

Gentlemen:

We are pleased to have you with us heretoday. Florida's political observers keep saying, "This is a new kind of Legislature." *Among other things* ~~They are referring, of course, to the fact that the balance of power has shifted. But sometimes, too,~~ they are alluding to the depth of detailed inquiry this New Legislature is conducting. We in the University system know the amount of *and are continuing to do* homework you have done, in studying our budget requests. You have called upon us to supply penetrating information on our educational planning and philosophy, and that information is before you.

We are gratified by your close interest. As you seek for justifications for our budget requests, you will become aware of the careful self-study that we constantly conduct. As you question us on our problems, you will more clearly recognize our progress. This intimate understanding can only result in

2

When the original planners developed the proposal for an upper division and graduate university back in 1961, no one had any true conception of the magnitude of problems which would be generated compared to those encountered in establishing a typical four-year university. No one conceived of the great differences that exist between a four-year and upper division university.

Florida Atlantic University has been the research tool for defining these areas and has chartered the course -- sometimes with considerable ^{difficulty} ~~mal-de-mer~~ -- which may define the wave of the future. Since FAU opened in 1964, Florida has established another upper division university. The State University System points to enrollment trends which will, in essence, make upper division institutions of the established universities, and from all over the nation, we have inquiries about our experience and hear of plans to follow this pattern. Very shortly we will have a visit from the ^{Planning Director} ~~director~~ of the Illinois ^{Board of Regents} ~~Planning Commission~~

^{Universities} ~~campuses~~. As junior colleges increase - in response to the

necessity of making post high school education more accessible -
we predict the growth of the upper division university to provide
for the greater numbers and greater percentage of our youth who
will need advanced degrees to serve society.

a more solid support for higher education and a clearer delineation of the responsibilities of the universities in meeting the educational needs of the state.

a - be pages in here.

On December 6, 1967, Florida Atlantic University was elected to full membership in the Southern Association of Colleges and Schools. This ^{accreditation} ~~action~~ recognized our standards and our accomplishments. We are now well into our fifth year of operation. Many problems still remain with us. We are conscious of the significant help we have had from the Board of Regents and from the State Legislature and of the tax dollars that have come to us. We ^{know} ~~believe~~ that the results have justified this investment.

As we review our five years of operation, certain achievements are noted. Our enrollment has increased, the quality of our student body has been improved, and test results have shown our graduates to be achieving at the level of national norms, and in some ^{areas} ~~instances~~ above that level. Our graduates have been

accepted for study at numerous and prestigious graduate schools and are succeeding.

The steady enrollment growth of the University can be seen

in this brief table.

		ALL ALL STUDENTS	¹⁰⁰ / ₅₁ GRA STU
Fall	1964-65	867	154
Fall	1965-66	2392	783
Fall	1966-67	3482	1164
Fall	1967-68	4144	1131
Fall	1968-69	4338	580
Winter	1968-69	4289	

REFER
TO
VISUAL 1

In line with FAU's development as an upper division and

graduate university, ~~it is interesting to review the comparative~~

~~we have noted the figures for our~~
~~figures for~~ enrollment in undergraduate programs and graduate

programs.

Undergraduate Graduate

Visual
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Fall	1964-65	713	154
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Fall	1965-66	1609	783
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Fall	1966-67	2318	1164
------	---------	------	------

Fall	1967-68	3013	1131
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Fall	1968-69	3758	580
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The graduate program in education was the first of Florida

Atlantic University's graduate offerings and remains, to date,

graduate program with the largest enrollment in the University.
 the ~~only sizeable graduate program in the University.~~ More than

1442 teachers have earned their Master of Education degree at

FAU and are continuing to teach in the public schools in the

area. Each now has achieved added competence and the Rank II

certificate.

Master's programs have been *approved and initiated in* ~~undertaken~~ by eleven departments

representing each of the Colleges in the University. These prog-

rams rely heavily on the dedication of the faculty and funds

generated by their research contracts. ~~The departments are listed~~

~~in the materials before you.~~

Bachelor of Fine Arts	5
Bachelor of Science	1236
Bachelor of Arts	1475
Master of Public Administration	1
Master of Education	1442
Master of Science	10
Master of Arts	11

The service being rendered to the state of Florida can be demonstrated by the numbers of young adults who have been graduated from FAU. *this chart indicates the total numbers of each degree awarded* From the first commencement in April, 1965,

until the most recent one in December, 1968, 1475 have received

the bachelor of arts; 1236 the bachelor of science; 1442 the master of education; 11 the master of arts, and 10 the master of science; 5 the bachelor of fine arts, and 1 the master of public administration - *a total of 4180 students have received degrees from FAU.*

social 2

win speech

see in (5) for handout

Among the new projects developed at Florida Atlantic Uni-

versity, our Faculty Scholars Program is most exciting and promising. The University Senate, concerned with the need to attract Florida's most gifted high school graduate to universities within the state, made a study of the ability of high school graduates to demonstrate on *standardized* ~~Educational Testing Service's "End of College Sophomore Year"~~ tests that they already possess a general education better than that of the average college junior in the nation. The results of this testing clearly supported

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the Senate hypothesis that selected high school graduates are educationally ready for upper division university work.

The William H. Donner Foundation ~~has~~ made a substantial grant for the administration of this experimental program for two years and ~~so~~ provided scholarships for a small group who entered the University in September, 1968. More than twenty high school graduates already are pursuing their entire baccalaureate program on the junior and senior levels. They will be credited with the equivalent of the freshman year and be eligible for the bachelor's degree after three years of upper division study. A second, and larger, group~~s~~ of Faculty Scholars is being screened for admission in the fall of 1969.

Most positive of the many laudatory evaluations which Florida Atlantic University received from the Special Study Committee of the Southern Association were those regarding the quality of our teaching faculty. In its accrediting report, the Committee stated:

Florida Atlantic University has recruited an unusually well-qualified faculty with high standards of academic preparation and training. Four of the five colleges have a significantly higher percentage of persons with the terminal degree than is specified in the Standards of the Southern Association for academic training and preparation of the faculty.

The Committee went on to state that, "The faculty evidenced a high level of morale and an understanding of and sympathy with the purposes of the University," and "Florida Atlantic University is to be commended for ~~the~~ excellence of ~~the progress~~ in recruiting a qualified faculty."

No praise could be more meaningful to us, for it is the quality of the faculty that ultimately determines the effectiveness of any university.

Florida Atlantic University was selected in 1968 as one of the first to receive an award under the National Sea Grant Program. The proposal of our Department of Ocean Engineering

covers a two-year work study program. The allocation of \$193,600 ~~will~~ covers expenses for faculty and technical staff-expansion and administrative costs for the program, ~~under which~~ Students ~~will~~ ^{are} alternate ^{ing} six months of campus study with six months of employment with industry or government agencies which are engaged in ocean science ^{work} ~~areas~~.

Among the more significant activities of the University in the area of community service is the Center for Community Education. An emerging concept in American education, ^{is} the community school idea ^{is} ~~is directed at~~ ^{its purpose is to} extending the after-hours use of the public schools to serve the educational, recreational, health and social needs of all members of the community. Florida Atlantic University's functions are the training of community school leaders, establishing of new schools and providing consulting services for participating schools. Florida Atlantic University serves the southeastern states, with particular emphasis on Florida. The project was funded during its initial year of ~~1967~~ by a \$100,000 grant from the C.S. Mott Foundation.

We have ^{recently}~~just~~ received an additional grant for \$96,000 for the second year of operation, truly a generous recognition of accomplishment.

Among the many and varied research and service projects funded by private and governmental agencies at Florida Atlantic University, the migrant education program merits attention for its relevance to the situation in Palm Beach County, where Florida Atlantic is located. Under a series of grants from the U.S. Department of Health, Education, and Welfare, a cultural transformation center and a migrant materials center have been established and in-service institutes have been held for teachers who work with the children of the migrant labor force. Faculty of FAU have gone into the migrant schools to evaluate programs and have provided substitute teachers so that the regular teachers could come to the campus for intensive workshop sessions.

In order to extend the usefulness of the large investment and inventory we have in the most modern audio-visual aids to learning, FAU conducts media institutes, designed to equip in-service teachers with the skills needed to incorporate the new devices into their teaching patterns. A \$47,000 grant from HEW has funded a faculty development program which attacks the problem of junior college students who are deficient in reading, math, or English. This is one of numerous programs designed to strengthen our interrelatedness with the junior colleges to whom we look for well-qualified students for our upper division programs.

Insert student affairs material.

Throughout our planning period and our five years of operation, all of the academic, research, and community service pursuits of the University have received the cooperation and dynamic support of the administrative affairs personnel. Though limited in staff, they have maintained an increasing volume of work at an accelerating pace, providing the tools and environment

Gentlemen, I know that you share the concern which the university feels for ~~the~~ its responsibility to effectively ~~and appropriately~~ relate to the students' ~~needs and interests~~ -- academic and non-academic ^{interests.} From its beginning, Fall has attempted to conduct its operation in a manner that would secure maximum ^{effective} utilization of the abilities residing in each segment of the university family -- students, faculty and administration.

We do possess a mature student body. ~~and~~ With exceedingly rare exceptions our students have been responsive and unresponsive. Because of this we have gone far in implementing the Board of Regents policy

Which states that students "should have clear and ~~defined~~ defined means to participate in the formulation of institutional policy affecting academic and student affairs."

In addition to Student Government, *per se*, we have incorporated student representation on all ^{standing} ~~standing~~ committees of the university and on all ^{pertinent} ~~important~~ ad hoc committees.

In each of the Colleges of the university we have established Student Advisory Committees which meet regularly with the Deans of the Colleges. This involvement is ~~is contained~~ ^{valued} ~~by~~ valued highly by all of us, and has proven to be effective in practice.

To provide for more effective

participation by Administrators, faculty and students in the ~~the~~ governance of the institution. The President, ^{recently} established a committee of seven faculty, seven students and three administrators to study this problem and to ~~develop~~ recommend a plan for improvement. The Committee is working diligently and, through hearings, has involved a large number of students, faculty and administrators. ~~The~~ The method, ^{and extent} of involvement in this study, we believe is as important as will be the content of the recommendations it contained in its committee makes.

~~Finally~~ We are proud of the achievements of our students in the recognition which has come through the establishment of national leadership, professional and honorary fraternities; we commend

them for the Lyceum series, ^{which they have provided} ~~which~~ each year; we recognize the time and energy given by students for the benefit of all as they ~~work~~ work toward improving programs and facilities in all areas of university life, with particular emphasis on student affairs and welfare.

In a few instances, during our history, ^{communications} ~~communications~~ have been less than we would have desired, procedures have been short-circuited ^{and} frustrations have ~~been~~ been evident. We strive constantly -- administration, faculty and students -- to ~~conduct~~ conduct ourselves with intelligence, understanding, and mutual respect as we build a more ^{nearly} perfect environment for ^{learning and living} ~~learning and living~~ at Fall.

required for efficient operation, ~~Under the vice president for administrative affairs, the directors of finance and accounting, plant operations, procurement, personnel, auxilliary services,~~

and have compiled an admirable record. At the suggestion of Vice President Roger Miller. I am not going into a ^{recapitulation} recapitulation of the specifics of our progress. You have each been provided with a Five Year Report prepared by Mr. Miller which gives you the history of our budget and leads to the requests in our current budget request. We shall of course be happy to go into any details you may ^{desire} request.

I want to call your attention to the latest auditor's

report in which FAU was commended for the excellence of its

business systems and accounting procedures.

Possible conclusion:

We have said from the beginning that we were determined to educate our students to build successful and satisfying lives in a world in which the only certainty is the certainty of change.

As we evaluate the situation, all the events of the world point ever more emphatically to this condition of constant change.

No university can exist and make an effective contribution apart from the society which supports it.

The academic program which we now have underway is well defined in the budget documents which you have before you and in the answers to many of the questions which you submitted. I should like now to develop for you some of the academic planning in which all of our faculty is involved, under the leadership of the vice president for academic affairs, Dr. Wimberly.

Basic to our planning is information which we have developed about our student body and about the community to which we have a primary responsibility.

Our student body varies considerably from those at the University of Florida, Florida State and ~~even from~~ the University of South Florida. Our students reflect the characteristics of the junior college student population. For example, 20% of Florida Atlantic's students receive no financial help from their families. More of our students are the first in their families to attend college, ~~than at the other state universities.~~

we give
All entering FAU students go through a series of aptitude *and achievement* tests. Results indicate that the verbal and quantitative aptitude of our entering students is slightly below the national norms. *They also fall* However, ~~in~~ *below the level of students in the four year state universities*

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Visual
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However in

all but two areas, they test at or slightly above the national norms on the Graduate Record Examination, administered during their final quarter of ^{advanced} study here. ^{in their major area}

Florida Atlantic University students are more interested in applied, practical, professional undergraduate programs and less interested in the liberal studies of arts and sciences.

All of these factors must be considered in planning our academic program.

Visual
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Next we come to the characteristics of the area which affect our planning. Looking at ^this map of the area, we see that FAU is located closer to the south boundary of Broward County than it is to the Northern boundary of Palm Beach County. ^{Our experience indicates that the 25 mile range as proposed by the junior college system is ~~an overestimate~~ ^{consider student} ~~is an overestimate~~ ^{likely to be correct.}} Taking 25 miles as a reasonable commuting ^{distance we see that} range, there is only a small overlap between the Dade institution being planned for the Tamiami site and FAU - that being the Hallandale and West Hollywood area.

~~We~~ We would presume that the Board of Regents has ^s some specialized ~~function~~ or program in mind for the ~~Interama~~ Interama site, since we do not believe it likely that the state will build full scale universities ~~within~~ to serve a 12 1/2 mile radius. ~~F~~

Visual
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Now let us review these population estimates of Dr. John Webb, ^{taking all things into consideration} which we regard as the best single estimates as of ~~February 7, 1969~~ ^{last Friday}.

VISUAL

From this we see that the Broward-Palm Beach area - which is the Florida Atlantic University commuting area - will have a combined population ~~of~~ ^{and we are planning our} well over a million by 1980. ^{academic program to serve ~~the~~ an FAU community of similar size.} These two counties are highly urbaized, with well developed

industry of a significant kind. ⁹ I should like to quote from a 1966 report to the Regents ~~institute~~ prepared by a panel of consultants: Everitt of Illinois, Chenea of Purdue, and Saunders of the University of California, and titled "Engineering Education Programs in the State Universities of Florida."

Speaking of the two counties, they say, "There is a well established industrial base in the region whose activities and products require a wide range of engineering functions with emphasis on research, development, design and manufacture." They continue, "The orientation of industry ~~toward~~ of the area toward research, design, and development is of the type most likely to require advanced programs in engineering." And continuing, "The industrial base ~~would~~ provide a market for graduates of programs leading toward the further education of junior college ^{students} ~~graduates~~ in technology to a level suitable for supervisory and teaching positions."

Clearly to us this ^{indicates the program} is a mandate - ~~at a time in which~~ we need to ^{move to provide the kinds of higher education needed by our potential students, and the industry} ~~move to provide the kinds of higher education needed by our potential students, by the communities around us, and not elsewhere available~~ ^{in the area.} ~~in the area.~~

Since 1965 we have operated an ocean engineering department which has been in large measure supported by private industry. This department now has 132 upper division majors currently enrolled. This enrollment makes our Department of Ocean Engineering the sixth largest of the ^{approximately 25} ~~more than~~ various engineering departments in all of the other state universities.

However, ~~this~~ ^{operation} the ~~maintenance~~ of only one engineering specialty is not efficient, since ^{the} ~~the~~ core subjects have to be given for just one specialization.

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Referring back to the same engineering study made ^{for} the Board, there were
 recommednation that we have heeded. The report reads, "First priority should
^{be} devoted to strengthening in depth the programs in mathematics and science
 basic to engineering through the graduate level and particularly at the
 master's level. " And continuing, " Then the ~~next~~ priority for the addition of
 an engineering program in the State System should be at Florida Atlantic Univer
 sity. The initial competencies of the faculty should include those with
 backgrounds in at least solid and fluid mechanics, electronics and electro
 magnetic fields, thermo-dynamics and systems engineering. "

Since that report was issued, when FAU was in ^{its} ~~its~~ second year of
 operation, we have strengthened and developed through the master's
 level ^{our} ~~its~~ work in science and we are currently applying for approval of
 a master's program in mathematics. The 1967 Legislature authorized the
 employment of a Dean to plan for a College of Engineering. ~~This position~~
~~was not funded~~

The Florida Atlantic University Foundation is successfully raising money from
 industry, ^{leaders} in the area who are pushing us to proceed with this much needed
 service, ~~area~~. We have ² recently employed as a consultant Dr. Ralph Morgan,
 formerly graduate dean of Stephens Institute, ^{Technology} and we have requested from
 the Board permission to hire ^a ~~one~~ Dean and to add a program in systems
 engineering as the most appropriate way to meet the needs of the community ~~and~~
~~industry~~ with efficiency and economy and without conflict ^t with other
 state universities or the University of Miami.

Refering back to the engineering report this need has also been specified. For this area + this University. I quote,

Secondly, we are seeking permission to inaugurate programs ~~applied~~ ^{applied} leading to the bachelor of ~~arts~~ ^{applied} ~~technology~~ and the bachelor of ~~science~~ ^{applied} ~~and~~

There have been ~~technology~~. Insistent demands from the ~~community and the~~ area junior colleges for applied programs in many fields. We would propose to start with programs in law enforcement and data processing, since ^{now} these fields have heavy enrollments in the lower division. These programs and others to come would be carefully articulated with the junior colleges, and would be geared to provide teachers and supervisors at the bachelor's level.

Approval for the implementation of these plans is of the utmost urgency as we ~~try to~~ provide education in the areas of great and unmet need.

Thirdly, our academic planning calls for us to begin doctoral work in 1969 and 1970. In this request we may well be - and I quote one of my colleagues - "disturbing the tranquility of the university system," but it is essential that we do so. We propose to begin this work ~~with~~ ^{at} both high quality and at no extra cost to the ~~State~~ State, in the areas of social and physical sciences.

The original ^{is} and only role ^{and} and scope ~~study for~~ report for this university states, "Florida Atlantic University's primary objective is undergraduate study in the arts and science and undergraduate professional fields and its secondary objective is graduate study at the master's and doctor's levels and fundamental research." Following this directive precisely, we ~~also~~ ^{have} recruited a faculty which is capable, in many departments, of teaching doctoral students. This faculty has demonstrated its research competence and ability to attract outside support. In our first four years, we have expended over 2 million dollars of non-state funds for ~~research and~~

research and instruction. ~~etc~~

The faculty has developed the master's level program in many departments and is now requesting permission to advance to the doctoral level. We assert that this can be done ~~even~~ in the science fields ^{at this upper division level} with no extra ^{city} cost for these reasons. The standard levels of state support have provided faculty, buildings, and library collections necessary for small specialized doctoral programs. The faculty's demonstrated research competence will support the cost of special research equipment and research assistantships. To insure that each program will depend on this competence and not ask for additional state support, we will limit each program to the number of students who can be so supported.

~~XXX~~ Our assertion of high quality can similarly be justified in terms of the situation unique ^{to the} on an upper division ^{graduate university} campus. First of all, the ^{absence} ~~lack~~ of heavily enrolled freshman and sophomore courses eliminates the pressure to admit ^{of questionable of less quality} ~~poorly qualified~~ graduate students in order to have enough graduate assistants ^{to} to teach ^{great large number of} the laboratory and discussion sections ^{required} for lower division students. And then, superior graduate students require much less time from faculty and, indeed, stimulate the faculty. ^{F.A.U. in making} ~~These proposals~~ ^{these proposals, is basing its request entirely on qualitative considerations &} ~~increased excellence. However, in launching such a program, the quality~~ ^{is making no quantitative claims what so ever} ~~factors are all important and the quantity factors~~ ^{entirely inoperable} ~~entirely inoperable~~. What we propose here is to give the state a number of small, selective high quality doctoral programs, ^{at no extra cost to the state.} ~~funded at already existing levels and from~~ ~~outside sources generated by~~ the competence of our faculty and the excellence ^{achieve} we ~~generate~~.

In the area of professional education, Florida Atlantic also proposes an immediate beginning to doctoral level work. The demand for this is massive. I view the opportunity to be of service to the ^{public} ~~public~~ school system as a foremost obligation of the modern university. Nowhere in the state is the demand for qualified school personnel as great as it is right here. ~~(To deny doctoral studies programs at a state institution in the area where more than a third of the state's public school personnel live and work is a grave injustice.)~~ This program - once we are authorized to offer it - will be large and will require ~~state funding~~. ^{a significant increase in the fall budget because of the large enrollment anticipated} No need is more justified for its benefits will pour back immediately into our public school system.

Another aspect of our academic planning relates to ~~the size for which the university should be~~ developed.

~~I would call your attention to certain differentials in our planning for enrollment size from other figures presented to you. This is entirely on the basis of educational considerations and economically efficient operation, university with its unique emphasis.~~ We propose that FAU be built and developed for 7,500 FTE of which 5,000 would be upper division, 2,000 would be master's level, and 500 would be advanced graduate students. In a conventional university, this would be the equivalent distribution of ~~numbers~~ at least 15,000 students, in terms of program ~~distribution~~ specialization.

A word now about ^{the} ~~the~~ budget formulas used in developing our requests for the coming year. We wish to express our appreciation to the Regents for recommending in the Legislative Budget that we receive teaching positions at the upper division level on the same formula basis as do our sister universities. Until recently, the State has felt that Fau's television production staff and equipment justified giving us ~~more faculty professors~~.

many fewer professors. It has now been ^{accepted} ~~amply demonstrated~~ that we are not greatly different from other universities in the state in our ETV program and support, and that, in fact, ETV is still a research and development activity in which no savings in teaching personnel may yet be expected.

I have mentioned earlier that FAU students are less well prepared for higher education than are student bodies at the four-year institutions. Nevertheless when they graduate they must complete on the same national levels. Details of this have been documented in our answers to your questionnaire and I would just repeat now that in 15 of 17 of our instructional fields our students were at or above the national norms ^{upon grad.} I believe that this is a result of the effectiveness of our teaching program and of the professor's first commitment to excellent teaching of undergraduate students. Considerable credit must also be given to the ^{Instructional televis. effectiveness of the faculty} ~~Division of Learning Resources~~ ^{in utilizing the ~~500 facilities~~ in reinforcing instruction} and the ~~Testing and Evaluation office~~. Continued support of these activities is clearly justified by the special nature of our instructional task.

#3 The Visual here demonstrates the tremendous ^{effort of 2 years} ~~at a cost~~ ^{FAU} ~~to develop the necessary software~~ ^{to make this medium effective} ~~that 1968 faculty has developed its pilot program~~

Each of you gentlemen knows the history of our involvement with the operation of the Dade Center. We have organized and operated this with considerable expenditure of our institutional energy this past year. After a very difficult beginning, the rough spots have been removed, enrollment is up - currently at 267 FTE - and its operation is on a sound basis.

We believe that as soon as an administrative head is named for the new Dade university, he should assume responsibility for operating the Dade, Center. This has been our recommendation to the Chancellor. However.

informally, we understand that the operation of the Dade Center is to be ours for another year.

Consequently we have proposed certain changes in the budget to accommodate 400 FTE students as the senior year of work is added. Also we have asked for \$20,000 to provide for further improvement and increase of space; for \$60,000 for necessary library resources; and \$446,000 for faculty salaries. The critical need for decisions now is of great concern to us for most of our initial difficulties last year ~~were owing to~~ ^{resulted from} the lack of lead time for planning. We must have authorization to employ faculty, purchase books and ^{renovate} ~~repair space~~ now, if we are to ^{be} ready for Fall. We can not wait until budget releases in July if the Dade Center is to operate next year as planned. ~~We need to proceed now and~~ ^T to this end, we have asked the assistance of the ^{now} Chancellor in securing funds which will permit us to ~~move now to~~ purchase library books, to commit faculty and to improve and renovate physical facilities ~~now~~ X

D R A F T 2/7/69

ACADEMIC PLAN (FAU)

1. Nature of Student and Community Needs

(a) Student Characteristics

i reflect junior college population characteristics which are different from students at four-year institutions as was stated in answering the questionnaire. For example:

20 per cent of FAU's students get no help from their families, as compared with 8 per cent from UF (lower economic level)

12th grade total scores for FAU students are about 100 points lower than UF and FSU and 70 points lower than USF (less well prepared for college)

FAU students are more interested in applied, practical, professional undergraduate programs and less ~~int~~ interested in the liberal studies of the arts and sciences.

(b) ~~XXXX~~ Community Characteristics

i Location and commuting radius of FAU as compared with Dade institution, in context of population

projections for Palm Beach, Broward and Dade Counties. (visual being prepared)

points covered

*Taking 25-mile radius as reasonable commuting range, there is only small overlap between Dade institution and FAU (at Hallandale and West Hollywood.

Population projection--Dr. John N. Webb's best single estimates as of February 7, 1969

	<u>July 1, 1968</u>	<u>1980</u>
State	6,202,000	8,458,000
Palm Beach	304,306	447,000
Broward	498,400	726,000
Dade	1,139,500	1,620,000

*By 1980, over one million people will be in the primary proximity area served by FAU.

- ii Highly urbanized, with well developed industry. The kind of industry is significant. Quote from "Engineering Education Programs in the State Universities of Florida," Everitt, Chenea and Saunders, consultants to Regents, October, 1966, in the section which discusses

the development of engineering at Florida
Atlantic University

"#2" page 16, top

"2" page 16, bottom

"3" page 17, top

2. Engineering Development at FAU

- (a) FAU has the sixth largest engineering department in the State in Ocean Engineering with 132 upper division majors currently enrolled. *Re-shape*
- (b) Not efficient as a single department since the core subjects have to be given for just one specialization.
- (c) Recommendations in report referred to above include: "1" and "2" and blue bracketed part of "3", page 17 Recommendations.
- (d) FAU has strengthened and developed through the master's level its work in science and is currently applying for approval for master's programs in mathematics. The 1967 Legislature authorized a Dean. The Foundation is successfully raising money from industry in the area.
- (e) FAU has employed consultants and has requested from *Dr. Ralph Morgan* the Board permission to hire a dean and add the recommended program in systems engineering as most

*grad dean's
Alexand
Institute*

appropriate way to meet needs of community and industry efficiently and economically.

A

3. Technology Programs Articulating ^{with} ~~with~~ Junior Colleges

(a) "4", page 18, from report.

(b) ^{Proposed to inaugurate these are also} Supported by insistent demands from community and area junior colleges for applied programs in many different areas. Junior college programs in law enforcement and data processing are very heavily enrolled and FAU ^{plans} ~~proposes~~ to start with these.

(c) ~~XXXXXXXXXXXXXXXXXXXX~~ To implement this part of the academic plan we have requested authority to offer the

Bachelor of Applied Arts

Bachelor of Applied Science

degrees.

4. Graduate Programs

(a) FAU is disturbing the tranquility of the university system by proposing that it be allowed to begin doctoral work in 1969 and 1970. As indicated in answers to the questionnaire, it proposes to do this with "high quality" and at "no extra cost" to the State, in the areas of ^{the} social and physical sciences.

(b) The original and only role and scope for this university states "The Florida Atlantic University's primary objective is undergraduate study in the arts and sciences and undergraduate professional fields and its secondary objective is graduate study at the master's and

B

doctor's levels and fundamental research." Following this precisely FAU has:

- i Recruited an upper division and graduate faculty, primarily concerned with undergraduate teaching, but ~~xxx~~ capable, in many departments, of teaching doctoral students.
- ii This faculty has demonstrated its research competence and ability to attract outside support. This has made possible in its first four years of operation the expenditure of \$2,149,139 of non-state funds for research and instruction at FAU.
- iii This faculty has, as we have seen, developed the master's level programs in many departments, and is now requesting permission to advance to the doctoral level. ~~The claim that this can be done in science fields at "no extra cost" is justified by the facts:~~

]

~~xxx~~

- (c) The claim that this can be done in science fields at "no extra cost" is justified by these facts:
- i Standard levels of state support have provided faculty, buildings, and library collections necessary for small specialized doctoral programs.
 - ii The faculty's demonstrated research competence

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will support with non-state funds the cost of special research equipment and research assistantships. To insure this each program will be limited to the number of students who can be so supported.

(d) The claim of "high quality" is supportable in terms of certain peculiarities of the upper division and graduate university:

- i The lack of heavily enrolled, multi-section lower division courses eliminates the pressure to admit poorly qualified graduate students to the graduate program in order to have enough graduate assistants to teach the laboratory and discussion sections which must be taught.
- ii Superior graduate students require much less time from the faculty and, to a much greater extent, stimulate the faculty. The result is increased excellence in an area where--because it is a secondary responsibility--no pressure for numbers will be effective.

(e) In the area of professional education, FAU also proposes an immediate beginning of doctoral-level work. The demand for this is massive and it will entail additional state support. Students will number in the hundreds

D

rather than five or six as would be expected in a science department.

- (f) In the questionnaire answers in recommending ~~and~~ an ultimate size for FAU, we revealed the differential emphasis we feel is required in an "upper division and graduate institution." We proposed that FAU be built and developed for 7500 FTE students of which

5000 would be upper division

2000 would be master's level

500 would be advanced graduate

Please remember this is the equivalent of a conventional university of at least 15,000 in terms of program specialization.

5. Productivity Ratios and ETV

(a) FAU wishes to express its appreciation to the Regents for recommending in the Legislative Budget that we receive teaching positions at the upper division level on the same basis as do the other state universities.

i Up to now the State has felt that FAU's TV production staff and facility justified giving it many fewer professors.

ii It is now accepted that we are not greatly different from the other institutions in our ETV program and that ETV is still in a research and development stage in which no savings in teaching personnel may be expected.

(b) I noted above that FAU students are less prepared for higher education than are student bodies at the four-year institutions. Nevertheless, when they graduate they must compete on the same national stage:

i We reported results in your questionnaire answers showing that in fifteen out of seventeen of our instructional fields our students were at or above the national average.

ii We feel that our instructional program has to be more powerful and effective to accomplish this.

iii We give considerable credit to the Division of Learning Resources, including the Testing and Evaluation Division

for the effectiveness of our program. We
feel its support is clearly justified by the special
nature of our instructional task.

6. Duke Center

- a) FAU ~~operated~~ this organization and operated this with considerable expenditure of its own institutional energy this past year
- After a difficult beginning, the rough spots have been removed, enrollments are up (FTE = 267) and its operation is on a sound basis.
 - We feel that as soon as an administrative head is employed for the Duke institution he should assume direction of the Center. We have recommended to the Chancellor this to done as of July 1969. We understand informally that FAU is to continue to be responsible for it for another year.
 - Consequently we have proposed certain changes in its budget to accommodate 400 FTE ~~low students a smaller increase in~~ students as the senior year of work is added, but also:

To provide for further improvement and increase of space (\$20,000)

To provide for necessary additional library resources (\$20,000)

Faculty salaries \$446,000

We have asked for authorization to employ faculty, purchase books, and repair space now.

¶ We cannot wait for budget release in July ~~Southern~~ this ~~program~~ ~~was~~ budget cannot be released in July ~~with~~ the Duke Center is to operate next year as planned. We need to proceed now. To this end we have asked the assistance of the Chancellor in getting (over)

funds which will permit us to move
now to purchase library books, to employ
faculty and to improve and renovate
physical facilities.

DADE COUNTY CONTINUING EDUCATION CENTER 1969-71

	Estimated	
	<u>1969-70</u>	<u>1970-71</u>
Faculty Salaries	\$ 446,425	\$ 692,797
Non-Faculty Salaries	63,809	83,936
OPS - Student Assistants and Labor Expenses	7,654	10,317
Expenses	14,600	21,529
Expenses - Non Resident Instruction Travel	31,500	47,250
Operating Capital Outlay - Books	60,000	10,000
Operating Capital Outlay - Other	19,143	28,168
Retirement and Social Security Matching	5,170	6,985
Sub Total	648,301	900,982
Less: Lapse - 2% of Salaries and Retirement and Social Security Matching	9,032	13,996
Total Estimated Expenditures	\$ 639,269	\$ 886,986

Funding

General Revenue	\$ 387,269	\$ 508,986
Incidental Trust Fund	252,000	378,000
Total	\$ 639,269	\$ 886,986

DADE COUNTY CONTINUING EDUCATION CENTER 1969-71

	<u>Estimated</u>	
	<u>1969-70</u>	<u>1970-71</u>
<u>Student Credit Hours (Fall Term)</u>		
Upper Division	6,000	9,000
<u>Number of FTE Students (Fall Term)</u>		
Upper Division	400	600
<u>Student Credit Hours Per FTE Teachers</u>		
Upper Division	275	275
<u>Number FTE Teachers</u>		
Upper Division	21.8	32.7
<u>FTE Research Positions</u>		
Number Teachers per FTE Research Position	10	10
Number FTE Research Positions	2.2	3.3
<u>FTE Professional Services Positions</u>		
Number Teachers per FTE Professional Services Position	50	50
Number FTE Professional Services Positions	.4	.7
<u>FTE Academic Counseling Positions</u>		
Number Students (Headcount) per FTE Academic Counseling Position	250	250
Number FTE Academic Counseling Positions	1.6	2.5
<u>Total Teaching Research Professional Services and Academic Counseling Positions</u>	26.0	39.2
<u>FTE Administrative Positions</u>		
Number of Teaching, Research, Professional Services and Academic Counseling Positions per FTE Administrative Position	13	13
Number FTE Administrative Positions	2.0	3.0
<u>Total Academic Positions</u>	28.0	42.2

DADE COUNTY CONTINUING EDUCATION CENTER 1969-71

	<u>Estimated</u>	
	<u>1969-70</u>	<u>1970-71</u>
Number of Summer Quarter Faculty Positions	20.0	20.0
 <u>Academic Salary Rates</u>		
Four Ranks Faculty Positions (9 Months)	\$13,538	\$14,621
 Percentage Relationship of Salary Rates:		
12 Months to 9 Months	122.22%	122.22%
3 Months to 9 Months	28.20%	28.20%

	<u>Number of Positions</u>		<u>Average Salary</u>	<u>Amount</u>
	<u>Summer Quarter</u>	<u>Fall, Winter and Spring Quarters</u>		
<u>Amounts for Faculty Salaries</u>				
<u>1969-70</u>				
12 Months Positions	1.0	1.0	\$16,546	\$ 16,546
9 Months Positions	--	27.0	13,538	365,526
Summer Supplements	19.0	--	3,387	64,353
TOTAL 1969-70	20.0	28.0	--	\$446,425
 <u>1970-71</u>				
12 Months Positions	1.0	1.0	\$17,870	\$ 17,870
9 Months Positions	--	41.2	14,621	602,385
Summer Supplements	19.0	--	3,818	72,542
TOTAL 1970-71	20.0	42.2	--	\$692,797

DADE COUNTY CONTINUING EDUCATION CENTER 1969-71

	<u>Estimated</u>	
	<u>1969-70</u>	<u>1970-71</u>
No. Academic Positions per Non-Academic Position (Fall Term)	2.3	2.5
Number Non-Academic Positions	12.3	17.1
No. Non-Academic Positions to be Filled by Student Assistants or Labor	2.3	3.1
No. Regular FTE Non-Academic Positions	10.0	14.0
Average Salary for Regular FTE Non-Academic Positions	6,381	5,995
Amount for Salaries for Non-Academic Positions	63,809	83,936
<u>Other Personal Services - Student Assistants and Labor</u>		
Number FTE Positions	2.3	3.1
Average Salary per Position	3,328	3,328
Amount for Student Assistants and Labor	7,654	10,317
<u>Expenses</u>		
Dollars per FTE Academic Position	1,187	1,259
Amount for Expenses	14,600	21,529
<u>Expenses - Non-Resident Instruction Travel</u>		
Dollars per Non-Resident Credit Hour	1.50	1.50
Amount for Non-Resident Instruction Travel	31,500	47,250
<u>Operating Capital Outlay</u>		
Library Books	60,000	10,000
Other OCO:	40.3	59.3
Total FTE Positions	475	475
Dollars per FTE Position	19,143	28,168
Total Other OCO		

This estimate is based on a more realistic projection of probable enrollment during the 1969-71 Biennium.

Academic positions and faculty salary averages are based on formulae identical with those contained in the Instruction and Research Request of Florida Atlantic University.

Non-faculty positions and salary averages are based on formulae identical with those contained in the Instruction and Research Request of Florida Atlantic University, except for three added positions which normally appear in functions other than Instruction and Research. They are:

Associate Librarian
Library Assistant
Admissions Officer

The requests for expenses and for regular OCO are based on Florida Atlantic University Education and General Budget formulae.

The request for Non-Resident instruction travel expenses is based on a rate of \$1.50 per credit hour rather than the normal rate of \$2.00 per credit hour. This lesser amount is adequate since the Dade County Center is concentrated in a single location.

The request for OCO for books is required to meet minimum standards of the Southern Association of Colleges and Schools for a non-resident center.

PROJECTION OF A COLLEGE OF ENGINEERING AT FLORIDA ATLANTIC UNIVERSITY

1. This projection of a College of Engineering at Florida Atlantic University follows the recommendations contained in the Engineering Role and Scope Report submitted to the Vice Chancellor of the Florida University System on May 30, 1966.
2. These plans project a College of Engineering at Florida Atlantic University to start in 1970 encompassing the following:
 - a) Continuation and expansion of the present Department of Ocean Engineering.
 - b) New departments of Systems Engineering, Materials Engineering, and Resources Engineering with first students enrolling in 1970 in the new departments.
3. Objectives and the general content of courses within the four departments of the College of Engineering include:
 - a) Ocean Engineering which will continue to provide comprehensive, practical courses in science and engineering designed to prepare students to perform engineering tasks in the ocean environment to qualify them for professional qualification in positions in oceanic industries, government or scientific agencies; and preparation for graduate work in ocean science and engineering. Until 1968, only undergraduate Ocean Engineering courses will be taught leading to the Bachelor of Science degree in Ocean Engineering. A Master's program is planned to start in 1968. Ultimately, a Ph.D. program will be established in the 1970 decade.
 - b) Systems Engineering which will cover the dynamic aspects of Systems Engineering in a program of courses in information and control engineering. This involves the principles and applications of areas, including measurement information, theory data, transmission computers, feedback control, sampled-data and random processes as they relate and are basic to systems in all fields of technology and science. Undergraduate courses are planned to start in 1970 with a Master's program starting in 1973 and ultimately, a Ph.D. program late in the 1970 decade.
 - c) Materials Engineering - A comprehensive program encompassing the art and application of engineering and science related to the characteristics, selection, use, compatibility, workability, endurance, and maintenance of materials and their performance in various biological, chemical, mechanical, electrical and changing environments. Undergraduate instruction in Materials Engineering is scheduled to start in 1970 with a Master's program commencing in 1973. A Ph.D. program is planned to start in the latter part of the 1970 decade.

- d) Resources Engineering - A program designed to provide an engineering approach to the effective use, development and conservation of water, land, mineral and beach resources. It will encompass the mechanics, dynamics and material processes affecting our natural resources. An undergraduate program in Resources Engineering is scheduled to start in 1970, with a Master's program in 1973. An ultimate Ph.D. program is contemplated to start in the latter part of the 1970 decade.
4. The development of a College of Engineering will put great stress and emphasis on inter-disciplinary courses within the College as well as with departments in other Colleges of the University. In the development of the Ocean Engineering and other departments of the College of Engineering, inter-disciplinary engineering-science courses prepared in conjunction with the Departments of Biology, Chemistry, Physics, Mathematics, Business and Public Administration, etc., will be stressed to meet the qualifications of the Sea Grant College program. Additionally, and of equal or greater importance, the Engineering programs will be developed to meet the existing and projected needs of industry in the area served, the State of Florida and the United States as a whole.

File

K. L. W.

Legislative Briefing

2-11-69

Raw materials