

"Report To The People"
Highlights
of
The Presentation of
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I. DEVELOPMENT AND GROWTH OF THE SUS

- Basic goals are extending educational opportunities to the people and using knowledge for the benefit of society
- In 1905 -- three campuses; 1960 -- three campuses; 1975 -- nine campuses, one branch campus, 14 off-campus centers, 20 agricultural research and education centers and cooperative extension programs in each of the 67 counties (much of the expansion was legislatively mandated)
- Today there are 954 degree programs, including a number of "non-traditional" educational delivery systems such as the "open university" at USF and "external degree" program at FIU and more than 1600 continuing education courses and professional programs -- two colleges each of medicine, law, architecture, pharmacy, and one college each of dentistry and veterinary medicine
- More than 114,000 persons are currently enrolled, many of whom are older than traditional college age and are engaged in part-time study
- Almost ¼ million people are graduates -- a high percentage of whom have graduated in the last decade (as of Fall '75, there were 221,000 graduates, 161,000 of whom reside in Florida)
- Graduates of Florida's nine public universities in every segment of government, business, industry and commerce
- "Every citizen of Florida is directly or indirectly served by the SUS"
- Contributions of research and service programs to the State have been significant. Agricultural research and extension education programs have undergirded and, in fact, made possible the development of the fastest growing agriculture of any State in the country. Such growth has made Florida agriculture the biggest contributor to the State's economy. The economic returns to the State of Florida from these agricultural research and education programs are several times greater than the State spends on the entire State University System annually.

Research and service contributions are being made in many other areas, including many facets of engineering, architecture, business and commerce -- with problems of beach stabilization, with solar energy research, with new product development in chemistry, with oceanographic and marine research, with improved health care and delivery programs, with improved educational programs. These and many other efforts are contributing greatly to the economic and social development of the State.

Equally significant are the contributions the State University System is making to the cultural development and enhancement of the State and its people.

Growth and other demands upon the SUS are now exceeding its capacity to accommodate them. In the last fifteen years, enrollment growth has been equivalent to adding an average sized American university to the SUS annually. This has been in response to legislative mandated expansion and encouraged growth to meet demonstrated need, pursuant to the concept of keeping open "the door of educational opportunity," the public policy of the State. And significant growth is projected to continue for the next decade. Such growth, together with the rampant inflation of recent years, now contribute to two major problems: (1) a sharp reduction in state support per student and (2) significant deterioration of program quality.

II. PROBLEMS OF UNFUNDED GROWTH AND RAMPANT INFLATION

- Decreasing level of support (in constant dollars) during the past seven years has resulted in a reduction in support per student -- 19% in the past three years alone.
- Comparisons of appropriations in other states in the last two years with those in Florida reveal that Florida is ranked among the last ten states in the nation.
- Deterioration of program quality is increasing -- and includes such indications as these:
 - (1) Loss of faculty (because salaries are no longer competitive);
 - (2) Reduction in resources for libraries;
 - (3) Reduction in resources for basic supplies and equipment;
 - (4) Inability of students to get courses needed and wanted;
 - (5) Inability of faculty to engage in professional improvement activities; and
 - (6) More large classes and less individual attention by faculty.

- Change Magazine's survey of rankings of professional programs in the various states indicates that, while many other southern institutions have programs ranked in the top 10 or 12 nationally, the State of Florida does not have a single institution with a ranked program.

III. FLORIDA'S REVENUE PROBLEMS AND RELATIVE LACK OF SUPPORT FOR PUBLIC HIGHER EDUCATION

- Comparisons with other states in support levels reveal that: ✓ in per capita support, Florida ranks 37th; ✓ in terms of support per \$1,000 of personal income, Florida ranks 40th; ✓ in use of tax potential for higher education, Florida ranks 45th.
- The present state revenue base is inadequate to accommodate the further inflation and growth expected during the next decade.

IV. OPTIONS AVAILABLE

- Permit further deterioration of quality
- Limit enrollments (suggestions offered by some are listed below)
- Secure additional resources (three ways to do so are noted below)

V. WHAT HAS ALREADY BEEN DONE TO DEAL WITH THE SITUATION?

- Ensuring that present resources are used efficiently and effectively
 - *"Role & Scope" review
 - *Administrative Cost Reduction Program
 - *Academic Program review
 - *Other special efforts
- 76-77 BOR Funding Request
 - *First priority: accommodating inflation and avoiding further deterioration in quality
 - *Second priority: accommodating additional students without special limitation on enrollment
- Contingency Planning (including deferred admissions)

VI. THE DECISION CONCERNING WHAT TYPE OF SYSTEM OF PUBLIC HIGHER EDUCATION FLORIDA WANTS AND IS WILLING TO SUPPORT ULTIMATELY RESTS WITH THE PEOPLE -- AS IT SHOULD.

To Limit Enrollments

The following "ways to limit enrollment" have been suggested by some Floridians. None of them, however, has been endorsed by the Board of Regents or recommended by SUS officials:

- *Eliminate selected university programs
- *Eliminate out-of-state students
- *Abolish existing freshman & sophomore levels
- *Close the newest, smallest universities
- *Close branch campuses and centers
- *Set limits on total admissions and selectively admit students:
 - through a lottery
 - first come, first served
 - meeting "elitist" criteria
 - on the basis of age or part-time or full-time status
 - on the basis of quotas

Securing Additional Resources

Three ways of securing additional resources are available and should be considered by informed Floridians:

- *Reallocation of current State revenues
- *Increased tuition
- *Increased state revenues