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ABSTRACT

These proceedings of the Fourth Annual Association for Communication Administration (ACA) seminar include an outline of the areas of concern for the speech communication arts and sciences by Dr. David H. Smith; a list of the persons attending the seminar and participating in the preparation of the task force reports; David H. Smith's paper Current Trends for Speech Communication Planning; and the task force reports on: the placement of speech communication graduates, collective bargaining, graduate education, enrollment pressures, and consolidating programs. (LL)

FOURTH ANNUAL ACA SEMINAR

The Proceedings

The Fourth Annual Seminar was held on July 9 and 10 in Austin, Texas. Using as the genera theme for the Seminar, "An Inquiry into the Implications for Speech Communication of Current Trends in Higher Education," Seminar Director David H. Smith spent the first session presenting an over-view of the trends as perceived by college and university administrators. The areas of concern for the speech communication arts and sciences as outlined by Dr. Smith were:

1. The population curve both regionally and nationally.
2. The surplus of trained manpower.
3. The surplus of Ph.D.s.
4. The growth of proprietary schools.
5. Possible Federal accreditation.
6. The decline of disciplinary associations.
7. The growth of life-long learning.
8. The rise of litigation over appointment and tenure procedures.
9. The rise of collective bargaining.
10. The new occupational emphasis in higher education.
11. The bureaucratization of state higher education systems.
12. The social class relevance of instructional goals.
13. The economic pinch on private colleges.
14. The decline in verbal examination scores and student articulateness.
15. Open admissions.

Taking these concerns as a starting point, the forty Seminar attendees formed five task forces to discuss, analyze, review and prepare position papers. Those task forces narrowed the areas of concern to: placement of speech communication graduates, collective bargaining, gradu e education, enrollment pressures, and consolidating programs.

The recommendations from these groups were presented to the Seminar. After a discussion o each report, a final position paper was prepared. The proceedings include Dr. Smith's speech and the reports.

Persons attending the Seminar and participating in the preparation of the task force reports were:

Ralph Behnke
Texas Christian University

Robert Brooks
University of South Florida

Kenneth Bryson
Montana State University

John Cambus,
California State University, Hayward

Glenn Capp
Baylor University

Marie Carr.
San Jose State University

Herman Cohen
Pennsylvania State University

Robert Davis
University of Texas, Austin

Hilda Dyches
Georgia State University

Judson Ellertson
Muskingum College

Carroll Ellis
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Northern Illinois University

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Robert Pruett
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John Schmidt
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Jimmie Trent
Miami University

Rex Wier
University of Texas, Austin

Bobby Patton
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Robert Primrose
Oral Roberts University

Warren Richardson
Villanova University

David Smith
Ohio State University

Anita Taylor
Florissant Valley Community College

Opal White
Pan American University

Edgar Willis
University of Michigan

CURRENT TRENDS FOR SPEECH COMMUNICATION PLANNING

David H. Smith

I am pleased to be here with others who are both speech communication faculty members and administrators. The rhetoric of higher education does not accord much praise to the administrat Indeed, he is much maligned. The child of a faculty member I know is especially proud of her la rag doll. She says she called it "administrator" because it can lie in any position.

Perhaps that rhetoric is functional. It may help maintain the participative elements in ou decision-making processes, it may serve as needed humbling for experts who are acting outside th areas of expertise, and, of course, it always gives a good rationale for returning to the classr for those who no longer find the administrative game worth the candle.

Administration in higher education is, however, socially useful work. Institutions need intelligent leadership. As much as faculty and students occasionally resent the intrusion of administrative work into intellectual pursuits, it is only the buffer provided by faculty admini strators that prevents the intrusion from becoming a major disruption. Complex institutions nee to be directed by those who share the values that justify the institutions.

This is not to say that departmental administration is easy. Quite the contrary. The frus tration is great. More and more time must be spent in managing the day to day details. Forms must be filled out, student complaints must be heard, faculty must be simultaneously mollified, cajoled, and inspired, staff must be hired, classes must be met, and budgets must be stretched sometimes even beyond the breaking point. In the midst of all this the Dean's office is sure to request seven new reports by the end of the week.

But it is not just the amount of detail that creates frustration. Some conflicting forces seem to yield to no rational reconciliation. There is no really reasonable way to decide whethe the department will benefit more from spending the money for faculty travel or for teaching aids Yet the decision must be made. No one can find a really satisfactory way to say to a colleague that tenure has been denied.

In the midst of this press of detail and need to be Solomon, it is hard to find time to examine the larger questions about where higher education is in the society, and what the future is likely to bring. Yet the options which individual colleges and departments will have depend importantly on the answers to the larger questions. Our purpose will be to examine those larger questions in the framework of planning for the future by Speech Communication departments, for without effective planning we cannot hope to meet either the challenges or opportunities of the future.

In Summer 1967 Daedalus considered the future in a volume called "Toward the Year Two Thousand: Work in Progress." It contains both the good news and the bad news. The good news is in a list by Herman Kahn of 100 Technological Innovations in the Next 33 Years. Among those items listed are:

1. The use of cyborg techniques
2. The possibility for human hibernation
3. Super effective relaxation and sleep
4. Programmed dreams
5. Effective means of appetite and weight control
6. Non-harmful methods of over-indulging.

Each of these certainly suggests ways of handling administrative pressures. You can plan at the very least on self-indulgence and temporary escape.

George Miller provides the bad news when he quotes R. J. Herstein on "The Principle of the Conservation of Trouble." That principle holds that as each difficulty is solved, a new one arises to take its place. The only problem with the principle of the conservation of trouble is that new difficulties seem to arise even when the old ones have not been solved. Perhaps the real motivation for planning is to get the old problems taken care of to have time for the new ones.

In any case, effective planning begins with understanding the pressures that plans must meet, pressures both from within and without the organization. I will assume that you are aware, perhaps more than you want to be, of internal pressures on your department. I will focus on pressures from outside. The societal pressures impacting higher education are numerous. We cannot consider them all, but several seem particularly worth mentioning as a background for our consideration of planning for Speech Communication departments.

In the last several years there has been a change of attitude towards higher education itself and towards the place of higher education in American society. This is not simply a hangover from the reaction to student rebellion of the Viet Nam period; rather, it is the result of our very success during the sixties.

During that period the percentage of young people in post-secondary education more than doubled. The percentage of 18-year olds in some form of college for some part of the year was 18% in 1950 and 50% in 1970. In 1970 there were approximately 9.5 million students in this

country. The percentage of the gross national product allocated to higher education went from 1% in 1950 to 3% in 1970, a tripling over a twenty-year period. The Federal dollars devoted to higher education went from virtually nothing at the end of World War II to eight billion dollar in 1970. We may not think that is nearly enough, but it is certainly a substantial increase. We have been through a period of growth that any industry would consider stunning. In the proc some basic aspects of the way we are regarded have changed. Those changes persist even though the growth has halted.

College is now virtually open to all. Open admissions in the public sector is here. As a result, we have removed the mystery from higher education, and made College no longer a place o for the elite. Society expects the higher education opportunity to be available to each citize perhaps in a two-year institution or perhaps in a four-year institution, perhaps at a state assisted university or perhaps at a private institution, but wherever, the opportunity for post secondary education should be available to all.

Higher education has, in turn, promoted egalitarian attitudes by dropping its ceremonies a formalities. Commencement, at least at my institution, is more like a production line than a meaningful ritual. Along with the mysterious ceremony, we have taken off our neckties and stop the use of titles and appellations. Often we are "Dave" or "Jim" rather than "doctor" or "professor." I doubt if any of us has seriously considered recently whether or not to teach in an academic gown. Higher education is now a routine, mundane part of the everyday scene. The mystery is gone and the priesthood has stopped distinguishing itself from the laity. We are al faculty and students learning together. The faculty is no longer something puzzling and odd. It organizes and pickets like any other group of workers. College seems to many little more th an extension of high school.

As a result, university people are no longer treated as special or wise. The public seems be insisting, for example, that we begin to talk so that they can understand us. They seem to feel we have a responsibility to be in our classrooms and offices where students can see us and hear us. They want to know how many hours we work and what we produce. They want us to show that we accomplish something with the money they give us. It is no longer fashionable to be forgetful and irrelevant.

College is regarded more like a public utility, perhaps, than anything else. We are to be accountable for delivering a public service at a reasonable cost according to governmental regulations.

The Federal government through the G. A. O. is now working on a standard costing scheme as basis for a common accounting system to be used by all Federal contractors. When that is established, our whole way of organizing and accounting will be fundamentally altered. We will have standard accountability by the Federal government, just as we now are beginning to have standard personnel practices through federal affirmative action guidelines.

The public wants to influence our educational goals. A few years ago students wanted us t be relevant to whatever they thought was important in the society. Now we are feeling the dema for occupational relevancy almost with a vengeance. Some of our friends in humanities departme are really stymied by the problem. How can they make a major in classical literature look like prevocational activity? We certainly are struggling with the occupational relevance of speech communication. There are few want ads saying, "Wanted, Speech Communication Majors." But we f we are teaching insights and skills that are marketable. We believe that we can produce a tare brochure that will sell students the notion that they really can get jobs if they major with us. We can hardly claim to be uninfluenced.

These changes in public attitudes toward higher education are particularly difficult for those of us who did our graduate work during the 1960's. The 1960's were years of expansion. When we completed our Ph.D. work there were half a dozen job opportunities for each graduate. It was a question of which one of them each of us wanted, not whether any one would want us. That period of expansion gave those of us who know no other time expectations about what is norm in higher education that we now find unmet. We are likely to feel that the times rather than ou expectancies need to be altered. But, of course, we are powerless to change the times. I talke recently with several faculty members who know what university life was like prior to and following World War II. The teaching loads, the fringe benefits, the travel subsidies, the arial assistance and the salaries to which we have become accustomed, were not normal ther whose vision of higher education goes back only ten or fifteen years will find it difficul to face the kind of contracting financial base that looms ahead.

That future is bleak not just because of the change in attitudes toward higher education, but also because of the impact that the end of growth is already having on higher education. Demographic trends take a long time to develop and a long time to reverse. It is surprising that it has taken us so long to catch on to their importance. Eighteen- to twenty-year olds have constituted the major market for higher education. Their numbers can be predicted quite accurately well in advance. In the fall of 1976 the number of 18-year olds will peak. For the next seventeen years after that, at least, it will fall. It's too late for any of us, even if we were so inclined, to do anything to change that fact. In 1970 there were 3,700,000 people 18 years of age in our country. In 1975 it will be 4,240,000; by 1980 4,120,000; and by 1985 3,513,000.

Even now some colleges are closing, some departments are being discontinued, and the number of faculty members in many departments is being reduced. A mad struggle is on to maintain enrollments. One of the most interesting recent articles in the Chronicle of Higher Education describes efforts by the English Department at Brown University to maintain enrollment through a program in semiotics. Their semiotics program includes such courses as small group communication non-verbal communication, etc.

The fight to maintain institutions, departments and students is not yet driven by a decline

in the absolute number of 18-year olds nationwide, but the still slowly growing pool of people 18 to 22 years of age is about to begin shrinking. What then? The answer is clear. Our industry will go into a long depression. More institutions and departments will fold. More Ph.D.s will be unemployed and that situation will continue for many years.

The decline in the birth rate is astonishing. We all know that with the development of birth control pills and the legalization of abortion, the society suddenly discovered that people did not love those soft little babies as much as we thought they did, but the rate of the decline was not predictable. The June 13, 1975 Higher Education Bulletin summarizes the fertility information for 1974.

> The crude birth rate is the number of births per 1,000 total population. In 1974 this rate was 14.9, the same as in 1973, but a rate of 18 per cent lower than in 1970 and 41 per cent lower than in 1957.
>
> The general fertility rate is the number of births per 1,000 women between the ages of 15 and 44. For 1974, this rate continued to decline to 68.5. In 1970 it was 87.9 and in 1957 it was 122.7.
>
> The total fertility rate is the number of births that 1,000 women would have in their lifetimes if, at each year of age, they experienced the birth rates occurring in a given calendar year. This measure deals with implied lifetime fertility. The total fertility rate was estimated at 1,862 in 1974, compared with rates of 2,480 in 1970 and 3,760 in 1957. A rate of 2,100 is needed for the population to replace itself if there were no immigration.

If th trend continues very long there will be an absolute decline in the total number of people in the society. This is an amazing turnaround from the baby boom of my youth. The most fundamental force affecting higher education is simply the change in the number of people to be educated. We can no longer justify large budgets for higher education by the growth in the number of young people to be taught.

At the same time that the number of prospective students is declining, our very success ha taken away one of the major justifications for higher education. Remember the days of shortage There was a teacher shortage, a shortage of nurses and doctors, a shortage of scientists, Russi had more engineers, and there was even a shortage of professors. We told society at that time that it should support higher education because we could produce more trained manpower. If the wanted to cut the size of those enormously large classes in the elementary and secondary school colleges should turn out more teachers. We needed to catch up with the Russian space effort so it was up to our colleges to turn out more scientists and engineers. And, of course, to provid professors to teach all these students, an expansion of graduate education was essential. We have been enormously successful in training manpower. Almost every major occupational category receiving higher education is in surplus. There are even predictions of a future surplus of physicians.

Let us look at the extent of the manpower surplus. Two clues may help measure that surplu First, at current levels of college attendance each year the economy must absorb new graduates into the job market in approximately twice the proportion as currently exists in the total work force. It must absorb in even larger proportion new entrants who have attended college but are not graduates.

Second, as compared to other sophisticated societies such as West Germany, Sweden or Japan the American economy already absorbs at least twice the percentage of college graduates as the next nation.

You may be familiar with the fact that the Department of Labor in its manpower reports sorts out various kinds of occupational categories. Two of these are considered college type categories: professional and technical, and managers, officials and proprietors. The professional and technical category has grown by 6.7% from 1950 to 1970 while managers, officials and proprietors have declined by .2%. The two college type categories have increased the total jobs available in the economy by 6.5% from 1950 to 1970. During those same twenty years, however, the college attendance for the age group between 18 to 22 has increased from about 20% to over 50% of the population.

We are not faced with a shortage of jobs for our graduates because of any kind of temporar recession phenomenon. We are looking at a fundamental change in the education level of the manpower in society. We sold society the notion that we could deliver trained manpower. We convinced them that higher education held the key to upward economic and social mobility. Havi been so successful, we can now no longer assure to a college graduate a good job and a higher income. Rather than being needed they find themselves in surplus.

The term "underemployed" is now in vogue. The underemployed are people whose occupational fulfillments will be less than their expectations. Many of our graduates will face downward social mobility. They will not be able to obtain the same levels of professional and social status as their parents.

What this fact will do to future attitudes toward higher education is not clear. It may well be that students will have to go to college to have any change for professional success at all. It may be that we'll return to an elitist philosophy and pick out the very best for college with everybody else going to vocational school. Many of us hope education will come to be valued as an end in itself, but there is as yet no evidence that that hope will become reali

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We should be particularly concerned about the Ph.D. glut both because we control it and because it depresses the price we can ask for our services. The Carnegie Commission has desc the outlook for white male Ph.D.s as dismal. "They constitute a special potential crisis sit that will result in massive disappointment in the latter years of the 1970s and the early 198 This is the single most serious occupational problem the Carnegie Commission sees ahead. In 1960s the number of Ph.D.s granted increased by an average of 12% per year. Carnegie now pro that the demand for Ph.D.s will fall below 50% of supply. It will be fields like speech comm tion that have traditionally sent most of their graduates into higher educational that will b hardest hit.

It seems awfully hard to think of eliminating those graduate courses which are so much f teach. We love to have those four or five little elves who help us with our research project who pretend to enjoy hanging on our every word. But we have not as a profession confronted directly what we are doing by continuing to admit large numbers of graduate students. Too ma departments are still trying to strengthen Ph.D. programs that were begun too late and too ma established programs are still trying to effect economies of scale. We are beginning to see pain faced by those now completing the doctorate and finding a shortage of jobs. As that sho gets worse the pain will increase. The external pressures will lead to difficult internal pressures.

Faculty careers, particularly careers for new faculty, are already much less secure and rewarding. It may very well be that as much as we revere tenure, that tenure will not offer much protection. A number of administrators have proposed removing the tenure system and replacing it with a system of term contracts. That proposal is not likely to be adopted on ma campuses, at least not in the next several years, but young faculty with little prospect for achieving tenure won't fight to continue it.

Remember that the AAUP guidelines approve the firing of tenured faculty members under two conditions. First, if a program is terminated the faculty may be released. Second, in cases financial exigency tenured faculty may be released. That simply means that if there is not enough money you will not be hired, tenure or not.

We need to reconsider our treatment of young faculty. There was a time when it was all r simply to hire an assistant professor and not review his/her productivity till four or five ye later. The prospects for tenure were good and other jobs were always available. The lack of information on expectations or feedback on performance was poor communication practice but har illegal or inhumane. Given the greater difficulty and delay in the achieving of tenure, howev good administrative practice demands a personnel review with each non-tenured faculty member a least annually. To let a person go for four or five years with no real information as to the likelihood of obtaining tenure seems a particularly cruel practice. At the same time, telling faculty member what he/she ought to do in the next year runs counter to some notions of facult freedom. Faculty have been free to determine areas of emphasis in research and teaching. We will have to find ways to solve that contradiction.

We may also find that our norms of collegiality and informal decision-making are severely at odds with the record keeping and due process procedure necessary to protect ourselves from litigation. There is currently a litigious climate abroad in the land. You can always be sue but if you are sued it's better to win than to lose. Your best protection is in careful, well documented procedures. Keep good records, make sure that due process has been followed. nize that some of the old informal procedures that we call collegiality will not square with these new procedural demands. The external forces will lead to internal pressure on cherished values and patterns.

Still another possible result of the oversupply of Ph.D.s may be the development of permanently nontenured college teachers who float from temporary short appointment to temporary short appointment in institution after institution. Many of us are currently employing people on temporary contracts in a way we would not have five years ago. A number of really fine new Ph.D.s are accepting one-year contracts offered by schools which have some question about the longterm funding of a position, have a tenure quota problem, or just want to be free to hire a really superior prospect should one come along next year. The practice is on the increase and if it becomes widespread it will be cruel to those hired and damaging to the economic security of the entire profession.

These external pressures taken in sum are likely to lead to an increasing feeling of powerlessness among faculty members, and hence increase the likelihood of more widespread faculty collective bargaining. There are at least two key questions you will want to ask about collective bargaining. First, can critical vestiges of that form of cooperation we call collegiality survive under an adversary system? Second, are department chairpersons management or labor?

The external pressures on higher education are severe. Perhaps they are easier to live with when so much of the rest of the economic system is also under stress. But the pressures on higher education will not necessarily be alleviated by an economic upturn. We are a contracting industry and we have little experience with the management of decline.

There are some rays of hope. An expansion of continuing education, more retraining of professionals, increased numbers of older students, and, perhaps, the inclusion of college costs under social security may all help to keep the worst possible case from becoming the actual case. Each of these possibilities, however, will also require adjustments and adaptations.

In the face of such external pressure, planning becomes neither a luxury nor a water of time. Careful planning will become the only way of preserving the strength of the institutions we serve and the values which make the institutions worth preserving. Let us spend these seminar sessions exploring together that planning process.

9A

PROCEEDINGS OF THE ANNUAL SEMINAR
THE TASK FORCE REPORTS

A PLANNING GUIDE FOR THE PLACEMENT OF SPEECH COMMUNICATION GRADUATES

Robert A. Primrose

One of the urgent problems facing administrators in sp h communication is represented by the undergraduate (or his parent) who plaintively asks, "But hat-can I do with this major afte I graduate?" At issue is the degree of job security afforded by a college education. A gradua has invested much money and effort in that education, with the hope of recovering both his cost and a comfortable surplus, in a job which he finds enjoyable and suited to his talents. The appropriateness of such an attitude toward learning can be debated, but as a matter of fact, mo and more people are demanding job-relevance in their college courses. And if they do not find in one discipline, they choose another.[1] Speech communication departments traditionally have b little concerned with job preparation (apart from te hing) even though the skills and concepts they teach have always had important vocational rele..ce. But continued indifference to the students' anxiety about employment is not practical.

With this in mind, the commission given to this study group[2] was to develop a planning gui by which a speech communication department could analyze its problems in placing graduates in jobs. It is not our intention to provide definitive answers to those problems, but lines of an sis by which a department can find answers suitable to its own peculiar situation.

WHAT IS THE PROBLEM WE FACE?

Why Should We Be Concerned About the Issue?

Students in increasing numbers are shifting their study programs to those which they can "cash" in the job market. Consequently, speech communication departments must develop and clar their relevance to the world of work, or face serious problems. Moreover, the traditional professional goal of many of our graduates--teaching--is one in which there are more employment pr lems than in the economy as a whole, even in depressed times. Though the economy recovers, the number of young people in school will not expand but remain steady or enter an absolute decline. Furthermore, even with economic recovery, the rest of the economy does not present a bright pic for the college graduate. As more and more of the population achieve a college degree, there develops a growing surplus of people to fill the jobs demanding advanced training.[4] The result dissatisfaction will pressure departments to make their courses job-relevant and to compete for students on the basis of that job-relevance in a time of contracting college enrollments.

Perhaps it is ironic that speech communication professors still are seen by many as elocuti teachers whose expertise extends no further than the niceties of delivery in public speaking. al inventory of skills covered in a typical speech communication curriculum reveals a numb lls which have importance to the needs of potential employers.

What Are Our Responsibilities Concerning the Employment of Our Majors?

The unanimous opinion of this study group was that the usual college department of speech communication should not undertake the functions of a placement agency. It is not the purpose the department to find jobs for its graduates. Though departments usually pass along job openi which come to their attention, other agencies on campus are better equipped to serve the placem function. On the other hand, there seem to be several responsibilities which a department shou assume. They would include the following:

Identification. Skills and concepts which are currently taught in the speech communicatio curriculum and which are job-related should be identified. Materials which should be added to curriculum also need to be identified. These additions, of course, must fall within the appropriate boundaries of the speech communication discipline and of the department's commission. Finally, it is necessary to identify the specific job possibilities and categories for which sp communication graduates would be especially well qualified.

Doubtless, the following list could be extended, but a cursory inventory of job-related sk and concepts in speech communication revealed these:

group communication processes

attitude change and persuasion

social research

interpersonal communication

organizational communication

message design

parliamentary meeting management

conference techniques

briefing and case analysis

research design

statistical analysis

interviewing

public speaking

Curriculum Revision. Few would suggest that a college curriculum should be determined sol by what is popular with employers at the time. Transactional analysis currently is fashionable in business short courses, but I suspect that something else will replace it before long. On t other hand, sensitivity to job needs may lead us to shift the focus of courses and curricula without compromising basic concepts. As an example, we have traditionally taught courses in argumentation and debate with educational debate or the courtroom as the basic model. A revisi of that course with the job market in mind might stress more the function of issue analysis and research in job situations. The oil and electric companies are now employing people to prepare carefully researched and argued analyses of the possible positions on oil and energy. In light of such developments, some curricular pruning and redirecting may well be possible without compromising the integrity of our discipline.

Communication. Students need to be informed of the job possibilities open to those with speech communication skills and what those marketable skills are. Employers need to be made aware of what our graduates can offer them, particularly of what they can offer better than other graduates.

What Information Do We Need?

Other data might be helpful in our analysis as well, but the answers to these questions ar essential: How many of our graduates are finding employment related to their training? How many are not, and what circumstances seem to prevent them from securing those jobs? What kinds of training in speech communication have been most successful in preparing students for employment? A rather straightforward survey of departmental alumni would answer most of the above questions, and many departments have a substantial amount of information already in their file ies directed to the business community could identify the jobs most available in the phic area served by the college.

WHAT ARE THE CONSTRAINTS?

After clearly defining the problem it faces in the placement of its graduates, a speech communication department needs to identify the constraints which limit the alternative responses. These will be highly idiosyncratic to the institution. Areas in which such constraints might appear include these: Available personnel and limitations on the hiring of additional or replacement persons rule out certain responses. Work loads on existing personnel may require modification of solutions. University philosophy concerning acceptable types of prgrams will limit the approaches to the problem. Some state universities, for example, are forbidden to develop short courses for groups in communities served by other universities, regardless of differences in objectives between the schools or the wishes of the initiating organizations. Individual administrators may also limit the options by their personal philosophies. A liberal arts dean, for instance, may curtail development of vocational emphases in traditional liberal arts programs. In his view, a speech department's purpose may be to teach traditional public speaking. Departmental philosophy and purpose also will limit innovation in meeting this probl among other things, it should forestall the offering of programs simply to satisfy a passing fa among employers. Another constraint in many cases is geography. The distance from a metropolitan community may rule out some programs, such as an aggressive internship program. The types of jobs for which the students realisitically train may differ geographically, as well. Potential cost to the student or the institution is an important consideration, as is the actua and potential enrollment. Some departments operate under formal enrollment ceilings. In other cases, the potential enrollment simply is too small to support certain programs.

WHAT ARE THE POSSIBLE APPROACHES TO THIS PROBLEM?

A complete list of possible solutions could be a long one. The study group suggested the following as having merit.

Internship. A number of institutions have experimented with placing speech communicatio students as interns in study-related jobs during their junior or senior years. The departmen Communication at California State University at Sacramento has used this approach for several years. Most of the interns placed each year are in the speech communication (rather than tel communication) field. Students so placed often are hired permanently by the host organizatio and when they are not, they have the experience and work vocabulary which makes them much mor attractive to other employers. This program seems to have a great deal of promise.

Faculty and Student Memberships in Business Organizations. Some departments have found extremely valuable for some of their staff and students to join professional business organiza tions, such as the American Society for Training and Development, American Women in Radio and Television, etc. Active participation in these groups places the members in constant touch wi the employers who control relevant job openings, and it keeps them alert to the kinds of job requirements to which they should adjust their courses' content. In an extension of this kin contact, departmental personnel seek opportunities to speak before service and business groups outline the department's program and ways its students can serve employers' needs. In one suc effort at Oral Roberts University, a member of the American Society for Training and Developme succeeded in bringing the local chapter's monthly dinner meeting to campus. The evening's pro gram featured the curriculum of the Communication Arts Department and its relevance to the bus represented. The positive results of that meeting are still appearing months later.

Curricular Links with Other Departments. Pursuing a second major in business, or a relat minor, can increase greatly a student's job attractiveness. And the other departments usually not insulted by the additional traffic generated for their courses by such rec mendations. O particular usefulness are clusters of courses which do not fit any major or m r, but which, supplements to a speech communication major, enhance preparation for a partic r type of vaca When constructed with the advice of the other departments whose courses are involved, these clusters can be extremely valuable.

Short Courses or Seminars. Short training programs for business people focusing on group processes, interpersonal communication, non-verbal communication, etc., are within the compete of most departments, and they permit potential employers to see first hand the relevant expert represented by the departments. If advanced students can assist with the seminars, employers see the potential employees themselves. The faculties also become acquainted with potential jo sources. Moreover, they develop a keener sense of what skills and concepts should be stressed the undergraduate curriculum. It is easy for a program to ossify or focus on matters of minor import. Direct classroom contact with the business community can do much to keep our study programs honest and relevant. It often happens that changes which are needed do not require n materials but rather a new organization of old material and a new stress on elements already included.

Faculty Consulting. Some individuals and departments have developed this activity extensively, while others have done practically nothing. In some instances, university regulations severely restrict it, and in every case, care must be taken to keep it within ethical bounds. The values, however, are apparent. An employer who sees a speech communication faculty member solve a problem for him can easily see how an employee with some of the same expertise (and for ll cost!) would be an asset. The academic curriculum immediately has relevance to nployer's job requirements.

Career Seminars. This suggestion aims at informing the student of his options, rather than specifically training him. It is important for recruitment and for retention of anxious majors. A career seminar confronts a student with various vocational possibilities and the training requirements for each. Students also can be made aware of the job-relevant skills which they already possess. One chairman prepared a dittoed list of graduates and the type of work each was doing. This tended to forestall the question, "But what can I do after I graduat He also distributed a list of job-related skills which a graduate from his department normally would have acquired.

At a different point in a student's work, a similar approach would provide a short seminar in the preparation and distribution of resumes and in job-seeking skills. Frequently the placement service handles this task, but sometimes they only collect materials; they do not advise i its preparation and use. The Speech Department at Oklahoma State University last spring develop a useful extension of this approach. They collected resumes from all their students who were terminating their studies and bound them into a catalog which was mailed to about 1500 potential employers. The reports reportedly were good.

This paper does not try to answer which policy is best for meeting the problem of placement of graduates. Doubtless there are other approaches not mentioned above, and which one or combination is best will depend on the local situation and the constraints discovered. Hopefully, this paper can serve as a planning guide by which a local department of speech communication could arrive at its own best solution.

FOOTNOTES

[1]"College Graduates and Jobs," *A Digest of Reports of the Carnegie Commission on Higher Education* (New York: McGraw-Hill Book Co., 1974), p. 154.

[2]The study group on the placement of speech communication graduates met as part of the summ conference of ACA, July 8-10, 1975, Austin, Texas. Members included, in addition to the author, Rex Wier, University of Texas; Barbara O'Connor, California State University at Sacramento; Juds Ellertson, Muskingum College; Dale Jackson, Taylor University; and Warren Richardson, Villanova University.

[3]"College Graudates and Jobs," *op. cit.*, p. 154.

[4]Dennis Hermanson, "The Underemployed," *Change*, May 1975, pp. 27-83ff.

A PLANNING GUIDE FOR COLLECTIVE BARGAINING

John W. Schmidt

There are two observations that have to be made at a general level:

(1) Collective Bargaining is an adversarial system and the success of a position of advocacy ultimately depends upon the power held by an advocate and the threat to use that power.

(2) Collective bargaining is tied to the legal system, and knowledge of the legal ins and outs is essential.

The importance of these observations is that an assessment of their status in each collective b gaining situation, whether that situation be one where collective bargaining is already operati or one in which a collective bargaining unit is being formed, will shape the response to each questions posed in the remainder of this report.

Four topic area questions provide a basic guideline for preparing for collective bargainin and when taken in total they should assist department chairpersons to gather useful information and to analyze the possible impact of collective bargaining. These four questions are:

(1) Why did collective bargaining come to your particular campus?

(2) What role should a chairperson play in the selection of a bargaining agent and in the formulation of a collective bargaining agreement?

(3) How does a department chairperson implement the provisions of the collective bargaining agreement?

(4) What are your personal requirements to continue to functions as a chairperson?

Collective bargaining comes to a campus as a mechanism by which members of the bargaining unit plan to respond to a situation. That response translates into the provisions of a contrac and thus knowing why collective bargaining came is a key to understanding both the motivation behind and the language of specific contractual provisions. Among the areas that require investigation are:

- Faculty salaries
- Fringe benefits
- Faculty cuts
- Budget cuts
- Personnel policies including questions of promotion, contract renewal, tenure, hiring, summer school staffing, sabbatical policy and procedure, teaching load.
- Faculty participation in any one of several areas of decision making in the university including the formation of budgets, search, screening and selection procedure of administrators, and policies and prcedures encompassing matters of academic policy.

The second question deals with the role that chairpersons should play in the selection of a bargaining agent and in formulation of provisions of the collective bargaining agreement. The rationale for considering this questions is that there are differing philosophies as to whether a chairperson is a manager or an employee, and the time to try to influence the side of the bargaining table that department chairpersons shall sit is during the early stages of the organization of a bargaining uint. Furthermore, many collective bargaining contracts say very little about the chairperson's rights and responsibilities and the appropriate time to try to influence the bargaining process regarding these matters is during the organizational phase of collective bargaining.

The question of whether the chairperson wishes to be part of the bargaining unit, which means the individual will usually be counted as part of the faculty and thus as an employee, or to have the position of chairperson defined as administration which means management and thus an employee depends upon the individual's perception of his role, responsibilities, and rights as a leader of a department. Regardless of which side of the bargaining table the chairperson prefers, it is essential that the chairperson secure a definition of what is the definition of such an individual and the rights and responsibilities that go with such an office.

It is strongly recommended that the several chairpersons in a given school, or if at all possible, throughout the university, form a chairpersons' advisory group so as to develop a coherent position regarding the issue of affiliation with the faculty or with the administration and to pursue questions of definitions of the position, rights and responsibilities. Participants in the collective bargaining process normally respond only to input that is organized around an identifiable group.

Once the process of collective bargaining results in a contract, the chairperson is faced with the implementation of the provisions. The administration may not assist or tell you as to

how implementation of specific provisions is to be accomplished, and if this be the case, the chairperson will have to work his own way through the contractual provisions. Contracts someti stipulate very specifically the actions that need to be taken and how they shall be taken, and if this be the case, you are obligated to see that these provisions are carried out. Careful attention should be given to the language of the contract and in particular to such terms as "normal course load," "usual number of office hours," "reasons for absence," etc. If there is directive from the administration as to the definition of these terms, or if the contract does stipulate their meaning, it may be wise to work out with the department faculty as a whole the meaning for these terms. Besides studying the language of the contract carefully, the chairper should search the document carefully for explicit definitions and procedures which by their ver nature define implicitly the term due process. Most frequently due process provisions will be found in personnel procedures and will involve steps of consultation, evaluation, reporting, an appeal. Frequently the due process procedures will call for the establishement of particpatory bodies drawn from the faculty and selected by the faculty. Due process provisions focus on questions of procedure and not on questions of judgment.

In addition to implementing specific provisions of a collective bargaining contract, the department chairperson may have difficulty in retaining a sense of congeniality and a focus upo academic and professional development. Some of the consequences of collective bargaining such the enormous commitment of time to see that the provisions of the contract are faithfully carri out and the tendency for some collective bargaining contracts to eliminate merit pay and to use salary schedules which serve as a leveling function within and across disciplines may make the achievement of colleagiality and academic and professional development difficult.

The last questions is of a highly personal nature, but one which all chairpersons will probably have to face in terms of coping with the additional burdens which come to that office with collective bargaining. An assessment of your personal requirements t continue to functio as a chairperson should help the individual prepare for an answer to this evitable question. Collective bargaining on many campuses has accelerated the already high tu over in the number chairpersons with the frustration of being unable to achieve the ideal as the most common reaso given for resignations. One should draw a list up of minimum rights and responsibilities which the chairperson thinks are essential to function in that position as a control list. If the individual cannot control the items on this list, then the chairperson should consider resignin

A PLANNING GUIDE FOR GRADUATE EDUCATION

Thomas Nilsen

Much of the discussion which preceded the task group meetings was devoted to such issues a enrollment, the attracting of students to courses in the field, and the need and possibilities for non-academic employment. Very little of the general discussion seemed to have a direct relationship to graduate programs. There was, however, sufficient interest in the relationship of graduate study to the contemporary societal pressures that a task group was formed.

The task group, after considerable discussion, did arrive at a number of specific suggestions or recommendations.

1. In planning or reviewing the graduate offerings the needs of our students four years from now must be considered.

While this recommendation was heavily stressed, all recognized the difficulty of predicting what the needs will be and what subject matter areas should be stressed to meet the changing needs. There was general agreement that certain actions should be taken, however, and this led to the next recommendation.

2. We do need both applied and scholarly research and study at the graduate level. The consensus was that the applied research should be primarily at the master's level. Some sort of professional communication degree seems indicated. Such programs have been established at some schools.

One of the general problems that faces planning at the graduate level today seems to be that the development of graduate programs that emphasize the non-academic marketability of the graduate student are seen to conflict with what the institution conceives of as the scholarly objectives of graduate programs. In addition, as the graduate programs in speech begin to specialize enough in such areas as attitude measurement, organizational theory, personnel relations, etc., to provide adequate qualifications, such programs get closer and closer in content to other graduate programs on the university campus.

3. It is important that there be a constant and systematic evaluation of the nature and quality of our graduate work. There is an increasing trend in universities now toward periodical review of graduate programs by the administration. Our internal reviews should not be determined solely by such external ones, but should be undertaken to enable us to keep our courses of study in closer touch with the changing societal and academic conditions.

The need for review brought forth a related recommendation.

4. The National Association should proceed with some urgency with its attempt to develop criteria for the assessment of graduate programs. It is important that national criteria be formulated so that some reasonably consistent scope of studies and level of quality can be established for graduate degrees in speech. Such criteria will aid greatly in internal and external reviews, and should have a positive effect on quality of work in the long run.

An important objective or result of the development of criteria should be clearer definitions of the elements or subject matter areas that can or should make up reasonably well delimited areas of study within a department of speech or speech communication. It is not suggested that any particular grouping or combination of these elements is needed in the ideal department. Various combinations should be possible, but the nature of the elements or areas should be more clearly understood.

The present divisions of the Association might well form the basis for such a definition of elements, but the content or subject matter and goals of the divisions need more explicit definition.

5. The size of graduate programs should be carefully assessed, from at least two points of view: (1) the number of Ph.D.'s awarded relative to the job market, and (2) the effect on the undergraduate program of the commitment to graduate work. Graduate programs consume much faculty time, and thoughtful consideration must be given to the questions of the most appropriate time commitments. Should we teach a graduate seminar of four or five people instead of a basic section of perhaps 25 or more? The issue is complicated by the general university criteria for departmental excellence which place so much emphasis on graduate work and the scholarship that grows out of it.

6. Interdisciplinary study should be encouraged. Such interdisciplinary study should come about as a response to the kinds of problems being studied, that is, we should be pursuing research problems which require the expertise of members from various disciplines rather than simply drawing people together to work on a problem.

7. As a general rule we need to emphasize increasingly the need for rigorous scholarship at the graduate level. Rightly or wrongly (sometimes one, sometimes the other) speech departments are not infrequently viewed as being lax in scholarship. In these times of tight budgets, administrations are searching for the less productive and less scholarly programs in which to effect some cutbacks. We ought not be targets of opportunity.

8. We have a moral obligation to inform potential graduate students of the limitations of the present job market, and what appear to be the limitations in the future.

A PLANNING GUIDE FOR ENROLLMENT PRESSURES

Robert E. Pruett

At the Fourth Annual ACA Seminar held in Austin, Texas on July 9 and 10, various groups were established to consider subjects concerned with "An Inquiry into the Implications of Curren Trends for Speech Communication Planning." A group composed of K. Bryson (Montana State), G. Capp (Baylor University), M. Carr (San Jose State), H. Dyches (Georgia State), C. Ellis (David Lipscomb), D. Freshley (University of Georgia), R. Pruett (Wright State), and J. Trent (Miami University) was organized as a task force to analyze the problems of student enrollment and make some suggestions as to how to respond to the external pressures for either (1) increasing or (2) decreasing enrollment.

Pressure to Increase Enrollment

While a number of institutions are experiencing problems of decreasing enrollment, others are confronted with the pressure to increase enrollment without a subsequent increase in faculty or financial resources. Some of the external pressures effecting enrollment are as follows:

1. Departments must approximate enrollment (student-teacher ratio) that resembles the university as a whole. Courses in our departments often have a smaller student-teacher ratio than other depart. nts.

2. Excessive demand by students especially in the basic courses.

   a. Expectation by students as to what they will learn.
   b. ASSUMPTION that "speech is easier" may create excessive demand.

3. Pressure to increase number of students in basic courses in order to show a higher FTE ratio.

4. Overenrollment in basic courses/underenrollment in advanced courses.

How to Respond to Decreases in Enrollment

1. Eliminate some of the courses that compete with each other. Too often, departments schedule courses at the same time.

2. For some schools, plan year-round program including summer. This would extend the course offerings and help reduce potential conflicts.

3. Reorganize courses to make them more attractive to students. This could include name changes, subject reorganization, etc.

4. Extend program by offering evening and weekend classes to attract more students.

5. Develop minors with other departments.

6. Work with other departments to get suggestions for electives.

7. Develop interdisciplinary courses.

8. Unite with another academic unit.

9. Reduce prerequisites for certain upper division courses.

10. Develop mini-courses.

11. Reduce specified courses in major.

12. Attempt to get lower level courses as part of the "General Education" requirements.

The task force concluded that its analysis of the problem concerning pressures to increase or decrease enrollment has been based upon their experiences and that other departments may have different problems. What was presented were the views of the members of the group with some suggestions for planning to meet either the present or potential pressures. A final point stres by the group was that the key to handling such external pressures may be in terms of the image projected by the discipline and the department.

A STATEMENT ON CONSOLIDATING PROGRAMS

Anita Taylor

Though concern was expressed regarding the fact that public institutions of higher educatio in the same state and area tend to perform similar functions, the task group established no plan

The majority of the group felt that the benefits from diversity and from free choice provid by such diversity outweighed the problems of overlap and inefficient use of resources. Moreover the dangers of centralized planning and system-wide control were felt to be larger dangers than some supposed wasted resources.

Though states are likely to move in the direction of centralized planning at state and system levels, the majority of the group believed the best plan is to hold back and delay as muc as possible with the attitude that individual mission plans may forestall such state central control. This conclusion was not unanimous.