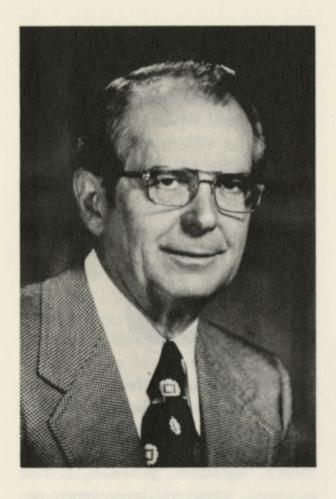
1975 Fall Conference Sept. 22-28

A time of contrast





A Time Of Contrast

Fall Conference Message
By President Robert E. Kennedy
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You all are familiar with the opening lines of Charles Dickens' immortal "Tale of Two Cities": "It was the best of times, it was the worst of times."

Much earlier, King Solomon, in the Book of Ecclesiastes, declared that there is a season for every purpose: "A time to be born, a time to die...a time to weep and a time to laugh...a time to mourn and a time to dance...", and to these he added a dozen more contrasts of the seasons of life, all of which have a polarity which suggests conflict, contradiction, opposition — all at the extreme points.

The greatest contrast in the mind of the human being is one of TIME itself. Individually, we nearly cave in as we stand teetering on the edge of today, trying to understand the significance of yesterday in order to anticipate and participate in the construction of tomorrow. And so we know from history that every generation sees its own TIME and its own environment as being faulted in many respects but not completely without merit. Why, then, is the year 1975-76 likely to be more a time of sharp contrast for higher education than any other year?

Being neither a Solomon nor a Dickens, I doubt that my description of the conflicts, the contradictions, and the contrasts that I find troubling colleges and universities across the country will survive as literature. However, let's proceed to describe American college and university concerns for 1975-76 in the Solomon-Dickens format:

- A time to spend, a time to save
- A time of scarcity, a time of affluence
- A time for competition, a time for sharing
- A time for the individual, a time for society
- A time for quality, a time for economy
- A time for local autonomy, a time for systemwide control
- A time for stability, a time for change
- A time to employ more minorities and women, a time to lay off employees
- A time to stress affirmative action, a time to hire close relatives
- A time for egalitarianism, a time for competitive excellence
- A time to stress the humanities, a time to stress salable skills
- A time to increase philanthropy, a time to close tax loopholes
- A time for smaller teaching loads, a time for measuring productivity
- A time for creative innovation, a time for performance evaluation
- A time to encourage enrollment, a time to increase student fees

- A time for research, a time for instruction
- A time to ask students what they want, a time to teil students what they need
- A time to train professional specialists, a time to educate the whole person
- A time for collegial governance, a time for collective bargaining



I could go on with these contrasting and sometimes conflicting concepts which seem to be troubling students, faculty, deans, presidents, chancellors, trustees, legislators, governors, as well as voters, taxpayers, businessmen, industrialists, editors, and taxicab drivers. Are these issues more troublesome now than in the past? Yes, for most colleges and universities a goodly number of these contrasting concepts are at the "critical mass" stage with the future of the institution not at all certain. Admittedly, that's not a unique situation in higher education. For example, of the 516 colleges founded in 16 states in the United States before the Civil War, 412 did not survive (a mortality rate of 80%). A study of the remaining 18 states which had colleges before the Civil War indicates the mortality rate was approximately the same in 12 of them, with a lower institutional mortality rate in the six New England states.

Most of the faculty, nonacademic em-

ployees, and administrators currently working in our some 2500 four-year and two-year colleges and universities never have experienced a declining growth situation coupled with a high inflation situation and a general tax-payer reluctance to support higher education.

When the words "steady state" were invented and first applied a couple of years ago to the enrollment situation in higher education, most faculty and administrators thought it a very threatening development. They were right. It was and is threatening in any institution or system in which recruitment of new faculty and future promotions are tied to future growth. Without continued growth, promotions of faculty may not be possible, under some billet or percentage system, until death, retirement, and resignation make promotion spots available. When it became generally known that "steady state" was itself a myth, the real threat became not equilibrium but recession. At that point, many faculty and administrators thought of steady state as a welcome relief from spiraling inflation, dropping enrollments, and layoffs of faculty and staff.



Not many people employed in a California state college or university today, including me, were employed on one of these campuses during the previous periods of steady state. We did, indeed, have such a situation for a period of twenty years—and we survived.

The forerunners of our California State University and Colleges' campuses experienced "steady state" from 1915 to 1935. Our original state colleges and universities began as state normal schools, of which there were eight in 1915. In that year the eight had a combined enrollment of 7,789 students and a total faculty of 267. In 1919 Los Angeles State Normal became UCLA, and that left seven in "our" system. In the 20 years from 1915 to 1935, total enrollment in the remaining seven normal schools never exceeded the 1915 figure and in 1935 was only 7,377 FTE. When I joined the Cal Poly faculty in 1940, the systemwide total enrollment was 12,141 for seven campuses. (Cal Poly had been added to the system in 1940, but in 1942 the system lost Santa Barbara to the University of California.) World War II practically decimated the enrollment of men in the state colleges and the 1945 total systemwide enrollment figure, primarily women, had dropped to 6,133. There were no new state college campuses added until 1947; in that year, the Legislature created two new ones, Sacramento and Los Angeles. The following year, the Strayer Report to the Legislature recommended that when a student body "grows to more than 5,000, it becomes unwieldy" and therefore "state colleges should assume maximum enrollments of about 5,000 and they should not exceed 6,000."

So much for rationality. Long before

we had 19 campuses in the system, it became obvious to legislators and others that the potential future total enrollment of the system divided by 5,000 students would produce a need for 60 campuses—three times what the State could afford. And so enrollment ceilings were gradually lifted until our present situation in which we have ceilings for individual campuses set at 10,000 to 20,000 FTE. Some campuses approaching the highest FTE figure are now in a downward spiral, as at San Jose State.

At San Jose State University's fall conference of faculty and staff held September 2, President John H. Bunzel cited steadily declining enrollments and the spectre of faculty and staff cutbacks. He said that they would begin the academic year with 76 fewer fulltime faculty positions than they had a year ago. Unless they achieve their budgeted enrollment of 19,000 FTE, they will have to reduce still more positions in mid-year. By contrast, Cal Poly is starting this year with 45 new faculty positions over last year. Dr. Bunzel said the drop in student enrollment at San Jose could be blamed only in part on declining birthrate and depressed economy. He said the university could do much more to stimulate attendance. In the last six years, the average student load at San Jose has declined from 12 to 11 units or lower. A survey of students indicated one student in six would have carried more units but did not because of problems that the university could have prevented.

At Cal Poly our experience for a

number of years was a back and forth fluctuation of unit load for all students, averaging full-time and part-time, of about .2 units—or 14.8 to 15.0. In the last five years, however, we have seen a downward trend: Fall of 1970—15.0; Fall of 1974—14.5.

Have you ever thought what would happen if each of our students added one more unit? The result would generate eligibility for about 60 full-time faculty members without adding one individual student to be housed, parked, transported, counseled, fed, entertained, exercised, disciplined, or WOW'ed. The difference between Cal Poly and some other campuses may well be in the faculty's willingness to meet the need for opening new sections of courses, even increasing class size, and increasing faculty workload-seemingly necessary steps in a system that is financed on a statewide basis of "show us the bodies and we'll give you the financial support." The additional staff resources may come as quickly as the next quarter, or may not come until the next budget year. During the interim some faculty will carry an overload, but this sacrifice could well be the only way faculty in our system can hope to guarantee financial support. Academic advisement programs, which heavily involved faculty members in years past, have practically disappeared on some campuses; in some the function has been taken over by nonteaching personnel. I'll be interested in seeing if the faculty at some other campuses are as dedicated and perceptive about insuring the future as are Cal Poly faculty.

Lyman A. Glenny, director of the Center for Research and Development in Higher Education, University of California, Berkeley, and a long-time student of the California system of higher education, points out that current conditions vary widely among individual institutions: some have substantially increasing enrollments and funding while others head precipitously downward. There are a variety of forces that are causing loss of enrollment in many institutions. For every change in one of the variables, a reciprocal change must be found in one of the others if a steady state is to be maintained. Even if the institution's total enrollment is at "steady state," an unlikely situation, internal shifting of enrollment prevents the establishment of a realistic state of equilibrium-which, of course, no one assumes is an ideal.



But whether any other institutions are in steady state or not, Cal Poly is, by design, holding enrollment for three years at an annual average of 13,800 FTE. With the exception of our new faculty and staff, everyone here is well aware that on January 21 I called a University Convocation. Included were representatives of every official consultative group on campus as well as officers of all employee organizations. I presented a series of dilemmas pertaining to enrollment growth facility defi-

cits, and building program financing problems. We explored alternatives and I asked for counsel and advice from all groups prior to a February 26 Trustees meeting. It was practically a unanimous decision that we should set our 1975-76 enrollment capacity at 13,800 annual average FTE, work to get the \$6.5 million Life Science Building, bring 15 trailers onto the campus for faculty offices (to release Tenaya residence hall for student housing), and hold enrollment at the 13,800 FTE figure for a minimum of three years, moving toward the ultimate capacity of 15,000 FTE with 200-300 annual increases only after new facilities have relieved the extreme facility crunch we are in.

In contrast to Cal Poly's situation at that time, most other state colleges and universities were meeting to develop plans for recruiting students, discuss future layoff of personnel; some were concerned about being over-built.

You will recall, too, that Governor Brown had just released his budget prior to that meeting and had deleted almost every capital outlay project (some \$60 million) in The California State University and Colleges (CSUC) Trustees-approved budget request. Retained in the budget was \$15 million for projects which provided equipment for new buildings to make them operable and a few other minor projects that involved rehabilitation for health and safety. His announced policy in January was "no new major construction to be undertaken in the coming year by any State agency."

Despite everyone's pessimism, I be-

lieved it was possible that we could get our Life Science Building if we could show unusual need. We did get it! And we got it because a lot of people-students, faculty, staff, and others cooperated in meeting deadlines, worked overtime without compensation, and provided unified support to convince the Trustees and Chancellor's Office of the need. They, in turn, convinced the Legislative Analyst and the Department of Finance and appropriate legislators, and eventually the Governor. The architects for that building, two Cal Poly graduates of the firm Kruger, Bensen and Ziemer, worked around the clock to redo the plans when it was learned that the Chancellor's Office would not support the project in its original design. That meant faculty members in the Biological Sciences also had to do yeoman work in changing scope. All this to meet a deadline that was set by the Senate Finance Committee on advice of the Department of Finance and Legislative Analyst; a deadline that was not meant to hurt us but one that would give us the maximum time available to get through the approval process required by those agencies and the two houses of the Legislature.

The legislators who took an active part in gaining total legislative support were many. We received outstanding help from Senator Don Grunsky, Senator Walter Stiern, Assemblyman Robert Nimmo, San Luis Obispo, and Assemblyman Bob Wilson, San Diego. Both of the latter are Cal Poly graduates.

Our building was No. 1 on the Trustees priority list of facilities needed for enrollment growth. However, ahead of that entire priority category were two others considered more important by a majority of the Council of Presidents and by the Trustees: 1) additional land needed for three campuses (San Diego, Humboldt, Chico), and 2) facilities needed to provide a balanced campus (Bakersfield, Dominquez Hills, Stanislaus, Sonoma). I had publicly tried to get the Chancellor's Office, the Council of Presidents, and the Trustees to place the "enrollment need" category ahead of the other two, but had failed because more campuses stood to profit from the priority list if it remained the same than if it was changed. Only two or three appeared to have a ghost of a chance of getting any new facilities based on enrollment growth. I also tried to convince the Trustees that if they didn't change the priority order it would violate Governor Brown's "policy" statement that he would veto any capital outlay addition that didn't have a strong case based on growth. When the Department of Finance and the Legislative Analyst recommended to both the Senate Finance and Assembly Ways and Means Committees the elimination of those two priority categories and the picking up of Cal Poly's Life Science Building and Long Beach State's Life Science Building, I became guilty by association with an idea whose time had come. As a final postscript on this little drama, I was accused in the plenary session of the Council of Presidents on September 4 of having "lobbied" the Legislature to get our project approved. The specific issue was that I had written a letter to each of the 120 legislators, a fact which I readily admitted. The letter, written in March, was designed to notify each legislator that Cal Poly, San Luis Obispo, was forced to hold enrollment for a minimum of three years at the figure of 13,800 FTE because we lacked facilities to accommodate more and that they could anticipate some of their constituents would be contacting them when their sons or daughters were among the thousands we expected to turn away. I made reference to the fact when we had held enrollment at 12,000 FTE for two years (1971 and 1972) those qualified but not admitted complained to their respective legislators who, in turn, complained to me, usually by telephone. I was merely trying to avoid a repetition of that experience by giving them all the facts in advance.



I told my colleague presidents that it was naive of any of them to believe that a legislator would be influenced by what was basically a form letter, but if they wanted to believe that I was that good as a persuasive letter writer, they were welcome to the thought.

Despite apparent competition within the system, your president is not at loggerheads with the members of the Council of Presidents, the Chancellor, his staff, or the Trustees. I have just completed two one-year terms as Chairman of the Council of Presidents and am now serving as Chairman, Committee on Finance and Capital Outlay. I worked in cooperation with the Chancellor's staff to obtain support for all Trustee-approved capital outlay projects.

You will recall that among the list of contrasting concepts that are posing dilemmas for higher education, I listed: "A time for quality, a time for economy." I would like to explore this particular idea. Many university administrators and faculty members believe it is impossible to bring these seemingly unrelated concepts into the kind of focus that Governor Brown expects. In July, Governor Brown sent a message to the heads of all State agencies announcing that the 1976-77 Governor's Budget will reflect "in dollars and cents the philosophy of this administration." His message about the next budget, preparation of which is now in process in all agencies, was short and to the point. "I intend," he wrote, "to take every step possible to avoid a general tax increase in the fiscal year 1976-77. Accordingly, new programs which cost money will require corresponding reductions in other programs. I have asked the Department of Finance," the Governor wrote, "to challenge vigorously all programs which:

- 1. Do not show results, or indicate only marginal performance.
- 2. Have substantially met the needs for which they were established (and can thus be discontinued).
- Overlap significantly with other programs.

- Benefit only the special interests which more properly should support themselves.
- 5. Ignore better alternatives.
- 6. No longer enjoy the support of the people."

He concluded: "The basic fiscal policy of this administration is to redirect efforts without escalating costs. Every budget to be submitted must reflect this policy."

I'll try to bring this general directive down to what it may mean for all of higher education in California, what it may mean for the CSUC system, and what it may mean for Cal Poly, San Luis Obispo. We successfully arranged with the Governor for a discussion with the presidents and Chancellor on May 29. As you know from what the press has reported about Jerry Brown, he loves a debate. The New York Times magazine section reported in an August 24 cover story that "Brown's Socratic dialogues are not the prologue to a detailed Brown program; the dialogue is the program. This Governor does not see his function as one of crisis resolution and consensus seeking but as perpetual crisis generator, at least, perpetual critical examination in the sense of Plato's 'The life which is unexamined is not worth living'." The author, Richard Reeves, a veteran political reporter who had followed Brown around California for days concluded that "Brown is offering process not programs, synthesis not solutions."

In our meeting we started the dialogue by asking the Governor to tell us why he had cut so much out of Trustee-

approved budget-what was the basic philosophy which prompted him to cut capital outlay, promotion funds, salary increase funds, etc. His response was, "You have too many students in your colleges and universities who shouldn't be there." That was for openers. Some of the presidents began to ask questions as to his opinion of our attempts to provide more access to the universities for minorities and others who had been educationally deprived. His response was to the effect that "we had too many students" and that many of them were wasting their time and the taxpayers' money. When asked how many did he think we should have (he was told we currently have over 290,000 students at the 19 campuses), he thought we had twice as many as should be in attendance.



But the significant point is that this is not Governor Ronald Reagan, the conservative Republican. This is Governor Jerry Brown, the liberal Democrat, who may well represent the feelings of many voters and taxpayers in the statement attributed to him by *The New York Times*, "I am going to starve the schools financially until I get some educational reforms."

What educational reforms? He doesn't know yet, he admits. The process he is after, I'm confident, is to force us to justify every cent we need to do the job that we think needs to be done. Despite all his tough words, I am convinced by our experience with the Life Science Building that he will listen. But you cannot use "business as usual" arguments to win a debate with a man whose Jesuit training involved the kind of Socratic dialogue that asks the question, "Is an egg an unborn chicken or a ripe egg?"

That brings me to one of the many ambivalent situations in which your president frequently finds himself: trying to make an intelligent decision when the alternatives desired by some are in extreme contrast to those desired by others. The Governor directs that a budget be prepared that will reflect a policy of no tax increase in 1976-77. On my desk is another message, this from a group representing faculty, who are asking that an ad hoc statewide committee on "Procurement and Retention of Quality Faculty" concentrate less on establishing criteria for measuring quality performance and address such issues as: "decrease in faculty loads, increase student assistant and secretarial time, increase numbers of sabbatical leaves, increase opportunities for professional development and involvement through additional travel funds, etc."

I would like nothing better than to respond to this group and tell them they are entirely right, that each of the personnel benefits they would like to see expanded are essential, well deserved by our faculty, and in terms of increased cost would be well worth the additional dollars in the increased ef-

fectiveness they *might* achieve. For sake of argument, let's assume that I respond by saying that for this coming year, 1976-77, I'm sorry I will not be able to support the request at the campus level, and I doubt a systemwide request of the same magnitude multiplied by 19 would gain Trustee support, primarily because of the Governor's budget policy.

To some this would be the kind of issue for which collective bargaining was not invented but for which it could be adapted. You will recall that the proposed Senate Bill 4 (Dills) originally had the Governor as the management representative with whom the union would negotiate. It was the way the Governor wanted it. It is still the way the Governor wants any collective bargaining bill that he will wholeheartedly support. The Dills Bill was amended many times, but one of the amendments would have substituted the Trustees for the Governor as the management representative for the CSUC since the Regents already had been written into the proposed bill as the management representative for the University of California. You all know from reading various newspaper and magazine accounts that the struggle for a collective bargaining bill for all public employees in California eventually was amended so that it became unacceptable to the Governor and to most of the sponsoring employee organizations.

If the issue of more benefits for faculty were placed on the bargaining table with the Governor today, he likely would ask what benefits are to be

given up in order to offset the cost of the items listed. If both sides hang tight on the demands, the teachers go on strike and the students lose. I don't know the answer. I only know that for the eight and one-half years that I have been president we have had a minimum of adversary relationships between the administration and the faculty, between the administration and the students, and between the students and the faculty. This particular campus has a long tradition of all its constituent groups working together for a common purpose, to support the institution's unique role and mission. No matter what form of governance this campus has in the future, whether it is with collective bargaining or without collective barganing, I hope that all of you will strive to continue the tradition of planning and working together as men and women of good will-dedicated to a concern for students-which has always been the fundamental "emphasis program" at Cal Poly.

State and federal financial support for higher education in California may not meet our current and future resource needs as perceived by faculty and administration. What are the alternatives? We can do as the Governor and others have suggested: Do more with less. Or we can do what some academic administrators have suggested: Cut back on programs offered, number of employees, and services to students. The latter, in my opinion, merely starts a downward spiral that is never ending. Or we can seek funds from nonpublic sources. Your president

feels that for Cal Poly this latter alternative must be given a 100 percent effort by all of us who believe that the "margin of excellence" for this university in the future can and will come from the private sector. The plans for our vigorous advancement program are moving ahead rapidly. During the past year we have succeeded in getting irrevocable unitrust agreements in the amount of more than two million dollars which will mature on the death of the donors as endowments to the university. Over the past weekend, Mr. and Mrs. William Randolph Hearst, Jr., joined with Mrs. Kennedy and me in hosting some 30 key California citizens at a conference on which the focus was "private support of public higher education in California." The conference was not a fund-raising event per se, but those in attendance are in a position to advise other potential donors of Cal Poly's advancement program. Each of you can be of immeasurable assistance in this effort by advising me of potential donors, either individuals or corporations. We need your help to make this a total, coordinated effort.

This university obviously has some of the same potential problems as any of the others in the CSUC system, or as any public institution in California, or, in some ways, as any other state, tax-supported university in the United States. Many of the "time of contrast" extremes that I listed at the outset would apply as did the one: A time for quality, a time for economy.

Are there some contrasts that we can make between some of the problems at other campuses and our current lack of those problems? The three major issues currently facing many campuses are: 1) decreasing enrollment, 2) laying off of faculty and staff, and 3) finding and bringing new clientele to the campus in order to justify existing facilities and operational budgets.



We do not currently have any of those three dilemmas and do not see any signs of decreasing enrollment in terms of the total for the university even through the 1980's. We will be in a "steady state" situation for at least three years because of lack of facilities, with every sign of continuing excess applications of qualified students. For the 1975 fall quarter we turned away about 1,500 fully qualified applicants. We are already notifying applicants that we are filled for the winter quarter. The earliest there are any quota vacancies is spring quarter, 1976. I anticipate we will not take off the "hold" on enrollment to increase above the 13,800 annual average FTE figure (14,750 individuals for the fall quarter) until we have completed the Architecture Building (now under construction), completed the Engineering West addition (now under construction), completed the Life Science Building (construction to start in January, 1976), and broken ground on the Faculty Office Building, planning money for which was deleted by the Governor but is being included in the 1976-77 request.

For the next two years, minimum, we will be recruiting and appointing new full-time faculty only to fill vacancies created by deaths, resignations, retirements, temporary leave replacements, and any possible increase in positions which could result from an improved formula for justifying and allocating faculty positions. With a normal faculty turnover rate of about six percent, we can expect even in steady state at 13,800 FTE to be recruiting to fill approximately 50 full-time faculty positions each year for the next two years. If a constant enrollment of 15,000 academic year FTE is assumed for the period 1980-1990, it is estimated that the turnover rate would generate about 50 to 60 new full-time faculty appointments per year. However, we cannot overlook the possibility that internal shifting of student interest from one major discipline to another can, in a period of no-growth, result in the hiring of faculty for expanding programs while releasing faculty from those decreasing in enrollment. Most of this internal shifting at other campuses in the last two years has moved students primarily into professional or career-oriented programs from less specifically career-oriented disciplines. While it could happen here, it is not likely to be of the magnitude of the problem that it is at some other campuses where that kind of shifting tends to change the emphasis of the institution and is internally resisted.

As long as Cal Poly is turning away qualified applicants for existing programs, and as long as our existing programs continue to meet individual and societal needs, we have neither need for nor place to handle any new customers, unless they are in external degree programs not requiring on-campus facilities. Recruitment of new students we do not need. New programs we cannot afford. But during this moratorium period, we cannot afford to assume that our Relations with Schools and Colleges program, which has provided appropriate information and guidance to potential students for 35 years, to my personal knowledge, should not continue. Our effort should be to match carefully prospective students to the proper majors, and in many cases to advise them to go to other campuses for programs they want. The Chancellor's Office recently issued a warning about some campuses, not necessarily in the CSUC system, initiating intensive student recruitment programs in order to meet enrollment quotas. The statement: "... intensive student recruitment may not be in the best interest of, and may even jeopardize, relationships with prospective students, feeder institutions, and the general public. There is evidence that this approach, which may not take the welfare of the student into consideration, is actually counterproductive. There is further evidence that intensive student recruiting, as contrasted with providing information and guidance, is not an effective mechanism for attracting students to the CSUC system. Over 80 percent of the students

attending the 19 campuses enroll at the campus in their immediate geographic area, and in most cases within commuting distance of their homes. Almost all of the remaining 20 percent attend nine of the campuses. These nine campuses are noteworthy in their unusual major programs, distinctive a t m o s p h e r e, unique image, and popular geographical location. No unique recruiting activities were used to attract these students."



Since Cal Poly is one of the noteworthy campuses with: "unusual major programs, distinctive atmosphere, unique image, and popular geographical location," I would like to disagree only slightly with the idea that "no unique recruiting activities were used." Admittedly, we used no "Madison Avenue approaches," but our faculty and our alumni and our satisfied students are continuously recruiting in the most effective and most subtle way. Ask the deans and department heads about the continuous contacts which are made with high school and community college faculty, the services we perform for them, the articulation agreements we negotiate. I can't possibly cover the variety of helpful ways our staff (our counter people) deal with prospective students. But most effective of all is the successful instructional program. That's something that places our graduates in employment, with career-ladder opportunities, and there is no substitute for a satisfied customer to bring you more customers. Even the men and women who represent the total range of employment opportunities who come here to recruit our graduates are often our greatest boosters. Cal Poly's placement service is considered by the Western Placement Association, made up of industry and business recruiters from 11 Western states, as second only to Brigham Young University in its total effectiveness. As Placement Director Gene Rittenhouse says, "We're No. 2 and working toward No. 1."

With the unemployment rate in California at an all-time (post Great Depression period) 10.5 percent high, we have a paradox developing: 1) more students seek our kind of university in hopes of getting an advantage in the job market, 2) our graduates will have an increasingly hard time to find the right kind of job in the kind of geographical location they want. They still have an advantage in getting those jobs where the employee has to be productive from the first day on the job and has to be willing to work. Last year there was a 2 percent decrease in employers recruiting on campus, and a 12 percent decrease in number of campus recruitment visits. Department faculty need to counsel graduating seniors to make their contacts with the Placement Center early in the year. Cal Poly seniors were highly selective in scheduling their employment interviews. There were 4,440 student interviews but, even so, there were 1,596 unfilled

employment interview appointments available-almost 800 hours when recruiters were free to talk to additional candidates! School districts are cutting down on campus visits because of budgetary restrictions. Present day teaching candidates must be made aware of assertive job-seeking procedures, tactics, and tools in order to conduct a successful job-seeking campaign, as they can no longer rely entirely on the on-campus recruiting program for interviews with school district representatives. I emphasize this aspect of our total operation only because it may be overlooked sometime in the future when the administrators and faculty of this campus say we must initiate a "student recruitment" program to maintain enrollment at the ultimate target of 15,000 FTE (approximately 16,000 individuals). If your instructional program is of the highest quality (and that comes from quality faculty), and if both your graduates and your currently enrolled students are satisfied with the learning environment (both curricular and cocurricular), and if your total placement efforts (both Placement Center and departmental faculty) continue to be successful, the only student recruitment effort you will ever need is to have an information program that provides factual information about our offerings to schools and individuals and a Career Counseling program that reaches out into the area from Salinas to Ventura to Bakersfield with a service that helps young and old to make better decisions about the future.

I have alluded to the necessity of

having a quality educational program, one that does not try to be all things to all people. We have a distinctive image in the minds of our own students. They pass this along to their friends at home. We have a role and a mission that our faculty, with a small minority dissenting, support. The dissent is healthy as long as it is a professional, educational difference of opinion that is debated and discussed openly. I sometimes believe there is really no difference of opinion and that it is simply a matter of degree-"how much specialization vs. how much generalization." I probably will never quit quoting Alfred North Whitehead on this point: "The antithesis between a technical and a liberal education is fallacious. There can be no adequate technical education which is not liberal, and no liberal education which is not technical; that is, no education which does not impart both technique and intellectual vision . . . education should turn out the pupil with something he knows well and something he can do well. This intimate union of practice and theory aids both." So, who can argue with Whitehead's "theory"? It is only in the specifics of implementation that we necessarily get down to the "practice" and thereby hangs the continuing controversy-how many units of a variety of subjects does it take to accomplish the job of helping a person maximize his potential for making a living and living a life. The argument continues to create tension, but as Buckminster Fuller once told me, "It is the tension that holds the geodesic dome together." So debate the issue in good health!



It is a time of quality and a time of performance evaluation. Evaluating institutional effectiveness has always been an important concern of every conscientious university faculty member and administrator. But there are some new dimensions which make the matter more significant now than in any period in the past 35 years that I have been associated with Cal Poly. In the good old days when everyone and everything associated with higher education were considered so prestigious that they were beyond criticism, evaluating an institution's effectiveness was something of a self-imposed exercise undertaken when it seemed likely that the measurement of the institution against traditional critria would result in increased prestige. Today, the rise in cost of higher education, the decline in rate of enrollment growth, and the public's concerns about the value of higher education are resulting in demands by everyone for greater efficiency and for greater accountability. In other words, evaluation of an institution's effectiveness is no longer a nice academic exercise, it is a necessity for survival. Think back to Governor Brown's first basis for a vigorous challenge to all programs which: "Do not show results, or indicate only marginal performance." Not only will

State government audit for performance, but the Federal government likewise. I'm not talking merely about fiscal audits to protect the integrity of a research contract. I'm talking about both State and Federal agencies becoming involved in the accreditation process.

This summer at a national conference of state university and college presidents, I had the pleasure of introducing one of the featured speakers, a former Cal Poly faculty member and administrator, who has served in many university administrative positions, including that of president of one of the campuses of the State University of New York, and later vice president of the American College Testing program. He just recently was selected president of the Council on Postsecondary Accreditation, which represents an amalgamation of all the voluntary accreditation associations in the United States. In his response to my introduction of him, Dr. Kenneth Young said, "My years at Cal Poly taught me many things, including the Cal Poly belief that if a lot of intelligent people with Ph.D.'s and impressive titles agree that something is so, it isn't necessarily so. Cal Poly was doing many different things 25 years ago which are just now coming into vogue: challenge examinations, internships, project learning, credit for experience, less than baccalaureate programs, and something which today is now being called career education."

Dr. Young's major concern is that we must begin to focus more on educational outcomes. For example, most accred-

itation in the past has been an assessment based on meeting some quantitative level in various areas such as number of volumes in the library, studentfaculty ratio, adequacy of the physical plant, number of library books per student, percent of Ph.D's on the faculty, the examination score necessary for admission, the budget expenditures per full-time equivalent student, and the percent of graduates enrolling in graduate school. With a single exception (whether the grad goes to grad school), none of these criteria provides information directly related to the educational process itself, that is, what happens to the student between the time he enters the institution and his departure.



As Dr. Young points out, there are problems with outcomes. We have good measures of inputs. We don't yet have very good measures of educational outcomes, and the biggest reason is that most faculty, says Dr. Young, are unable or unwilling to define the expected outcomes in ways which lend themselves to evaluation. He told of an experience he had at the Courtland Campus of the State University of New York (SUNY) when he was president. Young had suggested to a bright, young, political science teacher that it would be nice if he could tell the university what he expected his students to know or do after a year of his course

that they wouldn't have known or couldn't have done before. The teacher got indignant, Young said, on the basis that it "challenged every belief about the educational process." The teacher's view in that situation was about like this: "If you put a professor and some students together in an appropriate environment, something worthwhile is bound to happen. There is no way to predict the outcome. The extent that you try to structure the outcome or control it, to that extent you damage the educational process." That young, SUNY instructor is obviously not the only teacher who has that opinion. A case can be made for his position, I'm sure. But Young said: "I suggest that public expectations are such that developing demands for accountability at the federal level and the state level and among the general public are not going to take that kind of position. I think we've got to be able to say what it is that we expect students to be able to do as a result of a given educational experience."

Young told the assembled college presidents that "faculty don't enthusiastically leap to this challenge because it is really difficult to sit down and write out educational outcomes that can be evaluated." He went on to describe a number of educational research projects that are being undertaken in the effort to write into course outlines the "expected outcomes."

I reminded Dr. Young later of another innovative thing Cal Poly has been doing for 35 years. We require an "Expanded Course Outline" for each

course before the course can be placed in the catalog or the class schedule, and part of that Expanded Course Outline form includes a section on Expected Outcome. Even before the Expanded Course Outline is developed, the New Course Proposal form is required for every course proposed, whether it is to be added to the catalog or offered on an experimental basis. The Expanded Course Outline, which must be submitted before approval to offer is given, requires a statement on "Expected Outcome" and a statement under "Method of Evaluating Outcome."

The fact that we are doing something about evaluating expected outcome for every course (there are more than 2,125 in our catalog) is a gigantic leap ahead of most universities which may well have difficulty in catching up to our position. It is important that we audit ourselves periodically to make certain that we are indeed using our "Expected Outcome" criterion to evaluate existing courses as the basis for continuing those courses!



When the voluntary accrediting associations and the state and federal governments all start demanding proof that the educational experience is more than a time lapse, I predict our position will be the acceptable one.

When I came to Cal Poly as an instructor in 1940, we had just moved into the category of a degree-granting institution, with the first degree awarded two years later in 1942. I believe that the twenty-fold growth of Cal Poly in size (from 700 students in 1940 to more than 14,000 in 1975) has been paralleled by a constantly increasing quality in all areas. You need not take my word for it.

There are two types of accreditation possible: 1) general accreditation by a regional accrediting agency, such as Northwest Association and Western Association of Schools and Colleges, and 2) professional accreditation by such groups as Engineers' Council for Professional Development (ECPD), National Architectural Accrediting Board (NAAB), etc.'

Cal Poly achieved general accreditation by Northwest early in the 1950's, later by Western Association of Schools and Colleges.

Prior to May of 1967, Cal Poly had only one professional accreditation: Architecture (May, 1966). Chemistry was accredited in 1968. Five programs in engineering were accredited by EC PD during 1969. Of Cal Poly's currently accredited professional programs which are now 14 in number, 10 are engineering programs accredited by ECPD, industrial technology by the National Association of Industrial Technology, architecture by NAAB, chemistry by American Chemical Society, landscape architecture by American Society of Landscape Architects. We anticipate receiving professional accreditation in the future in such other areas as: architectural engineering, home economics, construction, and journalism. We are appealing a ruling of the American Assembly of Collegiate Schools of Business which denied accreditation on the basis that the structure and name of the school (School of Business and Social Sciences) which administers the business administration program were in some way contrary to the accrediting agency's policy. Such a concept is basically contrary to the position of other nationally approved accrediting agencies who do not interfere with the institution's organizational structure.



It is interesting to note that the number of Cal Poly's accredited professional programs (14—soon to be 15 with the addition of architectural engineering) is surpassed only at San Jose State University, the oldest campus in California with almost 20,000 FTE students. San Jose has 18. San Diego has 12, Fresno 12, Long Beach 11, Chico 9, Sacramento 9, four have 8, and the remainder have 6, 3, 2, 1, or none.

The latest general accreditation report from Western Association of Schools and Colleges (1975) has this to say about Cal Poly: "Both the report and the interviews indicate important progress in the educational program of the University during the five year period since reaccreditation in 1970. This has been a period of considerable growth, but the quality of education seems not to have deteriorated.

Faculty additions, of which there have been many, appear to have strengthened the faculty, and research and teaching facilities, though still inadequate in some areas, have been considerably enlarged . . . The faculty additions . . . have materially increased the percentage of the faculty holding doctorates. Two new schools and several new departments have been added, as well as new degree programs, but there also has been some administrative consolidation. The new departments and new degree programs, both undergraduate and graduate, are entirely within the traditional and accepted purposes of the University, relating especially to career education, and should contribute substantially to its educational quality."

"The most difficult educational problem facing the University is the task of adhering faithfully to the basic purpose of the institution, career oriented technological education, while at the same time providing adequate access to the liberal and fine arts. The present curricula show that careful and intelligent attention has been given this matter. Numerous exhibits can be given to support this judgment, as for instance a small but competent Philosophy faculty which offers basic courses of the type essential to a liberal education without undue proliferation and with no philosophy major . . . "

The importance of the professional accreditation procedure is recognized by the Trustees who in April, 1968, underscored a previous position by stating that departments should not move into the master's field until a

solid undergraduate program has been established and is in fact accredited, provided national professional accreditation is available in the subject field. In a previous action, the Board had indicated the necessity of every undergraduate program that is potentially accreditable reaching that status—or standing the chance of having the authorization withdrawn for offering the program.



It would seem to me that faculty in every department which can be accredited would move forward vigorously to achieve accreditation. In those disciplines in which there is no national accrediting body, it would be wise to initiate a thorough self-study, following the basic format for such self-studies used by some of the accrediting agencies in other fields. During the three years that we are in "steady state" our growth should be in quality not quantity. It seems to me that if we are honestly self-critical of our degree curriculum in each department and of every course that each department offers, we will have taken the most important step we can to assure a future that will be bright for our students, our graduates, our faculty, and our staff.

It is a time for quantity, it is a time for quality.

Quantity and quality in education can happen together. There are some very large universities which are excellent. There are some very small colleges which are excellent. Smallness alone does not guarantee quality. The only guarantee of quality is a fully qualified faculty, dedicated to teaching their respective disciplines, anxious to give fully of their time and effort to students, and widely recognized for their excellence in teaching—with other activities such as research and publications of lesser importance—even though these latter items may be more easily measured, if not evaluated.

The quality of faculty at any campus is the sum total of many variables-and I'll not attempt to enumerate, since most of you know as well or better than I do what makes a really outstanding teacher. You can be fooled by statistics, but they nevertheless have some value for those who can interpret them. For example, we have a comparatively young faculty: about 12 percent are 30 years or under with only 6 percent over 60 years. They are comparatively new to this campus: about 43 percent having been here 5 years or less with fewer than 4 percent here 25 years or longer. About 55 percent have tenure, about 50 percent have the doctorate, 40 percent the master's, and 10 percent have not yet gone beyond the bachelor's degree. Including the promotions most recently made, our faculty are divided about one third each in the ranks of professor, associate professor, and assistant professor. Of a total, Fall 1974, faculty of 877 full-time and parttime individuals, 105 were women.

What I tell audiences up and down

this State and across the country about this university, its faculty, its staff, and students is akin to bragging. But, it is all true! There isn't a college or university president in the land with whom I would trade jobs. It is the people on this campus who make the difference. It's a difference that makes a difference. It makes Cal Poly different. It has brought us a popularity that will not fade if we do not lose the basis for it—you, the people who care for and have time for students and work together for a common goal.



Let me sum up in five points what I have tried to say this morning in this "Time of Contrasts":

- Many universities and colleges are in a "panic state" rather than a "steady state" because they see no way out of the dilemma of decreasing enrollments, now and in the future.
- Cal Poly has an enviable position NOW, but "this too could pass."
- The best guarantee for the future for Cal Poly is to improve and maintain a quality educational program.
- The best guarantee of a quality educational program is a quality faculty.
- If men and women of good will will work together, they will succeed.

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