondary institutions was growing. An unsubstantiated fact that some people thought was a factor in the growth of college enrollments was that some young men enrolled in college in order to escape the military draft. This may have been true at Mankato State, but it cannot be verified.

Graduate programs were growing because there was an increasing need for teachers to upgrade themselves professionally. Many school districts were requiring teachers to enroll in classes for professional improvement and rewarding them for doing so with incremental increases in salary based on credit hours completed in graduate programs. Many academic departments benefited from this trend and thus increased their graduate programs accordingly. Mankato State was also expanding the offerings in professional education for teachers,
educational administrators and school counselors. The State Board of Education at this time raised the requirement for certification in school administration. In fact, the requirement had been a Master of Science degree in administration and it was raised to a Specialist Degree, which required twice the number of graduate credit hours. Later the State Board of Education agreed to accept a certification program called the “Sixth Year Program”, which is a non-degree program but which still requires at least a total of forty-five credit hours beyond the Master’s Degree. These factors contributed to a rapid increase in the total of graduate credits produced on campus in this period until 1972.

From 1970 until 1978 there was a decline in the total enrollment. This can be attributable to a number of factors. These were the years of the Vietnam conflict, which caused much insecurity and unrest within the typical college-age population. There were student demonstrations and protests on the campus and within the community, including the blocking of bridges between Mankato and North Mankato. The community was shocked by bombing incidents at the Law Enforcement Center and the Army Reserve Armory. The occupation of the administrative offices in Old Main was the cause of much concern throughout the college and the state. The administrative officials used restraint in working with student leaders in this movement. Unfortunately these student demonstrations had an impact on enrollment for years to come.

This also was an era when students were changing in other ways. Some were concerned about their rights as students. They wanted a greater voice in curriculum planning, dormitory rules, campus government, evaluation of faculty, student publications and other college and social rules. The administration judiciously worked to bring about change that was fair to all, but many community members objected to some of the changes and charged the administration with being “too soft” and “lowering of standards for student conduct”. This attitude pervaded many small towns in Minnesota and this, too, had an impact on the enrollment at Mankato State during the early and mid-seventies.

Another factor that influences enrollment is the economy. If there is a recession, such as was experienced in the early seventies and then again in the early eighties, student jobs are difficult to obtain and enrollment tends to suffer. A great percentage of Mankato State students hold part-time jobs. If the chances of full time work after graduation are poor because of a recession many students either do not start a college program or do not continue if they do start. Thankfully, during the seventies there was student aid available in the form of loans and work-study if the student could qualify. During the eighties student aid became more difficult to obtain.

Obviously another factor is the number of high school graduating seniors who desire to pursue post-secondary education. In the late sixties and early seventies high schools were graduating large classes, but the number of graduates began to decline in the seventies and has continued ever since, with the potential of fewer to enroll in college. For example, in 1978 there were 72,500 students who graduated from high school. In 1992 there were 48,000 high school graduates. However, in Minnesota there has been a trend toward increasing percentages of high school graduates attending college in the eighties and nineties than in previous decades. Also many older students are returning for work at either the undergraduate or graduate levels.

Another factor in the total enrollment at a college or university is the attractiveness of the programs and the strengths of the faculty. Each department has made an effort to prepare their offerings to be consistent with the requirements of accrediting and licensing agencies, the demand in the job marketplace for well-trained students, and the best quality of professional training in the judgment of the local faculty and administration. As needs dictated, new faculty with the expertise to bring special knowledge to a department were employed. Mankato State has been very fortunate to have a strong faculty and up-to-date programs. Quality students usually attend post-secondary institutions where the reputation of the faculty is good in delivering excellent programs of study.

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Table 1
ANNUAL ENROLLMENT
Fall Quarter

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<th>Year</th>
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</table>

^U-Grad denotes Undergraduate
Grad denotes Graduate
* Specific data unavailable
Sources: from reports compiled by the Office of Institutional Research, MSU

Graduate Student Enrollment

The on-campus graduate student enrollment was very consistent from 1969 through 1992. The highest enrollment was in the year 1972 with an enrollment of 1769 students. There was a decline in 1973 and 1974 which was consistent with the trend in the undergraduate enrollment. Contrast that with the graduate enrollment in off-campus classes in 1974. This was the highest enrollment in off-campus classes at any time before or after. This increase can be explained by the requirement of the State Department of Education at this time that all teachers in the state must complete a six credit hour graduate course in Human Relations. Mankato State offered this course in many off-campus sites at this time. Perhaps one reason for the consistency of the on-campus enrollment was the fact that most of the graduate students were part-time students and thus were employed and not affected by the economy as much as full-time students.
A factor that is often overlooked is the number of graduate students that are enrolled at Mankato State. In 1975 thirty percent of all the students enrolled were graduate students. This has varied during the years, but at no time has the graduate student enrollment ever been below ten percent of the total. Graduate programs on campus tend to enhance the quality of the total academic environment and Mankato State has been fortunate indeed to have this occur.

The Influence of the Extended Campus Program

The academic program, known through the years by several titles - Field Services, Off-Campus Program and Extended Campus and Continuing Education Program - has been a valuable service to thousands of students through the years. It originated many years ago when teachers in many of the small cities needed to take courses for professional improvement. Thus, courses were scheduled in many communities, usually in the public school, and the instruction would be provided by a professor from Mankato State. Usually this would be the same professor who taught the course on campus. This program became popular and the demand became greater and greater until most of the communities in the southern half of Minnesota were served. Over a period of years, 217 communities in Minnesota hosted off-campus classes from Mankato State. Also some classes were scheduled in Iowa, South Dakota, Wisconsin, and North Dakota. Workshops or special study programs were even held in Texas, New York, Illinois, Colorado, Hawaii, Wyoming, Kansas, Nevada, Florida, Utah, California, and Washington D.C. Some classes were regularly scheduled in Mexico. A large number of students had their student teaching classes in Mexico, and the language department regularly scheduled Spanish classes there. Study tours and other learning experiences for credit have been scheduled in many European countries, as well as Canada, China, Japan, and some Central American countries.

According to the demand, communities would request that several classes be offered the same night at a site so that students might have a choice. This arrangement also made it easier for the instructors because they could travel together in the same car or cars. Eventually some communities requested an off-campus center be established with the opportunity to take a number of courses either during the daytime or in the evening. They also requested that the courses be scheduled so that a person could conceivably take a full program for a degree at this site. For this reason the Prairie Lakes Extended Campus was established at Fairmont in 1978. Staff were assigned to coordinate the programs and faculty members commuted from Mankato to teach the courses. A similar program which was known as the MSU/NCC Education Center, Pentagon Park, was set up in Edina. Faribault and Owatonna also hosted centers staffed by professors from Mankato State.

In most academic quarters about forty communities were host to one or more classes. Originally most of the classes that were offered were graduate courses. However, as the Extended Campus Program grew, more and more departments offered both undergraduate and graduate courses. This program proved to be of great service to students who were employed in outlying communities. These individuals probably would not have been able to take these courses, and many would not have completed degrees if this program had not been available. Employers also were very pleased that this program was available for their people to enhance their education. In 1975 a Veterans Administration program was established in Farmington to serve the airline industry. The students were pilots, air traffic controllers and other employees of the air lines or the Twin Cities Airport. Another program was established specifically for employees of Minneapolis Honeywell and similar programs were established in St. Paul and other Twin Cities locations for other industries.

The credits produced in off-campus classes were twenty-eight percent of the total in 1974. The years 1972 through 1976 were productive years for the production of off-campus credits. After that time the production of off-campus credits was more consistent, comprising between ten and fourteen percent of the total hours produced in combining the on-campus and off-campus programs.
During the late eighties Mankato State’s Extended Campus program in the Twin Cities was limited somewhat when the State University Board granted Metropolitan State University permission to start offering graduate courses. This eventually led to restricting the area where Mankato State and St. Cloud State could offer Extended Campus classes within the Twin Cities region. Mankato State had served thousands of students in the Twin Cities area through many years. It would seem that creating a new program was unnecessary and a duplication at the expense of the students as well as the taxpayers of the state. The impact that this will have on future classes and enrollment remains to be seen.

Retention Programs
During the decade of the seventies the administration became very conscious of the need for increasing the retention of students in the various programs offered by Mankato State. Faculty were asked to be more conscious of the needs of the students and to assist them wherever possible to remain in the institution and finish their degree programs. A number of faculty were employed to serve as Student Coordinators and one of these people was assigned to each college or school to assist students by providing them with initial academic advising until they had identified with a full-time advisor. These Coordinators also assisted as liaison persons between the students, the faculty, administration and service staff.

Other retention efforts were coordinated through the personnel in the Admissions Office, the Career Development and Placement Office, the Financial Aids Office, the Counseling Center, the Handicapped Student Services Office, the International Student Office, the Minority Group Studies Center, the Commuter Affairs Office and the Women’s Center, as well as the office of each Department Chair and Dean. All of these people assist students that come to them with various personal and academic problems. When these offices use a referral system to meet specific student needs and network with each other, students have a wide array of professionals to call upon. This coordination has improved the student retention on campus and thus the yearly enrollment of students.

It should also be noted that many departments routinely send faculty representatives into many communities in the Mankato State area to teach an off-campus class, to do research, to do consultation work, or to speak to community organizations and schools. All of these contacts assist in promoting Mankato State. In fact during the mid-seventies some faculty were specifically assigned to geographical areas to do public relations work for the University. These people were under the direction of the Graduate Dean. Some departments or colleges assign persons to do off-campus recruiting and these people aid the Admissions Office whose major task is to recruit students. Each year the Admissions Counselors meet with potential students in the surrounding areas of the state to recruit them to MSU. They also coordinate visits of students, their parents, and others throughout the year to assist them in their choice of a post-secondary institution. The Admissions staff have done an outstanding job during the years.

Sources of Students
Where do the Mankato State students come from? In 1992 approximately one third of the students at Mankato States came from Region Nine, the nine county area surrounding Mankato. One third came from the seven county Metropolitan Area, and the other one third came from other locations within Minnesota, or other states and countries of the world. Between twelve and thirteen percent of the students are of non-Minnesota origin. There were 560 International students from fifty-nine countries in 1991-92. Most of the fifty states were represented by one or more students at MSU. The percentages of students from Region Nine and the Metropolitan Area have not changed appreciably in the past twenty-five years.

During the decade of the seventies the number of students who came from the states of Wisconsin, North Dakota and South Dakota increased because of the establishment of
reciprocity between the states on student enrollment. The students from those states can attend Minnesota State Universities without paying non-resident tuition. Iowa does not have a reciprocity agreement with Minnesota, and this had an effect on the number of students from Iowa, although a sizable number still enroll from the Hawkeye State.

**Baccalaureate Degrees Awarded**

In any analysis of enrollment and retention it is appropriate to examine the result of these factors and look specifically at the number who complete their programs and obtain degrees. Obviously there are many who, for various reasons, do not finish the programs that they have started. Some do not complete a course of study in consecutive quarters or years but instead take breaks between periods of study. Often students are not full-time students and thus spread their collegiate experience over several years. However, it is important to note that many of the same reasons that cause enrollments to increase or decrease also affect the rate of graduation of students in the various degree programs.

Table 2 depicts the number of baccalaureate degrees (both B.A and B.S) that were conferred by the Schools from 1970-71 through 1975-76.

**Table 2**

<table>
<thead>
<tr>
<th>SCHOOL</th>
<th>70-71</th>
<th>71-72</th>
<th>72-73</th>
<th>73-74</th>
<th>74-75</th>
<th>75-76</th>
</tr>
</thead>
<tbody>
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<td>1073</td>
<td>927</td>
<td>830</td>
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<td>493</td>
<td>542</td>
<td>511</td>
<td>364</td>
<td>314</td>
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<tr>
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<td>483</td>
<td>423</td>
<td>320</td>
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<tr>
<td>H, P, E, &amp; R*</td>
<td>118</td>
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<td>193</td>
<td>178</td>
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<td>169</td>
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<td>Nursing</td>
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<td>TOTAL</td>
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<td>2439</td>
<td>2327</td>
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<td>1768</td>
<td>1444</td>
</tr>
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</table>

*H, P.E. & R is the School of Health, Physical Education and Recreation.

Before the reorganization into colleges the School of Arts and Sciences was the largest academic unit, with many departments each offering one or more degree programs. Therefore, this school conferred the most baccalaureate degrees. The School of Education, in the Teachers College tradition, also conferred many teaching degrees until the demand for teachers became less and less in the mid-seventies because of the declining enrollments in the elementary and secondary schools.

In 1975-76 after the institution became a university the academic programs and departments were reorganized into Colleges and Schools. After reorganization many departments formerly in the School of Arts and Sciences, were moved to the College of Social and Behavioral Sciences or the College of Natural Sciences, Mathematics and Home Economics. Home Economics, formerly in the School of Education, became a part of the College of Natural Sciences, Mathematics, and Home Economics. The Department of Psychology was moved from the School of Education to the College of Social and Behavioral Sciences. The number of baccalaureate degrees conferred after the reorganization of the academic units is shown in Table 3.
Table 3
BACCALAUREATE DEGREES CONFERRED BY COLLEGES

<table>
<thead>
<tr>
<th>COLLEGE</th>
<th>76-77</th>
<th>77-78</th>
<th>78-79</th>
<th>79-80</th>
<th>80-81</th>
<th>81-82</th>
<th>82-83</th>
<th>83-84</th>
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</thead>
<tbody>
<tr>
<td>A &amp; H*</td>
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<td>255</td>
<td>186</td>
<td>160</td>
<td>156</td>
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<td>181</td>
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<td>759</td>
<td>896</td>
<td>979</td>
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<td>Education</td>
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<td>109</td>
<td>116</td>
<td>135</td>
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<td>129</td>
</tr>
<tr>
<td>H,P,E. &amp; R</td>
<td>183</td>
<td>167</td>
<td>184</td>
<td>158</td>
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<td>175</td>
<td>158</td>
<td>164</td>
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<td>63</td>
<td>66</td>
<td>68</td>
</tr>
<tr>
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<td>186</td>
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<tr>
<td>S &amp; B.S</td>
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<td>206</td>
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<td>245</td>
<td>233</td>
<td>215</td>
<td>208</td>
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<tr>
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<td>1425</td>
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<td>1708</td>
<td>1858</td>
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* A & H = College of Arts and Humanities  
H, P.E. & R = College of Health, Physical Education and Recreation  
N.S., M & H.E. = College of Natural Sciences, Mathematics and Home Economics  
S & B.S. = College of Social and Behavioral Sciences

One of the most significant changes was the decline of the number of education degrees from its high point in 1972-73 to its low point in 1979-80. This was caused by the decline in the demand for teachers. However, the number of graduates from the College of Business grew steadily through the seventies until it reached its height in 1985-86. Again this shows that students major in the fields where employment opportunities are best. This was also reflected in the statistics for the College of Natural Sciences as more emphasis was placed on technology in our society. Similarly the human services professions began to grow in the eighties and therefore the College of Social and Behavioral Sciences increased its production of degrees. Nursing has been relatively stable in the numbers of graduates because of limitations by the state in the numbers of nurses admitted into the profession.
The following factors should be kept in mind as these data are read and analyzed: Many departments in the various colleges contribute to a baccalaureate degree program. Although the degree is awarded from a department in a specific college, the student will have taken at least 67 general education credits from several departments within the six colleges. In addition almost all students will have minors as well as a major field of studies. In fact some students will have two majors. These extra majors and minors may be taken from other departments and even other colleges. In addition students who are preparing to teach in secondary education would enroll in at least thirty credits from the College of Education, but their major field would be in an academic field outside of education. This is illustrative of the interrelationship of departments throughout the university in preparing the students to qualify for various degree programs.

Although minors are often “related” minors to majors which may exist because of licensure or career requirements, many are also elected by students because of personal interests. Another factor in the distribution of credits are some degree requirements. For example for a Bachelor of Arts degree students must have completed an elementary or intermediate sequence in a single foreign language unless they can demonstrate proficiency in that language. Other departments may have similar specific requirements for a Bachelor’s degree.

**Graduate Degrees Awarded**

The number of graduate degrees conferred by the schools and colleges is shown in the following tables:

### Table 4

**GRADUATE DEGREES CONFERRED BY THE SCHOOLS**

<table>
<thead>
<tr>
<th>SCHOOL</th>
<th>70-71</th>
<th>71-72</th>
<th>72-73</th>
<th>73-74</th>
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<td>220</td>
<td>241</td>
<td>239</td>
<td>24</td>
</tr>
<tr>
<td>H.P.E. &amp; R</td>
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<td>21</td>
<td>21</td>
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<td>429</td>
<td>403</td>
<td>387</td>
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Note: The academic organization consisted of Schools and Divisions prior to 1976. M indicates all Masters (M.A. and M.S.) degrees. S indicates Specialist Degrees. *A & H = School of Arts and Sciences H, P.E. & R = School of Health, Physical Education and Recreation
### Table 5

**GRADUATE DEGREES CONFERRED BY THE COLLEGES**

<table>
<thead>
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<th>COLLEGES</th>
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<td>151</td>
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<table>
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<tbody>
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<td>27</td>
<td>31</td>
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<td>24</td>
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</table>

M indicates all Masters degrees (M.A., M.S., M.M., M.B.A, M.A.T, M.F.A)
S indicates all Specialist degrees

* A & H = College of Arts & Humanities,
H.P.E and R = College of Health, Physical Education and Recreation
N.S, M & H.E = College of Natural Sciences, Mathematics and Home Economics
P.E & T = College of Physics, Engineering and Technology
S & B.S = College of Social and Behavioral Sciences
Cont. Studies = Non-college Continuing Studies
H & P.F = College of Health and Human Performance

The School of Education (following reorganization, the College of Education) has always been the greatest producer of graduate degrees. This can be attributed to the need for teachers to continually seek more work in education for professional improvement. Additionally some
areas in education require advanced degrees for licensure, notably educational administration and counseling and guidance. During the late sixties and early seventies the Educational Administration Department developed six Master of Science (M.S.) programs for the proper certification of students. They were Elementary School Administration for elementary principals, Secondary School Administration for high school principals, General Administration for superintendents, Computer Science Administration for officials in school business offices or in data processing, and Rehabilitation Agency Administration and Vocational Technical School Administration for people in administration in those agencies. These programs were first developed for Master of Science Degree (M.S.) programs, and later they were expanded to the Specialist Degrees (Ed.S) as well.

The Curriculum and Instruction and Library Media Departments also developed the Specialist Degrees for the advanced students in those programs.

The College of Business developed a Master of Business Administration program, which attracted many students during the last two decades of this period.

Since 1968 many departments in the institution developed graduate degree programs as demand increased. Some departments offered both a Master of Arts (M.A.) and a Master of Science (M.S.) degree, which have different requirements befitting the department. Another Masters Degree that was offered in a number of departments was the Master of Arts in Teaching. A specific degree developed by the Music Department was the Master of Music (M.M.), which prepares students for professional work in music or for advanced study.

A degree which is considered a terminal degree was the Master of Fine Arts (M.F.A.) developed by the Theater Department. This degree was developed for the creative artist in theater and provides for the development of the competencies of the student in specialized areas in theater. It, like the Specialist Degrees, provides for practical training or internship experiences.

By 1992 the university offered sixty-three graduate programs. All consistently produce graduates who serve as teachers, counselors, administrators in school systems, as managers in business and industry or government, as writers, artists, theatrical producers, musicians, librarians technicians, computer science specialists, speech therapists, community health leaders, fitness directors recreation specialists, scientists, psychologists, group home administrators, research analysts, investment counselors and industrial engineers and many other professionals. Many complete their graduate work at Mankato State and then continue in a doctoral program at other institutions.

Statistics for graduate enrollments and the conferral of degrees are influenced by the same factors that influence undergraduate statistics. Many graduate students are part time students and are fully employed while they are pursuing a graduate degree. This has been a motivating factor for some because many employers view graduate work as “in-service” training and reward the additional education with increased salary and status.

**Associate Degrees and Certificates**

In addition to the baccalaureate and graduate degrees offered to students there are also associate degrees and certificates for one or two year study at both the undergraduate and graduate level. Most of the associate degrees are vocationally oriented or are designed to prepare students for a specific career choices. Therefore, the certificate programs were written to meet specific needs of students or to give them an option in preparing for licensure.

It is significant to show the number of associate degrees conferred since 1970. These data are displayed in tables 6 and 7.
### Table 6
ASSOCIATE DEGREES CONFERRED BY SCHOOLS

<table>
<thead>
<tr>
<th>SCHOOL</th>
<th>70-71</th>
<th>71-72</th>
<th>72-73</th>
<th>73-74</th>
<th>74-75</th>
<th>75-76</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arts &amp; Sciences</td>
<td>17</td>
<td>18</td>
<td>25</td>
<td>27</td>
<td>28</td>
<td></td>
</tr>
<tr>
<td>Education</td>
<td>26</td>
<td>37</td>
<td>23</td>
<td>31</td>
<td>28</td>
<td>18</td>
</tr>
<tr>
<td>Health, Physical Education &amp; Recreation</td>
<td>4</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>26</td>
<td>54</td>
<td>41</td>
<td>56</td>
<td>55</td>
<td>50</td>
</tr>
</tbody>
</table>

The number of associate degrees conferred after the reorganization of the academic units will be shown by colleges in Table 7.

### Table 7
ASSOCIATE DEGREES CONFERRED BY COLLEGES

<table>
<thead>
<tr>
<th>COLLEGE</th>
<th>76-77</th>
<th>77-78</th>
<th>78-79</th>
<th>79-80</th>
<th>80-81</th>
</tr>
</thead>
<tbody>
<tr>
<td>A &amp; H*</td>
<td>27</td>
<td>42</td>
<td>49</td>
<td>84</td>
<td>87</td>
</tr>
<tr>
<td>Business</td>
<td>28</td>
<td>23</td>
<td>14</td>
<td>22</td>
<td>13</td>
</tr>
<tr>
<td>H, P,E, &amp; N</td>
<td>25</td>
<td>28</td>
<td>24</td>
<td>33</td>
<td>21</td>
</tr>
<tr>
<td>N.S.M &amp; H.E.</td>
<td>3</td>
<td>8</td>
<td>2</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>S &amp; B.S</td>
<td>2</td>
<td>-</td>
<td>1</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>85</td>
<td>101</td>
<td>90</td>
<td>145</td>
<td>127</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>COLLEGE</th>
<th>81-82</th>
<th>82-83</th>
<th>83-84</th>
<th>84-85</th>
<th>85-86</th>
</tr>
</thead>
<tbody>
<tr>
<td>A &amp; H</td>
<td>90</td>
<td>57</td>
<td>52</td>
<td>45</td>
<td>39</td>
</tr>
<tr>
<td>Business</td>
<td>22</td>
<td>23</td>
<td>16</td>
<td>11</td>
<td>24</td>
</tr>
<tr>
<td>H, P, E &amp; N</td>
<td>31</td>
<td>30</td>
<td>31</td>
<td>30</td>
<td>25</td>
</tr>
<tr>
<td>N.S. M &amp; H.E.</td>
<td>1</td>
<td>1</td>
<td>4</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>S &amp; B.S</td>
<td>4</td>
<td>3</td>
<td>7</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>148</td>
<td>114</td>
<td>110</td>
<td>89</td>
<td>93</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>COLLEGE</th>
<th>86-87</th>
<th>87-88</th>
<th>88-89</th>
<th>89-90</th>
<th>90-91</th>
</tr>
</thead>
<tbody>
<tr>
<td>A &amp; H</td>
<td>46</td>
<td>32</td>
<td>42</td>
<td>44</td>
<td>33</td>
</tr>
<tr>
<td>Business</td>
<td>18</td>
<td>15</td>
<td>6</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>H &amp; H. P.</td>
<td>22</td>
<td>18</td>
<td>14</td>
<td>15</td>
<td>17</td>
</tr>
<tr>
<td>S &amp; B.S.</td>
<td>6</td>
<td>2</td>
<td>11</td>
<td>7</td>
<td>15</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>92</td>
<td>67</td>
<td>73</td>
<td>67</td>
<td>65</td>
</tr>
</tbody>
</table>

* A & H = College of Arts and Humanities
H, P.E. & N = College of Health, Physical Education and Nursing
N.S., M & H.E. = College of Natural Sciences, Mathematics and Home Economics
S & B.S = College of Social and Behavioral Sciences
H & H.P = College of Health and Human Performance
Certificate programs were designed to provide specific training in one academic discipline or area to meet a career or a vocational need for the students. Some examples at the undergraduate level are Dental Assisting or Secretarial Science. These programs never attracted great numbers of students, but the programs were offered because of the demand by the students. Some persons have been critical of the institution for offering programs that have such a vocational emphasis. However, it has been documented that a high percentage of the enrollees in these programs tend to complete them and become employed. It is also true that some of them return to campus for additional courses and a few will then complete a degree program. This is one of the purposes of a public university, to have an open-ended continuum of academic experiences to meet the desires and needs of students at every level.

Table 8 shows the number of students completing undergraduate certificate programs in the schools (before academic reorganization) and Table 9 shows those who were awarded undergraduate certificates in the various colleges (since reorganization).

Table 8
CERTIFICATES AWARDED BY THE SCHOOLS FOR UNDERGRADUATE PROGRAMS

<table>
<thead>
<tr>
<th>SCHOOL</th>
<th>72-73</th>
<th>73-74</th>
<th>74-75</th>
<th>75-76</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arts &amp; Sciences</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(Dental Assisting)</td>
<td>16</td>
<td>15</td>
<td>16</td>
<td>15</td>
</tr>
<tr>
<td>Education</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(Secretarial Sci.)</td>
<td>15</td>
<td>11</td>
<td>13</td>
<td>7</td>
</tr>
<tr>
<td>TOTAL</td>
<td>31</td>
<td>26</td>
<td>29</td>
<td>22</td>
</tr>
</tbody>
</table>

Table 9
CERTIFICATES AWARDED BY THE COLLEGES FOR UNDERGRADUATE PROGRAMS

<table>
<thead>
<tr>
<th>COLLEGES</th>
<th>76-77</th>
<th>77-78</th>
<th>78-79</th>
<th>79-80</th>
<th>80-81</th>
</tr>
</thead>
<tbody>
<tr>
<td>Business (Secretarial Sci.)</td>
<td>11</td>
<td>12</td>
<td>7</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td>Health, Physical Ed. (Dental Assisting)</td>
<td>14</td>
<td>14</td>
<td>14</td>
<td>14</td>
<td>16</td>
</tr>
<tr>
<td>TOTAL</td>
<td>25</td>
<td>26</td>
<td>21</td>
<td>17</td>
<td>16</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>COLLEGE</th>
<th>81-82</th>
<th>82-83</th>
<th>83-84</th>
<th>84-85</th>
<th>85-86</th>
</tr>
</thead>
<tbody>
<tr>
<td>Business</td>
<td>2</td>
<td>4</td>
<td>2</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Health, Physical Ed.</td>
<td>16</td>
<td>10</td>
<td>9</td>
<td>12</td>
<td>0</td>
</tr>
<tr>
<td>TOTAL</td>
<td>18</td>
<td>14</td>
<td>11</td>
<td>12</td>
<td>0</td>
</tr>
</tbody>
</table>

One year undergraduate certificate programs were discontinued after the academic year 1984-85.
Certificate programs at the graduate level were designed specifically for students to meet a licensure requirement or to give students an option from the research requirements of the Specialist Degree (Ed.S). The fifth year certificate program was offered by the Department of Curriculum and Instruction and the sixth year program was offered by the Department of Educational Administration. Both of these departments are a part of the College of Education.

Table 10 shows the distribution of fifth and sixth-year certificates awarded by the College of Education from 1974-1990.

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>5th</td>
<td>6th*</td>
<td>5th</td>
<td>6th</td>
<td>5th</td>
<td>6th</td>
</tr>
<tr>
<td>Education</td>
<td>1</td>
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<td>2</td>
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<td></td>
<td>1980</td>
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<td>5th</td>
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<td>5th</td>
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<td></td>
<td>0</td>
<td>22</td>
<td>1</td>
<td>42</td>
<td>1</td>
<td>22</td>
</tr>
<tr>
<td></td>
<td>27</td>
<td>30</td>
<td>18</td>
<td>23</td>
<td>23</td>
<td>13</td>
</tr>
</tbody>
</table>

*5th = fifth year certificates
6th = sixth year certificates

The total number of fifth year certificates awarded from 1974-85 was 16. The total number of sixth year certificates awarded from 1975-1990 was 349.

During this past quarter century Mankato State University attracted students from a wide area. Therefore, it serves as a regional university. It offers many choices of degrees in many disciplines. Therefore, it has been an all-purpose university. National and state-wide trends in economics and social change may affect the enrollment in some disciplines, and often the enrollment of the entire institution. As a responsible institution, it maintains high standards in all of its programs, and therefore it has academic integrity.
STUDENTS AND CAMPUS LIFE

Excited, and not a little apprehensive, some young students come to campus for the first time, with their high school mortarboard tassel dangling from the rear-view mirror of their cars as a tangible symbol of their academic prowess. They come from small Minnesota communities, large cities, other states, even other countries. They all come with great expectations that college will change their lives for the best. They believe that a college degree will be the key to a good job and a bright economic future. Some hope that attaining a college diploma will help them make a contribution to a better world. Their parents share in their expectations and high hopes. Also, other students transfer from two year and other four year institutions. They, too, have the same hopes and dreams for the future.

Once on campus, they pursue many different interests other than academic programs, through the opportunities that are available to them. Some are exhilarated socially by the close proximity of thousands of others of similar age and interests. Many explore various activities, either out of curiosity or to determine if they can find another avenue for self-fulfillment. They may get caught up in the social, or political, issue of that particular time. It may be a campus issue or one of much greater scope. Some interact with the talented people who are brought to campus to challenge and motivate them. These people represent different professions, different political philosophies, different cultures, and many different proficiencies.

If life on campus is to be the most rewarding, students must explore those things that are new and challenging. They are at the time of their lives when they must increase the development of their talents. They must polish their social skills. They must enhance their knowledge of people of other cultures and philosophies. They must try to understand that they live in a political world, and therefore they must learn how to make good choices. They must learn tolerance. They must increase their ability to cope in a complex society in the world of work.

The following pages are devoted to short descriptions of students and campus life outside of the classroom since 1967.

Politics and Student Activism

An analysis of the “letters to the editor” of the newspapers in 1967 and 1968 reveals that there was much concern by students about the war in Vietnam, legalization of marijuana, and the political candidates for the 1968 election. Wherever students could get a forum, there was open discussion about these topics at Mankato State. The candidates for President in 1968 were Hubert Humphrey, Richard Nixon, and George Wallace. None of the three was acceptable to many students at Mankato State; the liberal students organized to support Gene McCarthy, and the conservatives formed a group supporting Nelson Rockefeller.

Another organization that emerged at this time on campuses across the country was the Students for Democratic Society (SDS). This group planned a national boycott of the voting on election day, November 5, 1968. Students were urged to cut classes and refrain from voting for any candidate to protest against the system, and the lack of choice afforded voters. The SDS had an active group at Mankato. To counter this group and its philosophy, the Young Americans for Freedom (YAF) was formed. The YAF urged students to go to the polls and support their candidates of choice at the local, state and national level. It also is interesting to note that politically this group did not support any of the presidential nominees at first, but supported Ronald Reagan before the Republican Party Convention. After Nixon was nominated, they reluctantly gave him their support. By formal action, the Mankato State Student Senate endorsed the SDS boycott.
The students were not the only people on campus who were divided in their political opinion and choice of candidates, for many of the faculty members were just as concerned, and some were vocal about their beliefs. Often they would be invited to the rallies and would give speeches. W. Scott Shrewsbury, a political science professor, at a meeting of the College Democrats, predicted that the U.S. political system was headed for serious trouble. He blamed corporate liberalism. He said, “This is a government of vested interests, and one of giving property rights over human rights.” Likewise, many other professors, Republican and Democrat, espoused their opinions at many of the meetings on campus.

Another topic of much concern to college students in 1968 was the military draft. There were many letters to the editors, and protest meetings were held. Some of the slogans at these meetings were: “Abolish the Draft”, “Hell, No, We Won’t Go”, “Down with the Military Establishment”. As the war dragged on, feelings became more intense across the nation, and particularly among the students on every campus. As protests, rallies, marches, sit-ins and other demonstrations were staged on one campus, they would be followed by similar ones on other campuses.

In the spring of 1970, students began to boycott classes as a means of protest. This finally led to the closing of the institution for three weeks at the end of spring quarter. When President Nixon ordered troops into Cambodia in 1972, many people felt that this was a flagrant escalation of the war. This act triggered many protests and acts of violence all across the nation. In Mankato, a number of marches were held. There were many protest meetings where the speakers were students, faculty members and people from the community. Some were intent on violence, or overt action of some kind. Others urged restraint and passive protests.

As the intensity of the feelings grew, more and more people became involved. The most memorable march took place with between 5,000 and 6,000 people attending. They marched from the campus to downtown and blocked both bridges over the Minnesota River for several hours. No one was seriously hurt, but feeling ran very high between the marchers and some of the by-standers. Old Main, which housed the administrative offices, was occupied by protestors in another incident. President Nickerson and his wife camped outside the building to show that the situation was in hand. Other administrators supported him. This occupation lasted from Friday afternoon until Sunday noon.

Unfortunately there was some violence in this period. A truck was blown up at the National Guard Armory, and another bomb was detonated at the new Law Enforcement building, which did $250,000 damage. There were many bomb scares on campus that disrupted classes. One tear gas bomb was detonated in the air distribution system at Armstrong Hall, forcing the evacuation of the building for the rest of that day. Finally, the war came to an end, the unrest on campus ceased, and students could be concerned about other issues.

It was during this period that students became very conscious of human rights. Civil rights demonstrations in all parts of the country made a strong impact on students everywhere. Feminists became more visible, and their cause was a topic of discussion in many formal and informal meetings. Gay rights continues to be a controversial topic that is debated with much fervor.

Students were also very concerned about issues relating to their own freedom, and they became very sensitive about authority figures imposing any restrictions upon them. They were also suspicious of the government, as evidenced by letters to the editor about the alleged presence of the Central Intelligence Agency, and the Bureau of Narcotics and Dangerous Drugs agents on campus. There were no incidents involving these people.

The College Reporter had a number of articles and letters to the editor, because a student reporter had been banned from some of the meetings of the Faculty Senate. It was the position of the newspaper that Faculty Senate meetings should be opened to the media.
Tom Clinton, a graduate student, made a proposal to the Faculty Senate that there was a need for student evaluation of the faculty in their instruction in each class. The Faculty Senate engaged in heated debate over this proposal, but took no action. However, by the end of fall quarter, 1971, a number of faculty members voluntarily allowed the students to evaluate their instruction by means of a questionnaire completed by the members of their classes. These evaluations were printed in a booklet and sold to the students. This form of evaluation is no longer done. In the present system, the information gleaned from standard questionnaires is provided to the faculty member only for his/her own self improvement.

The Student Senate is the body that represents all students on campus in policy matters. The election of the officers for the Student Senate occurs each spring, when there is a flurry of activity as the candidates campaign for office. Walls are covered with posters, and the student newspaper covers the campaign with articles, pictures and letters. Some of these campaigns are spirited if there are significant issues and they are contested by the candidates. Unfortunately the percentage of the students who vote in the election is usually quite low, showing the apathy that many students have toward student government.

A major responsibility of the Student Senate is to approve the recommendations of the Student Allocations Committee for the disbursement of the money to the various student activities. The origin of these monies is the student activity fees paid by every student. Although this is a sizeable amount, there are many requests for support from many activities on campus, and most do not get as much as they request. This process is very political, because every activity usually has some very vocal supporters. At the time these decisions are made, the Student Senate is very much in the limelight of campus opinion.

Another perennial issue relates to the parking policies on campus. These policies are set by a Parking Advisory Committee, composed of representatives from the employee groups and the Student Senate. The Senate hears many challenges to parking policies and parking fees. In the Senate meetings each year, there are proposals for an increased number of available parking places, and a downward revision of fees. These discussions may influence the action of the Parking Advisory Committee on some issues, but the rates continue to climb.

An interesting note about a change in role: In 1969, David Cowan, a student activist, made the charge that a parking study made by the faculty parking committee and the city was very unrealistic. Over twenty years later, Cowan became the administrator responsible for parking on campus. Now he has the task of listening to similar charges from students and university employees.

"Town and gown" relationships are popular discussion topics with many groups of students. Some students maintain that they do not have adequate support from the City Council, or the business interests, or the city as a whole. Some may complain that they are treated unfairly by landlords, charged too much by businesses, and are "picked on" by the police. These issues are often cause for heated discussions and accusatory letters to the editor. Again the Student Senate may investigate these charges. In recent years, the City Council scheduled forums with representatives of the Student Senate, whereby the students could air their grievances. If there was corrective action that could be taken, it was done.

Several times during the past twenty-five years a student would file for election to the City Council. In 1968, Jim Albani ran on the premise that a large percent of the population of Mankato were students, and that they should be represented on the council. He was unsuccessful. Students who were elected later were David Cummiskey and David Waisenan.

Other issues that have been important to students were housing policies (both on and off-campus), bookstore prices, religion on campus, faculty grading practices, registration, athletics, and parties.
Student Organizations

A strength of the American university system is that it advocates the development of student interests and abilities through student, self-governed organizations. These organizations are very different. Some are co-curricular in purpose, such as the groups sponsored by academic departments — music, theater, speech, foreign languages, business, and many others. Many of these have been developed in the past twenty-five years. There are other groups that are a part of a state or national organization, but are related to a discipline or a profession.

Other organizations come from an ethnic or international student group. In fact, most of the international students are affiliated with their own ethnic club, under the auspices of the International Student Association.

There are campus religious groups on campus representing many different faiths from around the world.

There is one service club, Circle K, that is sponsored by Kiwanis International. Organized in 1978, the students in this club are dedicated to serving the campus and community, developing leadership skills, and enjoying campus and worldwide friendships within the organization.

The residence halls have organizations within each wing or floor for students to practice self-governance and to develop social skills.

There are hobby clubs, social clubs, and recreational clubs to promote personal development in some way.

There are political organizations that are affiliated with the national political parties.

The fraternities and sororities have been in existence in Mankato for many years. They grew in strength and number during the sixties, but suffered a decline in membership and interest during the seventies. In the eighties they overcame the "Animal House" image and placed more emphasis on high academic standards, community service, leadership training and campus involvement. Since 1988 three more groups received national charters at Mankato State.

In 1993, students have the opportunity to choose from over two hundred organizations to satisfy their interests or personal development. This is many times the number of student organizations that were available twenty-five years ago.

Events on Campus

An important feature of campus life is the enrichment that is available through the lectures, forums, symposia, workshops, concerts, recitals and visual displays. During each academic year, most departments sponsor lectures or workshops, where guests make informative presentations. An example of this is the Good Thunder Reading Series, where noted authors are brought to campus to read and discuss their works. The music department regularly presents recitals and concerts that feature students, faculty or guest artists. The theater department has scheduled performances of students and guest artists at two theaters throughout the year. Of course, athletic events are scheduled for each seasonal sport for both men and women.

Some outstanding people are brought to campus each year under the auspices of some of the departments in their annual workshops and conferences. Many of these are open only to the students in the sponsoring departments, but the students that are most interested in these special fields are benefited.

The Concerts and Lectures Series presented under the auspices of the Student Activities department offers a varied program each year for the students. These events are funded by student activity fees and are available to all students and the campus community. Through the years there have been some changes in programming due to availability of the guest
lecturers and performers, the fees that they command, and tastes of the program committee. Many guest lecturers of national and international repute in many different fields have appeared at Mankato State. These have included former President Gerald Ford, Vice President Hubert Humphrey, consumer advocate Ralph Nader, basketball superstar Bob Cousy, civil rights leaders Ralph Abernathy and Stokely Carmichael, baseball great Hank Aaron, golfer Jerilyn Britz, CBS newsman Douglas Edwards, Congresswoman Shirley Chisholm and many others.

Some of the concerts that have been sponsored by the Student Activities in the late sixties and early seventies included opera star Robert Merrill, pianist Van Cliburn, the Minneapolis Symphony, the Norman Luboff Choir, pop singers John Denver and Bobby Vinton, and many others of national fame. As time passed, the fees for nationally-known attractions became so great that it became virtually impossible to schedule them.

Homecoming was a major event in the lives of the students in the early years of this period. Much time and energy was spent in the preparation for this colorful event each year. The homecoming schedule included the selection of the king and queen after a spirited campaign, special programs, lawn and house decorations, special breakfasts, luncheons, the parade, departmental receptions, the football game, the dance, and worship services on Sunday for the visiting guests. Early in the seventies the enthusiasm of the students (and the faculty) waned for such activities. For a time, the only events consisted of the game and a few receptions for alumni groups. Late in the seventies, through the hard work of the Alumni Director and some student groups, Homecoming has made a revival. It still does not have the number of events that it once did, nor the spirited participation by students, but the King and Queen tradition, the parade, some receptions and some other events to complement the game were revived.

**Competition and Achievement by Student Groups**

The American enterprise system was built on competition. There is competition in the marketplace. Products and services, that are used by the public must be continually improved in order to survive. There is competition in the polls to determine who will serve in elected offices. There is competition among communities for funding from governmental bodies for facilities and programs for public use. This is the typical entrepreneurial and competitive spirit that is an integral part of our society.

Student groups compete as well. Many survive because of competition. Athletics, for example, must have competing teams in order to attract participants and spectators. This is true in both intercollegiate and intramural athletics for both men and women. Other organizations also compete with their counterparts on campus, or perhaps across a much larger geographical area. Mankato State’s forensic teams have competed with other institutions across the nation and have compiled an excellent record of victories. Students from the theater department have competed in the American College Theater Festival and have impressive ratings for the group as a whole, as well as for some individual performers. Even a service club, such as Circle K, has an impressive number of awards for service projects and individual achievement in competition with other Circle K clubs in the Minnesota-Dakotas District. The fraternities and sororities compete with each other on campus and with their peer groups across the nation in several categories. In fact, it could be said that there is rivalry between most organizations on campus for members, for funding and for public acclaim.

A group, through its record in national competition, has caught the attention of many people across the country. This group of students, who originally had their imagination stimulated in a class setting, started a tradition of consistent wins in automotive competitions. These students were enrolled in automotive technology classes in the Industrial Technical Studies Department and started entering competition in 1975. Their experience was so
gratifying, and their performance was so good, that each successive year they were challenged to do more, and to do better. One of the factors that led to the creation of a new department of Automotive Engineering Technology was the success of these performance teams. They started with a very meager budget and since have had some assistance grants from a number of businesses and industries.

Their competition was in either high performance, or solar power categories, for student designed and built automobiles. At the time they first entered competition, MSU did not offer courses in design, but they were competing with some of the most prestigious automotive engineering design institutions in the country. Nevertheless, their record shows that they have ranked at, or near the top, each year.

Each year many students at Mankato State are high achievers in their chosen field of study or in an activity of their choice. This speaks well for the ability and dedication of those students, and the guidance and inspiration provided by the faculty.

Traditionally athletics have been an attractive part of campus life. Mankato State University provides many opportunities for men and women to participate in one or more of the athletic teams, if they have the ability and the desire. All other students have the opportunity to participate as spectators and fans. This can be a growth experience also.

ATHLETICS

Administration of the Men’s Program

Intercollegiate athletics at Mankato State have long been accepted as a very important part of the physical development of both men and women, and therefore these programs were a part of the Division of Health and Physical Education. At the beginning of the second century of Mankato State (1967), the men’s intercollegiate athletic program consisted of ten sports: football, basketball, baseball, track, cross country, wrestling, gymnastics, swimming, tennis, and golf. During 1968 ice hockey was approved as an intercollegiate sport, and it began in 1970. A few years later, gymnastics was dropped.

In 1967, John Hodapp was the Athletic Director, but he resigned from this position in 1968, and was replaced by Richard Koppenhaven, who served until 1970. He resigned to become Commissioner of Athletics of the North Central Conference. He was replaced by J. Robert Otto, who had been head football coach for seventeen years. He retired in 1983. Jack Taylor succeeded Otto until his resignation in 1985. Mark Schuck was appointed Acting Athletic Director for 1985 - 1986. Ron Wellman served for one year, 1986-87. Schuck was again the Acting Athletic Director, until Don Amiot was employed in 1988.

After 1968, the Athletic Directors reported directly to the Dean of their College (Division of Health, Physical Education and Recreation until 1975), (College of Health Physical Education and Nursing until 1991) and then (College of Health and Human Performance). During this time the Deans were Roy Moore until 1976, Don Buchanan until 1990 and Robert Buckingham until 1993.

A great aid to the administration of the athletic programs was the Athletic Committee, which had been utilized for a number of years. In 1967, this committee was composed of the Chairman of the Division of Health Physical Education and Recreation (HPER), the Academic Dean, the Athletic Director, the Registrar, and three faculty members appointed by the President, and a student appointed by the Student Senate. Their responsibility consisted of establishing policies, and approval of budgets, schedules, award winners, scholarship recipients, conference membership, new sports and other items brought to them by the Athletic Director.

The Athletic Committee was dissolved after the Inter-faculty Organization (IFO) contract was adopted, because the decision-making process was changed for all departments, according
to the terms of the contract. The administration was to make the management decisions. However, it was permissible for the administration to request advisory help from faculty. In 1975 President Moore, faced with some difficult problems in athletics, appointed an Ad-Hoc Committee to study and make recommendations for athletic procedures and policies. This committee consisted of two faculty members, two students, one representative from the minority faculty, one member of the Women's Athletic Commission, one member from the Men's Athletic Commission, one community member, one alumni member and one member from the administration. This committee was asked to study and make recommendations on athletic fiscal concerns, women's programs, and equity under the federal Title IX requirements, conference memberships, personnel concerns, and organizational structure. Although this committee was an ad hoc body, it provided some precedent for this type of assistance in the future.

When Margaret Preska became president, she saw the value of involving representative groups on campus for advice on athletic matters. Again, because of the contracts with bargaining groups this was an advisory group only. Therefore, she created an Advisory Council on Intercollegiate Athletics with five members from the Inter-Faculty Organization (IFO), three members representing the Minnesota State University Administrative and Service Faculty (MSUASF), one institutional member (administrative), two alumni members, and two student representatives. The Chairperson was the Dean of the College of Health Physical Education and Nursing (HPEN). They were requested to advise on the athletic management team concept, the role of the institutional representative to the athletic conference, the philosophy statement for MSU athletics, conference regulations, National Collegiate Athletic Association (NCAA) and Northern Sun Conference (NSC) regulations, the athletic budget process, the fund raising calendar in support of athletics, athletic promotions, the talent grant program, the sports information program, and conference and non-conference schedules, and to work as a grievance committee in case of student/athletic discipline cases.

Through the advice of this committee, many decisions were made that provided stability to the athletic program, because recent trends in student attitudes, enrollment fluctuations, conference changes, the faculty contract, changes in athletic directors, equitable management of both mens and womens programs, and funding had all created serious problems for the management team.

Conference Affiliation

In 1967 Mankato State was a part of the Northern Intercollegiate Conference (NIC). There was a growing dissatisfaction with participation in this conference by the MSC coaches and student athletes because many of the NIC colleges did not offer participation in as many sports as Mankato State. Hence, in those sports that were not offered by NIC colleges competition had to be scheduled with non-conference schools. This created schedule problems, promotion problems and, ultimately, financial problems. There were also problems in affiliation with the National Association of Intercollegiate Athletics (NAIA) and the National Collegiate Athletic Association (NCAA). Mankato State was a member of the NCAA and most of the other NIC members were members of the NAIA. These bodies set the rules for eligibility, scheduling, post-season games, scholarships, and other significant items. The rules were not the same in both organizations, therefore, many problems arose between the NIC colleges in agreeing on conference rules so that they would be compatible with the national organizations. Finally, after several frustrating incidents, Mankato State applied for and was accepted into the North Central Conference (NCC) in 1968, whose members were all a part of the NCAA. Full scheduling with all of the NCC schools in all sports was not achieved until 1972.
It was during this time that there was much student unrest, due to the Vietnam War, Watergate, and some of the administrative philosophy at Mankato State, that caused a change in attitude toward athletics by the rank and file of students. This was accompanied by a decline in enrollment, which affected allocations and student aid. Then there was an over-commitment of financial aids of $40,000 to students in the football program. These factors all contributed to the cancellation of the football program and withdrawal from the NCC, subsequent to an application to rejoin the NIC. Football was played as an independent club sport for two years.

Following the resignation of President Moore in 1978, the coaches and athletic administrators began planning to return to the NCC. A principal reason was that under NIC rules, there was “Mandate 33”, which stipulated that only 33 grants (tuition and fees) could be awarded to talented athletes. Twenty-four of these were to go for football, and nine for basketball, and if any were to be awarded to students in other sports, three could be taken from the football/basketball allotment. This would have the effect of reducing the aid for students in all sports, including the women’s teams. The NCC was much more generous in their rules for talent grants to students. Hence, Mankato State again applied for membership in the NCC, and was finally officially accepted in 1981. The officials at Mankato State believed in providing assistance to as many students as possible and achieving equity between the men’s and women’s programs.

Administration of the Women’s Program

Intercollegiate athletics for women at MSC originally grew out of the intramural sports that were administered by the Women’s Physical Education Department. However, they did have some competition with neighboring colleges in “play” days and “sports” days. The faculty had strong ties with other colleges through state and national professional organizations. One of these, the Minnesota Extra-mural Sports Association for College Women, provided both the impetus and the organizational framework for women’s intercollegiate athletics at MSC. The intercollegiate sports that were offered to women in 1967 were bowling, swimming, gymnastics, track and field, basketball, volleyball, and later tennis, golf, cross country, and softball. Eventually bowling was transferred to the intra-mural program and gymnastics was dropped. Cheerleading for football, basketball, hockey, and wrestling and a danceline were also attractive programs offered to young women through the auspices of the Women’s Athletic Department.

The management of Women’s Athletics was assigned to Georgene Brock, who had served as the intra-mural director in the Women’s Physical Education Department. Ruth Schellberg, Chairperson of the Department of Women’s Physical Education, was responsible for guiding and nurturing the progression of the program from intra-mural to full intercollegiate status. Unlike the men’s athletic department, there were no committees made up of representatives from faculty, administrators or students from outside of the department. Instead, the faculty within the Women’s Physical Education Department managed their sports programs, in conformance to the rules set by the professional organizations and athletic conferences to which they belonged.

The women’s athletic programs, in comparison to the men’s programs, were relatively low key. They fielded good teams, but they did not have the same hassles that pervaded the men’s programs. Early in this period there was little publicity, little emphasis in promoting their contests, and few problems with conference affiliations; recruitment was done from within the geographical area served by the college. Some of these items changed later.

In 1974, the men’s and women’s physical education departments were merged. This did not change the status of Georgene Brock who was directing women’s athletics. However, to assure equal opportunity between the men’s and women’s programs Dean Roy Moore appointed Viola Holbrook, a former women’s coach, as Assistant Dean. Later, after the IFO
contract was signed, Dean Don Buchanan created a part-time position, Coordinator of Intercollegiate Athletics, to insure equity between the men’s and women’s athletic programs. Gerald Bodelson was the first appointee, who served from 1976-80. He was followed by Lloyd Raymond, who served for two years. In 1982, this position was eliminated, and the dean assumed the responsibility for this work.

With the enactment of Title IX in 1972, the stage was set for many changes in women’s athletics in all colleges. This law required that any public institution that received funds from the federal government must give equal opportunity to all persons involved in the institution’s programs. As this was applied to athletics, support for the women’s programs must be equitable to the support for the men’s programs. This included budgets, facilities, personnel, scholarships, schedules and other aspects of the program. This philosophy of equity had been growing at Mankato State, but it needed continued monitoring and adjustment. Coordinators were appointed for this purpose.

Prior to Title IX, women’s athletics were funded through an extra-mural budget, and money was raised by the students and coaches through candy sales, concessions, raffles and other fund raising efforts. After Title IX, the allocation to women’s athletics was based on the number of sports and the total number of participants. At this time, the state legislature allocated a sum to each of the state universities for them to use as “catch up” funds to assist women’s athletics to achieve equity with the men’s program. This extra funding has been repeated each year since the original allocation. These monies helped to provide more released time for women faculty members for coaching duties, and it also provided salaries for two more coaches. Now that more money was available, some scholarships were provided, and this led to recruitment programs for talented athletes for the various sports.

The women’s teams scheduled other teams on an independent basis until they became a part of the Northern Sun Conference, after it was organized in 1979. This conference was governed by the Minnesota Association of Intercollegiate Athletics for Women (MAIAW) and the national Association of Intercollegiate Athletics for Women (AIAW). Title IX was responsible for policy changes in conference and association affiliations, because if men’s and women’s programs were to be treated equally, they should also be subject to similar regulations. Therefore, in 1982 the AIAW disbanded and the MSU women’s teams joined the men’s teams in affiliation with NCAA. They also later dropped their conference membership with the Northern Sun Conference and joined the North Central Conference.

Departmental Growth

Both men’s and women’s athletics experienced growth in numbers of students involved, and quality of programs, through the period of 1967-92. This can be attributed to a number of factors. More opportunities were provided women through the increased number of sports offered, more scholarships, more equity in scheduling, more publicity given women’s sports, and more financial support for the program. For example, the number of talent grants permitted under the NIC membership was thirty-two for both men and women. After the return to the NCC, it grew to the maximum allowable of sixty-two for men and twenty-five for women.

Both men’s and women’s athletics benefited when Mankato State affiliated with the North Central Conference. Not only did the NCC allow for more scholarships, but overall the competition within this conference was consistently good in all sports. This conference, because of its size, provides for more recognition to individual athletes as well as teams.

The support programs within the College of Human Performance have contributed much to the high quality of the athletic programs. For example, the athletic training program is an integral part of the Physical Education Department. The athletes benefit much from the ministrations of the staff and students involved in athletic training. This department provides for care of injuries, teaching of preventative measures, and better understanding of the physical training necessary to compete.
With the vast amount of equipment needed for all of the sports, it was found necessary to employ staff who would work full time in managing the equipment needed. This frees coaches, student athletes, and other staff members to concentrate on the specific program at hand.

Other supporting personnel included the persons involved in the business management of athletics. This was originally a part time position but as athletics grew with commensurate financial responsibilities, it became necessary to make this a full-time position.

For many years the public relations aspect of athletics was borne by graduate assistants. Finally, it became necessary to employ a specialist as the Sports Information Director. This person has a myriad of duties, and is assisted by students who gain valuable experience as they help. The Coordinator of Athletic Development was employed to assist in building positive relationships with students, the staff, the public at large, and the media. He assists in merchandising the programs, the concessions, clothing, novelties, and special fund-raising events for athletics. The Coordinator of Special Events supports the preceding position by managing the ticket sales, working with community groups and alumni, and developing special projects for either fund-raising or promotional purposes. This person has also had the responsibility of supervising the cheerleaders, the dance line, and the mascot.

Other supporting positions have included the Assistant Athletic Directors in both Men’s and Women’s Athletics, and the classified personnel who have provided the secretarial support. The people employed in the Physical Plant Department provide great support through their maintenance and care of the facilities, the fields, and the buildings used by athletics.

Mascot and Logo

In 1935, when Mankato State Teachers College adopted the name and logo for their athletic teams, they selected “Indians,” in recognition of the early people who inhabited this area. From 1935 until 1977 the Mankato State athletic teams bore this name with pride. However, by 1977, there were some who did not believe that it was appropriate to use this name or logo, for they felt it was demeaning. Therefore, President Douglas Moore was requested to select a new name and logo. After much discussion, it was agreed that this should be done, and that this was an appropriate time to do it, because Mankato State was changing its affiliation to a different athletic conference.

A contest was held, and many ideas for a new name and mascot were considered. After much deliberation, “Mavericks” was chosen to be the new name. The logo was designed by a Mankato State student. President Moore, who originally came from Texas, felt that the design depicting a steer with long horns was appropriate. A maverick, after all, is a young steer that does not “go along with the herd,” and it has strength and strong character.

Honors Won

Through the years Mankato State teams have won many contests. They have had good team records and have produced many outstanding athletes. Since rejoining the NCC a total of twenty-five North Central Conference team championships have been won. These include five titles in baseball, three in men’s indoor track and field, two in women’s tennis, two in men’s tennis, four in men’s golf, two in women’s softball, two in women’s cross country, one in women’s basketball, one in women’s outdoor track and field, one in football, one in men’s cross country, and one in women’s golf.

The football team earned the privilege of participating in the NCAA playoffs in 1987 and again in 1992. Because hockey is not a scheduled sport in the NCC the Mankato State hockey team has competed as a member of the Northern Collegiate Hockey Association which is at the NCAA Division III level. Teams from this seven team league, which is considered the best small-college hockey league in the nation, have captured the NCAA Division III title four out of the
six years from 1986-92. The Mankato State Mavericks made it to the NCAA Division III Final Four three times in the period 1986-92.

In all sports there have been individuals who have had outstanding performance records. These people have won honors not only at the league level, but eighty-seven athletes from Mankato State have been accorded All-American honors since 1986. The most notable were Lisa Walters and Mike Schweizer. Lisa Walters, women’s basketball stand-out was listed as a two-time Kodak All-American and was the 1987-88 GTE/CoSida Women’s Basketball Academic All-American. Cross country runner, Mike Schweizer, was MSU’s only three-time cross country All-American. (1987,1988,1990)

The North Central Conference consists of ten institutions from six states. This conference is considered one of the premier leagues in the nation. At the end of the year the standings of each institution are compiled, showing the overall record of the total athletic teams for both men and women. The Mankato State standings are listed below:

**NORTH CENTRAL CONFERENCE ALL-SPORTS TROPHY RACES**

<table>
<thead>
<tr>
<th>Year</th>
<th>Men</th>
<th>Women</th>
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</thead>
<tbody>
<tr>
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<td>2nd</td>
<td>—</td>
</tr>
<tr>
<td>1971-72</td>
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<td>1972-73</td>
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<td>1973-74</td>
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<tr>
<td>1974-75</td>
<td>3rd</td>
<td>—</td>
</tr>
<tr>
<td>1975-76</td>
<td>1st</td>
<td>—</td>
</tr>
<tr>
<td>1981-82</td>
<td>4th</td>
<td>—</td>
</tr>
<tr>
<td>1982-83</td>
<td>3rd</td>
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<td>2nd</td>
<td>4th</td>
</tr>
<tr>
<td>1990-91</td>
<td>3rd</td>
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</tr>
<tr>
<td>1991-92</td>
<td>2nd</td>
<td>6th</td>
</tr>
</tbody>
</table>

Athletics are an important part of campus life for students. The many men and women who participate in team sports attest that this experience often is the highlight of their college career. The growth that they make overshadows the physical pain and sacrifice that must be endured in order to be a part of the team. They are most proud of their opportunity to be a part of a team from a great university.

Those who participate in athletics as spectators recognize that this is a valuable part of college life also. By their presence they are supporting those students that wear the purple and gold of the university they all share. Loyalty is a good feeling; too often it is missing in modern American life.

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THE CAMPUS - BUILDINGS AND GROUNDS

The Location of Mankato State College

In 1967 Mankato State College students were living and learning on two campuses known as the Valley Campus and the Highland Campus. The Valley Campus was the campus that had served students and staff well for a century. During the fifties the enrollment was growing so rapidly that it became necessary to plan to increase the number of facilities for classrooms, laboratories, offices, and student housing. Because the Valley Campus, entirely surrounded by residential areas, did not have expansion space to accommodate more buildings the only alternative was to build the new campus up on a hill nearly one mile away, and so during the late fifties the Highland Campus became a reality. The Highland Campus was acquired by the state in several real estate parcels and it was here that President C.L. Crawford was destined to build and develop a new campus.

In this period students shuttled back and forth between the two campuses to attend their classes. Bus service was provided, but many students preferred to walk, bike, or drive their own automobiles. The many auto drivers created a new problem because of the scarcity of parking on the lower campus, and parking lots were still not well developed on the upper campus. Lower campus parking was so crowded that many students and faculty members were forced to park in surrounding residential areas as well as the downtown business area, and this created tension between town and gown. The peace and tranquility of the quiet neighborhood surrounding the Highland Campus was also disturbed by shuttling buses, commuting students, and students vying for parking on the residential streets. These were just some of the problems of a rapidly growing institution.

The Valley Campus Buildings

The lower campus buildings were in full use in 1967. However, as new buildings were constructed on the upper campus, departments and offices were quickly moved to occupy those
facilities. In 1967 Old Main was utilized by Accounting, Business Administration, Business Education, Economics, Art, Geography, Sociology, Health, and Computer Science. Later the departments in the School of Business, Art and Home Economics moved to Nichols Hall after the Sciences moved to Trafton Hall. Later all departments would vacate the lower campus. Old Main also housed the President’s Office, the Vice Presidents’ Offices, the Registrar’s Office, the Business Office, the Admissions Office, other administrative offices, Computer Services, and the college radio station, KMSU. The Old Main Auditorium was utilized for a short time until the Performing Arts Center was completed.

Nichols Hall, originally called the Arts and Science Complex, housed Biology, Chemistry, Physics, Home Economics, Art, Music, and Business until they moved to the upper campus.

The Health and Physical Education Building housed the Women’s Physical Education Department, and the Health Department, and provided space for Women’s Athletics, with the exception of swimming. Men’s Physical Education and Men’s Athletics had already moved to the Highland Arena Complex. The Heating Plant, serving all of the lower campus buildings, was also located in the basement of the Physical Education Complex.

Lincoln Hall was the library for the College until the Memorial Library was built, and then it became a branch library until most of the academic departments were moved from the lower campus. It was also the location for a number of service and administrative offices.

Other smaller buildings that were located on the lower campus were the Black Cultural House, the Language House, and the Avoca House (a Home Economics live-in laboratory).

The dormitories on the lower campus were Daniel Buck Hall, Cooper Hall, and Searing Center.

After the campus consolidation had been completed in 1979, all of the lower campus buildings had been sold to real estate developers and eventually converted to other uses. Daniel Buck Hall, Cooper Hall and Searing Center were remodeled and became apartment buildings. The Annex to Old Main was destroyed by fire. However, the stone arches that had been located between this building and Old Main and the front doorway arches were salvaged and will eventually will be located at the Bell Tower plaza on upper campus. The remains of this building were demolished. Old Main was remodeled and refurbished into a beautiful apartment building to serve elderly patrons. This historic place, known as Old Main Village, is now home for many former faculty and students. The Health and Physical Education Building was razed to make room for parking for the residents and guests of Old Main Village. Lincoln Library was remodeled and converted into an offices building known as the Government Center. The north wing and the auditorium (D-63) of Nichols Hall were razed. The high rise portion of this building, now known as the Nichols Office Center, was remodeled to accommodate private and public offices. The smaller buildings, the former Black Cultural House, the Language House, and the Avoca House have all been converted to apartment buildings.

The lower campus location of Mankato State College still lives in the memory of many people. It is good that practical use could be made of these buildings. They still contribute to the community with different tenants.

Buildings on The Highland Campus

The first buildings to be built on the upper campus were A and B wings of Crawford Center. These wings were originally women’s residence halls and were opened for the beginning of the academic year 1959. By 1967 C and D wings were completed. Attached to these residence halls was a large complex originally known as Crawford Center which served as a food service facility and recreational area, and for a number of administrative and service offices. Later this building was re-named Carkoski Commons. Crawford Center was named in honor of President C.L. Crawford in keeping with the custom of naming residence halls for former presidents.
Left to right: Crawford Center, Carkoski Commons, McElroy Center.

Carkoski Commons was named for Chester (Chet) Carkoski, who was Assistant Dean of Students and Director of Housing from 1960 until 1973.

Wilson Campus School, a laboratory school for grades K - 12, was the second building to be occupied on the Highland Campus. This building was a modern one-story facility with a capacity for five hundred students. It was furnished with some features that were “state of the art” at the time of its opening. For example, interactive television equipment was installed so that college classes in other buildings could observe instruction taking place at Wilson as a part of teacher training classes. This building was named after Woodrow Wilson, 27th U.S. President because all of the other elementary public school buildings in Mankato were named after U.S. presidents. The laboratory school function was discontinued in 1977 when the state funding for laboratory schools was halted. It then became a building that served a number of academic and administrative departments. It was renamed Wiecking Center in 1979 in honor of Anna and Emma Wiecking, who together served Mankato State for 76 years as members of the faculty.
McElroy Center opened three of its five wings, E, F, and G, as a men’s dormitory in 1961. H and I wings were first occupied in 1964. All of the wings of this building and Crawford Center were linked together by hallways to make a comfortable passage for the students to go dine or take advantage of the recreational facilities in Crawford Center. McElroy Center was named for the sixth president of Mankato State, Frank D. McElroy, who served from 1930 to 1946. As the years passed after the building was opened all of the dormitories on campus became coeducational.

A unique building that provides a necessary function for all of the buildings on campus is the heating plant. As the Highland Campus was developed a network of tunnels leading from the heating plant was also constructed. This building was constructed in 1952 and was equipped with low pressure steam boilers that were fired by natural gas (or oil in case of emergency) to furnish the heat for all of the other buildings on campus. A major renovation of the heating system was made in 1992, and this included the addition of equipment to provide central air conditioning uniformly to most of the buildings. Up until this time each building had independent air conditioning units which proved to be costly and inefficient. With a central unit connected to the buildings across campus with a chiller loop, all buildings could be cooled as well as heated from one central source.
A new Industrial Arts Building was opened in 1962. This building had modern shop facilities and classrooms and offices to accommodate the Industrial Arts and Mathematics departments. It was named Nelson Hall to honor Maurice J. Nelson who served Mankato State for forty-one years as a professor of industrial arts and dean of men. Later this building became the home for the Technology Education, Construction Management and Art Departments. A link that connects this building to Armstrong Hall contains several art studios and the Effie Conkling Gallery, named for a distinguished art teacher who served Mankato State for thirty-two years.

In 1962 Highland Arena, a physical education and athletic facility, was opened. This complex consisted of a large gymnasium, dressing rooms, swimming pool, a field house with an indoor track, and many teaching areas and offices. Until the consolidation of the campuses in 1979 this facility was used primarily by the Men's Physical Education Department and Men's Athletics. The Women's Physical Education Department and Women's Athletics were utilizing the gymnasium and other facilities on lower campus and the pool in Highland Arena. In 1979 another building, attached to Highland Arena, was opened, which provided a gymnasium, a dance studio, handball courts, locker and equipment rooms, and offices. This
brought the men's and women's physical education and athletic programs together again. In 1991 the original Highland Arena Gymnasium was named Otto Arena in honor of James Robert “Bob” Otto who had been a faculty member for thirty years during which he was football coach for seventeen years and athletic director for thirteen years. The Field House was named Myers Fieldhouse in memory of Earl “Bud” Myers who had been a faculty member and coach of men's track and field for forty-three years. The new gymnasium, first known as Highland North, was named Schellberg Gymnasium in honor of Ruth Schellberg, who had been a faculty member for twenty-five years and had served as Chairperson of the Women's Physical Education Department for twenty-two years. Schellberg provided the guidance for the growth of the Women’s Intercollegiate Athletic program at Mankato State.

Blakeslee Field

The first use of Blakeslee Field was the opening game of the football season in 1962. Only half of the stadium was built at that time but within a year the other half was constructed. It was named for Carlyn P. Blakeslee, who served Mankato State for thirty-seven years as a professor, coach, and chairperson of the division of physical education. He was responsible for initiating and expanding the college's intercollegiate program from two to nine sports.
Armstrong Hall

Armstrong Hall was opened for classes in 1964. This classroom building, first known as the Education-English building, has been utilized by many departments from the Colleges of Arts and Humanities, Business, Education, and Social and Behavioral Sciences. It was named in honor of Grace Armstrong who was a teacher of professional education at Mankato State for thirty-six years.

Gage Center

The first high-rise building on campus was a dormitory, later known as Gage A. This 12 story building was opened in 1965 as a residence for males. In 1965 the rest of the complex was finished when B tower was completed with the commons building connecting the two. The B tower was a building for female students only, but later both A and B towers became coeducational. The commons building housed the dining facilities, offices, meeting rooms, and some recreational areas. The Gage Center was named for George M. Gage, principal of the Second State Normal School, which was later to become Mankato State Teachers College.

In 1967 the Music-Speech building was opened to students who were taking classes or performing in music or theater. This building is known as the most beautiful building on campus with its natural stone columns on the spacious portico with entrances into a beautiful
Performing Arts Center

foyer. Now called the Performing Arts Center, this building houses the Ted Paul Theater, named for Ted Paul, Jr., director of theater at Mankato State from 1950 to 1980, and the Recital Hall named for Elias J. Halling, a vocal music teacher and director, who later became Chairman of the Division of Fine and Applied Arts and still later Associate Dean of the MSU School of Arts and Sciences. This building also contains classrooms, studios, rehearsal rooms, costume and scene shops, the music library, music practice rooms and offices.

Centennial Student Union

A facility built and maintained on student activity funds was the Centennial Student Union. The first phase of this building was opened in 1967. The second phase was completed in 1972. Usually a beehive of activity for students, staff, and guests on campus this is where people have meetings, socialize, dine, and engage in recreational activities day and night throughout the year. The three-story building houses a large cafeteria, a delicatessen, bookstore, auditorium, ballroom, gameroom, bowling alley, art gallery, Women’s Center, Student Activities Center, Counseling Offices, International Student Office, other offices and conference rooms. It was named Centennial Student Union to commemorate the one hundred years of operation of Mankato State on the year of the opening of this building. The Auditorium in this building was named the Ostrander Auditorium in honor of Lloyd B. Ostrander, a 1927 graduate of Mankato
State Teachers College and later a benefactor to his alma mater. The Student Activities Center was renamed the Marie Bruce Activities Center in 1981 in memory of Marie Bruce, a dedicated faculty member and Associate Dean of Students for fifteen years and as an emerita volunteer for student activities for an additional seventeen.

Memorial Library

The Memorial Library, named for those students who gave their lives for their country, was opened in 1967. An addition was added by 1969, and still another addition was completed in 1992, along with a complete remodeling of the original building. Through the years the resources for the library have grown so that now it houses over 900,000 print volumes, 3,200 periodical subscriptions, collections of micro-text, maps, photos, records, tapes, periodicals, newspapers, films, videotapes, and other visual materials. The collection is augmented by interlibrary loan services, which permit access to materials at other libraries. With the use of more and more electronic and computerized equipment other library and audiovisual services have been added for the use of student, faculty, and the public. During the rapid enrollment growth during the seventies and eighties the library collections grew and the space for study and research became very limited. However, the last addition has corrected this problem.

The first classes in Morris Hall were held in 1968. This building was named for Albert B. Morris, who had served the college for thirty-six years as a professor of history, dean of men,
registrar and Academic Dean. Morris was noted for his development of college policy and service to the state and community. In 1979 an addition was made, with hallways linking Morris Hall to the Administration Building, Armstrong Hall, and Highland North. Classes and offices for the College of Business, the Urban and Regional Studies Institute, and the departments of History, Political Science and Law Enforcement, Women's Studies, Dental Hygiene and Computer Services are in this building.

Trafton Science Center

The largest academic building on campus was completed in 1972. Trafton Science Center was built for the use of the College of Natural Sciences, Mathematics, and Home Economics, and the School of Physics, Engineering and Technology. In addition to modern classrooms and offices it has many specialized laboratories and special research areas. This includes the greenhouse complex and the "clean rooms" constructed for the engineering programs. The building was named to honor Gilbert H. Trafton, who had served as a professor of biology and chairperson of the Division of Science and Mathematics for 32 years. An addition was begun in the summer of 1992 to provide more space for the engineering programs.

Leo V. Standeford Observatory

The Leo V. Standeford Observatory was built in 1982 to house the viewing instruments for the Astronomy Program. It was named after a long-time mathematics and astronomy professor,
Leo V. Standeford, who was one of the individuals most responsible for the development of the Astronomy Program at Mankato State.

Earle J. Wigley Administration Building

As a part of the campus consolidation program it was necessary to build a building to house the various administrative and service offices still located in the lower campus. Rather than scatter them among several buildings it was deemed that it would be more efficient to locate most of them in one building. Hence, they were located in a building attached to the Student Union and connected to other classroom buildings with an enclosed walkway. This three story building was named for Earle J. Wigley, faculty member, coach and administrator who had served Mankato State from 1933-1970. This building houses the President’s Office, Academic Affairs, Student Affairs, Institutional Research and Evaluation, Personnel Office, Resource Management, Business Affairs, Career Development and Placement Office, Continuing Studies, Extended Campus and Continuing Education, College of Graduate Studies, Veterans Services, Information Center and Financial Aid Office.

After the move was completed from lower campus one of the more essential departments was still lacking in working space. The Physical Plant shops were for a time located in a portion of Wiecking and some were tucked away in various buildings and had little room to perform
their tasks, house their equipment, or store essential supplies. As the pressure for more academic classrooms increased, the space occupied by the Physical Plant shops was coveted by the academic administrators. However, Physical Plant people had no place to go. There were no construction funds available from the normal sources from the state. The State University Board Office had no funds. Therefore, an innovative and unprecedented approach was made. The University Foundation Board was asked to fund the construction of a new building and the University Board was requested to make rental payments for the new space, and these funds would repay the principal and interest for the money loaned by the Foundation Board. Special authorization was granted by the State Legislature to make this funding arrangement. Happily all agreed, and the Vice President of Administrative Services and his staff were directed to plan and coordinate the construction of the first building financed by other than state funding.

Pennington Classroom Building

The result was a building known as the Wiecking Annex which is an all metal building used to house the physical plant shops and the print shop from the reprographics department. The resultant move of the physical plant and print shops created room for six new classrooms and several new offices for academic use. Thus, a precedent was established that was to be used two more times in the next five years to fund other buildings at MSU as well as buildings on other campuses in the State University System.
Now that a new method of funding facilities for university use was established, a request was made to the Foundation Board to finance a much-needed classroom building. The permission was given by the Foundation Board and the legislature approved the project. Built in 1986 this building was named the Pennington Classroom Building in honor of Charles Pennington, an alumnus, a benefactor of Mankato State, and a former member of the MSU Foundation Board. It is used primarily for classes in the College of Health, Physical Education and Recreation.

The need for more space was continually growing through the eighties. Enrollment was increasing. New programs, particularly in the School of Physics, Engineering and Technology needed space. Computer technology needed to be taught in many academic disciplines and space was needed for this to take place. Therefore funding was sought for a new building. Eventually it was granted and plans for the Class/Lab Building, later to be named the Wissink building, were made. The Wissink Building was named in honor of Gerrit M. Wissink, who had been a chairperson of the physics department and Administrative Dean, serving Mankato State from 1935 to 1971. This building housed the academic computer center and offices and classrooms for the Computer Science Department and the Department of Mathematics, Astronomy and Statistics. The School of Nursing and the Department of Social Work were located on the third floor which was named the Leichsenring Nursing Center for Melba Leichsenring who had been Associate Dean of the School of Nursing from 1977 until her death in 1987.
A third building, the Warren Street Center, was built and again funds from the Mankato State University Foundation were utilized. This building was completed in 1989 and houses the University Advancement units of Alumni Affairs, Development, Grants and Sponsored Programs, KMSU-FM, Advancement Information System and MSU News Service. Other offices include the small Business Development Center and the Cultural Diversity office.

Another learning center for the Astronomy program was made possible through the generosity of Lowell and Nadine Andreas of Mankato. They made a gift of $230,000 to build the Andreas Observatory. This building houses a 20-inch telescope that was funded by a National Science foundation grant.
Planning for New Facilities

The time span between the time a need is established for a new facility and the construction completion date usually is several years. Part of this time is consumed by planning but most of the time is spent winding through the maze of bureaucracy in state government. This has improved some in the past twenty-five years.

At the beginning of this period the procedure for the construction of a new building followed this sequence. As enrollment increased and the various departments needed more room the department chairpersons would request the space for classrooms, offices, laboratories or other special needs. The requests would go to the dean of the particular division or college, or in case of non-academic units, to the appropriate vice president. The requests would be detailed enough at this point to show the number of teaching or service areas of particular sizes, offices, and related spaces. These requests would be forwarded to the appropriate vice president who in turn would review and eventually present them to the Administrative Council. (All vice presidents and the president) This group would prioritize the requests and then would request the Vice President for Campus Planning (later Administrative Services, now University Operations) to design a plan to include such detail as location, square footage of project, type of building (stand alone or attachment; one or multi-story) basic building material, and other features needed. This was necessary in order to make some estimates of cost to place in the request. The MSU staff working with the data available would design a conceptual plan with cost estimates.

This plan originally would be forwarded to the State University Board office, and the Chancellor would direct his staff who worked in buildings and finance to review the request and place it in priority order with all other projects submitted by all of the state universities in the system. Eventually the Chancellor’s staff would determine which projects would be a part of the State University Board request for funding by the legislature. Some might be deemed too low in priority to be feasible for the system request to the legislature. All projects that survived this screening again would be placed into a priority order and the whole package would be submitted to the legislature for its consideration. After many hearings on these projects by the committees in both the House and Senate, at which the representatives of the State University Board would testify (not the representatives of the local institutions), decisions would be made. Almost always these decisions would be a compromise between the House and the Senate which resulted in less than full funding of the entire package. Usually it was considerably less! This would mean that some projects that were low in priority would be eliminated entirely. Many of the others would be funded for much less than the requested amount. The funding bill would always be one of the last to be considered on the legislative calendar. After the bill was passed and funding was assured other departments of state government would then become a part of the procedure.

The Department of Finance would then take over the issuance and sale of bonds for each project. The process for the selection of the architect for a building was done through state offices. A Design Selection Committee from the Department of Administration would be designated, and they would ask for the architectural firms of the state to submit proposals for each of the building projects. Each would submit a written proposal for the project which usually would consist of a schematic design coupled with an estimation of costs. After this an oral presentation would be made by each firm and the Design Selection Committee would choose the architectural firm to do the plans for the project. Representatives from the institution and the chancellor’s office could attend, but they had no vote in the final selection of the firm to do the work.

Following the selection of the architectural firm their field representatives would come on campus to gather data. This would involve meeting with the members of the departments who would be the beneficiaries of the new construction as well as the appropriate dean and vice presidents. The Vice President for Administrative Services, or his representative, would be
involved in all meetings from then on because he coordinated all the design and construction activities that took place on campus. The architects prepared three plans: a schematic design, a construction design, and construction documents.

The plans prepared by the architects then would be reviewed by the local staff and the facilities coordinator in the State University Board office and approved by the State Architect in the Department of Administration. If there were discrepancies at any step this necessarily caused delays. After approval, the Department of Administration then would advertise for bids from the building contractors. After the bids were received and the successful bidder (usually the low bidder) was selected, the Department of Administration would give approval for the contractor to mobilize equipment, purchase materials, and begin construction.

On-site supervision of the project was the responsibility of the State Architect although on some projects it was not day-to-day supervision but usually once a week. It was still the responsibility of the Vice President of Administrative Services to coordinate local activities for the project.

There are several variables affecting the actual construction process: weather, availability of the designated materials, labor (some projects were slowed because of strikes), coordination of the specialty contractors with the general contractor, and the expertise of the builders.

During the late eighties there were some changes in the above scenario. The State University Board added staff to assist the Facilities Coordinator in the Chancellor’s office and these people replaced the staff from the Department of Administration in the architect selection and supervision of the construction. The bid process is presently managed by the SUB officials and the MSU’s Business Affairs office, which has replaced the Department of Finance in the bid phase. These changes have improved the old cumbersome process immeasurably.

Needless to say the above process is very time consuming. Originally it was fraught with political and bureaucratic roadblocks. The most frustrating problem for local officials is the funding process. Even though the need is great for some projects the process of priority setting of projects between institutions at the SUB office and again with the legislature delays needed projects for years. For example, the addition to the Memorial Library that was completed in 1992 was first requested in 1980 by the Vice President of Administrative Services. It took nine years for the project to get funded. In the meantime students and staff suffered many inconveniences because of the lack of space.

It should also be noted that some of the preliminary plans for some of the new buildings on the Highland Campus have not been fulfilled. This may be due to a number of reasons. For example, in the first design for the campus there were to be four high rise dormitory buildings with a quadrangle in the center. Gage C and D were never built because at first the funding was not available, and finally much private student housing was built close to campus which eliminated the need for other state-funded residence halls.

Another building that has never gone beyond the conceptual stage was a structure in the same exterior design as the Performing Arts Center and located in the vacant space opposite the entrance of the PAC. This building would house a large auditorium to seat at least 3,000 people. It would be used for presentations, lectures, commencements, and other large gatherings. There were plans for a large art gallery and other space for the arts. The entrance to this building would face the entrance to the Performing Arts Center creating an outdoor mall in the walkway between the two structures. It was envisioned that this area would contain statuary, flower boxes, shrubbery, and a fountain. This building is still only a dream in the minds of a few people because in the overall planning other buildings with other functions have had a higher priority.

When the Mankato State University Foundation acquired some 40 acres of land within one fourth mile of the campus other plans, or perhaps more appropriately, dreams, were proposed. These included an avenue of “Greek Houses” so that the fraternities and sororities could be located near the Highland Campus. Another proposed building for this location was a Continuing Education Center that could be a live-in facility for persons attending workshops,
conferences, or seminars. One proposal suggested that the restaurant facility in this building could include a room for a "faculty club" for faculty members and their guests.

Still another proposal that has received some favorable consideration is the construction of a building to house research and development activities that are joint ventures between university departments and private business and industry enterprises. It is unlikely that any of the proposals to build buildings funded by legislative appropriations on MSU Foundation land will occur. Perhaps some may actually be completed in the next quarter of the century if they are funded from other sources.

The Development of the Campus

Buildings provide space for learning and living but the surrounding space conditions the environment to make these experiences functional, enjoyable, and safe.

When the Highland Campus was acquired by the state most of the land was farmland at the edge of a growing residential area of the city. Before the buildings were built utility systems and roads had to be constructed. There were few trees on the campus. As buildings were built landscaping was done, trees and shrubs were planted, flower beds were constructed, and finally objects of aesthetic interest were created. This has become a continual process over the years.

For example when the pedestrian mall was built on Ellis Avenue between South Road and North Road large planters were built for flowers, trees, and shrubs. These have been maintained each year with many varieties of plantings to make many beauty spots for the public to enjoy. Other flower beds were developed near every building with either permanent planters or simply strip beds of flowers. Many trees and shrubs have been purchased and some have been given to the University from various organizations, businesses and individuals. In 1967 a total of 3600 seedling trees comprised of 12 varieties were purchased and either set out on the campus or placed in the campus nursery. Most of those placed in the nursery were reset on campus in later years. Some trees have been purchased to replace some that have died or to enhance parts of the campus that were barren.

Prior to 1982 many of the flower plants that were set out each year were started in the greenhouse complex in Trafton Science Center, courtesy of the Biology Department. However, this was limited to the space they had available, and it was an imposition on the research and teaching function of this department. Thus, the Physical Plant Department of Administrative Services constructed a small greenhouse for the use of the grounds crew. This structure was attached to Wiecking Center. Each year thousands of plants that later beautify the flower beds on campus are started in this building.

The exterior lighting on campus is also critical to a functional and an aesthetically pleasing campus. The primary function of exterior lighting is safety for pedestrians and motorists alike. Therefore, all walkways, entrances to buildings, parking lots, and streets must be adequately lighted. At the same time attention must be given to aesthetically pleasing light fixtures and poles, particularly along walkways. During the past twenty-five years most of the fixtures and lamps on campus have been replaced at least once. Most of the argon or mercury vapor lamps have been replaced with high efficient state-of-the-art lamps, mostly sodium vapor. Exterior lighting, if well done, is one of those functions that typically the public takes for granted, but seldom is there a realization of the engineering, maintenance and cost for acceptable illumination.

A necessary feature on every campus is the athletic and outdoor physical education facilities. Ample space was provided in the original campus plan to accommodate a football stadium, three practice fields, a baseball field, a softball field, an outdoor track, a cross country course, physical education activities, a small golf driving range, a rugby field, and twelve tennis courts near the athletic buildings. In addition there are some play spaces near the residence halls for some softball, volleyball, and touch football. All of these facilities have either been built or have been enhanced during the past twenty-five years.
After the Military Science / Army ROTC was instituted at MSU it became apparent that a rappelling tower was needed for some of its skill training courses. At approximately the same time the Experiential Education Department was in need of a ropes course for teaching some of its outdoor skills. Both of these departments had these towers built to meet their specifications and happily these two departments share in the use of these facilities, providing many students with unique experience. Again the Physical Plant Department was instrumental in the construction and the continued maintenance of these specialized facilities.

Parking lots are a necessary part of a campus. Parking is a vexing problem for all on a university campus. Faculty members, staff, and students complain because they can't always get parking close to their classrooms or offices. Students in the residence halls want to park near their rooms. Commuters want space to park when they come later in the day. Handicapped parking must be provided for those in need. Visitors to campus complain about the crowded conditions and the difficulty in finding space. Everyone gripes at the cost of parking permits.

Administrators have the responsibility for addressing all of the problems, which include maintenance of the lot surfaces, painting, lighting, signing, snow removal, safety measures, and enforcement of all traffic and parking regulations. In order to accommodate the varying needs, a zone system was established, with those parking lots closest to the campus core commanding a higher priority, and thus a scale for the cost of the permits was established dependent upon the distance of the lot from the campus core. Parking systems at MSU have been self-supporting. As more parking space is built the costs of the parking permits from year to year must be increased to pay for the additional space. Progress has been made. Over the decades of the seventies and eighties more hard surface lots with appropriate lighting were constructed. In 1975 there were 2500 parking stalls on campus. In 1992 there were 23 parking lots on the MSU campus with a total capacity of 5403 stalls.

Every campus should have some points of visual relief, or places of interest that are not related specifically to the functional aspects of buildings, parking lots, or activity centers for instruction. In 1968 the fountain that was designed for Expo 67 was installed in the open mall between the Centennial Student Union and the Memorial Library. During the warm weather months this has become a favorite spot for students to sit and relax. It has become a landmark on campus so popular that it has been adopted as a logo for some university stationery.

There were some students and staff who believed that there should be a carillon or bell tower that would have a clock and a carillon that would play some music and toll the hours. For a time an electric carillon was installed on the roof of the Student Union. This was satisfactory from an auditory standpoint but there was no visual enhancement from it. After much discussion from several groups on campus it was decided that a bell or carillon tower should be built at another point on campus to become both a visual and auditory point of interest. Thus plans were made to locate this landmark for generations of students in the center of the arboretum east of Trafton Science Center. Funding for the bell tower came from a donation from the Student Association and Mankato State alums, Mildred and Lloyd Ostrander. Mr. Ostrander was the

This structure was built from brick, Kasota stone, and glass. The architect’s concept for this university landmark was to connect visually the past with the present and the future with the use of different building materials. The tower is a tall obelisk with the present (brick structure) symbolized as emerging from the past (Kasota stone base), projecting into the future (glass top). As a part of the plan a plaza surrounding the tower would be built, utilizing the stone arches taken from the Old Main Annex further symbolizing the tie with the past. Alumni, emeriti faculty and friends of the university have also contributed money to purchase building blocks with their names on them to be a part of the structure which shall be known as the Alumni Plaza.

Traditions will continue to grow with both the fountain and the bell tower as memories for students. The bell tower is now an elegant landmark. With the completion of the plaza it will become a gathering place for students to sit, relax, study, and enjoy the outdoors as well as a place where outdoor concerts and other student gatherings can be held. In 1990 a tradition was born when the bell tower was the site for community caroling at Christmas time.
Building Problems

Routine building problems are usually predictable. They are often associated with the age of the building, use, weather conditions, frequency of maintenance and type of building materials. Plans for correcting the routine problems are made annually and budgets are set to cover the costs. However, the unexpected problems are often the most serious ones and therefore are often very costly and disruptive to the users of the building. A few of these will be cited here.

In June 1980 it was discovered that the brick wall on the east face of A Tower of Gage Center was cracking and pulling away from the building at the first floor level. Upon close inspection, it was found to be literally beginning to crumble away from the building, but at that time it had not fallen. Of course the area around the east wall of this building was cordoned off immediately because there was the fear that the whole wall could come down, and this was an area that was used by many students.

After an analysis by building experts it was decided that the entire brick face wall would need to be removed for the first six stories of the east side. The cause of this failure was deemed to be the result of poor design. There was only one relief angle for each of the six stories. (A relief angle is a metal "shelf" fastened securely to the interior wall, and the brick "face wall" is built upon the relief angle.) Also there was an insufficient number of soft joints (expansion joints) between the courses of brick to compensate for the expansion and contraction of the brick with the change of temperature. In the course of a normal year the temperatures can fluctuate as much as 130 degrees Fahrenheit. On a single hot day a brick wall twelve stories tall can expand as much as inches. If there isn’t an adequate number of expansion joints the brick wall will crack, crumble, and pull away from the interior concrete block wall.

To correct the problem much of the brick wall was removed on the east face of the building. More relief angles were installed and more expansion joints were placed along the entire face of the building. It was necessary to install some additional metal ties from the brick wall to the interior concrete wall. Because all four walls of both Gage A and B towers were constructed with the same design the same corrective treatment had to be done on all sides of both buildings. A building crew worked for two years to make the corrections to the problem, and the cost was extensive.

The Trafton Science Center had many problems almost from the time of its occupancy. In 1976 a concrete column at the end of the north bridge of the building was found to be deteriorating and giving way. The original building contractor repaired this at no extra cost. Soon the roof began to leak and water was penetrating the building through some of the exterior walls. The walls in the bottom portion of the building began to suffer severe water damage. It was determined that water was not adequately drained away from the footings of the building and thus was penetrating through the walls of the first floor, which is partially below ground level. At first some remedial repair was done on the roof and walls. However, this was not solving the causal problems and to correct these resulted in a reroofing job, much wall repair, and a new drainage system installed underground all around the footings of the building. The final cost of this repair work was $834,000.

Almost every roof on campus has had to be repaired or replaced. With one exception all the buildings have flat roofs and the roofing system that was used for those buildings was the installation of a membrane roof. This is simply a sheet of composition material that is applied with an adhesive over some insulation material on the roof deck. There is metal flashing material around the parapets and any mechanical structures above the roof surface. After the membrane is applied most systems specified that the membrane be covered with a gravel ballast. The purpose of the ballast is to protect the membrane from deterioration from the sunlight and to hold the membrane down so that the wind can not whip it loose. In almost every case the roofs were warranted for twenty years, but most failed before that. When they first began to leak, spot repairs were made, but usually this would not last long, for once the roof
began to fail in one place the entire roof was doomed for failure. Repair funds for major projects
had to be budgeted through the State University Board Office. When a roof began to fail the
paper work and red tape delayed the repair sometimes for months or even years. This caused
the occupants of the building to suffer from leaky roofs for lengthy periods. This is particularly
difficult when a building such as the library was affected because the books under the leaks
either had to be moved or shielded with sheets of plastic. In most cases the installing contractor
was faced with litigation if the roof failed too prematurely. Seldom was there a satisfactory
settlement to the university considering the cost, the inconvenience, and the time lost for some
employees.

Poly Chlorinated Biphenyls (PCBs) were another problem that caused much anguish at
MSU. This liquid chemical was used as a coolant in electrical transformers in public buildings,
business and industries all over the world for many years. It made a very satisfactory coolant
for transformers because it would not burn or deteriorate unless there were extremely high
temperatures. Eventually it was determined this liquid was toxic to humans if it were ingested
into the body. It was unlikely under normal circumstances that this would happen, yet there was
always the possibility that it could be spilled and eventually become a part of a growing
organism that was utilized as food and thus become introduced into a human body.

The transformers that contained the coolant with the PCBs were drained, but the problem
then was what to do with this fluid. It could not be disposed locally or even within the state.
It could not be moved to another site away from campus unless the Minnesota Pollution Control
Agency gave its permission. It was possible to ship it to one of two disposal sites in the United
States. However, this had to be done under very controlled procedures and was very costly. In
the meantime it had to be stored under strict regulations. The storage area had to be very secure
so that no one could accidently become contaminated with this substance.

It had to be stored in properly labeled oil drums in a locked building that contained no floor
drains and with a retaining wall built around the storage area. At MSU a small brick storage
building was converted into such a storage area near Wiecking Center. The door to this building
was properly labeled with the warning that the building contained toxic material which could
be dangerous to humans, and this sign caused a number of employees and parents of children
in the Children’s House at Wiecking to become very concerned. Even though there was no real
danger it was then necessary to provide much education to these people as well as to the whole
campus community about the MPCA regulations and ensure all of the rules were rigorously
enforced.

Eventually all of the transformers on campus that contained PCBs were replaced and
properly disposed of at very high cost. Thus this environmental hazard was eliminated from
the campus.

Another environmentally hazardous material is asbestos. Again this was a material that was
used in building materials all over the world for many years. Because of its unique property
that it is noncombustible, nonconducting and resistant to almost all chemicals it was used as
insulation material to wrap steam pipes, air ducts, and other pipes. It often was used in ceiling
insulation, plaster, floor tile and even in some curtains. In the early seventies it was determined
that the small fibers from this material, if air borne, were extremely hazardous to the health of
humans. Thus, because of the extreme prevalence of this material in most public buildings a
law was passed that buildings had to be inspected and if any of this material was shattering into
the air the material had to be removed by a certified contractor who specialized in this process.
In some instances the offending material could be enclosed or encapsulated instead of removed.
It should be noted that most of this material at MSU was either in the insulation around the heat
pipes, in ceiling tile or ceiling insulation, or in the acoustic plaster in some buildings. If the
wrapping was secure on the insulation, or if the tile, insulation, or plaster was undisturbed they
might not have to be removed. In some cases this material could be covered with materials that
encapsulated it.
For a period of years much examination and testing was done to determine the extent of the danger in each area of each building. Those places that were deemed hazardous were scheduled for asbestos removal or in some cases encapsulation. The process for the selection and engaging of qualified contractors was the same as for contracting other repair or maintenance contractors and required much time, and this specialty work was very costly. Because asbestos is very friable it was required in these projects that the areas to be treated had to be sealed off to all except the workmen, and this, of course, was a hardship on a crowded campus. The work dealing with this hazardous material also was spread over a period of years until it was completed.

After all of the departments were moved to the Highland Campus the greatest problem was fitting more and more students into the available space. The enrollment kept growing, but there was not enough construction of buildings to provide for sufficient space. During the time of the consolidation of the campuses some new buildings were built and additions were made to existing buildings. Yet even this did not provide enough space for classes, offices, and other necessary institutional functions. As an emergency measure, classrooms were created in the residence halls and some classes were held in the Student Union, which caused these buildings to lose some of the functions that they normally had for student activities and student living.

In addition, some of the larger classrooms, particularly in Armstrong Hall, were partitioned off into two or three smaller rooms. Storage space in some cases was made into offices. Basement rooms became classrooms and offices in spite of the fact that they were not adequately ventilated. Because of the extreme overload of people and the necessary remodeling, Armstrong Hall had poor air quality as well as problems in heating and air conditioning. More and more remedial measures had to be taken to correct the air circulation problems. This, too, was costly in dollars, but more important it had its effect on the comfort of all the users.

All buildings have had remodeling to capture space or to make them more functional. For example Otto Arena’s wide corridors on each side of the gym have been enclosed for classrooms, weight rooms and exercise areas.

There were many other problems affecting the buildings. Some of these were caused by accidents, or fire, or storms. In most cases these could be corrected without causing buildings to be closed for lengthy periods. Often repairs were made without disrupting regular class schedules. Most of the routine repair and maintenance work was done by the expert maintenance staff from the Physical Plant Department.

Living and learning on a university campus is much influenced by the physical features of the buildings and the grounds. Experiences that people have, whether pleasant or unpleasant, are often remembered as associated with a classroom, office, laboratory or some other place. Thus, the appearance, comfort level or functional use of a building are major factors in its planning, operation and maintenance.

The lower campus is no longer a part of Mankato State except in the memories of the people who were once there. Mankato State University is now the Highland Campus and may it serve well the people who use it.
SUPPORT PROGRAMS

The major functions within the mission of Mankato State University are learning, research and service. The faculty members have the primary responsibility for the successful achievement of those functions. However, this could not be accomplished in a modern institution without the work of the people in the support programs. A support program is defined as a resource or service unit that aids the university in the fulfillment of its functions. Therefore, each support program is important in determining the success of the university in its contribution to its clientele.

Over the century and one quarter of its existence, Mankato State has created the support programs that it has needed: to keep the records; to handle the business functions; to clean, operate and maintain the buildings and grounds; to feed and house its people; to recruit new students; to assist students through advising and counseling; to maintain a library; to provide a safe and healthy environment; to assist students with employment, both before, and after graduation; to assist students with special needs - the disabled, the minorities and the international students; to assist students with financial needs; to provide communications services for all (mail and telephone); to provide assistance with funding of grants from external sources; to provide services to alumni/ae and encourage them to continue their support of the university; to install, maintain and upgrade computer equipment and provide computer services; to provide recreational services and equipment; to maintain specialized instructional and research equipment; to provide transportation services; to provide for personnel services for all faculty and staff; to provide legal services for the university; to raise money for scholarships and other needs; to operate a news service and a radio station; and to provide automobile parking. There are other specific support services that are included with the above.

Since 1968, there have been many changes in the organization of the support programs to administer the needed support services. Some of the most significant changes and additions were made by President Margaret Preska, when she created the offices of Vice President of Fiscal Affairs (1980), Vice President of Community Relations (1981), and Vice President of Administrative Services (1982). Most of the existing support programs of the university were organized under these three vice presidents, and some new ones were created. Since 1982, Community Relations became University Advancement, and Administrative Services became University Operations. Later, recognizing the need for a special organizational change, Preska created the offices of Associate Vice President for Computer Services and Associate Vice President for Cultural Diversity. These offices also administer support programs specific to their titles.

Following the restructuring of the university organization, the Fiscal Affairs Office made many internal changes to existing programs to increase their efficiency. Likewise, University Operations made several internal changes to improve the delivery of services.

Some new support programs were created to meet legal requirements, or board mandates, or societal changes, or programs needed to assist students or faculty, or programs to help the university meet its mission.

Examples of the programs that were created to meet legal requirements or board mandates are the Affirmative Action Office, the Environmental and Occupational Safety office, the Legal Services Office, and the Labor Relations Office. Examples of programs that emerged due to societal needs are: the Women’s Center, the Cultural Diversity Office, Ethnic Student Activities Office, and the International Student Office. Some examples of programs that were developed to assist students and others were: the Student Activities and Organizations Office, the Escort Service, Traffic/Parking Service, and Grants and Sponsored Programs.

It is impossible to describe all of the changes and the additions that have occurred in the support programs since 1968. The impact of changes in a few existing support programs, and the creation of some new ones will be described.
Computer Services

Computer services was a unit that originally was not very visible to students or faculty. With the advent of mainframe computers, the State University System saw the necessity for using this technology to improve the labor intensive work on the campuses within the system. Mankato State and St. Cloud State were the largest institutions within the system, as well as the most centrally located. Therefore, mainframe computers were established on these two campuses to process the business records and the academic records for the students in the seven state colleges. Within a short time, the uses of the computers were expanded to handle registration data, library usage, personnel data, enrollment data, institutional research, and other administrative work.

Early in the decade of the eighties, computer technology had advanced so rapidly that desk top computers began to be marketed at an affordable price. At this time the first phase of mass installation of these computers started within the State University System. The first installations were made in the administrative offices and were first used for electronic mail. This paperless means of sending memos, letters, reports, and other communications from office to office on campus is a great advantage. Any office on any campus can communicate electronically with the Chancellor's office and offices on the campuses of each of the other state universities. This feature is a great saver of time and postage.

More and more installations of these computers were made until virtually every faculty member had one on his/her desk. This has increased the productivity of the faculty for their data gathering, data analysis, printing, transmission of data, computer assisted design, computer assisted instruction, and other work in instruction and research.

Desk top computers were also installed for student use in many laboratories. This has been a great teaching tool for many departments.

With the advent of the Project for Automated Library System (PALS), the mainframe computers provided library users with an automated system for online catalog, circulation, acquisitions and serials control, direct interlibrary loan, and electronic mail. The online computer system provides bibliographic access to all of the materials in Memorial Library, the other state university libraries, and over fifty other libraries.

Computer Services was also responsible for the computerization of the registration process for the Registrar's office, which saw periodic upgrading as the systems and technology were improved. In fact, accessing, compiling, storing, printing, and analyzing data have been improved for all offices on campus as the technology improved. All of the installation, maintenance, and programming has been done by the Computer Services Department. The program has developed to such a dimension that the administrative head of this unit is an Associate Vice President.

The Registrar's Office

The maintenance of the academic records is a service that is integral to all educational institutions. The Registrar's Office is responsible for the enrollment of students, the maintenance and security of all official academic records, undergraduate evaluation for graduation, student transcripts, Veterans Administration educational benefits, enrollment certification, university class schedules, residency classification, Mankato State University Common Market programs, the support system for all academic advising, the university photo I.D. system, and the microfilming of all university academic records.

Technology has affected the operation of many of the tasks of this office. The use of computer word processors has increased the speed and efficiency of the preparation of class schedules, enrollment spreadsheets, and advising data. Microfilming has reduced the storage space and increased the efficiency of the retrieval of all records. Perhaps the most appreciated process of all has been the advent of registration by telephone. This innovation has reduced the long lines, the lengthy waits, and the frustrations of students at registration time.

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Touchtone telephone registration features a digitized-voice system, which provides audio-word responses that lead students through the registration process. Registration can be done on any touchtone phone from any location. The system is called MARS, which is MSU's Automated Response System. MARS allows students to add classes, drop classes, change grading methods, search for open classes and verify their class schedules.

**Affirmative Action**

Affirmative Action (AA) is defined as "an effort to remedy past and present discrimination, and to assure that education and employment opportunities are accessible to qualified persons without regard to sex, racial or disability characteristics." This effort is a part of the social change that was taking place during the period covered in this essay. The policies and procedures that are monitored by the Equal Employment Officer, the Affirmative Action Officer, the Affirmative Action Committee, and the 504 Advisory Committee are applications of state and federal laws, State University System policies, and policies developed at MSU.

The Affirmative Action Officer is the administrator of all Affirmative Action/Equal Employment Opportunity (AA/EEO) programs and policies. These policies and programs include monitoring the recruitment and employment process, analysis of the workforce, and processing discrimination complaints and grievances. Much of the work of this officer relates to informing students, employees, supervisors, and others of the existing laws and policies. This is done with the aid of printed materials, seminars with various groups, and counseling.

The Equal Opportunity Officer has been the Vice President for Academic Affairs. This officer is charged with implementing Affirmative Action at MSU and providing liaison with the State University System Equal Opportunity Officer.

The Affirmative Action Committee recommends policy changes regarding AA/EEO matters to the president.

The 504 Committee is concerned with equal opportunity and accessibility for people with disabilities. They also recommend improvements for their clientele to the president.

Affirmative Action is applied to athletics through the enforcement of Title IX, a federal law which provides for gender equity in intercollegiate athletics. All university policies and programs are monitored to ensure non-discrimination in any way.

Sexual harassment and violence have created many sensitive issues that must be handled with discretion, yet it is imperative that people have protection against such actions. Other acts that must be prevented if possible are gender harassment/intolerance, racial intolerance/harassment, and disability intolerance/harassment. If any of these acts do occur, the cases are resolved according to the established policy by the people responsible for the enforcement.

One of the duties of the Affirmative Action Officer is to monitor the employment of people by gender and ethnicity. The records reveal that in the period from 1981 to 1992 there was an increase of 18% in the total number of females who were employed fulltime, but there was a decrease of 10% of the ethnic females (African-American, Hispanic, Asian, and American Indian). During the same period the total number of males increased .2% while the ethnic male employees increased by 162.5%.

A breakdown of the data showing the changes in the employment of males and females by the various job classifications for the period 1981 - 1992 is displayed below.
## Change in Employment of Females from 1981-1992

<table>
<thead>
<tr>
<th>Job Classification</th>
<th>Percent Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>All female employees</td>
<td></td>
</tr>
<tr>
<td>Ethnic female employees</td>
<td></td>
</tr>
<tr>
<td>Fulltime teaching faculty</td>
<td>17.9% increase</td>
</tr>
<tr>
<td>Fulltime Administrative/</td>
<td></td>
</tr>
<tr>
<td>Managerial</td>
<td>175.0% increase</td>
</tr>
<tr>
<td>Non-Faculty</td>
<td></td>
</tr>
<tr>
<td>Fulltime Secretarial/</td>
<td></td>
</tr>
<tr>
<td>Clerical</td>
<td></td>
</tr>
<tr>
<td>Fulltime Technical/</td>
<td></td>
</tr>
<tr>
<td>Paraprofessional</td>
<td></td>
</tr>
<tr>
<td>Fulltime Skilled Crafts</td>
<td></td>
</tr>
<tr>
<td>Fulltime Service/</td>
<td></td>
</tr>
<tr>
<td>Maintenance</td>
<td></td>
</tr>
<tr>
<td></td>
<td>30.0% decrease</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>100.0% increase</td>
</tr>
<tr>
<td></td>
<td>56.5% increase</td>
</tr>
<tr>
<td></td>
<td>100.0% increase</td>
</tr>
<tr>
<td></td>
<td>9.0% increase</td>
</tr>
<tr>
<td></td>
<td>no ethnic females</td>
</tr>
<tr>
<td></td>
<td>45.5% increase</td>
</tr>
<tr>
<td></td>
<td>no ethnic females</td>
</tr>
<tr>
<td></td>
<td>8.3% decrease</td>
</tr>
<tr>
<td></td>
<td>no ethnic females</td>
</tr>
</tbody>
</table>

## Change in Employment of Males from 1981-1992

<table>
<thead>
<tr>
<th>Job Classification</th>
<th>Percent Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>All male employees</td>
<td></td>
</tr>
<tr>
<td>Ethnic male employees</td>
<td></td>
</tr>
<tr>
<td>Fulltime Faculty</td>
<td>4.8 % decrease</td>
</tr>
<tr>
<td>Fulltime Administrative/</td>
<td></td>
</tr>
<tr>
<td>Managerial</td>
<td>181.0% increase</td>
</tr>
<tr>
<td>Fulltime Professional/</td>
<td></td>
</tr>
<tr>
<td>Non-Faculty</td>
<td></td>
</tr>
<tr>
<td>Fulltime Secretarial/</td>
<td></td>
</tr>
<tr>
<td>Clerical</td>
<td></td>
</tr>
<tr>
<td>Fulltime Technical/</td>
<td></td>
</tr>
<tr>
<td>Paraprofessional</td>
<td></td>
</tr>
<tr>
<td>Fulltime Skilled Crafts</td>
<td></td>
</tr>
<tr>
<td>Fulltime Service/</td>
<td></td>
</tr>
<tr>
<td>Maintenance</td>
<td></td>
</tr>
<tr>
<td></td>
<td>100.0% increase</td>
</tr>
<tr>
<td></td>
<td>5.7% increase</td>
</tr>
<tr>
<td></td>
<td>400.0% increase</td>
</tr>
<tr>
<td></td>
<td>0.0 %</td>
</tr>
<tr>
<td></td>
<td>100.0% increase</td>
</tr>
<tr>
<td></td>
<td>100.0% increase</td>
</tr>
<tr>
<td></td>
<td>40.7% increase</td>
</tr>
<tr>
<td></td>
<td>0.0%</td>
</tr>
<tr>
<td></td>
<td>10.5% decrease</td>
</tr>
</tbody>
</table>

It is interesting to note that while the total number of female employees increased, the number of ethnic female employees decreased. The total number of male employees increased very little overall, but there was a significant increase in the number of ethnic males employed. The greatest increase by job classification was for all females in administrative/management positions (this includes ethnic females), while the number of ethnic males increased the most in the teaching faculty group.
The International Student Office

Mankato State first began admitting international students in 1948. Before an office was staffed to serve them as a group, their personnel and academic needs were met by the same officials that worked with all students. As they began to come to Mankato State in greater numbers, it became quite apparent that they needed special assistance from trained people who would work only with international students. Therefore, an office was established for that purpose. Kuhn Lee became the first full time director of the International Student Office (ISO) in 1973.

The number of international students grew from ninety in 1968 to five hundred sixty in 1982. Since 1982, the numbers have fluctuated from five hundred to five hundred seventy. In the early days, many of the students came from Guyana, Nigeria, the Caribbean Islands and the Middle East. In the nineties the most students are coming from Pakistan, China, Taiwan, Hong Kong, India, Japan, and Malaysia. Overall, students come from fifty-nine countries. Changes in the influx of large numbers of students can be attributed to the change in political and economic conditions in each country. At the time when the largest number of international students were from Nigeria, their government was encouraging them to come with small financial subsidies. After that government was changed the economic conditions plummeted, and the leaders of the government were not sympathetic to their young people studying abroad. The economic growth and the increased openness of the leaders of the Pacific countries have caused thousands of these students to study in the United States.

Many of the students who come from other countries are graduate students. However, some may complete another undergraduate program prior to their graduate study, so they may be enrolled at MSU for a number of years. Most years, the males coming from other countries outnumber the females by a ratio of two to one.

The personnel in the International Student Office have four primary functions. They provide much counseling and advising. They assist students with immigration and naturalization processes and interpret American laws and policies. They are a source of information for overseas study, travel and employment opportunities. They promote educational, social and cultural activities.

The counseling and advising function is unique because of the many cultural differences of the students from many different countries. Nevertheless they all have many of the same problems as all students, but communication may be a problem with some. The students may need more personal advising and counseling than the American students. They require specific academic and career advice. Orientation must be conducted so that the students are familiar with the university, the community, and the American culture. Advice and assistance on financial matters is always complicated by rates of exchange, loan policies, and other problems. Information on housing is of prime importance to people who are thousands of miles from home and must live in a strange culture. One of the greatest services is the liaison between the students and the various offices and instructors on campus. Whatever their needs, the people in the ISO must be prepared to advise and assist.

In order to assist international students with immigration and naturalization problems, the ISO staff must be well informed on the laws, many types of forms, employment, visa and passport regulations, labor certification, residency requirements, income tax, social security, and on-campus and off-campus employment.

Information on the overseas study and travel opportunities available must be provided by the ISO. This includes means of transportation and knowledge of the issues that any traveler encounters in touring.

The ISO personnel have done an excellent job in providing liaison between students and service organizations, churches, public and private schools and other community groups. The Host Family Program has been developed to include hundreds of citizens in the Mankato area.
Workshops, cultural dinners, International Festivals, an active speakers bureau, and many other cultural exchange programs are provided.

International students have enriched the Mankato State campus and the whole community of Mankato with their presence. Most of them are excellent students. Many of them are exemplary ambassadors of their home countries. Follow-up studies of the international student alumni show that they have used the knowledge and skills they gained on the MSU campus to good advantage in their chosen work in their own countries. It is quite clear that these people have helped to build better understanding and tolerance in all of the people that interacted at Mankato State.

KMSU

This FM radio station was first opened on the Mankato State campus in 1963. John Hodowanic, Director of Informational Services, was asked to develop a broadcast program that would give students realistic experiences in the field. This 10-watt station was run entirely by students, who received academic credit for their work as their only pay.

By 1969, the station was a laboratory for students who were majoring in broadcasting as a part of an interdisciplinary program. Throughout the seventies, KMSU felt the effects of changes in academic programs, student activism, and the deregulation of the broadcast industry. Declining enrollments forced the dismissal of some of the professional staff. The student activities fees that were a part of the financial support were withdrawn because of differences between the station’s professional staff and members of the student government. Leaders in student government wanted more voice in the operation.

For a time, KMSU was a part of the Mass Communications Institute, but after a short time it became a print-only program. This eliminated its connection with academic programs.

Later the Federal Communications Commission established new regulations which forced the small stations to upgrade to at least one hundred watts. A university task force was chosen to determine the future of KMSU. They recommended that the station be preserved and upgraded. In 1982 it was upgraded to a 3,000 watt signal, which was opposed by some local residents who charged that this interfered with their television reception. This issue was resolved.

KMSU became a member of National Public Radio and participated in the funding administered by the Corporation for Public Broadcasting. In 1984, the station added repeater transmitters in Fairmont, Albert Lea and Blue Earth, which added many more people to the listening area. In 1985, the signal was increased to 20,000 watts, and a new tower and antennae were installed.

Attention was focused on improving the programming so that it could attract listeners to quality and diverse programs. The station began to get more recognition for its informative and cultural programs. Fundraising was also improved so that there would be broad support from listeners as well as other sources. The station was moved from the Centennial Student Union to the Warren Street Building in 1989 where there was much more space. In 1991 the station was faced with the possibility of closing due to state budget cuts. This prompted a vigorous campaign to raise funds known as the “Drive to Survive.” These efforts were successful.

In 1992, KMSU became the flagship station of the “Maverick Radio Network” when it was offered the license of station KMSK at Austin. It now broadcasts to the Austin area as a part of the network.

KMSU has had many tribulations in its efforts to grow. It has served Mankato State well as an adjunct to some academic programs before they severed the relationship. Since that time it has been a public relations tool for MSU, and a means of providing good quality educational and cultural programs to southern Minnesota audiences.
Development

Prior to 1976 the fund raising efforts for Mankato State were primarily campaigns by the Alumni Association, athletics or some campus organizations. These efforts were not coordinated from a central source. In 1976, there was a coordinated effort called the “University Associates Fund,” which had a two-year goal of $150,000. In the early seventies, much of the stimulation for fund raising came from John Hodowanic, Assistant to the President. It became necessary to focus on ways and means of raising money for scholarships, athletics, theater, music and other needs not covered by state funding.

In 1977, President Douglas Moore hired Dennis Lavery as the university’s first director of the development and alumni fund. Lavery’s job was to build relationships with alumni, area businesses and others to solicit funds for student activities outside of state allocations. The first successful drive benefited several campus organizations, and many student scholarships and talent grants were awarded.

Following Lavery’s resignation in 1979, Rich Coyle was named as acting director of development. Since then, the university’s development emphasis was organized in four different areas: annual giving, phonathon, planned giving and special projects. Some staff were employed to assist in the development of these plans. At this time President Preska established an administrative organization to supplement the amount of state money that was available to Mankato State. She established a division that would include the areas of fund raising, public information, public relations, grants and sponsored programs, alumni affairs and a public radio station (KMSU). Joe Farnham was appointed head of this division.

Coyle became the director of development and Bob Golberg was hired to begin a program in planned giving. The University Foundation Board was involved in much of the policy making for the investment of the funds that were solicited in these programs. Phonathons became a yearly program, and these were conducted with student helpers. A campus campaign also was done each year with faculty and staff volunteering their assistance. A yearly community campaign was begun, which involved many people who volunteered their time and effort to raise money.

Each year brought more progress. The contributions for fiscal year 1992 (July 1, 1991 - June 30, 1992) were $1,025,567. A total of 10,843 donors made these gifts. The Phonathon raised $252,094, the Campus Campaign netted $81,264 and the Community Campaign added $277,282. In the Foundation Endowment Fund, a total of $2,237,668 has been invested. Pledged gifts, on a deferred giving plan, amount to $5,900,000.

The money that is raised from these campaigns provides educational opportunities for many students each year, because much of it is used for scholarships. Some of it is used by some departments as “program enhancement money,” which is used to fund some improvement in the offering of the department. Some money is used to purchase additional equipment. Some funds are established to fund some facilities. All of these uses improve the opportunities for learning for worthy students. These programs must expand in the future. State funding is becoming less adequate each year to support the university in its growing needs.

Alumni Affairs

Alumni Affairs is the department that is the official link to the former students of Mankato State. Although many departments endeavor to keep in touch with their graduates, most do not have the resources of time and clerical assistance to follow them for long. This office had a number of directors during the late sixties and the decade of the seventies. At first this office endeavored to keep in communication with the alumni, primarily for the purpose of soliciting money and support from them for their alma mater. In 1979, with the organization of the division of University Development, the Alumni Affairs Office was given more responsibility and more resources. Judy Mans became the director at that time.
The primary function of the Alumni Affairs Office is still to serve as the liaison between the university and the alumni. This is becoming more and more important. The university needs feedback from the recent graduates so that it can improve its programs. The alumni are the best contacts that the university has in the hundreds of communities where alumni live. The potential for recruiting new students is expanded with interested and involved alumni. It is important that alumni be solicited for contributions to the university. They know of the needs of the institution. They also have some feeling of ownership; thus, they may be more receptive to solicitation. Alumni are good contacts with other people, businesses, and organizations who might be willing to assist the university.

The Alumni Affairs Office is one of the most valuable public relations organizations for the university. This office is responsible for the organization of the commencements held at the end of each quarter and summer session. Each year Distinguished Alumni are chosen, and these people are honored at the June Commencement. The Alumni Affairs Office plays a key role in assisting with the University Homecoming. Many social events around the world are organized through alumni clubs in communities where there are a number of MSU graduates. An on-going tradition has been established whereby alumni are invited back to campus for a weekend each July, and a complete program is presented for the alumni classes to enjoy without any other distractions. The office publishes an official alumni publication, TODAY at Mankato State University, on a quarterly schedule. Another feature to involve alumni is the "Alumni Music Performance Series (AMPS)," where a series of musical events are planned with the music department through the year and alumni are invited. A similar series, scheduled in collaboration with the theater department, is called "Sunday at the Theater."

In 1993, the Alumni Affairs Office had an accurate listing of 54,752 graduates with correct addresses. This is not a small feat when modern society is so mobile. Of that number, 39,464 reside in Minnesota. There are at least 23,000 more listed than there were twenty years ago.

Perhaps the role of the Alumni Affairs office could best be described as “friend raising.” The university needs to maintain an enduring friendship with each of its graduates.

The Women's Center

Women's issues began to be articulated on campus in the decade of the sixties. The need for an office to be an advocate for women was apparent to all who grappled with those issues during the time of the building of the Women’s Studies program. Some of those issues dealt with equity for women in the world of work, equity in career preparation and placement in jobs, equity in salary, equity in positions in management, equity in participation in athletics, opportunities for higher education and personal safety. There were some who argued that such an office should be a part of the Women’s Studies program. Others advocated that a separate office be created to work with the personal and non-academic problems of women rather than focus on their academic development. Many of the women working in Women’s Studies did not want to diffuse the resources for their program. Most of the people teaching courses for Women’s Studies were members of other departments. The director of Women’s Studies had the challenge of building an academic program on very limited resources. The people in Women’s Studies supported the concept of a Women’s Center, but the development of the center came from others outside the program.

The beginning of the Women’s Center started with the application for a federal grant with the title “Project Renew: A Community Counseling and Support Service System for Re-entry Women in South Central Minnesota.” This grant was under the provisions of Title I of the Higher Education Act of 1965. The future work of the center was described in the objectives that were stated for the request for the grant:

To establish a Women’s Center at Mankato State University which will sponsor special events of interest to women in cooperation with Women’s Studies and the YWCA. Such special
events, such as brown bag lunches, films, discussions, and women’s art exhibits would not be funded by Title I, but would constitute part of the institutional match for this proposal.

To conduct “Back to College” workshops at least six times during the project period. The purpose of such workshops would be to explain the resources of MSU and to present other educational possibilities in the region. These “Back to College” workshops would stress the importance of personal goal-setting, connections between academic and occupational goals, and the resources available at MSU for career planning and job placement.

To start a speaker’s bureau for re-entry women.

To design and implement a series of workshops for re-entry women concerning personal skills, study skills, and career development skills.

To establish on-going informal support groups and peer counseling for re-entry women.

To provide information, referral and advocacy services on resources available on campus, in local communities, in the region and the state.

To establish a Friday College.

To begin special educational efforts for elderly women.

To publish and circulate in cooperation with the YWCA a monthly newsletter about news and events of special interest to women.

To establish a staff consisting of one full-time director, one half-time graduate assistant and a staff of from eight to ten work/study students. In addition, faculty are to be involved in teaching the Friday and Saturday classes - many of whom would be specifically committed to working with non-traditional aged students and would agree to make special effort to assist non-traditional re-entry students in their pursuit of education.

This grant was approved and the project began during fall quarter of 1978, with additional resources from the State University Board office. With these resources and the university’s commitment, the Women’s Center and its various outreach efforts were begun.

The first efforts of the Director were directed toward building programs for community outreach and educating people about the work of the center. Neala Schleuning, Women’s Center Director, collaborated with community boards and other groups to establish workshops, write grants, and publicize the programs developed by the center staff. An immediate success was the Friday College. This program was designed to accommodate working women, or women who were restricted by child rearing or distance, to enter, or return to college. The classes were taught in blocks of time on Fridays rather than on a day-to-day schedule for a week. Friday College became a great success as evidenced by the large enrollment. Saturday Seminars were also successful for the same reasons. The “Back to College” workshops helped in the recruiting process. Public relations for the center was built through the Prairie Women’s Journal and the Prairie Women’s Journal radio show as well as advertising through the usual university publications.

The brown bag lunches were popular each year because of the informative discussion topics conducted in a non-threatening and friendly environment. Special programs which attracted large numbers were the Farm Women’s Forum, the Working Women’s Seminar and special concerts. Some of the latter were profit making ventures.

Each year the course offerings for the Friday College/ Saturday Seminars were expanded. All the colleges began to offer courses as a part of the schedule and it was soon possible for women to earn a two-year Associate Degree by registering for Friday College courses only. The records revealed that a high percentage of the students consistently enrolled from quarter to quarter, and many worked to ultimately attain a degree. Over eighty-five percent maintained grade point averages above 3.0.
The first location of the center caused a problem; it was on the basement level of the Student Union next to the Student Book Exchange from which came loud rock and roll music that interfered with meetings, counseling, peace and tranquillity. Later the center was moved to a better location on the second floor of the Student Union.

The Women's Center was perceived by some as having an image problem. The charge was made that it served only "lesbians, radicals and women." The Farm Women's Forum originally was co-sponsored with the University of Minnesota Extension Service, who eventually severed the relationship with the Women's Center. The Extension Service perceived that the Women's Center introduced too many "feminist" issues into the agenda and that these issues would "scare away" the "traditional" farm "wife." After this program was halted the Women's Center sponsored a new program, the Farm Business Forum, which was also well attended.

The staff for the center consisted of a full time director, two to three graduate assistants, and seven to nine work study students. The graduate assistants were responsible for much of the public relations work and the preparation of many of the materials that were distributed at the center. The classes that were taught in the Friday/Saturday College program were taught by instructors from the participating departments.

Another innovation in this center was the Winter Interim where three classes were offered during the three weeks available during the winter vacation period. Enrollment was high for this experience.

Fiscal support for the various programs was always a concern. Even though the program was supported from outside grants and the university, most of the special programs had to be self-sustaining through fees or internal fund raising efforts. Funds were raised through concerts, rummage sales, rose sales, button sales and other ventures. Enough money was available after nearly ten years of operation to offer some students some small scholarships.

At the end of the 1990-91 year the Friday/Saturday College and the supportive programs were retired by the Women's Center. They chose to utilize their efforts and money to focus on women's educational programs.

The Women's Center worked with a number of on-campus groups and offices on women's issues. For example, they worked with Phylis Wisen, Affirmative Action Officer to develop a sexual harassment brochure. They served as advisor for the new group, STAR (Students Against Rape). They spoke to a number of classes and student organizations on various topics including pornography, sexual harassment, women's development issues, alcohol, sexual assault, sexism, sexual violence, and related subjects.

Part of the consulting and liaison work was with groups and organizations off-campus. They conducted programs and provided information and resources on the same topics already listed to groups such as the Mankato Area Alcohol Use/Abuse Conference, Blue Earth County Sexual Assault Services, CADA, Life-Work Planning, Women's Political Alliance, Minnesota Institute of Public Health, CWC-Adopt-A-Family Program, Gustavus Adolphus College, Bemidji State University, Winona State University, Faribault Public Schools Sexual Harassment Workshops, Minnesota Humanities Commission Speakers Bureau, Minnesota Valley Metropolitan Church, Nicollet County Sexual Assault Workshops, Blandin Foundation, and the Minnesota Women's Fund.

Much reading material is on file in the Women's Center for study. This material consists of brochures, studies, news articles, books, video tapes and films on women's issues. The Women's Center has written and distributed the publication, *Pass It On*, on a twice quarterly basis. This publication has a broad audience.

One of the most effective services provided by the Women's Center has been the counseling and advising that takes place daily for any student who has a need. The staff of the center give a sympathetic hearing to people with any kind of problem. Some students have observed that they don't need formal counseling, but they do need someone to talk to who understands their concerns and their perspectives.
A sense of community is fostered among women through mutual support and participation in cultural activities. The Women's Center serves to educate the whole university community on issues of particular concern to women, including the problem of increasing violence against women, which is addressed through advocacy, support and educational efforts. The Women's Center promotes the representation of women in leadership roles and works with women to develop leadership skills.

In summary, the Women's Center has been a catalyst for change. It would be difficult to assess the extent of change it has wrought in tangible terms, but through the fifteen years of its existence the Women's Center has contributed to the retention and graduation of many students. It has influenced women to reassess their position in society and to work to take their rightful position. Most of all it has caused many people to change their attitude toward their relationships with people of both genders. Last, it provides a conscience for the university in its commitment to the principles of Affirmative Action, Equal Opportunity, and Gender Fairness.

People that work in support programs often have routine, repetitive tasks to do, yet these are jobs that must be done well to insure that the mission of the university is fulfilled. Many of these tasks were listed in the second paragraph of this chapter and were not described in detail above. This does not mean that they are less in importance than those that were described. For example, the men and women who work in the various programs in the Division of University Operations serve all the people in the university community by providing clean, comfortable and functional facilities. Personal and the career needs of students are met by the staff that work in the various programs of Student Affairs. The business needs of all departments and students are administered by Fiscal Affairs. University Advancement links the university to the legislature, the alumni, and to the communities within the service area of the institution. The dedicated men and women in the support programs have made many significant contributions to the growth and success of Mankato State.
THE ADMINISTRATION AND FACULTY

President James Nickerson

“It was the best of times,
It was the worst of times -”

These words by Charles Dickens aptly describe the period (1966-1973) of James F. Nickerson’s presidency at Mankato State. When he came to office the college was growing rapidly. A new campus had already been established and a number of new buildings had been built. Plans for other buildings were on the drawing board and the legislature had already made the appropriations for new construction. Enrollment was growing so fast that there was a problem in hiring enough staff to keep up with the increase in numbers. New programs were proposed, and bright young professors were hired to implement them. At this time the State College Board, the State Legislature and the citizens all seemed to be in accord with the need for the expansion of the state colleges in Minnesota.

It was also a time of social unrest and turmoil. The decade of the sixties was the time of the civil rights movements. Minorities, women, and other groups began to assert their rights and demand equity in all aspects of American society. Even individual rights of students became a contentious issue on most campuses. All of this was exacerbated by the war in Vietnam. The entanglement of the U.S. Government in the internal affairs of a country thousands of miles away was repulsive to many people. This was particularly true for those who might be subject to military service. Anger, frustration and despair were common emotions for many students. These feelings, coupled with growing pains and bewilderment caused by a physically divided campus, created an atmosphere that tested the mettle of faculty and administration alike.

Nickerson, with the help of some young and aggressive vice presidents, led the college through those years of growth and change.

An incident that was indicative of the time was the “Herbie and I” essay in a student publication. This essay was considered blasphemous by some students, faculty and members of the community. It was a part of the student magazine, Plantiff; the contract printer refused to print it because of the offensive essay. Nickerson placed a hold on the production of this publication until all parties in this dispute were counseled. Finally, guided by the unanimous decision of the Board of Publications, he ordered the printer to print the magazine with a disclaimer for this article. It was then distributed. He made the statement that his decision did not mean that he or the individual members of the Board approved of or endorsed the material printed. He said,

We may not always agree with, or understand, some of the conditions of a college campus. But this is 1968. Times dictate that students must be recognized as full-fledged citizens. Their average age exceeds twenty-one years. Student’s rights as citizens and their dignity must be recognized. Their input to policy, yes, even into matters of curriculum, must be sought. But such a course is not without its risks and confrontations. We may wish it were otherwise, but any attempt at social criticism is, by definition, offensive to some element of the population.

This decision set the stage for the inclusion of representative students on many policy-making committees and boards. This influenced change in many policies for students. For example, some students had protested the dress code that had been enforced for those who attended dances at the Student Union. This rule was quickly dropped. Many of the rules that had been in effect in the dormitories were revised. These included check-in hours, inclusion of both males and females in the same wings, smoking, visitor’s privileges and similar regulations.
The civil rights movement caused many confrontations. The students and the Mankato community were mostly all-white, and many did not recognize the anger and frustration of the African-American students as they sought recognition, respect, increased financial aid, and equity. It was during Nickerson’s regime that the first steps were taken to correct some of these problems. A Black Student Center and a Minority Group Studies program were started which were the beginning of increasing sensitivity to people of color by all persons at Mankato State.

The reaction to the Vietnam war brought teach-ins, sit-ins, marches, demonstrations, and other student protest movements. There was some violence, and the potential for an explosive situation that could have been catastrophic was always present. Through these difficult days Nickerson set a good example for others by his self-constraint and his willingness to counsel. The leadership at Mankato State could do little to solve a national or international problem, but it could be a model to those who must deal with anger and frustration at the local level. Unfortunately, there were some who were critical of this style of leadership. However, other approaches to this problem might have been more harmful to the persons involved and the college as a whole.

During Nickerson’s regime Mankato State was recognized as one of the top two dozen institutions in the nation in the production of teachers and ranked even higher in the production of math and science teachers. The Graduate School grew very rapidly and many departments became known for their excellence. The Specialist degree programs were launched. Other developments included the development of an Urban Studies Institute; expanded Business and Economic Research Services; enlarged Educational Field Study Services; new programs in Dental Assistance and Hygiene, Computer Science, Minority Group Studies, and a Flight Training Program. Non-traditional students were recognized as another group that had specific needs. Therefore an Experimental College and an Experiential Education Program were established.

Student teaching experiences were expanded to Mexico. Some international programs were started. An “artist-in-residence” program was begun. Later the “Chair of Ideas” was started to bring famous people to campus for short periods to interact with students. Later, when the enrollment began to decline, the “Mini-courses” were developed. These one-credit-hour courses in areas of faculty non-academic interest were very popular for a time, and they aided in production of enough credit hours to fund some faculty positions.

As a result of student unrest, an economic downturn, and declining enrollment in 1972- all conditions beyond the control of any college president - President Nickerson had to endure strong criticism. He resigned in May, 1973, and accepted a position in Higher Education in Washington, D.C. His legacy to Mankato State lay in his ability to inspire change, to test new ideas, to foster growth, and to focus on long-range goals for the institution.

**Acting President Kent Alm**

After Nickerson resigned, the College Board approved the appointment of Kent Alm as Acting President. Alm had served as the Vice President for Academic Affairs during the Nickerson presidency and had the title of Executive Vice President in the final year. Therefore, Alm had been a major force in the programs that had been implemented during the Nickerson years. As the Vice President responsible for the curriculum and the faculty, he had supervised the program development since 1966. Also, he was personally responsible for some of the new programs. For example, Alm was a licensed pilot and had a keen interest in aviation. He also knew that there was a growing need for pilots in the aviation industry and that there were very few institutions that offered a program in pilot training. With Alm’s guidance a program was developed and was approved by all the necessary boards and commissions. Alm also had a
keen interest in extending programs to Mexico. He provided much assistance in expanding Mankato State student teaching to several sites in Mexico. Other programs, both graduate and undergraduate, soon followed at his direction.

Alm was responsible for bringing funding to some departments from federal grants. In 1968, the National Institute for Educational Planning was created under Title XI of the National Defense Education Act. The purpose of this institute was to train the administrative and planning staff in each of the state departments of education, as they received federal funds for many of the education programs in existence at that time. Mankato State was awarded funding for this institute for three years. Ultimately it was assigned to the Educational Administration Department with some assistance from other departments. This program was excellent training for those faculty members who worked in the institute, because they had to make site visits to the departments of education in each state. The southern states were going through the throes of court-ordered integration in order to accept funding for many educational programs. The states with large cities had other problems in administering federally-funded programs. The diversity of the experiences of the Mankato State faculty assigned to the institute expanded their professional horizons immeasurably. At the same time Mankato State gained much visibility nation-wide because of the good work of their staff.

One of the major problems that Alm and his administration faced was to respond to an “image survey” made by a group commissioned to investigate the reasons that Mankato State had a decrease in enrollment at that time. The commission advised that improvements should be made in recruitment, advisement of students, retention of students, academic programs, internal image among faculty, external image, public relations and institutional research. Re external image, the commission said that the administration and faculty must encourage and teach responsible behavior on the part of all constituents. It recommended that the administration formulate an explicit policy on student demonstrations stating those activities that would be allowed or encouraged, and those that would be discouraged and lead to negative sanctions.

The last two statements were references to the student demonstrations during the Vietnam war. It is difficult to write and enforce policy statements when the institution must protect the right of all citizens for free speech and the right to assemble. However, this administration spent much time in discussion of those issues. The recommendation for the improvement of recruitment, advisement of students, retention of students, academic programs, internal and external image, public relations and institutional research were taken seriously. However, the administration at this time and since have worked very hard through every channel available to improve each of these items.

Again a national crisis forced Mankato State and all other public institutions to take some emergency measures. In 1973 the energy crisis forced all governmental agencies to cut their use of energy as much as possible. This caused the downward adjustment of thermostat settings, reduction of office hours, sharing of offices, reduced lighting, curtailed travel and other energy saving measures. These restrictions were eased after a time for they did cause hardship for several departments. A positive result of this crisis was the adoption of several long range policies to use less energy, and the purchase of more energy efficient equipment.

The most painful experience for Alm was the staff reduction procedures that he had to initiate because of the decreasing enrollment. This was professionally unpleasant because some of the affected departments were ones he had helped develop. It was personally agonizing because some of the bright young staff members he had helped employ had to be released.

Alm had the advantage of his experience as a vice president prior to becoming acting president. He utilized this experience well. In February, 1974, Douglas Moore was named as the new president by the State College Board, and soon thereafter Kent Alm relinquished his role as acting president. Alm had been more than a “caretaker” acting president. In all of his professional work at Mankato State he had gained the reputation as an aggressive manager, an innovator, and a change agent.
President Douglas Moore

Several major transitions took place at Mankato State during Douglas Moore's presidency. The first major task of his regime was started in February, 1974 when the Higher Education Coordinating Commission recommended that the Valley Campus be closed and all of the college programs be located on the Highland Campus. This study had been authorized by the state legislature. This resulted in more on-campus studies of building capacities, departmental space needs, projections of future growth, and building plans.

In response to requests from off-campus students and their employers, the extended campus program was enlarged and more classes were taken to the various communities in the Mankato State service area. Harry Fitterer was named Dean of Community Programs and Services, and most departments in the college offered more off-campus classes.

A whole new era in personnel administration began during Moore's presidency. The clerical and technical employees of all of the state colleges voted to select the Minnesota State Employees Union to become their exclusive representative on conditions of employment. This representative was Local 638 of Council Six of the American Federation of State, County, and Municipal Employees (AFSCME), AFL-CIO. At this time many faculty members were seriously discussing unionizing and began to attend workshops on collective bargaining. The administrative and service faculty voted to affiliate with the Teamsters Union. Their state unit was named the Association of Administrative Service Faculty. (This group consisted of "middle management" employees. The President, the Vice Presidents and the Deans were excluded employees and could not be represented by a bargaining agent.) Later the teaching faculty voted to affiliate with the Minnesota Education Association in a unit named the Inter-Faculty Organization. (IFO) The first master contract between the State University Board and the Inter-Faculty Organization went into effect on July 1, 1975.

A dream for many people was realized on August 1, when Mankato State College and the other state colleges- Bemidji, Metropolitan, Moorhead, St. Cloud, Southwest, and Winona- were officially designated as State Universities by legislative enactment.

There was a complete reorganization of the academic departments into the Colleges of Arts and Humanities; Business; Education; Health, Physical Education and Nursing; Natural Sciences, Mathematics and Home Economics; and Social and Behavioral Sciences. This reorganization was effective in Fall Quarter, 1977. The College of Graduate Studies was created in 1978.

The Athletic Department left the North Central Association in 1977 and returned to the Northern Intercollegiate Conference (NIC). At the same time the athletic logo and mascot were changed from a depiction of an Indian warrior to a maverick.

One of the most important developments in intercollegiate athletics was the restructuring to promote gender equity and to give more emphasis to a higher-level competition in a broad-based program emphasizing both life-long sports and highly visible football, basketball and hockey.

At the end of 1976-77 school year the Wilson Campus School was closed by legislative mandate and the building was converted to other university uses.

On June 19, 1978, Douglas Moore resigned his position as president, and became President at the University of Redlands, Redlands, California. During his stay at Mankato State he had faced a number of crises with sensitivity and dignity. He will be remembered for his encouragement to women's and minorities programs, his concern for faculty research, and the reorganization of the academic organization of the university.
Acting President Edward McMahon

Edward McMahon was named as the acting president following Moore's resignation. McMahon had served the institution since 1954 as a teacher of Audio Visual Education, a Department Chairman, a Director of Systems Management, Acting Vice President of Academic Administration, and Vice President for Resource Management. His knowledge of the university provided a stable influence for the transition period between presidents. It was a period of much planning for the campus consolidation, the initiation of the new academic organization, and the continuance of growth of the institution.

McMahon resigned on November 6, 1978 to accept a position as Vice President at the University of Redlands in California. He made many contributions to Mankato State with his boundless energy, his great attention to detail and accuracy, and his keen knowledge of administrative procedures.

President Margaret Preska

Margaret Preska was appointed President on February 12, 1979. Preska was the first woman to serve as president of a university in the Minnesota state system and one of the first to serve in a major state university, nationwide. Preska had served as Vice President for Academic Affairs since February 18, 1975. Therefore, she was well acquainted with the tasks that awaited her in the continued evolution of the university. Many of the programs that had been started during the previous administration had been her responsibility as vice president, and therefore little time was lost in transition.

The first major task was the completion of the move of all the remaining programs and offices from the lower to the upper campus. The new buildings, building additions and remodeling on upper campus were completed in time to allow the occupation of this space by September 1, 1979.

The personnel management of the institution was still an evolutionary process with eleven employee groups represented by seven unions. For items of local concern and information sharing from the state system there were mechanisms called “Meet and Confer” and “Meet and Discuss.” This means of communication with the employees was developed in the late seventies and early eighties. On major items such as salary, fringe benefits, and work rules the negotiation process was done on a state-wide basis with the appropriate officials from the state and the respective union.

Mankato State University, and all other state agencies employing AFSCME people, experienced their first strike, which began July 20, 1981. Council 6 of AFSCME ordered 14,000 employees statewide to strike. This order involved 350 persons on the MSU campus. Negotiations for higher wages had broken down and therefore the strike was called. No classes were cancelled during the strike and most of the offices functioned with supervisory personnel. After twenty-two days of striking, the employees went back to work with a wage increase. However, both sides claimed victory in the settlement. Unfortunately, during the course of the strike there was some harassment of various employees who crossed the picket lines, and some acts of vandalism, including damage from gunshots to an administrator’s car and an employee’s car. Some personal and university property was also damaged. One supervisory employee suffered an apparent heart attack from the stress.

Mankato State athletic teams returned to the North Central Conference in 1981.
Building programs that were completed during the Preska years were the Wiecking Annex (1983), the first privately funded building for state use; the Pennington Classroom building (1986); and the Warren Street Center (1988-89). The latter two also were funded with Foundation money.

In 1986 Wissink Center was built. The Ostrander Bell Tower was built with a gift from MSU graduate Lloyd Ostrander and money from the Student Association in 1987. The Andreas Observatory was built with donations from Lowell and Nadine Andreas in 1989. The third phase of the Memorial Library was completed in 1992.

In 1983 the Minnesota Legislature approved the establishment of an electrical engineering program at MSU. In 1986 a mechanical engineering program was approved. Other programs approved were the Military Science/ROTC in 1980 and the paralegal program in 1990.

One of the most influential achievements of the Preska administration was the development and growth of the Division of Advancement. This division was responsible for “fund” and “friend” raising for the university. Through the various programs in the Annual Giving program thousands of dollars are raised each year, primarily for scholarship use. The Heritage Club is composed of those individuals who have given large sums in an endowment program. The Grants and Sponsored Programs Office assist individual faculty members to garner funds from many sources to benefit the departments in their work with students. The Alumni Office maintains a liaison with former students for both public relations and fund-raising programs. The News Service and radio station KMSU provide information about the university and its programs.

Corporate gifts reached a new high during the Preska presidency. Likewise many substantial grants were received from government agencies to support specific programs or projects. Several local service clubs and other local organizations were also regular supporters with monetary gifts for scholarships and program enhancement.

Exchange programs developed with other countries during the Preska years were faculty and student exchange programs with Taiwan, USSR, Sweden and Japan.

New degree programs that were approved were the Master of Fine Arts in Theater, a B.S. in Music Management, and a M.S. in Women’s Studies. An indicator of the quality of the institution and its programs is the number of accreditations that are current. In 1992 MSU had been fully accredited by nineteen different accrediting agencies.

In 1986 Preska discovered that she had cancer, which forced her to leave her office for five months for surgery, radiation and chemotherapy. She recovered completely.

During the course of her presidency Preska was able to solve the typical administrative problems with great skill, but there were some problems that tested her severely. Following the consolidation of all programs to the upper campus there was a great shortage of space. The buildings that had been built at that time would accommodate ten thousand students comfortably. However, there were over twelve thousand students enrolled when she assumed office. This caused students to be very crowded in their classes which resulted in a high level of frustration. Every possible remedial measure was taken. By 1990 the enrollment had grown to over sixteen thousand. Some new space had been added but it still was not enough.

State-wide fiscal crises occurred more than once. There was not enough money appropriated by the legislature to sustain the existing programs at a time when enrollment continued to grow. The first measure to solve this problem was to cut back on equipment, supplies and services. If that did not satisfy the need, then personnel had to be retrenched. This was very damaging to morale. Unfortunately, even though the administrators could not correct this problem they often received the blame.

Margaret Preska was President of Mankato State for thirteen years. Her resignation was effective February 1, 1992. Preska was noted for her warm personality and friendliness. She earned the respect of students, faculty, staff and community members by her caring attitude. Preska was noted as an excellent academic leader. She took great pride in the growth of the
many academic programs on campus and the individual achievements of students and faculty alike. She was recognized nationally and internationally for her contributions to higher education through her service on the Board of Directors of the American Association of State Colleges and Universities. She served one year as the national President of the Camp Fire organization, and many years on the NCAA President’s Commission, The Governor’s Blue Ribbon Commission on Forestry, and the boards of Norwest Corporation of Mankato and Northern States Power. After her resignation Preska became a Distinguished Service Professor in the Minnesota State University System and a consultant to the Russian Government.

**Acting President John Davis**

John Davis was named as Acting President of Mankato State on January 21, 1992. Davis had been the Minneapolis Superintendent of Schools. Later he had served as the President of Macalester College and still later as the head of the Minneapolis Children’s Theater. This veteran administrator served Mankato State until August 25, 1992.

**President Richard Rush**

Richard Rush began his duties as President of Mankato State on September 1, 1992. His term of office began with the celebration of the One Hundred and Twenty-Fifth Anniversary of Mankato State. In his Convocation Speech on September 9, he set forth some principles as his vision for Mankato State and his presidency. Mankato State University should be its own standard for excellence, achievement, and values. Unless we are true to our own vision, we cannot take on the mantle of intellectual leadership so desperately needed at this time in our country’s history … The second principle which I expouse involves cooperation … we cannot waste the human potential that is Mankato State University in meaningless pursuits that result in division. Those who have preceded us at this University have left us a legacy which demands that we rise to confront the issues facing higher education in American and around the world … The third principle which I advance entails the commitment that whatever it is that we do at Mankato State University, we do it well … as Mankato State University defines itself in the service of the people of Minnesota, it develop and foster the reputation for tangible commitment to excellence … The final principle is fundamental to all that I have said thus far. Community is the bedrock on which a social organization rises or falls. Central to community, I suggest, is the respect that we accord each other. If a university does not encourage and support uniqueness and growth, then where shall they take place? Do we not challenge, attempt to motivate, and educate our students to tap the resources which are their own? Do we not celebrate our own interests and pursuits and the talents which enhance them? Successful community requires that these same attributes be encouraged in others as well as in ourselves. We are, in fact, a diverse society … The common thread through all is that in diversity we are alike. I suggest that it is not enough to be tolerant of the different but to celebrate it … If we attend actively to celebration of diversity, community will closely follow.

It was with this challenge to the university community that a new president began his presidency and a new era at Mankato State.
The Vice Presidents and Deans

There are many factors that influence the degree of success of any president. Unfortunately some of these factors, such as economic conditions, political climate, and external social change, cannot be controlled. However, a president who has a good management team can accomplish much in the realization of the objectives of the institution. Mankato State has been fortunate in having good administrative support because of the quality of the vice presidents, deans and other administrative officials. All presidents can attribute much of their success in the qualitative and quantitative growth of this institution to the good work of their subordinates in administrative roles.

Through the years the titles for some positions have been changed but the work can be divided into the following categories for administration: academic programs, services to students, physical facilities, business and finance, services to the institution, public relations and fund raising.

In the period from 1968-1992 the following have served in academic administration as Vice Presidents or Assistants: Kent Alm, Brendan McDonald, Carl Lofy, Edward McMahon, Andrew Een, Mary Dooley, Margaret Preska, Claire Faust, Phillip Kendall, Richard Crofts*, Althia deGraft-Johnson*, and John Winkworth*. (*still in service at MSU)

Those serving in the area of Student Services were: Norbert Baumgart, Marie Bruce+, Chester Caroski, David Hess, Edgar Twedt, Carl Lofy, D. Dean Scott, James Cunningham, Richard Fisher*, Sue Ann Strom, and Malcolm O'Sullivan*. (+deceased, *still in service at MSU)

The people involved in fiscal management were: Merlin Duncan+, Carl Long, Ronald Eick+, Robert Browne, Robert Hopper, Edward McMahon, Thomas Stark+, Victor Colway, and Dean Trauger*. (+deceased, *still in service at MSU)

The individuals heading the Facilities Management and Administrative Services were: Ira Johnson+, Layne Hopkins, Claire Faust, Victor Colway, Lester Gienieart*, and Joseph Metro*. (+deceased, *still in service at MSU)

The administrative heads for outreach, advancement, and public relations were: John Hodowanic, Joe Farnham* and Wendell Jahnke*.

The Vice President for Computer Services is Donald Olson*.

The Vice President for Cultural Diversity is Michael Fagin*.

(*still in service at MSU)

An analysis of the people who have served in a vice presidential capacity shows that many made a professional career at Mankato State. For example, Andrew Een, a graduate of Mankato State, came back early in his career and served with great loyalty in a number of administrative roles until his retirement. Others who served long periods of time in administration before their retirement were Chester Caroski, Marie Bruce, Ira Johnson, and Claire Faust.

Most of the deans at Mankato State have served long terms in their administrative positions. Many of them were professors in the classroom prior to their appointment to the deanship. This speaks to their commitment to their service at this institution. These individuals contributed many years of faithful service: Theodore Nydahl+, Elias Halling+, Roy Moore, Morgan Thomas, Winston Benson, John Johnson+, Don Buchanan, Dean Turner, Jane Earley*, Bill Webster*, Duane Orr*, Robert Herickhoff*. (+ deceased, * those still in service)

Other deans who left the institution, who are deceased, who returned to teaching, or are still serving are Jack O’Bar, Benjamin Buck, Bess Ellison, Faye Kubichek, Virgil Christensen, Ellwood Ehrle, Francis Pyne, Edna Thayer, Harold Fitterer+, Viola Holbrook, Rita Kroska, Alan Pardeon, Dale Carrison, Ronald Klocke^, Melba Leichsenring^, Melvin Stanford, Philip Myers, Yvonne Nyman, Mary Huntley^, Thomas Peischl^, Kathryn Schweer^, John Frey^, Gaber Abou El Enein^, Robert W. Buckingham^, Gloria Dimoplon^, and Sharon Zablotney^.

(^those who returned to teaching, * still in service as a dean, + deceased)
The Faculty

The people most responsible for determining the reputation of a university are the faculty. The faculty set the standards of quality for the institution by their work and their example. They teach; they advise; they research; they evaluate; they write; they attend hundreds of meetings; they serve the university and their profession in many ways. To many students, the professor serves as a model for them to emulate in their career preparation and in their personal lives. The influence that a professor has on students is long-lasting. Fortunately most faculty members are aware of this responsibility and will do their utmost to be a positive influence on the students.

In the past twenty-five years there have been some changes in the relationships with the administration due to the unionization of the faculty. Gone are the collegial decision-making sessions. Now the communication is more structured and more formal, even though it is usually cordial. In fact, individual faculty members have even less to say about their governance than ever before. However, people of good will and rational thinking still put the welfare of the institution, and the students it serves, ahead of their own individual desires. Most faculty members are willing to give full measure to serve students.

Through the years Mankato State has been noted for its outstanding teachers. They are legend. The recollection of some names inspire many fond memories of these people by former students. These memories may relate to some inspiration given by the teacher, or in some cases, perspiration produced by the student because of the teacher. Every department has had, and still has, its outstanding teachers who make Mankato State a quality institution.

One of the great strengths of the faculty at Mankato State is their involvement in the community. In some cases this is a professional commitment, when a professor will advise, or speak to, some community organization about some issue or problem facing them. It may be a case where information or research data are needed by a governmental or community group so that they can make an informed decision. Most often this community involvement is personal. Faculty members attend and support the churches, service clubs, cultural groups, business organizations and youth organizations. Professors teach church school classes, coach athletic teams, direct choirs, furnish music, raise money, serve as youth leaders, and volunteer their time and talent in many ways.

Research is a part of good teaching. All good teachers must research constantly in order to keep the material current that they dispense to students. In addition to preparation for their classes, many professors do research to satisfy their intellectual curiosity. Some professional organizations encourage research and writing of papers for publication and for presentation at their meetings. Accreditation agencies are always interested in the production of valid research by the faculty members of an institution. Mankato State faculty members have contributed much research in the past quarter century. Hundreds of articles for journals have been written in many disciplines. Presentation of research papers for learned societies and professional organizations by MSU professors takes place every year. The diversity of work is extensive. MSU staff have written books on everything from country fiddling to scientific studies on the quality of water, from satellite communications antennas to biodegradable plastic, from the development of pre-school children to baseball, etc. Almost every department has researchers who produce studies on many different topics. There are professional authors who write novels, poems and plays. A plant scientist has a regular advice column on gardening. Musical compositions are produced every year. Some of the scientific researchers have organized a company outside of the university to spawn and develop new products that can be marketed. Three of the colleges have organized bureaus to do field studies for businesses and governmental units. This research is invaluable to the consumers of the information for planning and development.

Each year the university has made some faculty research grants available to a limited number of faculty members. These are utilized for professional improvement and to strengthen the teaching and research skills of the faculty. There are many other grants that are available in various disciplines for faculty to utilize. When Douglas Moore was president he started the
annual Faculty Research Lectureship. Each year faculty members are invited to submit applications for a research lecture to be presented the following year. The following lectures have been presented.

<table>
<thead>
<tr>
<th>Year</th>
<th>Faculty Name</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>1975</td>
<td>Charles Mundale</td>
<td>&quot;The Trouble Within and the Trouble Without&quot;</td>
</tr>
<tr>
<td></td>
<td>(Political Science)</td>
<td></td>
</tr>
<tr>
<td>1976</td>
<td>Pearl Englund</td>
<td>&quot;Study of the Ewe People in Ghana&quot;</td>
</tr>
<tr>
<td></td>
<td>(Anthropology)</td>
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</tr>
<tr>
<td>1977</td>
<td>James Tanner</td>
<td>&quot;Joint Project, Ceramic Sculpture by Tanner and Polymer Paintings by Finkler&quot;</td>
</tr>
<tr>
<td></td>
<td>Robert Finkler</td>
<td></td>
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<tr>
<td></td>
<td>(Art Department)</td>
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</tr>
<tr>
<td>1978</td>
<td>Paul Goldstaub</td>
<td>&quot;Original Opera, &quot;The Marriage Proposal&quot;</td>
</tr>
<tr>
<td></td>
<td>(Music Department)</td>
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</tr>
<tr>
<td>1979</td>
<td>Mary Jo Meadow</td>
<td>&quot;Religious Orientations and Personal Maturity&quot;</td>
</tr>
<tr>
<td></td>
<td>(Psychology Department)</td>
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<tr>
<td>1980</td>
<td>Peter Nash</td>
<td>&quot;Diet, Nutrition and Cancer Today&quot;</td>
</tr>
<tr>
<td></td>
<td>(Biology Department)</td>
<td></td>
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<tr>
<td>1982</td>
<td>Hal Walberg</td>
<td>A Play in Three Acts, &quot;Nietzsche&quot;</td>
</tr>
<tr>
<td></td>
<td>(Philosophy)</td>
<td></td>
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<tr>
<td>1983</td>
<td>Tony Filipovitch</td>
<td>&quot;Streetsong: Children in the City&quot;</td>
</tr>
<tr>
<td></td>
<td>(Urban and Regional Studies)</td>
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<tr>
<td></td>
<td>(English Department)</td>
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<tr>
<td>1985</td>
<td>Branko Colakovic</td>
<td>&quot;Soviet Moslems: A Population Time Bomb&quot;</td>
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<td></td>
<td>(Geography Department)</td>
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<td>1986</td>
<td>Stewart Ross</td>
<td>&quot;The History and Development of the Band March&quot;</td>
</tr>
<tr>
<td></td>
<td>(Music Department)</td>
<td></td>
</tr>
<tr>
<td>1987</td>
<td>Kathy Piehl</td>
<td>&quot;Surviving the Flood&quot;</td>
</tr>
<tr>
<td></td>
<td>(Library Faculty)</td>
<td></td>
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<td>1988</td>
<td>Steven Mercurio</td>
<td>&quot;Antidotes for a Chemical Environment&quot;</td>
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<tr>
<td></td>
<td>(Biology Department)</td>
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<tr>
<td></td>
<td>(History Department)</td>
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<tr>
<td>1990</td>
<td>Donna Casella</td>
<td>&quot;In Search of Peace: A-Bomb Survivor’s Perceptions of Nuclear War and Its Aftermath&quot;</td>
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<tr>
<td></td>
<td>(English Department)</td>
<td></td>
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<tr>
<td>1991</td>
<td>Loretta Johnson</td>
<td>&quot;Memories of the Past: Accounts of Minnesota Shivarees&quot;</td>
</tr>
<tr>
<td></td>
<td>(History Department)</td>
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<tr>
<td>1992</td>
<td>James Booker</td>
<td>&quot;Word and Music: Inseparable Elements in the Songs of Franz Schubert&quot;</td>
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<tr>
<td></td>
<td>Diana Moxness</td>
<td></td>
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<tr>
<td></td>
<td>Ann Nadeau Britton</td>
<td></td>
</tr>
<tr>
<td></td>
<td>(Music Department, Foreign Language Department)</td>
<td></td>
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<tr>
<td>1993</td>
<td>Allan Wiese</td>
<td>&quot;Gambling at Jackpot Junction and Royal River Casinos&quot;</td>
</tr>
<tr>
<td></td>
<td>(Political Science Department)</td>
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</tbody>
</table>

The MSU faculty is truly a community of scholars. They have given ample proof of their ability to teach, research and serve. Their commitment to their students have made Mankato State a desirable university for the past generation. The future of this fine institution is dependent upon the continuance of a caring attitude for the students and the university as a whole. If this attitude should be replaced with a spirit of cynicism the legacy of the past would be at risk.
CONCLUSION

For a century and one quarter Mankato State has helped thousands of students fulfill the “American dream.” During the early years the sons and daughters of immigrants came to this school to get their education so that they could teach. Several generations later they still come for an education, but to prepare for many different careers. In the process of career preparation Mankato State provides them with much more. In 1960, eight years before Mankato State celebrated its one hundredth birthday, Frederick Mayer wrote in his book, *The History of Educational Thought*:

Universities with a conscience will be centers of intellectual controversy and creative thinking. They will produce not merely scholars, but students who read the book of the world, students who have a passion for social justice and a brave new world of enlightenment. Their struggle will be against ignorance and bias and antagonism. With wise guidance, unending encouragement, and hard work they will create a real renaissance in the United States, which will be a beacon of hope in man’s struggle for survival and greatness.

Mankato State often has struggled with its conscience. It has produced scholars; it has prepared many for jobs; and, it has instilled a passion for social justice and enlightenment in some. Such a renaissance does not come quickly or easily. There is still much more work to do with future generations.

During the past two and one-half decades Mankato State entered into the “information age” with the attendant technology, but it became a great institution because of the contributions of many people. Its future will be dependent upon even more commitment and cooperation of its people. It has served the State of Minnesota well by preparing thousands of students to be useful and productive citizens. Through the amalgamation process, the cultures of representative students from all over the world have been blended, resulting in better understanding.

The most pervasive problem for this institution was always under-funding. In the future, leaders in our government must recognize that education still holds the best promise for curing the ills of our society and for building a secure future for generations to come. Then, perhaps they will provide the appropriate resources for our institutions to become even more productive in meeting their missions.

The past, great as it was, is prologue to an even brighter future!
SOURCES

Publications


Unpublished Materials
Miscellaneous papers, notes, and reports from offices of Academic Affairs, Affirmative Action Office, University Operations, Cultural Diversity, Institutional Research Office, International Student Office, Women’s Center, Colleges of: Arts and Humanities; Business; Education; Graduate; Health and Human Performance; Natural Sciences, Mathematics and Home Economics; Physics, Engineering and Technology; Social and Behavioral Sciences; and School of Nursing.
State University Board Minutes (1968 -1992)

Interviews
Jane Earley, Robert Herickhoff, Roy Moore, Duane Orr, Kenneth Polzin, Neala Schleuning, Lowell Schreyer, Carolyn Shrewsbury, Bill Webster, Phylis Wisen.
APPENDIX A: The Chancellors

A chronological listing of the Chancellors and their terms of office since 1967.

DECKER, ROBERT D., Assistant to the Chancellor and Acting Chancellor, 7-1-67 to 3-12-68

MITAU, G. THEODORE, Chancellor, 3-13-68 to 6-14-76

HAYS, GARRY D., Chancellor, 6-14-76 to 3-22-82

WEFALD, JON, Chancellor, 10-1-82 to 7-1-86

McDONALD, BRENDAN J., Acting Chancellor, 7-1 to 9-1-86

CAROTHERS, ROBERT L., Chancellor, 9-1-86 to 7-16-91

MacTAGGERT, TERRENCE J., Chancellor, 8-19-91 -
APPENDIX B: The Board Members

An alphabetical listing of the Board members, their home city, and their term of office since 1967.

BLEYHL, JULIE, Madison, 1989 -
BORG, JOHN W., Minneapolis, 1980-1984
BROMMER, BERNARD, St. Paul, 1983-1987
CAMPBELL, MARVIN R., 1965-1969
CHELSLEY, FRANK G., Red Wing, 1965-1977
COUGHLAN, THOMAS PATRICK, Mankato, 1973-1979
CROSS, BERT S., Dellwood, 1969
DANFORD, L.E. DAN Jr., Edina, 1984-1992
DUNLAP, ROBERT, Rochester, 1967-1973
DYKSTRA, PAULA, St. Cloud, 1990 -
ELMER, COREY R., (Moorhead State Student Member), Evansville, 1991-
FARRAND, JEAN A., (Moorhead State Student Member), Minneapolis, 1977-1979
FRITSCHIE, CHRISTINE, Marshall, 1981-1985
GISLASON SIDNEY P., New Ulm, 1967-1973
IRVINE, ROBERT W., Detroit Lakes, 1975-1981
JACKMAN, DONALD G., Minneapolis, 1975-1981
JOHNSON, PAUL O., LeSueur, 1979-1983
JOHNSON, MRS KENNETH O., St. Paul, 1969-1975
JOHNSON, DALE, Owatonna, 1981-1984
JOHNSON, NELLIE STONE, Minneapolis, 1984-
JORGENSEN, RICHARD, Marshall, 1986-1989
KELLER, ALICE S., Winona, 1977-1981
KEITH, MARION S., Rochester, 1978-1979
KOOLE, MRS. FLORINE C., Minneapolis, 1972
KRUEGER, LEE, Bloomington, 1981-1983
LEWIS, RITA, (Winona State Student Member), Winona, 1983
LUND, JIM, (Mankato State Student Member), Mankato, 1985-1989
MACLAUGHLIN, HARRY, Minneapolis, 1971-1972
MCCABE, ERIN, (Bemidji State Student Member), 1989-1991
MALONE, ELMER I., Minneapolis, 1967-1971
MATTHEIS, DUANE J., (Commissioner of Education), 1964-1969
MILLER, BERNARD, Bemidji, 1981-1990
PEGUES, ELIZABETH, North Oaks, 1981-
PETERSON, GIN, Mora, 1979-1983
PENNY, TIM, (Winona State Student Member), 1974-1977
POPOVICH, PETER, 1965-1969
RINKE, ORRIN V., Sauk Rapids, 1973-1979
ROTHCHILD, KENNON, Mahtomedi, 1971-1981
SEARLE, RODNEY, Waseca, 1981-
SERFLING, JERRY D., Stillwater, 1987-
STANTON, RUSS, Marshall, 1985-1986
STENBERG, ALVIN L., East Grand Forks, 1969-1979
THOMAS, RANDY R., (Mankato State Student Member), Mankato, 1979-1981
ULLAND, WILLIAM C., Duluth, 1991-
ZUBER, NICHOLAS, Duluth, 1983-1987

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# APPENDIX C: Administration and Faculty, 1968-1993

The Administrative officers and faculty are listed alphabetically, with their departmental or administrative positions, and the initial year of their employment at Mankato State.

**AADALEN, SHARON, Nursing, 1991**

**ABBOTT, PHYLLIS, History, 1965**

**ABEL, DAVID R., Economics**

**ABOU EL-ENEIN, GABER A., Management and Industrial Relations, Chairperson, Dean of the College of Business, 1968**

**ABRAMSON, SHERRI, Nursing, 1988**

**ACQUARD, RICHARD H., Mathematics, Astronomy and Statistics, 1962**

**ADAMS, DARYL, Biological Sciences, 1987**

**ADAMS, JAMES L., Mathematics, Astronomy and Statistics, 1968**

**ADAMS, NORMAN O., English, 1958**

**AGREN, GARY J., Military Science 1983**

**AHLBRECHT, ELEANOR, Curriculum and Instruction, 1976**

**AKEHURST, JUDITH, Art, 1990**

**ALBERG, THOMAS, Counseling and Student Personnel, 1976**

**ALDERS, DEAN C., Mathematics, Astronomy, and Statistics, Chairperson, 1956**

**ALLAN, PAUL, Sports Information Director, 1986**

**ALLEN, CYRIL, History, Department Chairman, 1950**

**ALLEN, DAVID, Media System, 1974**

**ALLEN, ROBERT, Accounting, 1984**

**ALLENSON, HELEN M., Business Education, 1970**

**ALLISON, JOHN, Geography, 1979**

**ALM, KENT G., Executive Vice President, Vice President for Academic Affairs**

**ALM, ROSS C., Speech, Director of Admissions, 1968**

**AMADOR, VIRTORIA, English, 1986**

**AMANN, JOHN W., Wilson Campus School, Physical Education, Chairperson, 1963**

**AMBER, PAUL, Student Activities Program Advisor, 1983**

**AMBROS, HEINO, Political Science, 1964**

**AMIOT, DON, Physical Education, Athletic Director, 1988**

**AMLING, RUSSELL K., Audiovisual Education, Library, 1967**

**AMUNDSON, CHERYL, Marketing, 1987**

**AMUNDSON, STEVEN, Aviation Science, 1975**

**ANDERSEN, JAMES A., Mathematics, Astronomy, and Statistics, 1956**

**ANDERSON, DAVID C., Art, 1970**

**ANDERSON, DEBRA, Chemistry and Geology, 1982**

**ANDERSON, DENISE, Admissions, 1990**

**ANDERSON, DENNIS, Computer Science, 1979**

**ANDERSON, DONALD, Physics and Engineering, 1988**

**ANDERSON, DONALD N., Industrial and Technical Studies, Chairperson, 1956**

**ANDERSON, GLORIA J., Dental Hygiene**

**ANDERSON, JANICE, Nursing, 1987**

**ANDERSON, JOHN, Dental Education, 1986**

**ANDERSON, LAWRENCE B., Audiovisual Services**

**ANDERSON, LAWRENCE C., Geography, 1969**

**ANDERSON, LINDA, Sociology, 1977**

**ANDERSON, ORDEAN, Physics, Engineering and Technology, 1985**

**ANDERSON, ROBERTA A., Home Economics, 1969**

**ANDERSON, WILLIAM, Social Work, Chairperson, 1977**

**ANDREWS, MELODIE, History, 1990**

**ANGLIN, KENNETH, Marketing, 1991**

**ANGLIN, LINDA, Marketing, 1981**

**ANKER, ARDEAN E., Media System, 1974**

**ANNIS, ELEANOR A., Art, 1950**

**ANNIS, RICHARD H., Educational Foundations, 1965**

**ANTES, MARY F., Nursing, 1974**

**APITZ, DARRELL F., Geography, 1958**

**ARBOGAST, D. DOYLE, Counselor, 1970**

**ARDANIC, EVELYN, Nursing, 1984**

**ARNETT, BETTE JO, Dental Hygiene, 1970**

**ARNOTT, JAMES S., Library**

**ARTIS, WILLIAM E., Art, 1966**

**ASHRAF, MUHAMMAD, Computer Science, 1983**

**ASKALANI, MOHAMED H., Economics, 1969**

**ASTHANA, HARI, Biological Sciences, 1986**

**AUDETTE, MARGE, Nursing, 1992**

**AUGER, JOHN G., Counseling and Student Personnel, 1968**

**AVERILL, VALERIE, Associate Director Residential Life, 1991**

**AYERS, GEORGE E., Special Education, 1966**

**AZARBOD, CYRUS, Computer Science, 1985**

**BABEL, EDWARD L., Curriculum and Instruction, 1969**

**BACHMANN, LINDA R., Speech, 1970**

**BACKER, NANCY, Nursing, 1975**

**BACON, CURTIS, Business Administration, 1981**

**BAGLEY, CAROLE, Computer Science, 1981**

**BAILEY, RALPH W., History, 1969**

**BAIRD, CHARLES D., Accounting, 1971**

**BALCZIAK, LOUIS W., Chemistry, 1950**

**BALKIN, DAVID B., Business Administration, 1979**

**BALLARD, NEIL B., Biological Sciences, 1968**

**BALLARD, PEGGY, Curriculum and Instruction, 1986**

**BALLOG, PATRICK, Military Science, 1987**

**BANASIK, THOMAS, Military Science, 1986**

**BANKIE, C. BRETT, Experiential Education, 1982**

**BANKS, REBECCA, Health Science, 1982**

**BANschbach, John, English, 1988**

**BARBER, EDDIE B., English, Chairperson, 1956**

**BARBER, RICHARD, Theater Arts, 1982**

**BARICK, BRADFORD L., Health Science, 1969**

**BARKHURST, MICHAEL D., Education, 1969**

**BARNETT, MICHAEL, Media System, 1974**
BODELSON, GERALD Counseling and Student Personnel, Ass't. to the Dean of HPER, Coordinator of Intercollegiate Athletics, 1962
BOELKE, JOANNE H., Library, 1990
BOERGERHOF, LYNN, Health Science, 1985
BOESE, DONALD L., History, 1962
BOETTCHER, ROBERT J., Biological Sciences, 1965
BOHNENBLUST, STEVE, Health Science, 1980
BOMIER, ANGIE, Ass't Director of Admissions, 1986
BONNIWELL, BARBARA A., Education, 1969
BOOKER, CYNTHIA, Financial Aids Advisor, 1990
BOOKER JAMES, Foreign Languages, Department Chairman, 1976
BOOKER, PAULETTE TONN, College of Business, Ass't Coordinator of Graduate Admissions, 1990
BORAAS, BRUCE A., Computer Science, 1983
BORCHARDT, BETTY, Educational Alternatives, Curriculum and Instruction, 1980
BORKENHAGEN, MARNA, Nursing, 1981
BORMANN, BRENDA D., Speech, 1964
BORMANN, DENNIS R., Speech, 1964
BOS, MARILYN J., Wilson Campus School, Music Supervisor, Music, 1965
BOSTIC, CARROLL R., Vocational Rehabilitation Counseling, 1973
BOTHEREAU, ELIZABETH A., Social Work, 1974
BOTHOF, TIMOTHY J., Wilson Campus School, Music Supervisor, 1970
BOWYER, DEAN, Physical Education, 1976
BOYD, ERNEST, Mathematics, Astronomy and Statistics, 1983
BOYD, MADELYNE B., Elementary Education, Clinical Experiences, 1964
BOYNE, EDWIN M., Education, Dean of the School of Graduate Studies, 1948
BRAATON, DUANE, Computer Science, Chairperson, 1970
BRADBURY, JOHN, Nursing, 1979
BRADY, THOMAS A., Art, 1964
BRADSHAW, MARY JO, Psychology, 1975
BRANDON, PAUL K., Psychology, 1969
BRANDS, ROBERT, Counseling and Student Personnel, 1984
BRASHER, NIEL, Political Science, 1991
BRASS, BECKY, Library, 1974
BRAUER, BARBARA, Art, 1981
BRAUER, HARRY H., Director of Student Health Services, 1970
BRAUN, CHARLES, Business Administration, 1982
BRAUN, D. DUANE, Sociology
BRAY, CLAUDIA C., Music, 1969
BRAY, DOROTHY L., Nursing, 1967
BREDAHL, MAURY E., Economics, 1968
BRECKE, MARY, Nursing, 1980
BRENNAN, DAVID P., Geography, 1968
BRENNAN, WILLIAM H., History
BRIGHT, CLARE, Women's Studies, Chairperson, 1980
BRIGMAN, KELLEY, Home Economics, 1980
BRITTEN, MICHAEL, Business Education, 1976
BRITTON, ANN NADEAU, Music
BRITTON, JUDITH, Nursing, 1976
BROADSTREET, MARGARET M., Psychology, 1964
BROCK, GEORGENE ANN, Physical Education, 1964
BROOKS, ROBERT S., Communication Disorders, Chairperson, 1969
BROPHY, GEORGE, Urban and Regional Studies, 1980
BROSE, DONALD E., Physical Education, 1965
BRÖHTHEN, GENE B., Wilson Campus School, Music Supervisor, Student Relations Coordinator, College of Arts and Humanities, 1963
BROWER, DALE E., Art, 1974
BROWN, ARLINE MARTIN, Economics, Director of Bureau of Economic Research, 1957
BROWN, BARBARA, Residence Halls, Director, 1987
BROWN, CAROL, Nursing, 1990
BROWN, KENNETH GEORGE, Educational Foundations, 1957
BROWN, MARY, Business Law, 1987
BROWN, NADINE, Theater Arts, 1991
BROWN, PAUL, Anthropology, Chairperson, 1980
BROWN, ROBERT R., Physics, 1966
BROWN, SHELDON L., Curriculum and Instruction, 1970
BROWN, TIM, Manufacturing Engineering Technology, 1990
BROWN, WILLIAM J., Industrial and Technical Studies, 1964
BRUCE, MARIE, Associate Dean of Students, 1956
BRUINSMAN, RITA J., Common Market for Urban Clinical Experiences
BRUMBAUGH, CHALMERS, Political Science, 1977
BRUMBAUGH, PAMELA, Career Development and Placement, 1981
BRUNSON, THEODORE, Wilson Campus School, Music, Music Education Supervisor, 1959
BRUNSVOLD, PERLEY O., Educational Administration, 1967
BRUZEK, DAVID, Dental Hygiene, 1990
BRYANT, ANTONIA SANTOS, Special Education, 1965
BRYE, CARILYN, Nursing, 1974
BUCHANAN, DONALD W., Physical Education, Recreation and Parks Administration, Chairperson, Dean of the College of Health Physical Education, and Nursing, 1955
BUCHANAN, ORA D., Physical Education 1955
BUCHENG, DUANE, Electrical Engineering and Electronic Engineering Technology, 1991
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<thead>
<tr>
<th>Name</th>
<th>Title</th>
<th>Year</th>
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<td>CONRAD, SANDRA L</td>
<td>Library</td>
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<td>COOK, HOPE</td>
<td>Art, Education</td>
<td>1976</td>
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<td>COOK, RUTH C</td>
<td>Education</td>
<td>1938</td>
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<td>COOK, W. ROY</td>
<td>Sociology</td>
<td>1969</td>
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<td>COOK, WILLIAM R.</td>
<td>Distributive Education</td>
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<td>COOMES, ROGER K.</td>
<td>Biological Sciences</td>
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<td>COOMES, SALLY</td>
<td>Curriculum and Instruction</td>
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<td>COOPER, DEANNA B.</td>
<td>Nursing</td>
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<td>CORBEY, JOHN</td>
<td>Aviation Management</td>
<td>1989</td>
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<td>CORDS, MARION A.</td>
<td>Children’s House</td>
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<td>COREY, GEORGE</td>
<td>Upward Bound</td>
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<td>CORNELL, LEE</td>
<td>Computer Science</td>
<td>1986</td>
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<td>Counseling and Student Personnel</td>
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<td>COURSEL, DIANE</td>
<td>Counseling and Student Personnel</td>
<td>1986</td>
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<td>COURTS, ANNA JO</td>
<td>Wilson Campus School</td>
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<td>COVERT, S. JOHN</td>
<td>Curriculum and Instruction</td>
<td>1953</td>
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<td>COWAN, DAVID</td>
<td>Administrative Assistant</td>
<td>1970</td>
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<td>COWGER, JOHN D.</td>
<td>English</td>
<td>1965</td>
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<td>COYER, BRIAN W.</td>
<td>Political Science</td>
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<tr>
<td>COYLE, BERNARD R.</td>
<td>Children’s House, Director</td>
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<td>CRAIG, DONALD</td>
<td>Director of Counseling and Health Services</td>
<td>1984</td>
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<td>CRANSON, ALTON</td>
<td>Military Science</td>
<td>1990</td>
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<td>CRAWFORD, GREG</td>
<td>Minority Groups Study Center</td>
<td>1985</td>
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<tr>
<td>CREGAN, DOUGLAS</td>
<td>Business Administration</td>
<td>1977</td>
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<td>Nursing</td>
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<td>CROCE, LEWIS H.</td>
<td>History</td>
<td>1968</td>
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<td>CROFTS, RICHARD</td>
<td>Vice President for Academic Affairs</td>
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<td>CRONE, RUTH B.</td>
<td>English</td>
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<td>Library Science</td>
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<td>Women’s Studies, Director</td>
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<td>CUMMISKEY, CLETUS J.</td>
<td>Educational Foundations</td>
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<td>Health Education</td>
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<td>Vice President for Student Services</td>
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<td>CURDAN, JOHN S.</td>
<td>Mathematics, Astronomy and Statistics</td>
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<td>Chemistry and Geology</td>
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<td>Geography</td>
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<td>Physics, Engineering and Technology</td>
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<td>Biological Sciences</td>
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<td>Student Teaching, Chairperson</td>
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<td>Health Center, Administrative Director</td>
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<td>Media Systems</td>
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<td>English</td>
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<td>Music</td>
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<td>Clinical Experiences</td>
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<td>International Business</td>
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<td>DIMEGLIO, JOHN E.</td>
<td>History</td>
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<td>Dean College of Natural Science, Mathematics, and Home Economics</td>
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<td>Military Science</td>
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<td>Geography</td>
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<td>DOERRER, GEORGE WILLIAM</td>
<td>Art, 1961</td>
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<td>Wilson Campus School</td>
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<td>Geography, Chairperson</td>
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<td>Theater Arts</td>
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<td>DORNBERG, CURTIS L.</td>
<td>English</td>
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<td>Producer</td>
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<td>Speech Communication</td>
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<td>Library</td>
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<td>DREW, RUBY</td>
<td>Communication Disorders</td>
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DREYER, HAROLD B., Curriculum and Instruction, 1956
DRONEN, RUTH, Home Economics, 1977
DROST, DONALD, Management and Industrial Relations, 1984
DROWN, ROBERT, Political Science, 1985
DUFFY, DAN M., Director of Student Housing, 1962
DUKE, TRACY, Military Science, 1987
DUNCAN, BOYD A., Sociology, 1965
DUNCAN, HELEN M., Sociology, 1965
DUNCAN, MERLIN G., Political Science, Vice President for Administrative Affairs, 1967
DUNN, BRADFORD, Business Administration, 1975
DUNN, JAMES P., Music, 1962
DUNSCOMBE, HARRY, Music, 1987
DUSSL, NANCY, Nursing, 1988
DYER, LINDA, Educational Administration, Educational Alternatives, 1987
DYER, WILLIAM, English, 1981
EARLEY, JANE F., English, Ass’t. Dean of School of Arts and Sciences, Dean of the College of Arts and Humanities, 1969
EATON, JAMES A., Business Administration, 1980
EAYRS, MICHAEL, Recreation, Parks, and Leisure Services, 1980
EBURNE, NORMAN, Health Science, 1972
EBY, JANE, Music, Acting Chairperson, 1952
EDWARDS, F. KENNETH, Journalism, 1970
EDWARDS, JOLYNN, Art, 1986
EDWARDS, WILLIAM C., Biological Sciences, 1966
EEN, ANDREW R., Education, Principal of Wilson Campus School, Associate Director of Professional Education, Registrar and Director of Admissions, Assistant Vice President for Academic Affairs and Dean of Undergraduate Studies, Associate Vice President for Academic Affairs, 1958
EGAN, CARL, Industrial and Technical Studies, Construction Management, Director, 1979
EGGENBERGER, SANDRA, Nursing, 1975
EHRLÉ, ELOWOOD B., Biological Sciences, Dean of the School of Arts and Sciences
EICK, AILEEN V., Home Economics, 1973
EICK, RONALD E., Educational Foundations, Assistant Vice President for Administrative Affairs, 1968
EKE, ALAN B., Industrial Arts, 1964
ELLIOTT, KEVIN M., Marketing, 1990
ELLISON, BESS, Nursing, Chairman of the Division of Nursing, 1958
ELLISON, LETHIA, Recreation/Employment Coordinator, 1990
ELLISON, MICHAEL, Theater Arts, 1984
ELMGREN, CHLOE I., Business Administration, Marketing, 1974
ENGAN-BARKER, DOROTHY, Educational Foundations, 1991
ENDERSBEE, MICHAEL, Upward Bound, Talent Search, Director, 1986
ELVING, BRUCE F., Speech, 1965
ENGH, HELMER A., Biological Sciences, 1966
ENGLUND PEARL K., Sociology, 1970
EPPEL, EDWARD, Music, 1941
ERICKSON, DENNIS S., Sociology, 1967
ERICKSON, MARCELLE, Speech, 1949
ERIE, BARBARA, Physical Education
ERIE, DENNIS O., Physical Education, 1966
ERIKSON, GLENN T., Wilson Campus School, Science Supervisor, Clinical Activities, 1959
ESGATE, WALLACE G., Foreign Languages, Department Chairman, 1967
ESSLINGER, GUENTER, W., Library, 1964
ESSOCK, ALFRED E., Accounting, 1965
EVANS, EDWARD S., Wilson Campus School, Art Supervisor, 1966
FAGIN, MICHAEL T., Director of Minority Groups Studies Center, Associate Vice President for Cultural Diversity, 1970
FADNER, WILLARD L., Physics, 1964
FARGEN, SHEILA T., Nursing 1974
FARNHAM, JOSEPH, Director of Admissions, Vice President for University Advancement, 1979
FARNHAM, MALDA, Business Administration, Ass’t Dean of College of Business, 1982
FARRIS, RANDLE, Theater Arts, 1984
FARZAD, ALI A., Computer Science, 1983
FATIS, MICHAEL, Psychology, 1975
FATTAHPOUR, AHMAD, Sociology, 1966
FAUGHT, SHIRLEY, Assoc. Director of Residential Life, 1983
FAUST, CLAIRE E., Principal of Wilson Campus School, Educational Administration, Chairperson, Director of the Center for Advanced Professional Proficiency, Assistant Vice President for Academic Affairs and Acting Director of Admissions, Vice President for Administrative Services, 1962
FEEZOR-STEWART, BARBARA, Ethnic Studies, 1991
FEIRER, DONALD D., Military Science, 1988
FELTSES, PATRICIA, Business Administration, 1981
FENRICK, NANCY J., Special Education, 1979
FILONOVITCH, ANTHONY J., Urban and Regional Studies, 1978
FILLINGNESS, SALLY ANNE, Ass’t. Director of Union for Programs, 1973
FINDORF, PAUL, Economics, 1981
FINESMITH, STEPHEN H., Psychology, 1968
FINKLER, ROBERT A., Art, Chairperson, 1961
FISHER, RICHARD, Vice President for Student Affairs, 1979
FISZDON, JERZY, Mechanical Engineering, Chairperson, 1987
FITTERER, HAROLD J., English, Dean of Community Programs and Services, 1964
FLAHERTY, PATRICIA, Computer Science, MSUS/PALS Coordinator, 1984
FLAHERTY, TERRANCE, English, Chairperson, 1978
HOLDEN, DONALD M., Curriculum and Instruction, Extended Campus Coordinator, 1972
HOLDEN, JOHN, Chemistry, Director of Institute for Environmental Studies, Acting Ass’t. Dean of School of Arts and Sciences, 1968
HOLDEN, RAYMOND L., Wilson Campus School, English Supervisor, Coordinator Bilingual Bicultural Program, 1963
HOLLAND, JOE D., Education, Director of Special Services, Associate Director of Campus Planning, Ass’t. Director of Institutional Research, Director of Personnel Management, Director of Student Teaching, 1965
HOLM, JOY A., Art, 1965
HOLMES, GEORGIA L., General Business, Chairperson, 1980
HOLMES, HELEN A., Wilson Campus School, 1968
HOLMES, LAURENCE R., English, 1965
HOLMES, WILLIAM R., Physical Education, 1968
HOLZER, GUENTER S., History, 1970
HOODIN, RONALD, Communication Disorders, 1984
HOPKINS, LAYNE V., Computer Services, Computer Science, Chairperson, Acting Director of Planning and Facilities Management, 1966
HOPPENRATH, JANET, Nursing, 1974
HOPPER, ROBERT L., Educational Administration, Vice President for Administrative Affairs, 1968
HOPFES, R. BRADLEY, Economics, 1975
HORGEN, CAROL, Children’s House, 1974
HORNETT, CHARLES, Coordinator of American Indian Program, 1980
HARDESTY, MARIANNE, English, 1987
HOUGLUM, ARVID J., Health Science, 1976
HOSTETLER, MARTHA K., Business Administration, 1967
HUESTZ, JAMES, Education and English Supervisor
HUGHES, WILLIAM J., History, 1962
HUMPHREY, JOHN, Philosophy, 1988
HUMPHREYS, GEORGE, Physics and Electronics Engineering Technology, 1982
HUNTINGER, PHILIP, Assistant Director of Student Union for Programs
HUNTINGER, RUTH, Minority Groups Study Center, 1983
HUNT, DONNIE, Military Science, 1982
HUNT, JASPER, Experiential Education, 1983
HUNTER, NEVIN D., Political Science, 1969
HUNTERLY, KENNES C., Finance, Insurance, and Real Estate, Acting Dean, 1967
HUNTERLY, MARY L., Nursing, 1972
HURLEY, JAMES E., Political Science, 1965
HUSTOLES, PAUL, Theater Arts, Chairperson, 1985
HUYEN, JOHANNES K., Political Science, 1972
HYBERTSON, RONALD L., Biological Sciences, 1963
HYDE, SANDRA LEE, Counselor, 1970
INMAN, FRED W., Physics, Chairperson, 1967
IPSSEN, KENT F., Art, 1965
IRICK, GEORGE, Military Science, 1985
ISAACSON, PETER C., Computer Science, 1979
ISBERG, GUNNAR C., Urban and Regional Studies, 1981
ISCHER, CHRISTINE, Children’s House, 1973
IVerson, MARJORIE M., Music, 1965
JACK, JAMES T., Geography, Recreation and Parks Administration, Chairperson, 1964
JACKMAN, H. DELBERT, Construction Management, 1990
JACOBS, RALPH, Art, 1976
JACOBSON, LINDA, Ass’t. Director of Alumni Affairs, Ass’t. Director of Development, 1986
JAHNEKE, WENDELL L., Wilson Campus School, Business Supervisor, Assistant Vice President for University Advancement, 1962
JAN, MIKE H., Computer Science, 1983
JANAVARAS, BASIL J., Business Administration, International Business, Director, 1969
JANC, JOHN, Foreign Language, 1979
JANKE, ROXY, Speech Communication, 1982
JANOVY, DARLENE, Childrens House, Director, 1973
JANOVY, DAVID J., Sociology, Chairperson, 1968
JARVI, ROBERT T., Industrial and Technical Studies, 1969
JARVI, WILLIAM H., Military Science, 1983
JEFFREY, THOMAS J., Wilson Campus School, Industrial Arts, 1969
JEKEL, JEROME R., Wilson Campus School, Social Studies Supervisor, 1962
JENSEN, KATHY, Wilson Campus School, 1974
JENSEN, ORVILLE W., Wilson Campus School, Fifth Grade Supervisor, Clinical Activities, 1962
JENSEN, PREBEN, Physics, Engineering and Technology, 1986
JENSEN, RICHARD, Psychology, 1980
JENSEN, RICHARD E., Chemistry, 1965
JENSEN, WARREN L., Business Administration, 1963

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JERNBERG, MARY JEANNE, Finance, Insurance and Real Estate, 1990

JEROME, MARY ELLEN, Business Administration, 1983

JEWSBURY, WILBUR GORDON, Chemistry and Geology, 1958

JI, SUNGCHUL, Chemistry and Geology, 1968

JOAG, SHREEKANT, Marketing, 1985

JOHNSON, BRUCE, Business Administration, 1972

JOHNSON, CHARLES W., Mechanical Engineering, Acting Chairperson, 1989

JOHNSON, CLARK, College of Social and Behavioral Sciences, Student Relations Coordinator, 1985

JOHNSON, DAVID, English, 1982

JOHNSON, DENNIS E., Special Education

JOHNSON, ELIZABETH DAVIDIAN, Educational Psychology

JOHNSON, HEIDI, Foreign Language, 1987

JOHNSON, IRA H., Industrial Arts, Director of Campus Planning and Facilities Management, 1946

JOHNSON, IVER H., Wilson Campus School, Supervisor, Industrial and Technical Studies, Coordinator of Technology Education, 1963

JOHNSON, J. BUFORD, Political Science, 1967

JOHNSON, JAMES B., Art, 1979

JOHNSON, JOHN A., Education, Dean of the School of Education, 1948

JOHNSON, MARK, Sports Information Director, 1983

JOHNSON, RAYMOND L., Instructional Media and Technology, 1957

JOHNSON, ROBERT C., Physical Education, 1968

JOHNSON, ROBERT E., Speech

JOHNSON, ROBERT IRVING, Industrial and Technical Studies, 1958

JOHNSON, ROSLYN, Nursing, 1981

JOHNSON, SCOTT D., Business Administration, 1981

JOHNSON, THEODORE R., Biological Sciences, 1973

JOHNSON, W. WAYNON, Biological Sciences, 1967

JOHNSTON, MARY SUSAN, English, 1989

JONDAHL, OLGA, Curriculum and Instruction, 1972

JONES, BARBARA, Director of Student Activities and Organizations, 1982

JONES, BRUCE, Manufacturing Engineering Technology, 1989

JONES, KATHRYN, Nursing, 1979

JONES, FRANK WILLIAM, Economics, 1961

JONES, RONALD, Military Science, Chairperson, 1984

JONESON, OSCAR A., Mathematics, 1959

JORDAN, DONALD, Military Science, 1980

JORGENSEN, DONALD F., Physical Education, Assistant Registrar, Associate Registrar, 1960

JORNIS, DAVID, Theater Arts, Chairperson, 1986

JOYCECHILD, LISA DEWEY, Women's Studies, 1988

JOYNER, JOY, Recreation, Parks, and Community Education, 1977

JURVELIN, RICHARD, Military Science, 1987

JUST, GLEN, Sociology, 1965

KAHL, ALFRED L., Business Administration, Chairperson, 1973

KAHRS, MARY V., Curriculum and Instruction, Chairperson, 1960

KALAKIAN, CHERYL, College of Education, Student Relations Coordinator, 1984

KALAKIAN, LEONARD H., Health and Physical Education, Associate Director of Extended Campus Programs, 1965

KALB, KATHLEEN, Nursing, 1983

KALDENBERG, RONALD E., Economics, 1969

KALINOSKI, JON, Management and Industrial Relations, 1984

KALLBERG, MARGARET V., Wilson Campus School, Foreign Language Supervisor, 1966

KALLENDER, JEAN M., Home Economics, Program Leader, Chairperson, 1958

KALM, KENT, Physical Education, 1980

KANIESKA, CONSTANCE, Nursing, 1974

KAPADIA, RAJV, Physics and Engineering, 1983

KARABETOS, JAMES D., Health and Physical Education, 1965

KARPEN, TECLA ROSE, Speech and Theater Arts, 1961

KARSON, MARC, Political Science, Chairperson, 1972

KARSTEN, YVONNE, Marketing, 1986

KARVONEN, HILJA, Wilson Campus School, English and French Supervisor, English, 1964

KARVONEN, PAUL E., Music, 1964

KASLING, KIM R., Music, 1969

KASLING, THERESA, Library, 1969

KAUFFMAN, ROBERT, Recreation, Parks and Leisure Services, 1984

KAUFMAN, ARNOLD, Political Science, 1965

KAUFMAN, JOEL, Counseling and Student Personnel, 1978

KAWATRA, RAKESH, Management and Industrial Relations, 1990

KAZIENKO, LOUIS W., Educational Foundations, Chairperson, 1953

KEAL, CHARLES, Computer Science, 1987

KEATING, BARBARA, Sociology, Chairperson, 1981

KECKEISEN, JIM, Curriculum and Instruction, 1971

KEEN, CECIL, Geography, 1987

KEEN, COLLEEN, Geography, 1988

KEINATH, BARBARA, Ass't. Director of Residential Life, 1978

KEIR, GRACE, Home Economics, 1982

KELLEY, PHILIP S., Geography, Chairperson, 1973

KELSON, JOHN H., English, 1967

KELSON, SARA ANN, English, 1968

KEMP, WILLIAM H., Industrial Arts, 1959

KENDALL, PHILIP, Vice President for Academic Affairs, Equal Opportunity Officer, 1979

KENNEDY, JOAN F., Curriculum and Instruction, 1989

KEOGH, MARVIN J., Wilson Campus School, Health and Physical Education Supervisor, 1965

KEOGH, PATRICIA M., Physical Education, 1967
LANGSOJEN, RALPH J., College Physician, 1970
LANGSTON, DONNA, Women’s Studies, 1989
LANNING, ROSELL M, Nursing, 1974
LANTZ, CLYDE, Computer Science, 1982
LARSEN, DONALD A., Physical Education, 1967
LARSON, CAROL, Nursing, 1978
LARSON, DAWN, Health Science, 1991
LARSON, DARO E., Special Education, 1965
LARSSON, DONALD F., English, 1981
LASHWAY, ROY L., Assistant to the Dean of Students, Director of the Student Union
LASS, MARILYN J., Library, 1967
LAWSON, JACK B., English, Philosophy, 1965
LAWTON, LEIGH, Business Administration, 1972
LEE, CHAN, Finance, Insurance and Real Estate, 1982
LEE, KWON HONG, Director of the International Student Office, 1973
LIND, CAROL, Business Education, 1989
LINDBERG, ARTHUR CLIFFORD, Mathematics, Astronomy and Statistics, 1958
LINDBERG, JAMES, Computer Science, 1981
LINDSTROM, C. MICHAEL, Home Economics, 1989
LINDGREN BRUCE F., Biological Sciences
LINOIS, PAUL, Physics, Engineering and Technology, 1986
LINDSAY, D. BRYCE, Education, Educational Administration, Program Leader, Chairperson, 1965
LINDSEY, ROBERT L., Physics, 1963
LINDSTROM, C. MICHAEL., Home Economics, 1989
LING, H. LEROY, Computer Science, 1983
LINNETT, LAWRENCE M., Psychology, 1965
LLOYD, LEIGHTON, Industrial and Technical Studies, 1981
LOERTS, SANDRA, Ass’t. Director of Student Financial Aids, 1979
LOFY, CARL A., Director of Experimental Studies Program, Ass’t. Vice President for Academic Affairs, Vice President for Academic Affairs (Acting), Vice President for Student Services, Counseling and Student Personnel, 1968
LOGUE, LUCINDA, Recreation, Parks, and Leisure Services, 1984
LO-LIM, MIRIAM, Geography, 1979
LOKEN, BEATA K., Nursing, 1969
LOKENSJORD, Hjalmar, English, 1949
LOMBARDI, ANTHONY, Physical Education, 1989
LONG, CARLE., Ass’t. Vice President for Administrative Affairs, 1970
LONG, PATRICK T., Recreation, 1974
LONG, RANDY, Career Coordinator of Student Support Services, 1991
McGINLEY, WILLIAM A., Media Systems, Supervisor. Television Director, Regional Television Production Center, Director of Reprographics, General Manager of KMSU, 1968
McKENZIE, JAMES, Health Science, 1987
McKENZIE JAMES T., Instructional Media and Technonology, 1973
McKINNEY, ELLIE, Library, 1961
McLOOONE, MICHAEL, Student Financial Aids Advisor, 1979
McLOOONE, NANCY, Nursing, 1981
McMAHON, EDWARD, Audiosvisual Education, Chairperson, Director of Systems, Ass’t. Vice President for Academic Administration, Vice President for Resource Management, Acting President, 1954
McMULLEN, MICHAEL J., Sociology, 1965
McMURTRY, BARBARA, Music, Chairperson, 1976
McNEAL, RUTH ANN, Home Economics, Chairperson, Ass’t. to the Dean of the School of Education, 1969
MEADOW, MARY JO, Psychology, 1975
MEIER, KELLY, Ass’t. Director of Programs, Student Development Center, 1991
MEISEL, BURTON E., Speech, 1958
MEISEL, PATT W., Speech, Acting Chairperson, 1958
MENDIOLA, JOEL L., Business Administration, 1983
MENEZES, LAWRENCE, Sociology, 1969
MENTELE, CANDICE, Nursing, 1986
MENTZ, PAMELA SMITH, Ass’t. Director of Admissions, 1979
MENZEL, NANCY, Nursing, 1975
MERCURIO, STEVEN, Biological Sciences, 1986
MERICLE, R. BRUCE, Mathematics, 1970
MERRITT, TERRANCE, Curriculum and Instruction, 1976
METRO, AUDREY, Academic Coordinator, Student Support Services, 1991
METRO, JOSEPH, Vice President for University Operations, 1989
METT, MARGARET A., English, 1966
METZ, KARON, Biological Sciences, 1966
MEYER, ALLEN L., Business Administration, 1966
MEYER, BRIAN, Marketing, 1987
MEYER, LORI, Physical Education, 1984
MEYER, MICHAEL, Political Science, 1980
MEYER, RUTH A., English, 1966
MEYER, THOMAS S., Mathematics, Astronomy, and Statistics
MEYERING, HARRY R., Educational Psychology, Special Education, Chairperson, 1948
MEYERSOHN, PETER G., Sociology, 1967
MICHEL, ROBERT E., English, 1972
MICKELSEN, LEONHARD P., Business Education, 1964
MICKELSON, IRENE L., Education, Mathematics Supervisor, 1964
MICUS, EDWARD, Learning Center, 1988
MIKKELSEN, MORRIS E., Open College Program, 1972
MILBRANDT, KIM, Business Administration, 1981
MILLER, CARL E., Physics, 1967
MILLER, CYNTHIA A., Geography, 1991
MILLER, DAVID M., English, 1964
MILLER, FLOYD A., Educational Administration, 1969
MILLER, GLORIA J., Dental Hygiene, 1970
MILLER, HOWARD, Management and Industrial Relations, 1986
MILLER, KATHY, Dental Education, 1975
MILLER, MICHAEL, Educational Foundations and Higher Education, Special Education, 1987
MILLER, MYRON, Aviation Science, 1969
MILLER, ROBERT J., Special Education, 1989
MILLER, THOMAS, Industrial and Technical Studies, 1976
MILLER, WINSTON, Accounting, 1978
MILLS, EUGENE, Sports Information Director, 1970
MILLS, DALE H., Education, 1964
MINK, JOANNA, English, 1990
MITCHELL, RICHARD R., Curriculum and Instruction, Clinical Experiences, 1966
MITCHELL, SANDRA, Library, 1974
MITCHELL, WINFRED, Anthropology, 1985
MITENKO, GRAHAM, Finance, Insurance and Real Estate, 1980
MJOLSNESS, JOSEPH M., Psychology, Acting Chairperson, 1962
MJOLSNESS, PEARL, Educational Psychology, 1980
MOE, KAREN L, Economics, 1972
MOEN, CARLTON T., Program Counselor, Ass’t. Director of Admissions, 1966
MOEN, LESLIE, Student Union Program Coordinator, 1975
MOFFATT, JOHN, Speech, 1966
MOHANTY, SUNIL, Marketing, 1987
MOHR, G. ROBERT, Business Administration, 1964
MOHR, HARLEY, Accounting, 1980
MOIR, THOMAS L., History, 1959
MOLASH, KAREN, Human Development, Acting Director of Residential Life, 1973
MOLITOR, DEVORA, Biological Sciences, 1966
MONK-KJOS, SUSAN, Ass’t. to Vice President for University Advancement, 1991
MONROE, BRADLEY, Physical Education, 1974
MONTGOMERY, MARILYN G., Library, 1970
MONTGOMERY, PAUL, English, 1972
MOORE, BARBARA, Library, 1976
MOORE, DOUGLAS R., President, 1974
MOORE, ROY B., Physical Education, Chairman of the Division of Health and Physical Education and Recreation, Dean of the School of Health, Physical Education, and Recreation, 1952
MOOSALLY, BEATRICE H., Educational Foundations, Chairperson, 1965

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MOOSALY, JOSEPH G., Finance, Insurance, and Real Estate, 1965
MORANO, DAVID, Art, 1983
MORAVEK, MARIORY, Home Economics, 1957
MORDUE, DALE L., Physics, 1965
MOREAU, HECTORETTE M., Nursing, 1970
MOREHOUSE, ELIZABETH J., Speech and Theater Arts, 1968
MOREY, EDGAR L., Art, 1969
MOREAU, HECTORETIE M., Nursing, 1970
MOREHOUSE, ELIZABETH J., Speech and Theater Arts, 1968
MOREY, EDGAR L., Art, 1969
MORGAN, FRANK, Director of Evaluation, 1977
MORGAN, GEORGEALAN, English, Library, 1963
MORGAN, MARY, Ass’t. Vice President for Student Services, 1977
MORGAN, MAX H., Geography, 1969
MORGAN, MORRIS J., Philosophy, Chairperson, 1964
MORIMOTO, DENNIS, Industrial Arts
MORLEY, GAYLE, L., Physics, 1968
MORRIS, GRETCHEN S., Assistant to the President, 1942
MORRIS, HENRY, Director of Student Activities and Organizations, 1990
MORRIS, WILLIAM, Health and Physical Education, Community Programs and Services, Director of Extended Campus and Community Education, 1956
MOUSA, OSMAN A., Business Administration, 1976
MOXNESS, DIANE, Music, 1986
MRJA, Ellen M., Mass Communications Institute, Chairperson, 1978
MULLOZI, ANTHONY D., Vocational Rehabilitation Counseling, Program Leader, 1974
MUNDALE, CHARLES I., Political Science, Acting Chairperson, 1963
MURDOCK, B.J., Nursing, 1974
MURRAY, MARY D., Health and Physical Education, 1964
MURRAY-DAVIS, MARGE, Nursing, 1986
MUSSETI, LOIS J., Health and Physical Education, Chairperson, 1964
MYERS, EARL, Health and Physical Education, 1948
MYERS, IRENE, Home Economics, 1985
MYERS, MERVIN L., Foreign Language, 1965
MYERS, PHILIP, E., History, Associate Dean of the College of Graduate Studies, 1978
MYHRMAN, KAY, Nursing, 1976
NABE, CLYDE M., Biological Sciences, 1965
NADEAU, ROBERT L., Music, 1964
NAIR, RAMAKRISHNA, Physics, Engineering, and Technology, 1986
NAMIE, DAVID, Recreation, Parks and Community Education, 1975
NANCARROW, DOUGLAS M., Speech Communications, Chairperson, 1991
NANDY, BIKAHS, Health Science, 1991
NASH, PETER, Biological Sciences, 1977
NASS, DAVID L., History, 1967
NATARAJAN, RAGHUNATHA, Mechanical Engineering, 1987
NATVIK, ELSA K., Nursing, 1970
NEAL, KENNETH, Business Administration, 1974
NEFF, MARTHA, Health Science, 1975
NELSEN, EUGENE, Business Administration, 1972
NELSEN, NOVA M., Curriculum and Instruction, 1959
NELSON, ARTHUR W., Business Education, 1957
NELSON, BETTY D., Education, Sixth Grade Supervisor.
NELSON, DONALD E., Wilson Campus School, Speech Supervisor, Speech and Theater Arts, 1959
NELSON, JON, Recreation, Parks, and Leisure Services, 1984
NELSON, JOSEPH D., Ass’t. to the Director of the Union, 1968
NELSON, MORRIS H., Wilson Campus School, History, Social Studies Supervisor, 1941
NELSON, WILLIAM B., Health and Physical Education, Athletics Business Manager, Acting Chairperson, 1962
NETHERY, AUDREY, Nursing, 1974
NEWCOMB, DONALD R., Foreign Languages, 1969
NICHOLAS, FRANK, Geography, 1977
NICHOLLS, ANNA MARIE, Dental Education, 1986
NICHOLLS, ROBERT L., History, 1970
NICKERSON, JAMES F., President, 1967
NIKILSEN DONOVAN, J., Biological Sciences, 1972
NIGG, IRIS M., Geography
NISTLER, ROBERT, Curriculum and Instruction, 1988
NOETZEL, HERBERT, Computer Science, 1987
NORD, ROLAND, English, 1989
NORDSTROM, BYRON J., History, 1972
NORTHCOTT, WINIFRED, Special Education, 1977
NOVAK, LEROY F., Education, Counselor, 1966
NOVAK, SARAH, Physical Education, 1985
NUFFER, JAN, Ass’t. to the Dean of the School of Education, 1975
NYDAHL, THEODORE L., History, Dean of the School of Arts and Sciences, 1928
NYMAN, YVONNE, Business Education, Ass’t. to the Dean of the College of Business, Associate Dean of Extended Campus and Community Education, 1976
O'BAR, JACK, Director of the Library, 1962
O'CLOCK, GEORGE, Physics and Electronics Engineering Technology, 1982
O'CLOCK, PRISCILLA, Accounting, 1981
OCHSNER, MILTON A., Political, Science, Chairperson, 1960
OCHSNER, SHIRLEY M., English, 1968
O'CONNOR, MARGARET, Medical Director of Student Health Services, 1989
O'CONNOR, SUSAN, Nursing, 1982
ODDEN CONSTANCE O., Bacteriology, 1958
ODOM, JOHN E., Computer Services, Computer Science, 1969
O'DONNELL, JOHN J., Economics, 1965

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OELERICH, MARJORIE L., Curriculum and Instruction, 1969
OELKE, JEFF, Manufacturing Engineering Technology, 1990
OHMANN, LEWIS F., Biological Sciences, 1964
OJAMPA, KATHRYN, Career Development and Placement, 1983
O'KEEFE, ANTHONY, English, 1980
OKINCZYC, ANTHONY, Foreign Languages, 1964
OKLESHEN, HENRY M., Finance, Insurance and Real Estate, Chairperson, 1980
OKLESHEN, MARILYN, Accounting, 1983
OLAUSON, C. RONALD, Speech, Theater Arts, 1965
OLAUSON, JUDITH L., Speech
OLLRICH, ARTHUR H., Physical Education, Coordinator of Student Advising, 1966
OLSEN, EINAR A., Health and Physical Education, Chairperson, 1957
OLSON, DAN, Business Administration, 1981
OLSON, DONALD, Director of Computer Services, Associate Vice President for Computer Services, 1981
OLSON, FLOYD, Manufacturing Engineering Technology, 1988
OLSON, GERALD, Associate Director of Residential Life, 1985
OLSON, GLADYS B., Experimental Studies, Mass Communications Institute, 1970
OLSON, LEROY G., Business Administration, 1966
OLSON, LEROY G., Business Administration, 1981
OLSON, NANCY B., Media System, 1970
OLSON, PAULSON, C. RICHARD, Business Administration, Chairperson, Management and Industrial Relations, Associate Dean, 1968
OLSON, PAULSON, DOLORES, Wilson Campus School, 1974
OLSON, JUDITH, Dental Hygiene, 1974
OLSON, WILLARD O., Physics, 1958
OLSTAD, JUNE M., Health Science, 1974
OLSZEWSKI, JANS, Mechanical Engineering, 1990
OLSZEWSKI, WILLIAM E., Open College Studio, Program Leader Experimental Studies, 1970
O'MEARA, ANNE, English, 1989
O'MEARA, JEAN, English, 1980
OPAT, LESLIE, Industrial and Technical Studies, 1974
OPHEIM, BARBARA ANN, Library
OPHEIM E. WAYNE, Accounting, 1961
OPSAL, ERIC, Finance, Insurance and Real Estate, 1987
ORCHARD, RICHARD, KMSU Program Coordinator, 1983
ORIGER, JAMES D., Business Administration, 1972
ORR, DUANE C., Curriculum and Instruction, Assistant Dean of the School of Education, Associate Dean of the School of Education, Dean of the College of Education, 1965
OSTREM, WALTER, Library, 1959
O'SULLIVAN, MALCOLM, Director of Residential Life, Coordinator of Student Life, 1977
O'SULLIVAN, MARY K., Assistant to the Director of the Counseling Center, 1985
OTIS, JOHN W., English, 1963
OTIS, MAXINE, English, 1964
OTTINGER, ALICE, Art, 1959
OTTO, EDWARD, Military Science, 1985
OTTO, JAMES ROBERT, Physical Education, Director of Athletics, 1953
OUDENHOVEN, DUANE, Complex Director, 1981
OUDENHOVEN, ELIZABETH, Complex Director, 1983
OWEN, HERBERT E., Music, Chairperson, 1952
OWEN, JERRI L. JAMES, Music
OWENS, ANDREW G., English, 1962
OZOLINS, SULAMIT I., Media Systems, 1973
PACHOLSKI, AUDREY, Annual Giving Officer, 1985
PAGEL, DORIS B., Wilson Campus School, Library Media Education, Acting Chairperson, 1959
PAHL, THOMAS L., Political Science, 1966
PAINCHAUD, RICHARD, Business Administration, 1980
PALM, JAMES, Home Economics, 1974
PALMER, BETTY A., Art, 1967
PALMER, CARLETION, Art, 1976
PALMER, GAIL, Wilson Campus School, Fourth Grade Supervisor, Clinical Activities, 1955
PALMER, PAUL M., Geography, 1969
PARK, JOHN N., Psychology, Program Leader, Chairperson, 1969
PARKERSON, ELAINE, Nursing, 1978
PARKINS, JOHN M., Admissions, Director, 1968
PARSONS, CHARLES, Economics, 1984
PARSONS, PATRICE, Children's House, 1985
PASANEN, OSMO N., Economics, 1967
PATCHIN, MARY JANE, Business Education, 1968
PATRICK, LOUISE, Music, 1983
PATRICK, SHANNON, Assistant Director of Residential Life, 1985
PATRICK, STEWART G., Wilson Campus School, Music Supervisor, 1965
PATTERSON, LANE E., Home Economics, 1968
PAUGH, ELIZABETH R. AHLVERS, Curriculum and Instruction, 1964
PAUL, JAN M., Philosophy, 1968
PAUL, THEODORE JR., Speech and Theater Arts, Chairperson, Director of the Theater, 1950
PAULSEN, HAROLD W., Health and Physical Education, 1962
PAULSON, BRUCE C., Curriculum and Instruction, 1966
PAULSON, C. RICHARD, Business Administration, Chairperson, Management and Industrial Relations, Associate Dean, 1968
PAULSON, DOLORES, Wilson Campus School, 1974
PAULSON, JUDITH, Dental Hygiene, 1974
PAULUS, NICHOLAS J., Educational Psychology, 1965
PAWLOWSKI, ROBERT S., English, 1964
SMITH, LOUISA, English, 1984
SMITH, LUCIAN R., English, 1968
SMITH, REGINA, Nursing, 1989
SMITH, SUSAN, Speech and Theater Arts, 1974
SMITH, THERESA, Political Science, 1985
SMITH, TIMOTHY, Library, 1987
SMITH, WILLIAM C., Physics, 1970
SMITH, WILLARD E., Political Science, 1965
SNEIDE, GARY A., Business Administration, 1976
SODERBERG-VINCENT, WENDY, Health Science, 1984
SOFCHALK, DONALD G., History, 1965
SOLENSTEN, JOHN M., English, 1968
SOLO, HARRY, English, 1982
SORENSEN, DONALD A., Wilson Campus School, English and Social Studies Supervisor, Assistant Principal of Wilson Campus School, Associate Director of Wilson Campus School, Coordinator of Student Relations, Clinical Activities, 1959
SORENSEN, DAVID C., Sociology, 1967
SPANGLER, LOUISE, Wilson Campus School, First Grade Supervisor, 1946
SPENCE, JOSEPH R., Art, Chairperson, 1970
SPENCER, DONALD E., Recreation, Parks and Community Education, 1978
SPERAK, JOSEPH E., Journalism, 1964
SPLINDER, SUSAN, Nursing, 1984
SPONBERG, FLORENCE, English, 1954
SPRINGER, ROBERT W., Accounting, 1980
SPURGIN, JOHN E., Art, Chairperson, 1965
ST PETERS, MARGARET, Physics, 1986
STAETS, MARYE., Health and Physical Education, 1967
STADULIS, ROBERT E., Physical Education, 1969
STALLMAN, ROSEMARIE, Physical Education, 1982
STANFORD, MELVIN, Dean of College of Business, 1982
STAPLES, ALLEN A., Library, 1967
STARK, THOMAS, Vice President for Fiscal Affairs, 1980
STEGER, CHRISTINE, Children's House, 1978
STEIL, WILLIAM B., Audiovisual Services, Environmental Manager of Student Union, Night Manager of Student Union, 1967
STEINER, RICHARD L., Biological Sciences, 1965
STELTER, GAYLE A., Business Education, Program Leader, Chairperson, 1968
STENSAAS, HARLAN, Mass Communications Institute, 1988
STEVENS, MARCIA, Nursing, 1989
STEVENSON, SHERYL, Speech Communications, 1985
STIGLER, LAIRD E., Instructional Media and Technology, 1974
STILES, GERALD W., Marketing, Chairperson, Ass't. to the Dean, Associate Dean, 1973
STOCK, WILLIAM J., Accounting, 1963
STONE, ANITA, Director of University Reprographics, 1970
STONE, M. PAULA, Educational Administration, 1990
STOOPS, GEORGE R., Geography, 1968
STOPPELMANN, CAROL C., Library, 1965
STRACHAN, JEAN H., Foreign Language, 1967
STRACHAN, RICHARD A., Anthropology, Chairperson, 1972
STRAKA, RICHARD, Coordinator of Athletic Management and Finance, Budget Affairs, 1987
STRASSBERG, ROY, Art, 1976
STRASSER, DONALD H., History, Chairperson, 1964
STREIGEL COLLEEN, Director of Human Resources, 1990
STREY, CHARLES, Complex Director, 1984
STROM, SUE ANN, Ass't. Vice President of Student Affairs, 1986
STUEBE, CHARLES H., Library, 1966
SUND, KAREN, Nursing, 1990
SUTTER, JOEL W., Biological Sciences, 1970
SUYEMATSU, KIYO, Music, 1963
SWANSON, JEAN E., Religion, 1964
SWANSON, RICHARD N., Finance, Insurance, and Real Estate, 1968
SWEENEY, ROBERT, Chemistry and Geology, 1990
SWENSON, JAMES K., Business Administration, 1968
SWENSON, R. VICTOR, Wilson Campus School, English and Social Studies Supervisor, Principal of Wilson Campus School, Ass't. Registrar, Registrar, 1966
SYKORA, KEITH, Manufacturing Engineering Technology, 1988
SYMONS, JOHN G., Urban Studies, 1973
TAGGART, MARY C., Physical Education, 1948
TAITANO, N.C., Military Science, 1985
TALLEN, BETTE, Women's Studies, Chairperson, 1988
TANNER, JAMES L., Art, 1968
TANNER, SANDRA, Student Union Program Director, Crafts Center Director, Kaleidoscope, Ass't. to the Director for Conferences and Facilities, 1975
TAYLOR, DAVID G., History, 1969
TAYLOR, JOHN, Physical Education, 1985
TAYLOR, TIMOTHY H., Experimental Studies, Philosophy, 1968
TAYLOR, PAUL DALLAS, Sociology, 1980
TEDEFALK, ROLF K., Business Administration, 1980
TEFFT, VIRGINIA, Physical Education, 1952
TEMPLE, FRANCES, Nursing, 1985
TENNEY, STEVE, Economics, 1982
TENORIO, LUTHGARDA T., Nursing, 1963
TENORIO, NARCISO P., Business Law, General Business, Chairperson, 1965
TERRILL, RICHARD, English, 1990
TEVIS, BETTY, Health Science, Chairperson, 1984
THAYER, EDNA L., Nursing, Acting Chairperson of Division of Nursing, 1966
THAYER, GERALD E., Health Science, 1969
THAYER, WARD, Vocational Rehabilitation Counseling, 1976
THIELEN THOMAS B., Education, Assistant to the Dean of Students, 1966
WARD, BLAINE E., Education, 1965
WARD, HILLEY H, Mass Communications Institute, 1974
WARD, JIM, Business Administration, 1984
WARNER, DOUGLAS K., Mechanical Engineering, 1987
WARNER, BRUCE P., Psychology, Counselor, 1964
WARRING, DON L., Counselor
WATERMAN, CHARLES K., English, 1966
WATERMAN, MARTHA, Wilson Campus School, Upward Bound, Talent Search, 1974
WATSON, JANIE E., Ass't. Director of Financial Aids, 1989
WAY, CAROL, Women’s Advisor for School of Arts and Sciences, 1976
WEAGEL, KEITH H., Coordinator of Student Advisement, 1970
WEAVER, CRYSTAL, Home Economics, 1986
WEBERG, BERTON C., Chemistry and Geology, 1964
WEBERG, CYNTHIA A., Chemistry and Geology,
WEBSTER, BILL R., Director of Institutional Research, Dean of College of Social and Behavioral Sciences, 1972
WEBSTER, ROSAMOND, Sociology, 1968
WEDD, ALICE, Dental Education, 1975
WEFALD, RUTH ANN, History, 1965
WEISGERBER, RICHARD D., Computer Services, Computer Science, 1973
WELCH, ALLEN H., History, 1966
WELCH, RUTH, Education, Business Supervisor, Business Education, 1967
WELCHER, THERESA, Nursing, 1984
WELLBORN, DOROTHY J., English, 1965
WELLMAN, RONALD, Physical Education, Athletic Director, 1986
WELLS, ARNOLD R., Economics, 1966
WELTY, DAN M., Business Administration, Chairperson, 1963
WENKEL, LINDA, Nursing, 1975
WENNER, JAMES F., Business Administration, 1964
WENZEL, JUDY, Accounting, 1988
WENZEL, LOREN, Accounting, 1988
WERNER, ROBERT J., Geography, 1989
WEISSMAN, WENDELL D., Sociology, 1964
WEST, BARBARA, Sociology, 1974
WEST, GLEN, Health Science, 1983
WESTPHAL, GAIL, Nursing, 1990
WHEELER, RICHARD, Coordinator for Physical Environment, Ass’t. Director of Residential Life, 1978
WHITE, CAROL L., Mathematics, Astronomy and Statistics, Computer Science, 1966
WHITE, DAVID A., Philosophy, 1974
WHITE, EDITH L., Foreign Language, 1966
WHITE, GLEN L., Curriculum and Instruction, 1966
WHITE, J. GRANT, Experiential Education, 1976
WHITE, MELODY, Coordinator of African-American Programs, 1990
WHITE, WILLIAM, Talent Search, 1986
WHITELEY, T. RICHARD, Marketing, 1990
WHITESELL, JAMES, Physical Education, 1985
WHITLOCK, DELORES CAROL, Health and Physical Education, 1958
WHITLOCK, LEWIS, Theater Arts, 1988
WICKER, NANCY, Art, 1990
WIDMER, MELBA R., Home Economics, 1970
WIENAND, DEBRA, Financial Aids, 1989
WISE, ALLAN, Political Science, 1979
WIGLEY, EARLE J., History and Social Studies, 1953
WILCOX, STEVE, Finance, Insurance, and Real Estate, 1984
WILCOXIN, CLAIR D., Instructional Media and Technology, 1972
WILHELM, MARI, Home Economics, 1981
WILHELM, PATRICIA, Wilson Campus School, 1972
WILHITE, DONALD A., Geography, 1969
WILINSKI, BRUNO, Health Science, 1972
WILKINS, DEBRA, Physical Education, 1985
WILLERSHEIDT, MARY M., Physical Education, 1967
WILLETTE, KAREN E., Nursing, 1972
WILLETTE, NANCY, Dental Hygiene, 1990
WILLHIT, GARY C., Residential Life, 1974
WILLIAMS, EDWARD, Biological Sciences, 1990
WILLIAMS, JOHN R., Minority Groups Study Center, 1972
WILLIAMS, ROGER, A., History, 1964
WILLIAMSON, HAROLD, W., Library, 1962
WILLIAMSON, MARNA B., Library
WILLISON, MAUREEN I., Library, 1969
WILLSON, ROBERT W., Computer Services, Computer Science, 1969
WILMATH, KARL D., Foreign Language, 1972
WILSON, EDWARD D., Political Science, 1967
WILTGLEN, SUE E., Counselor
WIMPSETT, JANET, Nursing, 1973
WING, LORNA, Wilson Campus School, Counseling and Student Personnel, 1973
WINKWORTH, JOHN, Director of Institutional Research and Evaluation, Ass’t. Vice President for Academic Affairs, 1978
WINTER, KONRAD, Theater Arts, 1982
WINTER, VERNON C., English, 1950
WINTERSTEEN, RICHARD, Social Work, 1986
WISE, GERALD L., Art, 1969
WISEN, PHYLIS, Extended Campus and Continuing Education, Ass’t. Director for Program Budget, Affirmative Action Officer, 1963
WISSINK, G.M., Physics, Chairperson, Administrative Dean, 1935
WISSMAN, JOHN T., Foreign Language, 1970
WITHAM, JAMES H., Health Sciences, 1945
WITKOWSKI EDWARD H., Economics, 1970
WITT, THOMAS B., Military Science, Chairperson, 1981
WOEHRLE, STEPHEN L., Accounting, 1976
WOHLMAN, JASON, Coordinator of Alumni Phonathon, 1990
WOJCIAK, MARGO J., Computer Services, WOLF, MARTY, Computer and Information Services, 1990
WOLF, STEPHEN, Program Advisor Women’s Center, 1987
WOLF, STEPHEN C., Speech and Theater Arts, 1968
WOLFF, WALTER, Director of Student Part-time Employment, Associate Director of Career Development and Placement, 1982
WOLTHUIS, LORETTA M., Home Economics, Chairperson, 1973
WOLTHUIS MARVEN H., Wilson Campus School, Mathematics Supervisor, 1969
WONG, KAM, Political Science, 1985
WOOD, DEBORAH, Coordinator of Alcohol and Drug Education, 1987
WOOD, KENNETH L., Library, 1969
WOLEY, DONALD B., English, Chairperson, Director of College Publications, 1946
WOOD, MARTY, Library, 1969
WOOD, PERRY, Geography, 1976
WOOD, TRUMAN D., Political Science, 1961
WOODS, ELIZABETH A., History, 1968
WOODWARD, CRAIG A., Business Administration, 1974
WOOLDRIDGE, GENE L., Physics, 1962
WOOTEN CAROLYN H., Curriculum and Instruction, 1969
WOOTEN, FERN J., Curriculum and Instruction, Clinical Experiences, 1969
WORTMAN, ALLEN L., Music, Chairperson, 1966
WOYCHICK, JAMES T., Special Education, 1968
WRIGHT, MICHAEL, Technical Education, 1990
WRIGHT, ROBERT C., English, Chairperson, 1948
WRIGHT, TERRI, Dental Education, 1982
WZICKEY, FRANKLIN J., Centennial Student Union, Ass’t. Director, Director, 1967
