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# CAL POLY REPORT

California Polytechnic State University  
San Luis Obispo, California 93407

October 2, 1980

Volume 32, Number 6

## ASSEMBLY LEADER'S

### Campus address distributed

Typed copies of Assemblyman Gary Hart's recent address on campus have been prepared and are being distributed to faculty and staff of the university at the request of President Warren J. Baker.

Titled "Educational Issues of the 80s," Assemblyman Hart's remarks were delivered on Sept. 18 before a general session of the Fall Conference in the Cal Poly Theatre.

In his request that copies of the address be prepared, Dr. Baker said many of Assemblyman Hart's comments are of special importance as they relate to financing and other issues that will have a direct impact on the university's ability to meet the higher education needs of the next decade.

"It is important that we recognize the full potential of these issues and prepare ourselves, both individually and as a university, to deal with them as we plan for Cal Poly's future," he added.

Copies of the address are being distributed as an attachment to this issue of Cal Poly Report.

## Recycling

The ECO-SLO Recycling Center will be recycling the San Luis Obispo County Telephone Directory this year. When new county telephone directories are received, please send the old ones to the campus Mail Center for collection by ECO-SLO.

# Poly Reaccredited

The Accrediting Commission of the Western Association of Schools and Colleges (WASC) has unconditionally approved the reaccreditation of Cal Poly for the next 10 years. The announcement was made by Hazel J. Jones (Vice President for Academic Affairs) following an on-campus inspection of the university's programs earlier this year by a 14-member committee representing the WASC commission.

"The issue of reaccreditation is now complete," said Dr. Jones, "but the responsibility to act on the results of our self-analysis still lies before us." President Warren J. Baker echoed that thought. "I am particularly concerned that we, as a university community, follow through on our self study," he said. "We must now incorporate these findings and recommendations into our own long-range plans for Cal Poly."

The visiting committee consisted of educational specialists from other Western universities and educational institutions and a public representative. Headed by Daniel G. Aldrich, Chancellor of the University of California, Irvine, it recommended Cal Poly's reaccreditation to the Accrediting Commission for Senior Colleges and Universities.

Most American institutions of higher education are accredited by one of six regional accrediting commissions. The process requires periodic reviews involving a comprehensive self-study by the institution and a visit by an evaluation team.

While at Cal Poly, the visiting committee evaluated how well the university was meeting its educational objectives; identified Cal Poly's strengths and weaknesses; determined how well the university had met the recommendations of previous WASC accreditation teams; and recommended steps the university could take to strengthen its academic programs.

In preparation for the evaluation team's visit, Cal Poly faculty and administrators prepared a 180-page "self-study" of the university's programs, copies of which were made available to the campus community. The report outlined a number of issues the university must concern itself with in the next decade.

Representatives of the Senior Commission of WASC are scheduled to make a followup visit to the Cal Poly campus in 1985 for a periodic review of the university's programs.

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## Motorized bicycles [mopeds] parking

Members of the campus community are reminded that motorized bicycles (mopeds) are prohibited from circulating or parking anywhere in the academic core, which is defined as the area bounded by North Perimeter Road around South Perimeter Road to College Avenue; the west boundary of which is described as College Avenue, north to and including the walkways which link College Avenue with North Perimeter Road.

Motorized bicycle (moped) parking is restricted to the designated motorcycle areas in the following parking lots and in front of the Business Administration and Education building:

C-2 - Southeast corner of Cuesta Avenue and South Perimeter Road.

C-3 - Behind Heron/Jespersion Halls.

C-4 - Southeast corner (Poly Grove).

C-7 - Northeast corner of Via Carta and South Perimeter Road.

G-1 - Northwest corner and east side.

H-2 - West of Food Processing building, and southeast corner at Pepper Lane and North Perimeter Road.

H-4 - Northwest corner.

R-1 - West side next to Palomar Hall and south and next to Fremont Hall.

R-2 - Northeast corner across from Yosemite Hall.

Motorized bicycles (mopeds) are required to be registered and to display a university parking permit. Permits may be obtained at no cost from the University Cashier's Office Adm. 131. Violators of university moped regulations will be cited and persistent illegal parking may result in towing.



## Faculty - Staff intramurals

The Faculty/Staff Intramural program has been announced for Fall Quarter 1980. The schedule is:

**Tennis:** A round-robin tournament begins Monday (Oct. 6). Signup deadline is Friday (Oct. 3) at noon. There will be three levels of competition: beginning, intermediate and advanced. Signups are in Gym 100.

**Noon 3-on-3 basketball:** Enter by Friday (Oct. 10) at noon for weekly round-robin tournament. Call Ext. 2040 for further information.

**Volleyball:** Providing there is a minimal number of entries, a faculty/staff league will be set up to start Wednesday (Oct. 15) on weekday evenings. Enter by calling Ext. 2040.

**Early bird swim:** For 1 1/4 hours Monday through Friday from 6:45 am to 8 am in Crandall Pool.

**Turkey trot:** A faculty/staff division will run 2 1/2 to 3 miles for a Thanksgiving turkey. Date is Thursday (Nov. 20) at 4 pm. A map can be obtained from the Intramurals Office, Gym 100.

Among future faculty/staff intramural programs planned are noon exercise and yoga, jazzercise classes, noon volleyball, nutrition and exercise, softball and an inter-departmental tug-of-war. For further information or suggestions, contact Dennis Byrne in Gym 100, or call Ext. 2040.

## Workshop Reminder

There is still room for interested individuals to participate in "The Different 80s" program to be held at the Golden Tee in Morro Bay on Thursday (Oct. 9) from 12:45 pm to 7 pm. The program, conducted by the Academic Senate's Ad Hoc Teaching Effectiveness Committee, will consist of a presentation on student changes from the 1960s to today.

It will include several discussion sessions which will focus on visible and not-so-visible differences among students and faculty. A buffet dinner will be provided, at no cost to participants, at 6 pm. To attend, please drop a note to "ETC," Political Science Department, with name and department.

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## APPLICATIONS INVITED FOR

## International programs resident directors

Applications are invited for assignment as Resident Directors of the overseas study centers of the International Programs of The California State University and Colleges for 1982-83. Appointments are made a year in advance so that those selected will have adequate time to plan for a year overseas.

The positions of Resident Director for Germany and Sweden are 12-month appointments. For France, Italy, and Spain the appointment is for an academic year. Part-time (1/5) appointments are made for Israel and Japan. Applicants for Israel are being sought for 1981-82 and 1982-83.

Qualifications include: appointment to the faculty or academic administrative staff of a California State University or College; possession of a terminal degree, and some actual overseas experience. Ability to speak and write

the relevant language (for France, Germany, or Spain appointments), language ability is desirable for all other countries. Ability to administer and coordinate all aspects of the International Programs at the study center abroad. It is desirable that the applicant have had experience in expending and accounting for state funds.

The deadline for submission of applications is Dec. 15. Applicants selected for interview will be contacted shortly after Feb. 1 and all applicants will be notified of the final selections not later than May 1.

Application forms may be obtained on campus from Margaret J. Glaser, Lib. 211, Ext. 2935, or from the Office of International Programs, The California State University and Colleges, 400 Golden Shore, Suite 300, Long Beach, California 90802. ATSS Telephone 8-635-5655 or public line (213)590-5655

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## New intramural coordinator

Dennis M. Byrne is the new coordinator of recreation and intramural programs on the staff of the Activities Planning Center. Byrne, who was selected after a nationwide search, accepted the position in late August after having been director of intramurals at State University of New York College at Cortland.

He received a Bachelor of Science Degree in recreation at Michigan State University in 1974, followed by a

Master of Arts Degree in intramural sports administration at the same institution in 1975. Byrne previously coordinated intramural sports programs at Western Michigan University and Michigan State University. His position at Cal Poly is newly created. Intramural activities were transferred to the Student Affairs Division in July after having been supervised by the University's Physical Education Department for many years.

## Women's Club activities

The Cal Poly Women's Club Fall Potluck will be on Saturday (Oct. 11) from 12 noon to 3 pm in Poly Grove. Please bring place settings and a hot dish to serve the family, plus four more. Those persons with last name beginning with A-L, should also bring a salad; those with last name beginning with M-Z, should also bring a dessert. These, too, will be shared.

Plan to come, bring the family, and join in for the fun planned! A brief reminder - this would be an excellent opportunity for those returning members to bring along the newcomers to

their departments.

Oct. 14 is the closing date for receipt of CPWC yearly dues in order to get names in the club Directory. Membership chairwoman, Dantza Anderson, 573 Jeffrey Dr., SLO, or Treasurer, Trudy Miller, 377 Albert Dr., will be pleased to receive dues. Membership is now open to men, as well as women, (non-student university employees, spouses, ex-spouses of such employee and those employees and/or spouse of campus recognize auxiliary organizations; retirees, spouse of retiree, widow or widower of employee).



## Trustees' actions reported

The Board of Trustees of The California State University and Colleges took the following actions at its meeting September 24, 1980:

- Approved a 1981-82 State Funded Capital Outlay Budget request to the Legislature and Governor totaling \$43.7 million and a 1981-82 Non-State Funded Capital Outlay Program totaling \$4.6 million.
- Approved \$662,039 for the 1980-81 Federally Funded Capital Outlay Program to provide for preliminary plans, working drawings, and construction of energy conservation measures at CSU, Los Angeles; CSU Hayward, Sonoma State University, and CSU, Long Beach -- and for technical audits at CSU, Fullerton; CSU, Northridge; Humboldt State University; CPSU, San Luis Obispo; San Francisco State University, and CSU, Los Angeles.
- Established as a standing committee of the Board a Committee on Collective Bargaining.
- Amended the Procedures for the Selection of Presidents, which were adopted by the Board in July 1980, relating to arrangements for finalists to visit the particular campus.

## Property viewing invited

Due to the success of the last announcement, the faculty and staff are once again invited to inspect various items of surplus property for possible use in their department. This includes miscellaneous instructional equipment and some office machines. Inspections may be made at the State Warehouse (Bldg 70) from Monday (Oct. 6) through Friday (Oct. 10) between 8 am and 3 pm.

Equipment will be transferred on a first-come basis to the requesting department's inventory. The department is responsible for moving all items. Oct. 10 is the deadline for transfers with the remaining items to be sold at the upcoming Surplus Sale. For further information, please contact Marilyn York, Property Clerk, at Ext. 2570.

## Disposal of university equipment

As many departments are now in the process of initiating the purchase of new and replacement equipment, they are reminded of the procedure for disposal of state-owned property whether it be for sale, trade-in, junking or salvage.

Prior to the disposal of the equipment, the Property Office is to be notified, through the department head, of the property or equipment to be surveyed. Surveys should be requested on a "Request for Property Survey Report" form available from the Property Office. A complete description of the item, including the equipment number and serial number, if available should be given. A Property Survey Report will be prepared by the Property Office in accordance with Section 8656-8657 of the State Administrative Manual (S.A.M.).

The Property Supervisor forwards the completed Property Survey Report to the appropriate school dean or division head for signature. The Director of

Business Affairs, after review by the university's Property Survey Board, receives and approves the document which is then forwarded to the Department of General Services.

Upon return of the approved survey, the equipment will be tagged by the campus Inventory Clerk for disposal by either the department or the Warehouse. The Warehouse will not accept items for disposal without the prior authorization from the property Office. The Procurement and Support Services Officer is responsible for coordinating the disposal of surveyed equipment and property stored in the Warehouse for future sale.

A copy of the approved survey will be forwarded to the department, if replacement equipment is involved, as it must accompany the requisition for the new equipment to the Purchasing Office. For further information, contact Marilyn York (Property Accounting Supervisor) at Ext. 2570.

## University Club

Joe Harper, Head Football Coach, will speak on "Mustang Football 1980" on Thursday (Oct. 2) starting at 12:25 p.m., in Staff Dining Room B. Coach Harper is now in his thirteenth season. He has had twelve consecutive winning seasons with an 82-35-3 record for 69.6 percent wins - quite a record.

David B. Walch (Director, Library) will speak on "Cal Poly Library - Past, Present, and Future" (with emphasis on the future!) at this Oct. 9 meeting. Dr. Walch began his duties at Cal Poly on Aug. 1, so this will be an excellent opportunity to meet him. His presentation will begin at 12:25 p.m. in Staff Dining Room B.



## Workshop

A workshop for public school administrators and teachers involved in selection of instructional materials for children in kindergarten through grade eight will be presented on Thursday (Oct. 2). The workshop is scheduled for 3 pm to 6 pm in Dexter Library 207A.

It will be conducted by representatives of the State Department of Education's Curriculum Frameworks and Instructional Materials Unit in cooperation with staff of the library's Instructional Materials Display Center and the San Luis Obispo County Schools Office.

Focus of the program will be on recent changes in the Department of Education's process of adopting instructional materials for kindergarten through eighth grade and will describe new procedures for ordering materials.

## Weisberg to perform

Popular rock flutist Tim Weisberg will make an unprecedented third concert appearance at Cal Poly as the opening event for the 1980-81 rock season for the ASI Concert Committee. An opening act will be announced at a later date. Set for Chumash Auditorium on Saturday (Oct. 4), the program will include two sets by Weisberg at 7 pm

and 10 pm. The public over 18 is invited.

Student tickets (Cuesta and Cal Poly) are \$6 in advance, available only at the University Union ticket office. Door prices will be \$7. Public tickets are \$7 in advance. Door prices will be a dollar higher.



# STAFF VACANCIES

Vacant support staff positions have been announced by Robert M. Negranti, Staff Personnel Officer. Descriptions of the positions and other vacancies are posted outside the Personnel Office, Adm. 110, Ext. 2236. Contact the Personnel Office to obtain an application. The University is subject to all laws governing Affirmative Action and equal employment opportunity including but not limited to Executive Order 11246 and Title IX of the Education Amendments Act and the Rehabilitation Act of 1973. All interested persons are encouraged to apply.

**Clerical Assistant II-A, \$946-\$1130/month**, Plant Operations. Duties: Prepares monthly charge-back billings to auxiliary organizations, receives maintenance requests from all areas on campus and routes them to appropriate shops, processes lost and found items, assists Clerical Pool with typing, filing, answering phones and receptionist duties. Some accounting experience helpful. Requirements: One year of clerical experience, type 45 wpm, and must have taken the General Clerical Test. Closing date: 10-17-80.

**Senior Secretary, \$1237-\$1484/month**, School of Engineering and Technology. Prepares appointment packages for faculty; maintains school budgets; establishes office procedures and regulates workload between self, associate dean's secretary and student assistants; screens, directs and/or independently processes all incoming mail; deals directly with students, faculty, staff, and general public. Reports directly to the dean, but assists associate

dean and department heads as required. Takes dictation, both directly and from dictating equipment, and records minutes of various meetings. Requirements: Four years progressively responsible clerical or technical office management experience (including one year in a secretarial capacity), type minimum of 45 wpm, shorthand minimum 80 wpm, and must have taken the General Clerical Test. Ability to adapt to changing job requirements and communicate with the public in a manner appropriate to the central school office. Requires initiative, neatness, and prudence. Closing date: 10-17-80.

**Student Affairs Assistant II, \$1574-\$1894/month; temporary through 6-30-81, with a possibility of continued funding**, Learning Assistance Center. Duties: Provide direct assistance to students in reading and study skills; develop and present study skills seminars/workshops; act as a liaison between the various support service areas provided in the University. Requirements: Graduation from a four-year college or university and three years experience working in a learning assistance program at the college level or M.A. with two years experience (degree work in counseling, educational psychology, reading). Experience in assessment and program planning for a multi-cultural population is highly desired. Ability to work with students, faculty and staff; experience working with the public and/or school populations in helping or service orientations. Flexible hours. Closing date: 10-24-80.

# Open Health Plan enrollment

There is presently an open enrollment period through Oct. 31 for health benefit plans available to Cal Poly employees. These plans include ACSUP-American National Insurance Company, Blue Cross/Blue Shield, Cal Western Occidental, First Farwest, and Los Padres Group Health.

Employees and eligible family members who were previously precluded from enrollment without a health statement may now be enrolled without the normal restrictions during the open enrollment period. The effective date of all changes will be Dec. 1.

Employees planning to make changes in health benefit plans must come to the Personnel Office, Adm. 110, to complete necessary documentation. For further information, contact Sandra Skinner in the Personnel Office, Ext. 2236.

# Noon Bowling

Anyone interested in bowling in the Faculty-Staff bowling league on Tuesday 12 noon to 1 pm, call Walt Wilson at Ext. 2116 or come to the University Union Bowling Alley Tuesday at noon.

# FACULTY VACANCIES

Candidates for positions on the faculty of the University are presently being sought, according to Donald L. Shelton (Director of Personnel Relations). Those interested in learning more about the positions are invited to contact the appropriate dean or department head. This University is subject to all laws governing Affirmative Action and equal employment opportunity including but not limited to Executive Order 11246 and Title IX of the Education Amendments Act and the Rehabilitation Act of 1973. All interested persons are encouraged to apply.

**Coordinator, Student Affirmative Action (Student Affairs Officer III/IV, 12-month, \$1718-\$2615/month)**. Under the supervision of the Associate Vice President for Academic Programs, is responsible for development and coordination of a University program to encourage ethnic minorities, women and handicapped to attend the complete college. Demonstrated ability to work effectively with diverse ethnic, cultural, and socio-economic groups. Thorough knowledge of admissions standards and procedures; knowledge of the academic degree programs of the campus; know-

ledge of the various segments of higher education in California highly desirable. Master's degree required, doctorate preferred. Minimum of six years experience in research, analysis and/or review in one of the student affairs program areas or in an instructional or academic administrative setting is required. Apply to: Associate Vice President for Academic Programs. Closing date: 10-30-80.

**Assistant/Associate Professor, \$17,964-\$27,252/academic year 1981-82; dependent upon professional experience and qualifications**, Child Development and Home Economics Department. Tenured track position available September, 1981. Candidate selected may assume position in either January or March, 1981, as a lecturer. Duties: Teaching courses in nutrition or nutrition related field; Registered Dietitian, have served an Internship in a hospital facility, and have one year's work experience in an Allied Health teaching hospital facility. Prior university teaching experience preferred. Closing date: 11-24-80.

**Assistant Professor, \$17,964-\$21,600/year**, English Department, School of Com-

municative Arts and Humanities. Position beginning Fall 1981. Composition and children's literature. Doctorate with training directly applicable to the teaching of composition required. We will be interviewing at MLA. Closing date: 11-28-80.

**Assistant Professor, \$17,964-\$21,600/year**, English Department, School of Communicative Arts and Humanities. Position available Fall 1981. Composition including technical writing and communication characteristic of business and industry--with an occasional course in introductory literature. Doctorate required with training directly applicable to the teaching of composition. We will be interviewing at MLA. Closing date: 11-28-80.

## READVERTISEMENT

**Program Assistant, (Student Affairs Trainee), \$626.50-\$686/month; half-time**, Housing Office. Duties: Assisting the University's on-campus residents in the areas of student leadership development, activities planning, and educational and recreational programming. Requirements: Equivalent to graduation from a four-year college. Hours: primarily afternoons/evenings. Closing date: 10-17-80.



# encouraging notes

October 2, 1980

"Encouraging Notes" publishes weekly notices of selected programs offering outside support for research and other campus activities. There are more programs available than can be listed here. For further information on unpublished programs related to your interest, contact the Research Development Office.

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PROPOSAL WRITING SEMINARS AND WORKSHOPS -- FALL QUARTER SCHEDULE. Seminars on proposal writing for research and institutional grants will be given at two different times this fall quarter. Each seminar is all inclusive, including in the three-hour period information on organizing for sponsored support and writing the narrative, as well as a discussion of a case study. The seminars are open to all faculty and staff, and will be offered in Agriculture room 138 on October 16 from 2:00 to 5:00 pm, and again on November 6, from 9:00 am to 12:00 noon, in Fisher Science room 292. No advance registration is required.

A day-long workshop covering the same ground, but in considerable detail, will also be offered on November 11 (Veterans' Day). Enrollment will be limited to 12 faculty members. Proposed participants must register before Wednesday, November 4, by calling the Research Development Office. The workshop will be given in Fisher Science room 292, from 9:00 am to 4:30 pm.

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WASHINGTON CONTACTS. The Director of Research Development, Bob Lucas, will be in Washington, D. C., during the week of November 16-20. During that period, he will have an opportunity to visit with the program officers of various federal agencies to discuss ideas faculty have for sponsorship of research and instructional programs.

If you wish the Director to meet with a specific agency or agencies about your ideas, please send him a prospectus prior to the end of October. A meeting with Dr. Lucas to discuss the prospectus will be helpful to orient him to the details of your project.

New faculty are especially encouraged to take advantage of this opportunity. Federal agencies have a number of programs especially tailored for the needs of those at the beginning of their careers.

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DEPARTMENT OF ENERGY -- COMPUTER PROCESS CONTROL TECHNOLOGY FOR ENERGY EFFICIENT GENERAL MANUFACTURING PROCESSES. The Department of Energy (DOE) industrial energy conservation program seeks to reduce the growth rate of industrial energy consumption by 1.5 quadrillion BTUs (quads) each year by 1985 and 5.5 quads each year by 2000. This goal will be reached by achieving widespread commercial use of existing and new energy conservation technologies as rapidly as possible. The program is structured to conserve energy in the most positive sense. Rather than urge industry to cut back on energy consumption by reducing output or activity, the industrial program works to stimulate economic activity by providing an advanced base of energy-efficient technology and by taking steps to accelerate the adoption of emerging technologies. Working cooperatively with industry, the program first identifies major target areas for conservation research, development, and demonstration (RD&D) and then concentrates



resources on technologies having exceptional potential for saving energy which are not pursued expeditiously by industry because of high technological and/or economic risk.

The DOE has an interest in the development and demonstration of computer process control technology for existing industrial manufacturing processes. In particular, DOE seeks unique applications of process control technology that would result in cost-effective energy savings and productivity improvements in general manufacturing processes.

Proposals should provide a proposed work plan identifying tasks, schedule, key resources and requirements, cost details and commitments for an industrial in-plant demonstration of the process control. The technical section of the proposal shall discuss the uniqueness of the technology offered, energy savings over conventional processes, industrial barriers to the success of the technology, potential market and penetration analysis, and a brief life cycle cost analysis detailing a project payback period. A proposal shall contain a commitment from a host in-plant demonstration site, including approval by an officer of the corporation. Cost sharing is desired from all participants.

DEADLINE: January 22, 1981

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\*DEPARTMENT OF INTERIOR -- OFFICE OF WATER RESEARCH AND TECHNOLOGY. The matching fund program of the Office of Water Research and Technology emphasizes priority research or development projects oriented toward problem-solving that could not otherwise be undertaken by the California Center at Davis. The 1982 program addresses six critical water problems: water quality protection; water shortages; flooding and storm runoff damage; instream flow management; barriers to intergovernmental water planning and management, and wetlands protection.

Proposals, requiring a 50 percent match from other sources, must be submitted to the Office of Water Research and Technology through the Water Resources Center at University of California, Davis by November 15, 1980.

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\*NATIONAL INSTITUTE FOR OCCUPATIONAL SAFETY AND HEALTH -- RESEARCH ON REPRODUCTIVE EFFECTS OF OCCUPATIONAL HAZARDS. The National Institute for Occupational Safety and Health seeks to stimulate research and demonstration projects relating to the identification and prevention of reproductive effects from occupational hazards. Emphasis areas are: 1) Epidemiology and biometry; 2) Toxicology; 3) Experimental laboratory investigations; and 4) Control technology. Deadlines during Academic Year 1980-81 are November 1, 1980, March 1, 1981, and July 1, 1981.

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\*NATIONAL SCIENCE FOUNDATION - GUIDE TO SCIENCE EDUCATION PROGRAMS. The 1981 guide to NSF's programs for promoting science education has arrived, detailing the Foundation's support for the improvement of science education nationally. In addition to its regular offerings, this year's programs emphasize four areas: science education for early adolescents; groups underrepresented in science - minorities, women and physically handicapped; out-of-classroom science learning; and undergraduate faculty development in science. Faculty development is a new priority this year, in recognition of the needs for faculty growth to meet the demands of a more diverse and heterogeneous student body and the changing patterns in job markets.

\*Guidelines and/or application forms available in the Research Development Office.



"EDUCATIONAL ISSUES OF THE '80s"

Transcript of remarks by Assemblyman Gary K. Hart  
September 18, 1980

Thank you very much, President Baker. I really welcome the opportunity to come north and spend some time this afternoon with you here at Cal Poly. I really do this perhaps more as an opportunity for me to hear from you than for me to give you a lecture about State government and politics. I spend a great deal of time dealing with issues related to higher education, and yet I find the issues that we're confronted with are very complex and the system of higher education in California is so diverse that it's very difficult for anyone to really have a good handle. Often, as legislators, we have to base our comments on our own experience as legislators, which is based upon our past education. And since I didn't have an opportunity to attend this university or any other CSUC campus, I don't have much to go on in that sense. And the other sense that legislators have to base their decisions on is their own Assembly Districts or Senatorial Districts. Although I have two community colleges in Santa Barbara County that I represent and one branch of University of California, there is no state college or university campus that I have in my Assembly District. So I really don't know that much about Cal Poly, and I'm glad to be here this afternoon and hopefully learn more about you.

The one thing I do know, as a politician representing Santa Barbara County, is that I occasionally get some complaints from parents who can't get their kids into Cal Poly, which I think is a good sign since you're oversubscribed and a lot of people want to come here. I guess since this is the CSUC campus that's closest to Santa Barbara County, maybe I should consider you an adoptee, if you would pardon that expression. It is also the closest campus that I have and one that I would like to get to know better and use as a base of experience for future legislative impressions or deliberations . . .

Before we get into the problems and concerns that I have, I think it's important to put these problems and concerns into perspective -- to say that there are some things that are good about our educational system, in particular higher education, in California. I still believe that we have the best higher education system in the nation, and I think our country, in comparison to any other nation, probably has the best postsecondary education system in the world. For all of the problems and concerns that we're going to have to address, I think it's important that we keep in mind that we've got a fairly unique and remarkable system here in California that we can be very proud of. I think it's easy to take that for granted.

One thing we're very concerned about in Sacramento -- those of us that are supporting this system -- is that as we get into an increasingly difficult fiscal situation, there can be a gradual deterioration in the system that may not be noticeable until it may be too late. When it is finally noticed, to try to turn that around in a month or a year or even in a decade will not be as easy as one might think.

I would like to talk about a series of concerns and problems that we have, which all begin with M-O-N-E-Y and with the financial picture. As I was driving here today, I read an article on the front page of the Los Angeles Times that I commend to all of you. It's really basically what I want to say today. It's a good summary of where I think we are as a state. Basically, what it involves is that, since the passage of Proposition 13, the State of California has been spending more than it's taking in. We're in a deficit spending situation, and under our State Constitution, we are not allowed to engage in deficit spending. We can't print money like the Federal government, and the only way we are able to get around this deficit spending situation is that we had accumulated a surplus -- a substantial surplus. And because we had that



surplus, we were able to engage in this deficit spending, particularly in terms of what are called "bailout funds" for local government agencies -- cities, counties, school districts, and special districts. But those surplus funds are winding down; they're winding down because of these obligations to other local government agencies. They're also winding down because of the recession, which has had an adverse impact on our revenue picture. And, they're winding down because the Legislature has been trying to respond to taxpayers' concerns about the need for greater tax relief.

We have passed an inheritance tax reform measure that cuts our revenue by \$200-300 million in coming years. We have also indexed our State income taxes, and with the indexing of income tax, our ability to make money off of inflation is eliminated; and although the Governor vetoed the permanent indexing measure this session, indexing is in effect now and will be in effect next year. It's only after that period of time that we'll go back to the old system unless another indexing bill is passed by the Legislature.

So, all of these factors add up to a bleak picture. The estimates by the Department of Finance and the Legislative Analyst's Office, and by any analyst who has any credibility in Sacramento, are that there is possibly going to be a deficit by the end of this fiscal year. We will actually be in the red by the time this fiscal year is ended, and, at current levels of expenditure for fiscal year '81-'82, we are estimating a \$1-2 billion deficit. Because of that, it just seems like all of the other issues that we could talk about today are really secondary to the fiscal picture.

It's also important to note that about 50% of our State budget goes for education, about another 30% goes for health and welfare expenditures, another 10% for property tax relief, and another 10% for state administration. When people in the education community say, "We have to protect education, whatever cuts are going to have to come -- whether it's a billion dollars or two billion dollars, or more than that -- from some other sector," keep in mind that 50% of the State budget is already committed to education. And, my experience in Sacramento has been that whenever you are talking about significant cutbacks and 50% of the budget is obligated to some particular program, it's very difficult to avoid a complete status quo situation for 50% of the budget. After Prop. 13, we found that the way the Legislature operated, we could not make the difficult choices as to what programs had highest priority. We didn't want to face the political heat. So what we told all the various programs and the various constituencies is that everyone will share equally and we will just cut back everybody on a pro rata basis. That is fine in terms of equity, but in terms of good planning and intelligent decision making, it may not be the best way to go. My own hunch is that if there is a deficit a year from now, that's very likely to be the way the Legislature will respond -- to say pro rata cutbacks for every department, for every institution in State government.

I'd also like to say --like the article today in the Los Angeles Times -- that for this current fiscal year, postsecondary education did quite well in California. Our overall budget increase for this current fiscal year was about 10%. The UC system got about a 14% increase, the CSUC system got a 13.5% increase; so, in comparison to other government agencies, higher education did quite well this year. And I must confess, spending my time in education to the extent that I do, perhaps having even more knowledge about K-12 education, it's my own belief that of all of our government programs and government agencies that the elementary and secondary schools have been harder hit by cutbacks than any other government agency. One of the top priorities in the next legislative session has to be to correct some of the inequities that exist for some of our school districts. In fact, many legislators are urging



Governor Brown now to call a special session of the Legislature to try and remedy some of the deficiencies that do exist for K-12 education.

The problem with K-12 education is that there are a thousand school districts in the state, and, with the Serrano decision, we find that there is tremendous disparity in the fiscal situation of these districts. Some are really in quite good shape, but many are not in very good shape at all. We have a situation in Los Angeles, for example, that, even if you discount bussing, the Los Angeles School District is in very bad shape. They've cut out sixth period, and they're down to a five-period day, when just a few years ago they were in a seven-period day.

In the Santa Barbara School District that I represent, students that want to participate in extracurricular activities have to pay a fee of \$25 per year. There are some school districts in California now that are charging students \$70 per sport to participate in after-school sports. If a kid goes out for three sports a year, that's \$200. That's a different situation than most of us can recall from our own days as high school students, but it demonstrates a real change that's occurring in elementary and secondary education. I think, also, if you take a look at the pay scales of elementary and secondary teachers in comparison even to faculty at our postsecondary institutions, that the pay raises by and large for elementary and secondary teachers are running at 5 or 6%. Whereas, at least for the last couple of years, the CSUC system and others were running close to 10% on an average. So, there are some real inequities within education which do not bode that well for the CSUC system.

The Department of Finance is suggesting that next year the State budget can only be increased by 1%. The last two years the State budget has been increasing at about an 11% rate. Finance is urging the Governor to put forward a budget for this coming year that will only call for a 1% increase because of this very bleak fiscal picture that we're faced with. Usually, the Department of Finance is the most pessimistic game in town, and I imagine that what the Governor comes forward with and what the Legislature ultimately passes will be greater than 1%. How it will be greater than 1% if we're faced with a one or two billion dollar deficit -- I don't know. But, it would also be my hunch that we're going to come in substantially lower than the average 11% that we've been experiencing over the last three or four years.

As I mentioned, the way we can respond to this deficit is either in an across-the-board cutback or in establishing of priorities. One other possibility that has not received much attention in the press, and even among some of my colleagues in the Legislature (that I personally think deserves careful consideration when the Legislature reconvenes next year) is taking a look at where we can get some additional revenue. Where are the places that possibly we could increase our revenue so that we would not be in a situation where we have to cut back further than the cutbacks that have already occurred as a result of Prop. 13 and some of the other measures that have been passed by the electorate? Again, it remains to be seen whether or not there will be the political will, and perhaps the political enlightenment, to take a close look at our revenue picture and see if there aren't some ways that we can bring about some increases.

Two questions or comments that relate specifically to campuses deserve attention. Would the Legislature, if we are faced with a deficit situation, freeze faculty salaries, as we did shortly after the passage of Prop. 13? My own hunch is that we would not. That was done in a crisis or hysterical atmosphere when we had three weeks in which to pass a budget after passage of Prop. 13. I think more people now realize that it was very unfair to State employees. It caused a very serious disruption in



morale and just is not acceptable. So I don't think there would be an entire freeze. But, I do feel that there is a possibility of not receiving the kind of salary increases this next year that have occurred over the last couple of years.

There is also the possibility of tuition, which is another way to try and close the revenue gap in the postsecondary field. To date, there has not been much serious discussion about tuition, but the fact is that we have not increased fees for students at either the CSUC or UC level in quite some time. I imagine that there will be some additional pressure to move in that direction. These are not pleasant choices, and I don't bring them to you with enthusiasm. But it is important to point out some of the realities we are faced with.

The declining enrollment picture is also one that I would just like to make reference to, although it doesn't seem to be much of a problem or concern at this campus. Just the reverse seems to be the problem. But on the systemwide basis, the CSUC system has experienced some slight decline, and the actual figures that have come in from what the projections were a decade ago have been dramatically reduced. Our own indications seem to be that there will be a slight decline in the systemwide FTE between now and 1985, but for the most part, it will be a steady state situation. However, in the next decade, 1985-1994, we are anticipating a 5-7% overall decline throughout the CSUC system. One of the things that seems to me to have certainly some bearing on your situation here, even if this is a very popular campus, is the whole redirect phenomenon and a feeling on the part of the Department of Finance and the Governor's Office that we should not be expanding campuses such as San Luis Obispo, even though there is a demand for such expansion, when there is capacity at other campuses not being met. So, until we deal with those underutilization problems on some of our other campuses, I don't think that there is likely to be a significant increase at Cal Poly. (I'm not sure that people here would want a significant increase. But even if people did, it would be very difficult, given this declining enrollment we are expecting in the coming decade.)

I want to talk a little bit about the faculty compensation issue which is again very much related to the finance issue. In the last two or three years I have had an opportunity to listen to a great deal of testimony in the Ways and Means Subcommittee on Education, which I now chair and have served on for four years, and have had an opportunity to familiarize myself a little bit with trends over the past decade. I am thoroughly convinced, and I'm doing my best to try and persuade my colleagues on this committee, that the plight of teachers in postsecondary education in this state, and in fact across the nation, is really a very sad one, if you take a look at the past decade.

There have been a number of surveys done by the Council of Economic Advisors and others indicating what has happened. If you take ten years ago as a base year and take a look at the earning capacity of a variety of professions, from blue-collar workers to professionals (including lawyers, doctors, and college professors), college professors have done more poorly than has any other occupational class. That is something that is very important, and I don't think as many legislators are as aware as they should be. A better job needs to be done to communicate that fact to my colleagues in Sacramento. Certainly, with most people experiencing losses due to the very heavy rate of inflation, it just makes the situation that much worse to be at the bottom of the salary derby in this past decade with this double-digit inflation that we have been experiencing.

We have used in the Legislature over the years a method of trying to determine what is an appropriate salary for faculty throughout the CSUC system, and the UC system



for that matter, through a comparison model that looks at comparable institutions in other parts of the nation, and trying to take a mid-point among those institutions in determining what is an appropriate salary level for our faculty here in California. Last spring when the results came in, it was indicated that what was appropriate for CSUC faculty was a 1% salary increase. If you take all the comparisons to USC and University of Colorado, University of Hawaii, and the University of Wisconsin at Milwaukee -- some of these comparative institutions that we're talking about -- we on the committee felt that this was just inappropriate, that double-digit inflation had hit the college faculty as much as anyone else. It seems increasingly to be the belief among members of the committee that it's very difficult to make distinctions between our college faculty and other State employees. So, for the years I have been on the committee, for the most part, we have said there should be equity between CSUC faculty, UC faculty, and all other State employees.

On occasion I have tried to argue that, given the fact that during a couple of years of the Reagan administration in particular, there was no salary increase, there's a little bit to make up, and more than just equity to other State employees is needed. Since we haven't been able to win that argument in the Legislature, I think the best you can hope for is to have some equity with other State employees. It seems that increasingly the comparison model is irrelevant. The information coming in from that method is so much lower than what other State employees are getting and does not square with the reality of double-digit inflation.

There are two other issues, in terms of faculty salaries, that I want to comment on briefly. One that seems to be a very relevant issue at this campus, and increasingly throughout the system, is the differential salary scale for certain departments or certain skills where, because of the competitive pressures in the private sector, we're just not able to attract people. I'm thinking of such fields as engineering, business administration, accounting, data processing, areas where it seems to be particularly difficult to get entry-level people (faculty) into our colleges and universities. I don't know what the answer to this is because, if we start offering higher salaries to these particular departments, it produces inequities with other departments. But, increasingly, today and five years from now, this is going to be a very pressing problem and one that we in the Legislature are going to look to college presidents, academic senates, bargaining agents, the trustees, and to all the various players in the system, for some advice and recommendations on how we ought to proceed. It's a very sticky issue -- one that seems to not be going away and it's going to increase in importance.

Another issue is the ratio issue -- how many students per faculty member should there be? Currently, I believe there is about a 17 to 1 ratio, and certain faculty advocacy groups in the Legislature have been trying to get us to reduce that level. They argue that, at some prior period, it was at a lower level, that it was increased, and that we should go back to a more enriched student-faculty ratio. Again, I have been one who has tried, at least on an experimental basis, to move in that direction and see if we can, at least at some campuses, have a more enriched level. But, again, to date we have not been successful in being able to get support; and, I think with our fiscal picture the way it looks for the coming year too, that an enriched student-faculty ratio is not very likely.

There are two or three other areas that I would like to touch on briefly and then I would like to throw it open for questions. One is student affirmative action. I was asked to talk about things from a legislative perspective, and I think it's very important to share with you some of my impressions about legislators' attitudes toward affirmative action. Just as among the general population, there is very strong



feeling about affirmative action and there is certainly a split in the Legislature. From my own standpoint, as a member of the Democratic majority -- and a very important part of the Democratic majority is the Black and Brown caucuses within the Democratic Party and the Democratic Legislature -- I am increasingly concerned about the disenchantment that my Black and Brown brothers and sisters in the Legislature feel toward higher education systems in California for their inability to respond to the changes in our population.

We saw some very important gains in terms of minority enrollment in the late '60s and early '70s, but that has leveled and, in fact, has slightly declined in the last few years. I have a couple of statistics that I would like to share with you. We just now have some data coming out indicating the ethnic background of high school graduates statewide from 1979. Sixty-six percent of our 1979 high school graduates are Anglo, or white, 17% are Hispanic, and 10% are Black. Ten years from now, the Department of Education and the Department of Finance indicate, the figures will read like this: 53% Anglo, or white, which is a 13% reduction; the Hispanic population will increase from today's 17% to 30%, a 13% increase; and the Black population will stay about the same at 10%. So we're seeing a dramatic shift right now between Anglo and Hispanic populations that has implications for the system. If we don't respond to this, we're going to have even a worse situation in terms of declining enrollment.

I'm really concerned about the political aspect of this in Sacramento as we find ourselves increasingly competitive with K-12 education, with health and welfare programs, that are very important, I might add, particularly to Black and Brown legislators. If we don't see better enrollment figures in our minority population, I'm fearful that we're going to see, particularly, minority legislators who are going to be wanting to spend these limited dollars in areas that are most beneficial to their constituents. If the figures do not improve, higher education is not going to be one of those institutions that they're going to be very sensitive to. I think that's a real tragedy, because they've been a very important part of the alliance that has been supportive of higher education. And in terms of all of our concerns about upward mobility, and education being so important, if we cut off opportunities in higher education, it really will be unfortunate. I certainly hope that we can make some strides. It's a complex area that is not easy to solve. The reason why the minority enrollments are not doing better is certainly not entirely the fault of the postsecondary education system. A lot of the problems exist in the elementary and secondary education system.

One of the things we are trying to encourage as members of the Legislature -- those of us who serve on the committee who are concerned about this -- is in the area of outreach, of having colleges feel a greater responsibility to go out into the various communities to talk about the opportunities that are available for minority students. One of the few augmentations in the budget this year is for a core affirmative action program to provide for an outreach program at every campus of the CSUC system for this coming year. We are hopeful that this program, which is in its infancy, and I'm sure there will be some mistakes with it, can be the kind of outreach program that will help us to do a better job of attracting minority students to campuses throughout the system. At a campus like Cal Poly, which places a great deal of emphasis on technical and scientific areas where minorities have been even more greatly under-represented than they have in other fields, the need is particularly great. Some of us are very anxious to work with you in any way in a cooperative and partnership fashion to see if we can't do a better job in this area.



Another area that I wanted to speak about is basic skills. In the Legislature we hear more and more, particularly from faculty, about the inability of students to write well as college freshmen. We've had a lot of discussions about the entrance tests students now have to take in writing and how that is working. We're very interested in better understanding the extent to which such courses should be offered for credit or for non-credit, and to what extent there should be sanctions for students who can't meet these standards. As I understand it now, it's fairly much a diffuse system in which every campus within the system is able to offer such courses for credit or non-credit. But I think increasingly the Legislature has to be asking the questions: To what extent do we have to have remedial courses offered at our campuses of higher education? To what extent is that appropriate? To what extent, if it is done, is there a way that some of those functions can ultimately be transferred back to our elementary and secondary schools? What can we learn about remedial education in higher education that we can feed back, particularly to our junior and senior high schools?

Another area that I wanted to comment on was our COFPHE Fund. President Baker made reference to my involvement this year. As I imagine most of you are aware, we have historically had the COFPHE Fund, which has used tideland revenues for capital outlay for higher education. For the most part those tideland revenues have been earmarked exclusively for capital improvement at the UC and CSUC system. Well, a couple of things have happened. One is that the oil funds have dramatically increased, from about \$100 million to what is anticipated this year to be in excess of \$500 million, due primarily to oil deregulation. The result is a much greater pot of money, and as soon as that pot of money became visible, everybody in State government and local government went running after it. Higher education was quite concerned that it might lose this special fund that had helped meet its capital improvement needs. What we basically have done is to make this a capital improvement fund for everyone. We've given \$125 million to higher education, including community colleges; we've given \$200 million to K-12 education, which no longer has the ability to raise money through property taxes or bonded indebtedness to pay for capital improvement; and we've established a special energy fund of \$120 million that the Governor's urging. We then established a fund with whatever funds are left for additional capital improvement project needs that higher education might have, or local government agencies or state agencies might have.

We're trying to deal with the new reality of this additional oil money, and I think at least for the timebeing, we will see a maintaining and perhaps a slight increase in the amount of money that will be available for capital improvements throughout the CSUC system. I was very pleased to see a couple of years ago that we were able to pass the measure that allowed the construction of the library here. That is, I think, one of the two or three largest capital improvement projects that we have funded since I have served on this committee in the past four years. I understand it's about ready to open, and I hope that the conversion of the old library, which we are also in the process of trying to fund, though at a much more modest amount, can move forward given the appropriation that's in this year's budget. We're also aware that campuses are facing increased deferred maintenance problems that have been put off for a long time. I expect that the COFPHE Fund will have to address those deferred maintenance issues as well.

In conclusion, I think that this next year in the Legislature is going to be the most important year since I've been there. These revenue estimates can all change. We may be playing Chicken Little here talking about the deficit that's around the corner. But based upon my experience of six years in the Legislature, I don't think that's the case. We're going to be faced with a very difficult situation, and the



decisions that are made in 1981 (all our tough decisions in the Legislature are made in off-election years and '81 will be an off-election year) will determine whether we are going to maintain our commitment to the best postsecondary education system in the nation and whether or not some of these other obligations that I've spoken about in K-12 education and other areas are going to be maintained as well. It's going to be a very difficult year in terms of trying to allocate resources and see if we can come up with some additional revenue to meet the obligations we have before us. I think, with the elections turning out right in November, that we can meet those obligations, and we can go forward to keep the system whole and to keep it a very healthy and dynamic system. It's going to be a close call, and we're going to need as much help as we can get from you. I hope, together, we can see our way through what is going to be a painful and challenging time in the next couple of years.

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