

Rocco C. Siciliano
Forum:

*Considerations on the
Status of the American
Society*



2000
Fourth Annual Forum

College of Social and Behavioral
Science

University of Utah

Siciliano Forum logo designed by
Marion Stiebel Siciliano
©1997



Rocco C. Siciliano Forum:
*Considerations on the Status of the
American Society*

***The Governance and Management
of American Universities:
Changing Times, Changing Students,
Changing Purposes***

by

David P. Gardner, Ph.D.

Chairman
J. Paul Getty Trust
Santa Monica, CA

President Emeritus
University of California

President Emeritus
University of Utah

Wednesday, October 11, 2000
at Noon
Gould Auditorium
Marriott Library
University of Utah
Salt Lake City, Utah

The Siciliano Forum
was established through an endowment
by Rocco C. and Marion S. Siciliano
to enhance the thoughtful deliberation
of public issues.

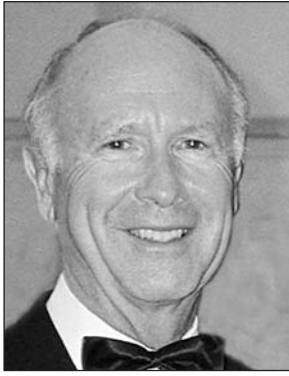


Photo courtesy of Judy Magid, Salt Lake Tribune

David P. Gardner

About the Lecturer

David Pierpont Gardner is the recently retired president of the William and Flora Hewlett Foundation. Prior to joining the Foundation in January 1993, Dr. Gardner was for nearly ten years president of the nine-campus University of California. He received his bachelor's degree in political science, history, and geography at Brigham Young University and his M.A. in political science and Ph.D. in higher education from the University of California at Berkeley.

From 1964 to 1970 Dr. Gardner served as a faculty member and vice chancellor at the University's Santa Barbara campus, and in 1971 was appointed as a vice president of the University of California. He served as the tenth president of the University of Utah from 1973 to 1983 before becoming the University of California's fifteenth president in August 1983, serving in that capacity until October 1992. In 1981 Secretary of Education T.H. Bell appointed him Chairman of the National Commission on Excellence in Education, whose 1983 report, *A Nation at Risk*, helped spark the national effort to improve and reform schooling in the United States.

Dr. Gardner has served on several national commissions concerned with higher education. He

is a member of the National Academy of Education and the American Philosophical Society and is a fellow of the American Academy of Arts and Sciences and the National Academy of Public Administration.

Dr. Gardner serves as Chairman of the Board of Trustees of the J. Paul Getty Trust in Santa Monica, California, and as the Director of the Tanner Lectures on Human Values, the Huntsman Cancer Foundation and the Huntsman Family Foundation, all of Salt Lake City, Utah. He is also a director of and advisor to several private corporations in California, Utah and other parts of the country.



J. Bernard Machen
President, University of Utah

***Introduction of Dr. Steven Ott, Dean of the
College of Social and Behavioral Science***

I am Bernie Machen, president of the University of Utah. I'd like to welcome you to the fourth annual Rocco C. Siciliano Forum. This is a very special event for the university, one of the opportunities we have during the fall semester to discuss important national or even international issues that relate to our society. It's done through the generosity of Rocco and Marion Siciliano and their family. I will let Dean (Steven) Ott introduce them to you in a minute.

This forum is affiliated with the College of Social and Behavioral Science, and Dean Ott is the new dean of the college. He just took over this fall. He has been in the college since 1992, and he comes out of the Department of Political Science. At this time, I'd like to turn the program over to him. Thank you all for coming. It should be a great afternoon.



J. Steven Ott

***Dean, College of Social and Behavioral
Science***

Introduction of Rocco Siciliano

First, welcome, and thank you for coming. As a new dean, this is a rather awesome event at which to be introduced to you. In many ways, this forum is a continuation and an extension of a very extraordinary person's life.

Let me go back a step. This is a forum about the status of the American society. Rocco Siciliano is a person who has committed his life to the improvement of the status of society in the United States. In so many ways, he is an exemplar of the meaning of public service. He and his family had the vision and have sponsored events and speakers who have discussed high profile issues—not political issues, they are definitely not political issues—but issues dealing with underlying conditions of the status of our society that have public policy implications.

Let me spend just a few minutes on Rocco to demonstrate what we mean when we say “an exemplar of a commitment to public service and the quality of life in the United States.” Rocco graduated from the University of Utah and earned his law degree from Georgetown University. He served in the Eisenhower admin-

istration as the Assistant Secretary of Labor and Special Assistant to the President for Personnel Management. He also was Undersecretary of the Department of Commerce under President Nixon. Rocco also served as a member of the Federal Pay Board, which, together with the Price Stabilization Commission, was the only Federal wage and price stabilization effort ever made during peacetime.

His professional positions and his volunteer positions in the public sector have included: member of the National Commission for Public Service, Co-chair of the California Commission on Campaign Financing, Trustee and Vice Chair of the Committee for Economic Development, founding member of the California Business Round Table, Chair and President of the Los Angeles Philharmonic Association, member of the Board of Governors of the National Conference of Christians and Jews, and the Committee on the Constitutional System. He has achieved a level of recognition in my field to which I can only aspire: a trustee of the National Academy of Public Administration. He has been a member of the Board of Governors of the Cedars Sinai Medical Center. Rocco has received too many national awards to list. Through the vision, generosity, and focus of the Siciliano Forum, he has provided the University of Utah and the College of Social and Behavioral Science with the opportunity to thoughtfully deliberate public issues. And, that is what we will do in the college and at the university over the coming years.

Rocco, I would like to ask your family to stand. Marion, John, and Vincent Siciliano (applause). This is an extraordinary group of people of whom we're very proud, and proud that they are part of the University of Utah and the Utah community. Rocco Siciliano.



Rocco C. Siciliano

Introduction of 2000 Siciliano Forum

Distinguished Lecturer

David P. Gardner, Ph.D.

That was supposed to be a one-minute introduction. Thank you though, Steve, very much. I look out and immediately see all these faces that go back (many years). For the benefit of some of those in the back, you should be closer up here, because all these old-timers in the front are my classmates.

In the brochure that has been passed out announcing today's presentation by Dr. David Gardner, it makes mention very specifically of the fact that we would like to deal with some of the country's most pressing and least tractable issues. Certainly education at all levels, whether it's college, high school, or elementary, fits that definition. And certainly Dr. David Gardner is one of the most noted leaders in this field. The timing of today's subject, education, is not just an accident. As we know so well, our national presidential election is hardly a month away, and the subject of education is in the media daily.

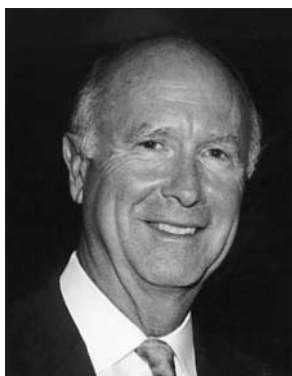
In any case, many of you remember as I do, the ten years that David Gardner spent here as president of the University of Utah. These were very exciting and successful years as he helped make

the University of Utah into truly a national university that was recognized as such. One of the things that helped to achieve this was a famed report written while he served as chair of the National Commission on Excellence in Education. When that report came out in 1981, it was called *A Nation at Risk*.

David left here in 1983 to become the president of the University of California system. So I watched him again for some nine years as he continued his distinguished career as head of perhaps the nation's most notable state university system.

Our admiration of his accomplishments did not stop there. He left the University of California system to become a trustee of the J. Paul Getty Trust, which I also happened to be a member of at that time. He is now the chair of that board. The J. Paul Getty Trust is more than simply the sponsor of a distinguished museum. It is also a major player in the fields of education and research, operating the research Institute for Art History and the Humanities. Art conservation and grants are also a part of what they do. It now has about \$7 billion in assets under management. His record also includes foundation presidencies, the Hewlett Foundation and the Eccles Foundation, as well as a deep involvement with the Jon Huntsman Foundation.

It is a great pleasure for me to introduce a fellow Utahn as the fourth Siciliano Forum speaker to talk about a very key subject. David Gardner will you come up please? (applause.)



David P. Gardner, Ph.D.

Fourth Annual Lecturer
Wednesday, October 11, 2000

*The Governance and Management of
American Universities:
Changing Times, Changing Students,
Changing Purposes*

Rocco, thank you kindly for that very warm and overly generous set of remarks regarding my background, having clearly omitted other interesting aspects of it.

I have always found that the University of Utah knows how to keep you quite humble. I have told this story more than once; R.J. and Marilyn Snow will certainly know it, as will others. I had only been here about three weeks in August of 1973, when Lillian Ence, known to many of you, as Jim Fletcher's and Alfred Emery's secretary, informed me that one of my responsibilities was to visit the football team during fall practice. I said, "fine, get me the program and I will read it over and review it, and then visit the team." I did so within a week or two. I had done my homework, and I went up to the field where the team was practicing. I observed from the sidelines for a period of time, becoming increasingly apprehensive about the upcoming season. I introduced myself to the coach. He whistled in the team, and the first young man in, who was much faster than anybody else (he later played for the Green Bay Packers), was Steve Odom.

Some of you may remember him. He and I were just standing there looking at one another, but I recognized him from my homework. I said, “good morning, you are Steve Odom, aren’t you?” “Well yes,” he said. And I said, “And you are a graduate of Berkeley High School.” That’s why I remembered him. And he said, “Well yes.” And I said, “Great. So am I!” And he said, “Oh. Well, who the hell are you?” Where was Rocco to introduce me when I needed him in 1973?

It is very nice to see so many friends out here, so many friends of Rocco’s, Marion’s and their family. I do hope that my remarks today will be worthy of your attendance, and I look forward to the conversation following these more prepared remarks. I am happy to be here. The University of Utah is a very special place, a wonderful place, and it enjoys a superb reputation around the country. I have always been proud of being able to serve here for ten years.

This is a wonderful forum. I am following three splendid forum lecturers. The title of my remarks, *The Governance and Management of American Universities: Changing Times, Changing Students, Changing Purposes*, appears to fit the objectives of the forum.

Our universities are in a time of marked transition. I know that may sound somewhat commonplace, but I really believe it to be true. This transition is comparable in scale and significance to that of the late 19th Century when the modern American university was formed by the convergence of three broad forces: the British undergraduate liberal arts tradition; the German university with its emphasis on graduate studies, research, and empiricism; and the American commitment to a broadened and more applied curriculum, a more diverse student body, and public service, embodied in the Morrill Act of 1862 at the federal level. Thus, one hundred years ago, we were coming out of a major 25-35

year transitional period in American higher education.

What are today's issues? And what implications do they carry for our nation's institutions of higher learning? These questions are not easily answered in the abstract. Nor can the answers be overly generalized, owing to the diverse nature of American higher education, a brief profile of which is worth recalling.

In sharp contrast to most of the rest of the world, American higher education is not so much a system as a collection of roughly 3,600 colleges and universities enrolling more than 10 million full-time students and over 5 million part-time students. These institutions, founded mostly in response to changing conditions and distinctive local needs, are unusually diverse. There are medium size and large research universities (such as the University of Utah), small liberal arts colleges (such as Westminster), church-affiliated institutions (such as BYU), vocational schools, professional schools (some aligned with the university and others not), two-year community colleges, some publicly supported, others privately supported, some supported both publicly and privately. Their missions, while overlapping, are as distinguishable as their respective cultures and traditions.

It is hard to generalize about this enterprise. Ours is an extremely large, highly diverse patchwork of institutions, with a strong tradition of local control and individual initiative. They differ greatly in quality, in character and purpose, in size and complexity, in fiscal stability, in patterns of funding, and in the profiles of their students and faculty. It is a non-system that by custom and public expectation is dedicated to the principle of broad student access and to the idea that higher education serves not only the private needs of students, but also the larger goals of the nation. It serves the differing needs of students in our highly pluralistic, large-scale,

mobile, decentralized and geographically dispersed society uncommonly well. No one could ever have planned it; it simply grew with the country. Keeping in mind the difficulty of generalizing about higher education, please bear with me as I now do so.

In my view, we are living in a time of acute modernity. What do I mean by that?: the rise of urbanization, the mass dislocation and migration of peoples, the specialization of knowledge, the industrialization of labor, the technological revolution and modern science, leading to now familiar systems of universal and instantaneous communications of one kind or another and international travel; the instantaneous movement of capital; the globalization of business; the new economy and the re-invigoration of the old one; the transformation of employment and what it means to have a job; the spread of American pop culture; and the extension of the English language across the world.

These, and related forces and pressures, carry profound implications for our world and, of course, for our country. They also implicate our colleges and universities directly and in fundamental ways. For example, they influence the nature and character of what is taught (the curriculum), the selection of those who comprise the student body (who gets in and who doesn't), the pedagogy (the means of teaching), the criteria for the appointment and advancement of faculty members (who at the very core are the university), and the choice of those who lead our institutions of higher learning, such as Bernie Machen.

So the forces of modernity are mainly centrifugal (that is, pulling apart) rather than centripetal (coming together) in their effect: they tend to subordinate the more human aspects of daily life to the more instrumental, mechanistic, and bureaucratic ones. They seem to cultivate an especially debilitating form of moral relativism

in people's lives and an insidious cultural nihilism in the larger society. They tend to decouple the beliefs and actions of individuals and groups from the consequences such beliefs and actions carry for others—they are too remote, too distant to carry the responsibility for what, in fact, happens as a result of one's actions, thus shrinking one's sense of individual compassion, humaneness, and personal responsibility. They appear to supplant the more transcendent, even spiritual, principles and values with the more common and utilitarian ones, and they tend to spread a generalized sense of indifference, masquerading as tolerance, towards acts and utterances that fundamentally undermine the self restraint, good will, generosity of means and spirit, and common sense that are such vital aspects of a civil society, especially in a diverse and pluralistic America.

Does this overstate the problem? I think not. In any event it surely does not understate it. For example, one need only to reflect upon the myriad of social problems our own nation confronts, many of which derive from these previously referred to macro forces: the decline and dispersal of our families; the rise of big government and the concomitant shrinkage in our private lives, endeavors, and impulses; the bureaucratization of our institutions; the centralization of governmental power and authority; the level of crime and the rise of the underclass; the widespread use of drugs; the condition of our schools; the debasement of our literature, language, and public entertainment; the ordinariness of the media; the trivializing of our public life and political discourse; the coarsening of relations among the races; and the mean spiritedness so often experienced in daily life (taking, for example, a quick ride on the freeway).

There is widespread belief that as a society we have lost our grip, that the familiar and steady moorings no longer secure the ship of state; that we are morally at sea, rudderless, and, thus,

unclear about our destination, confused about our values, unconfident about our priorities, unsure of ourselves and others. We feel threatened. Ours is a diminished spirit struggling for meaning, seeking context, and troubled even in this time of nearly unprecedented prosperity.

People hold an array of perceptions and criticisms of our colleges and universities as well, and neither they nor the criticisms will simply disappear; for example, racial preferences, “unfair admissions policies,” faculty teaching loads, an excessive and overcompensated bureaucracy, and so forth. These are not my allegations. I am observing the criticisms that are offered by others. I might share some of them, but I am merely making clear what others are saying. It is true, of course, that the perceptions and criticisms are not always fair or accurate. They are often exaggerated or over-generalized and often uninformed and inconsistent. Moreover, our colleges, universities, and schools are finding solutions to many of these problems more often than is recognized. Finally, each of these institutions is not afflicted with all of these problems and may, in individual instances, not be contending with any significant number of them.

My own view, however salient as the criticisms to which I refer may be, is that the critics have missed the real target. I do not mean that these criticisms are without merit, that these issues are not real, or that they do not require serious study and corrective action by those in positions of responsibility. I do mean, however, that the sources of the public’s disquietude about our colleges, universities, and schools arise less from an objective appraisal of their more publicized and popularized shortcomings than from an unarticulated apprehension about modern life in general that looks mostly, in vain, to the colleges and universities for explanation, discernment, insight and acknowledgement. By focusing mistakenly on the more ephemeral or popularized issues of the hour, the critics fail to see

that the most profound and least apprehended challenge confronting our colleges, universities, and schools is the need for them to infuse their curricula with more coherent meaning and discernible significance; to connect their coursework to authentic and comprehensible educational objectives; to clarify the link between their standards for admission and advancement and what will be expected of students by their employers, or colleges and universities for their further graduate work or professional studies; to take more explicit curricular account of the nature and character of modern society and the forces that help form our present condition; and to compare and contrast these with other peoples and cultures for the insights such studies always afford.

What we have instead, and I am now generalizing particularly at the university and college level, is a curriculum that is mostly an extension of the specialized work undertaken at the upper division and the graduate levels, driven by the academic values and valuing of academic work in our system of rewards, and molded by the perceived exigencies of our disciplinary and departmental structures. (We should have a lively discussion of this among faculty members who may be here today—after my remarks.) It is not driven by the needs of the students, by and large, whose curricular appetites during their first two years of college life, for example, lack discernment, if I may understate it. Our “breadth and depth” requirements (a cafeteria of courses, where the main course and the dessert are easily confused) by and large reflect compromises and trade-offs among and between the academic disciplines whose interests reflect not so much the needs of students, in terms of the coherence of what we are asking them to study, as those of their professors whose careers are much impacted by the proportion of time devoted to teaching and research and whose inclinations to advance the latter rather than commit to the former come to subordinate the needs of students to those of the academic profession. I dif-

ferentiate here between the curriculum, which should be the object of scrutiny and change, and the actual quality of classroom teaching, which in my view is much better than the public supposes and even better than many of the students deserve.

While our colleges and universities have been weakened by criticism from without and by contention from within in recent years, they are, nevertheless, less weakened than all but a handful of institutions in our society; and, of those, they remain the ones best able to help us through the transition from where we have been to wherever we are headed.

They will be able to do so, however, only by refocusing their programs, reordering their priorities, realigning their resources, and recommitting themselves to their most fundamental of purposes, namely, transmitting the culture from one generation to the next, not in sterile or unconsidered ways or by means excessively dependent on memorization or cant, but in a thoughtful, critical, deeply knowledgeable and challenging fashion, helping students to connect the past with their present and with the changing world they will inherit. This is not to set aside the role of research where members of the faculty not only inform themselves but also share what they know with their colleagues and with their students; but it is going to be very hard to argue for the research function if there is an unreasonable level of discomfort or disquietude with the teaching function.

I am focusing on the lower division curriculum more than on the level of junior and senior studies because it, more than any other variable, gives expression to the collective sense of what is worth learning during the non-specialized years of university and college life. It also takes account of who is studying at any given college and university, what kinds of students are there, how prepared they were when enrolling, how interested they are in their studies, and how much time they devote to them, the relevance

education bears to the hopes and aspirations of the students themselves, the way in which we undertake to teach them, and the connectedness of these first two years of college and university life to K-12 on the one hand and to advanced studies on the other.

These are formidable tasks. They are the arenas, indeed increasingly the battleground, where contending forces—the academic disciplines and the departments, various ideologies and academic politics—interact and important decisions are made.

It is this arena in which the issues of admission standards, teaching loads, demographic and social changes in the larger society as reflected in the new students enrolling each year, institutional costs, educational policy, pedagogy, courses to be offered, and political correctness converge. This is the one issue that will and should engage the time and attention of these institutions and those responsible for and interested in them. I am not saying that this doesn't happen, but it doesn't happen generally. You may get a few individuals to look at this problem, but it is hard to get the faculty as a whole to look at it comprehensively, although this does happen from time to time and from place to place, but not like what is really needed.

The next point is the need to identify, select, and nurture those chosen to lead these institutions. And as you well know, these positions are increasingly difficult to fill. The reasons should not be surprising:

- First, the diffusion of authority within the institution is growing, spreading authority wider and wider, and deeper and deeper, while accountability becomes increasingly centralized;
- The labored nature of decision-making in these institutions, which is both a burden and a strength;
- The size and complexity of the enterprise;

- The changing nature and character of the student body and the professorate, and they don't change at the same speeds;
- The increasing willingness of elected officials to take account of these institutions when giving expression to their political views and when contemplating and planning their political futures (I hope that was delicately expressed);
- The dysfunctional structure of management that so typifies these institutions;
- The diminished sense of institutional citizenship on the part of the faculty. They have a difficult time doing everything people expect them to do, and one of the things that goes first is participation in the life of the university itself—in the administration and the governance of it;
- The shrunken sense of belonging and affinity on the part of students;
- The dramatic loss of public regard and respect for the positions of leadership within these institutions; and
- The growing intrusiveness of government into the inner workings of these institutions. This is occurring everywhere, and if it is not direct, then it is in the form of persons appointed to the governing boards who serve as surrogates for the legislature or the governor. Thus, this is a difficult problem.

Our colleges and universities are not isolated, simple, straight-forward, comfortable ivory towers, inhabited by persons of leisure or affluence, unburdened or unencumbered by the vicissitudes of modern life, as so many choose to believe. That is a 150-year old view of the place.

On the contrary, these institutions are dynamic, changing, vibrant communities where the old and the new contend, and the unthinkable is thought. They are restless places, intellectually unsettling, where values and ideas clash. They are rather strange places actually, or should I

say “uncommon,” full of hope and youthful in their outlook, and yet steeped in their own traditions and eccentricities as well. The world blows through these places like none other, and it is a real ride for any president who tries to bring order and direction to a place as inherently disordered and multi-faceted as modern universities tend to be. Such people are hard to find and even harder to recruit. More understanding and supportive governors, legislatures, alumni, and trustees would help, as would the press were it to be more concerned with context and substance than with trivia and sensationalism.

Next, our colleges and universities will be contending with a fiscal base that for the most part will be shrinking in real terms per student for the foreseeable future, given the demographics of our country (that is, with the projected enrollment increases that are anticipated on the one hand and the competition for public funds at all levels of government on the other). For the private and independent sector universities, the tuition levels are increasingly inelastic, except at a handful of the most sought after and prestigious research universities and the leading liberal arts colleges; and it is to student tuition and fees that these institutions look for most of their basic instructional costs. These institutions are deeply concerned about their futures, especially as state governments fail to keep up with programs of financial aid that are intended to help students meet the cost of attending private colleges and universities. The federal government’s intentions are even less clear in this respect. What is clear, however, is that the federal programs of student financial aid have come to rely increasingly on loans rather than on grants.

As for our public colleges and universities, it is going to be difficult in the extreme, at least for most of them. From 1989 onward, it has been mostly a losing fight for the nation’s public institutions of higher learning in fiscal terms, although it has been more encouraging in recent

years than in the early 1990s. The country's economy, the rising demand for welfare and medical care on the part of a growing share of the population, large-scale legal and illegal immigration, the levels of crime, the numbers of persons incarcerated in the federal and state penitentiaries, and the dramatic growth in K-12 enrollments all combine to shrink the share of state funds for higher education.

The consequences of this trend have been steadily rising tuition and fees (a matter that I understand is of immediate interest on this campus), rising costs for room and board, less competitive salaries for faculty and staff, program reductions and eliminations, deferred maintenance, cancelled courses, crowded classes, and so forth.

Given the nation's economy, tax structure, budgetary priorities, and politics, there is little reason to expect that public funds will soon alleviate these problems. The answer relies on improving the efficiency and productivity of these institutions, and I do not mean trading off their quality and capability in order to yield improvements in productivity.

One obvious option is to shrink the number of students eligible to enroll in our colleges and universities. That would reduce the cost in terms with the direct instructional costs but increases the costs per student for maintaining all of the indirect supporting costs, e.g. libraries, buildings, housing, and so forth. While this limitation on access could be a partial answer to the cost considerations, it is not a solution to the larger needs of our society and country.

Much of what could be done to reduce the bureaucracy, to reorganize, to consolidate, and to otherwise restructure these places, has already been done. It was done in the early 1990s. The hard part will begin now. Some part of the

answer will surely come to depend on the more serious and more expansive uses of modern technology, but I am unsure how much. I do not suggest this as the solution, as I will make clear. I know that much has already been done with modern technology, but everyone knows how much more can, and I believe, will be done in the coming years. These prospects are exciting to contemplate, and the coming generation of students will be ready for it.

Little systematic account is taken by faculty members, university administrators, or governing boards, of how today's undergraduate students prefer to learn. Thus, there is a disconnect between students who come to a university steeped in technological, electronic and other visually-based methods of learning, and a university pedagogy that is generally, but not always rooted more in the past than planted in the future – at least in the lower division or pre-specialized programs and majors. This is less applicable to graduate work, and even the majors and various disciplines, as a generalization. Moreover, there has been an explicable, but barely defensible, institutional hesitancy in responding to distance learning possibilities and related issues, bearing on the time, manner, and place of the teaching function, including the age and other changing characteristics of the student body.

In the classrooms and in the labs on any given campus, among and between campuses of multi-campus universities, among and between public and private universities and colleges, in the work place, and at home, the use of technology will slowly and over time have an even more dramatic effect than is true today on where learning takes place, who learns, who teaches, and how teaching is done. The computer, electronic libraries, the internet, CD ROMs, and the whole array of tools now available to students and scholars alike, hold the most proximate and

promising prospects for improving not only the efficiency and productivity of our teaching and research but also the processes of learning. The promise of this technology, however, should not be over generalized or exaggerated, and its limitations should be made clear as well. What can be done with what we already have, with what we could reasonably hope to get, and with what is already evident in the discernable future, should stimulate us to think in more expansive and hopeful ways about effecting changes in our institutions. It will help preserve, indeed even enhance, their quality and overall capability. False starts in this arena are to be as avoided as indifference.

Another means of reducing the unit cost of instruction – not the overall cost, however, if access is to be retained – is to differentiate the admission standards and missions among and between the colleges and universities within state systems as a whole, by increasing the proportion of high school graduates enrolling in the community colleges. This would be accomplished by increasing the standards for admission at the four-year institutions, and even further by differentiating between the comprehensive universities (teaching universities such as Weber State and Southern Utah University) on the one hand and the research universities (Utah State and the University of Utah) on the other.

This differentiation would also accord with the real world of teaching that marks the historical and more recently enacted policies regarding differentiated missions for dissimilar institutions. This arrangement would provide for the movement of students across institutions when they are ready and eligible, especially at the junior level when moving into one's major and specialty. (These following remarks were not suggested to me by anybody. These are my thoughts; no one else is implicated, and they are offered in consideration of some of the issues

that the state of Utah is confronting now. It is a good deal easier for me to speak on this matter than if I were still serving, especially with the commissioner and some others sitting here.)

Cascading students down from the four-year institutions to community colleges would reduce the state's average cost of educating students enrolled in public colleges and universities, as the cost of educating them at the community college is less than at the comprehensive teaching universities, just as it is less there than at the research universities. Expenditures for capital costs (that is, for buildings) would be similarly reduced—the least cost for the community colleges, and the most for the research universities, with the comprehensive teaching universities in between, in terms of the capital outlay required to make these places work within their assigned but differentiated missions.

I am well aware of the politics of pursuing such a line of thought given the incessant tendencies of our colleges and universities to heighten their prestige and to broaden their missions.

Nevertheless, it has been done elsewhere; and for Utah with its large families, modest levels of family income, political conservatism, and high educational and life aspirations for its children, such an arrangement or some variation of it would seem to commend itself.

The alternative is not difficult to foresee: unrelied “mission creep” within the higher education system, with corresponding increases in the unit costs of instruction and capital outlay, and ongoing tensions within the system of higher education and between the system and state government.

Utah could negotiate such arrangements within its present governing structure or an altered one if the legislature were to invite the Board of Regents to do so. And, of course, the regents could do so if the commissioner for higher education and the presidents of the colleges and

universities were asked to work out such a “treaty” among themselves.

In the late 1950s, in California, new colleges and university campuses were being approved at every legislative session, with one group of legislators trading with another in the usual fashion and in a policy vacuum. If legislators from Stanislaus County wanted a Stanislaus State University there and those up in Chico wanted one also, legislators from Chico got together with those from Stanislaus and they managed to get both of them through. Then we had two, not just one, without regard to anything other than the fact that they wanted them. The legislators themselves eventually wearied of these pressures and became dismayed with the consequences to the state of this kind of “policy making.” Thus, the higher education leadership of California was asked by the legislature to offer advice and recommendations to deal with the expected doubling of enrollment in California’s colleges and universities in the 1960s.

The upshot of all this was that a small team of the state’s education leaders met, debated, and resolved the outstanding issues and recommended to the legislature what came to be known as the “California Master Plan for Higher Education.” It was enacted in 1960 and has served the state well ever since with modest changes. It is looked to by other states and from abroad as a model system, for it made higher education affordable to the state while keeping the doors open at a modest cost to any student of talent and promise who is eligible and wishes to enroll. It assigned overlapping but differentiated missions or roles to the community college system, the state’s colleges (now the California State University system) and the University of California. It also differentiated the pool of students eligible for admission to each of the three parts of the overall system: an open door for the community colleges, the top one-third of California high school graduates eligible for the state colleges, and the top 12-1/2 percent, or

one-eighth, for the University of California. It also arranged for the four-year institutions to accept transfers from the community colleges based on the readiness of students to do work at the senior institutional levels, and it anticipated state budget policies that would differentiate among and between the system's three parts based upon their respective missions and the pool of eligible students.

I do not mean to propose, nor even to imply, that California's answer should be Utah's; but I do mean to suggest that these issues might best be dealt with sooner rather than later. The state's ability to formulate a sustainable and strategic plan for the future of Utah higher education will shrink with each passing year because interests will be more rooted in.

Believe me, I know how difficult it is to effect change in our institutions of higher learning. It is one of their strengths, but taken to extremes it also can be one of their principal weaknesses. I also know how difficult it is for others to influence the customs and norms of our colleges and universities and how careful and skillful they need to be in doing so whether they be alumni, politicians, donors, or others. But it will, in any event, be no easy task, confronted as we all are with familiar and comfortable ways of working with our own jumble of biases, with vested interests, with the inertia and resistance to change that typifies most of us, and with the sense of being nearly overpowered by the pace of change and the globalization of our world, to which I made earlier reference.

Bill Chace, president of Emory University, in underscoring this prospect wrote not long ago,

The change most important to the academy as a powerful medium by which values in our culture are expressed, modified, or reinforced, is that the "hallowed" or "sanctified" idea of the campus is eroding. Where once professors, and what they pro-

fessed, enjoyed both the prestige and the vulgar scorn of all those matters removed from the everyday nature of American life, they now are more and more a part of that life. They have been “de-sanctified.” Each such change can be understood, absorbed, and explained, but the greater cultural landscape now looks different and will feel very different as the next decade approaches. The groves of academe will bear the traffic of the world.

Having been at Berkeley for many years, I can assure you that this is the case.

As was noted in *A Nation at Risk* to which Rocco made reference, “History is not kind to idlers,” and thus perhaps it would be a good time and a good thing to look hard and long at both our strengths and vulnerabilities within the context of changing times, changing students, and changing purposes.

Thank you.

(Applause)

Questions and Answers

Dean Ott: Thank you very much, Dr. Gardner. Dr. Gardner has agreed to accept a few questions, and if there aren’t some questions out of that lecture, I don’t know what to say.

Question: Many of your comments pertained to faculty. What would you say to a student, if you were to present to students, who want to make a change, who want to make a difference? What would you challenge them with?

Dr. Gardner: I do think that students can effect more change than they realize if they go about it in the right way. Merely complaining is usually not an accommodatable observation. But, being constructive in one’s criticism, offering alternatives, making suggestions that are thought to be responsive to a problem that you are experienc-

ing or contending with, by and large, is welcome. The question is: How do you articulate into the structure, into the decision-making process such that student involvement is more focused and less random than it usually tends to be?

I do not know how it is done here now, but when I was at the University of Utah, we had students very much involved in developing the courses on intellectual traditions of the West and in the honors programs. Their advice was not sought erratically, or casually, or marginally. It was at the core of much of what was being discussed because, after all, it is the synergy between the students who are young, less knowledgeable, less experienced, but anxious to learn, interested, wanting to succeed, and the faculty who are extremely well informed, experienced, seasoned, and sometimes cynical. What happens? They each want the other to succeed. Students want the faculty to succeed because the better the faculty, the better the education they will get, and the faculty wants bright students, people who are interested in what they are teaching.

Glenn Seaborg, who was a Nobel laureate and one of the great scientists of the century, was once Chancellor at Berkeley. He was criticized by some students because of their inability to meet with faculty members. One young man happened to be in his class—he was teaching introductory chemistry – and Seaborg said, “I haven’t seen you at my office hours. I keep my office hours. You just don’t come.” There is responsibility on both sides here.

What I do not know is the structure at the University of Utah today, but I can hardly imagine that the academic senate or administrative committees interested in this matter, or some combination of these, wouldn’t welcome a constructive, enthusiastic set of student expressions on how the education here can be improved. If I knew more about how it worked today I could

be more specific, but I think you get the general idea.

Question: The increasing complexity of these institutions has led to an evolution of leadership positions into manager positions. Thirty or forty years ago—you can remember better perhaps than I can—university presidents were looked to as visionaries, as the consciences of society and of their institutions. That all seems to be gone. Do you see any way, if you think it's appropriate, to return to any of that?

Dr. Gardner: It's been my observation over the years, particularly when sitting on search committees (for example, we appointed seven chancellors at the University of California while I was president there, and I had to chair all of the search committees), that members of the faculty who were on the search committees always talked about the need for presidential leadership and vision. But, the moment the person was appointed and undertook to exert such leadership, it was a very different response. This is nothing new, however. It has always been that way.

There needs to be a fundamental respect for the role of the faculty expressed in the form of the academic senate and its various committees, a healthy regard for the way in which the senate works, and an appreciation of both its strengths and its vulnerabilities. It is not easy for academic senates and their various committees to take the initiative, but they are very good reactors. They are nice checks on excesses or bad ideas; but it is very difficult for them to take the initiative.

It is easier for the president to take the initiative. As to how skillful a president is in taking the initiative, I will give you two examples out of my own experience. In my view, this is an inherent part of the role of any president, but presidents do it differently because there are different institutions, their personalities are differ-

ent, and their sense of confidence and experience is different, but here are two examples that represent the extremes.

In 1984, Dick Atkinson, then Chancellor at the University of California at San Diego and now president of the University of California, came to me. UC San Diego had a tremendous capability in science. It was one of the great scientific centers of the world, but the social and behavioral sciences and the humanities needed some strengthening. This was almost 20 years ago. So Dick came to me and he said, "Dave, we need to have an MBA program at UC San Diego. We're not balanced. We need professional schools."

I said, "Dick, with all due respect, we need an MBA program at UC San Diego like we need a hole in the head. We have them at five campuses now. That's enough. Why don't you do something at San Diego that is different, that is responsive to where you are? You are 12 miles from the Mexican border. Your office looks across the Pacific and the next landfall is Asia. You have a Center for Latin American Studies, but there is no school of international relations in the western United States with the exception of the Jackson School at the University of Washington. There certainly is none in the University of California. Why don't we have one? Why don't you propose it? We know that the schools of international relations by and large are in the East and they are Atlantic-oriented. We ought to have one in San Diego that looks across the Pacific, at the economy of that region, at the migration of peoples, at the religions, the cultures, the business ethics, and so on. Why don't you try that?"

Dick tried this idea on at UCSD and the campus wrote a terrific proposal, and we put it through. This was an example of a president planting a seed, letting them water it, and then when it bloomed, I congratulated them on their idea.

If I had made this proposal, it would have gone nowhere because Berkeley, right across the

street from my offices, had most of the talent in this area. So, when it was announced that UC San Diego was going to have a graduate school of international relations and Pacific studies, I was visited by several very distinguished colleagues at Berkeley asking me what I was doing approving a program at San Diego. I said, “They proposed it. Moreover they will graduate their first two classes before you would have decided whether or not you wanted it.” The result was that they reorganized international studies at Berkeley, and it was a positive benefit.

In a multi-campus system, one campus competing with another is a good thing. That is one example of planting the seed.

The other example: I was meeting one day with Bill Fraser, my academic vice president. We were going over some expenditures for equipment in the sciences, especially in the health sciences—\$3 million here, \$5 million here, and so forth. After we got up to about \$70 million I said, “Wait a minute. What if we took this \$3 million that is on the proposal list and made a \$3 million *annual* commitment to try to rejuvenate the humanities and to strengthen them at the University of California?” He said, “That’s a great idea.” I appointed a committee to study this idea but did so with the advice of the Academic Senate with representatives from all of the campuses. It was chaired by a very fine senior professor from UC San Diego. It recommended a university-wide, nine campus, center or institute for the humanities to be located at the Irvine campus. We funded it.

These are examples of an explicit proposal on the one hand and an indirect proposal on the other. Presidents have to make things happen, one way or another, but generally speaking, it is not thought to be seemly or necessarily efficacious for the president to be overly explicit. Leadership can occur in many different ways.

Question: President Gardner, you talked about the importance of working on lower level undergraduate courses. In your experience over the last few years have you seen examples at other universities of successful rejuvenation of courses on those levels meeting students' needs? Can you mention some examples of universities that you think have met that challenge—which I think is a very important one?

Dr. Gardner: As we know, the best liberal arts colleges by and large do quite a good job of this. The University of Utah has done well. I don't know how it is today, but the University of Utah did pay attention to this through the honors program, intellectual traditions of the West, and other ways.

I know that Clark Kerr, former president of the University of California, once proposed that the Santa Cruz campus should develop a lower division program that would be thematically based; that is, you take an issue of pollution, or international relations, or conflict resolution, or whatever, and bring various disciplines to bear on that theme, which would characterize the whole lower division program. It was a great idea, but the faculty is not organized that way. It is organized by academic departments, and the departments make the decisions with respect to the courses that are going to be offered. Thus, I am not able to answer your question with the level of confidence that I would like.

Question: Finding an economic solution for higher education is a very challenging concept. I understand the premise that the lower level colleges and universities would take on the bulk of the problem, and students would matriculate toward the comprehensive and research universities. Am I understanding correctly?

Dr. Gardner: There should be a transfer capability within the system, with students moving

to the comprehensive and research universities in their junior year or before.

Question (continuing): There is a sense that there is not a clean link intellectually between the preparation that occurs at the junior college level and universities. Could you speak to that?

Dr. Gardner: We had the same complaints when I went to the University of California in 1983. There was a concern on the part of the community colleges that many of their graduates transferring to the University of California found the credits they had taken in the community college were not transferable. This was a source of great frustration for the students. It caused resentment on the part of the community colleges and hostility on the part of the University of California faculty, feeling as though they were saddled with students that they couldn't do very much with. The whole arrangement was not very effective.

We constituted a team of faculty representatives from the community colleges, the California State University system, and the University of California—faculty members and some admissions officers—who sat down and worked out an arrangement with the community colleges. Rather than saying, “We need two years of history or two years of math,” they identified what they meant by that. They defined the contents of courses and they agreed on levels of achievement and performance, and the grade points students would have to earn before they would qualify for transfer. It doesn't work perfectly, but it works a good deal better than it used to.

To suppose that students are automatically ready for a four-year institution after two years in a community college is not an assumption that is sustainable. It has to be more particularized along the lines that I have described. Then it can work. After all, what are admission standards for? They are to make sure that students who are

admitted can do the work.

I remember when I first came here. We had no admission standards. We required the SATs or the ACTs, but there were no course requirements and no grade-point requirements. If you graduated from high school, were warm, and wanted to come in, you did. Then at the end of the first year, you rolled right out. That is traumatic for students, frustrating for parents, and demoralizing for the faculty. It is also inefficient and uneconomical in terms of its costs to the state.

If you are going to have such a system as I have described today, admissions standards to these institutions must be clearly defined and differentiated. They should overlap but be distinguishable nevertheless. The pool of students eligible for one as against another has to be quantifiable and made crystal clear to everybody so that high school counselors and those who devise a high school's curriculum can take them into account. There need to be articulation agreements between the community colleges and the four-year institutions so you don't confuse the students, or short-change them, or make their lives more difficult, or our own lives unnecessarily burdensome.

Of course this, will not work unless there is a corresponding accommodation within the legislative budget process for funding dissimilar institutions in dissimilar ways. For example, in setting budgets for the community colleges in California, the legislature has a whole set of policies and criteria it follows, measures it employs, and salary comparisons it makes that are suited to the roles of the community colleges and the students who are studying there. The legislature, does the same thing for the California State Universities that is different from the community colleges, and it does the same thing for the University of California, but differently than for the other two systems. Thus, there are three different budget processes. If that

didn't happen, none of the rest of this would work. That's the other side of the coin.

The problem is, if you don't have an arrangement similar to what I have described or a proximate variation, if you don't have some structure to the system, the bureaucratic, political, and budgetary processes will inevitably level out the entire system over time. That is what will happen, and not everybody thinks that is bad. I happen to think it is very bad, because we are short-changing the students of the state who should have options. We are a pluralistic society; we should have options. We should take account of the differences between this place and that place. One may fit and the other may not fit. In my own view, that's critical, and unless it dealt with in an appropriate way, people will be struggling with one another and there will be levels of unnecessary tension and difficulty for the foreseeable future.

Question: (Inaudible, but related to student morality and behavior.)

Dr. Gardner: By and large, the universities and colleges of the country have almost abandoned any sense of institutional responsibility for these things in practice. We have student codes of conduct, and if they're written with too much particularity then it causes problems because you have to enforce them. There also is a lack of congruence between the way these codes are written and what motivates the language and principles that underpin them—and case law.

You may remember the free speech movement at the University of California in the 1960s, which started because of a university policy on the use of facilities by students that was at odds with the most recent decisions of the court. In a way, the whole enterprise has been in retreat ever since in terms of *in loco parentis*. Universities have a difficult time asserting a set of expectations and standards that the courts will sustain. There is ongoing tension between gen-

eral counsels, presidents, governing boards, and the legislature in states where these kinds of things activate people's interests.

It is very hard to deal with this issue in practice. That is not to say that one can't have views and express them, however dangerous that may be, but at least it doesn't carry with it the possibility of the court finding against you. What we have now is a situation in which people are somewhat fearful to talk about it. In a way, we have shrunk the range and levels of discretion we have to express ourselves in ways we'd like to, because you are supposed to express yourself in certain ways. I don't know if I am being overly subtle, but I think you know what I mean.

Question: (Inaudible)...what effect that might have on the differentiating of faculty between those institutions.

Dr. Gardner: It would tend to confirm the differences that already exist. The pool of people from which the community colleges recruit, and the pool recruited by Southern Utah University and Weber State University are different, and the University of Utah and Utah State are different than either of these. Teaching loads at the University of Utah are not the same as they are in the community college because the mission is different. Somebody on the professorial scale here is expected to teach and to be a productive scholar or scientist. If they did not want to carry the research obligations, they could take a lectureship and teach full-time.

At the University of California, if you are going to be a professor, you are going to be an active scholar and you are going to be a teacher. If you get tired of research and want to teach, we will shift you over to full-time teaching, give you a different title, and that is fine. There is no change in your salary. So there are ways of dealing with this issue. The point is that such an arrangement will merely confirm what we already have.

(Motioning to previous questioner) I want to come back to your question. I didn't give you a very good answer. I remember when we had a tremendous fight all across the country 15 years ago on the divestment issue; there was a very insistent effort on the part of important segments of American society to bring about the selling of equities—ownership in companies—by universities from their portfolios, mostly endowment and retirement monies, of companies doing business in South Africa. You may remember this. We went through two years of this. I had 1,000 people arrested outside my office. One half of Hollywood was out there. It was a very difficult time.

I opposed divestment because I felt the university should not be taking a corporate position on a political issue and using other people's money to do it. I thought it would be a breach of our fiduciary duty to do so. After all, they didn't invest in those companies *because* they were doing business in South Africa; and if South Africa, what about the way women are treated in the Middle East, or most of the rest of the world? So I opposed divestment.

My view was not welcome among large numbers of the student body or faculty. But that is the position I took. Others thought that if I was against divestment, I must be for apartheid. It was like a "bumper sticker approach" to a very complex issue. They thought I took that position because I was a member of the LDS Church, and so they played that one. They can think anything they wish. This was my view.

Some senior members of the faculty visited me in the middle of all of this, and they said: "We want to know what your views are on divestment." I told them what it was, and I went through a list of people with whom I had spoken, books I had read and advice I had sought, and I concluded that these were my views and

why. Then they went after me, making it very clear that these comments were not what they had hoped for—how disappointed they were. How could I morally come to that conclusion?

They were seeking to subordinate my moral position to their moral position. I said: “I must have misunderstood the purpose of this visit. I thought you wanted to understand what my views are on divestment. I have shared them with you. You are not obliged to agree with them. My job is to make sure that this debate can occur within the University of California and that the people involved in it are protected, not shouted down. If we cannot preserve that in a university, we don’t deserve the name.”

Let me tell you a little story that I think you will enjoy. Bishop Desmond Tutu paid a visit to California and offered a series of lectures on our campuses all across the state they were very well attended, of course. He is quite a remarkable person. The president of Stanford at the time, Don Kennedy, and I thought we ought to take advantage of Bishop Tutu’s presence in California. We should talk with him about divestment policy. We met him in Los Angeles for this purpose.



(left to right: *Ted Wilson, David Gardner, Marty Stephens*)

The night before, he had spoken to the California State Legislature. At the end of that speech (with half of the world's press there), Willie Brown, who was then speaker of the assembly, came up to the podium with a Coke in his hand. He said: "I want everyone to know, Coca Cola is in South Africa, and I have had the last Coke I am going to have in my life until apartheid is out of there!" The next day, Bishop Tutu and his wife, Don, and I met in Los Angeles, just the four of us. Before we started the meeting, the secretary came in and asked what we would like to drink. Don Kennedy said, "mineral water." I said, "orange juice." Bishop Tutu said, "I'll have a Coke." Don asked, "What do you mean you're going to have a Coke? We watched the proceedings on television last night." The Bishop said, "No, no, that was Willie Brown. I like Coke." You get the point.

Question: President Gardner, you alluded to distance learning educational opportunities. To what extent do distance learning technologies complement and enhance the quality and the growth of the on-campus learning experience?

Dr. Gardner: I do not think we have experimented with it enough to have reached real conclusions. One of the concerns I have about dis-



(left to right: *Anthony Morgan, Cecelia Foxley, Afton*)



tance learning, whether it is used on campus or not, is that it can become a substitute for the most essential part of the learning process, which is human interaction—the ability to test your ideas with the professor, the need for the professor to interact with students, and the need for interaction among and between students and faculty—the essence of people coming to one place to study.

Certain things can be communicated very easily, and even more effectively, by the use of this technology than in a lecture. For that kind of information-imparting part of our purposes, technology is very facilitative. Students can go and get it when they want it, at a time that is convenient for them, at a pace of learning that is suitable to them, off campus or on. I think that is fine.

But we should not think that technology is an adequate substitute for why people have come together for the last 800 years in these kinds of institutions to interact with one another. You need to be careful not to be indifferent to what technology can do. Do not ignore its potential to substitute for what you do, or on the other hand, to think it will be a cure-all. The truth is going

to be somewhere in between, and we are still experimenting with it.

Question: Some years ago it was intimated that academia in general might be becoming superfluous. Instead of going to a university it would be sufficient for students to take internet jobs or to get specialized training from companies for which they worked. Do you see this threat as continuing? Do you think it has passed? Do you think it represents a real change in social attitudes about higher education?

Dr. Gardner: There is no doubt whatsoever that technology will have a dramatic impact on the way in which we learn in the university and outside of it, where we learn, when we learn, and at what age we learn. That is going to happen. The University of California has 375,000 adult students in its continuing education programs, and this is going to be a very important part of it.

As to the traditional university, if we retreat rather than move forward with respect to what these technological opportunities afford us, we may become superfluous over time, except for a handful of institutions. We should instead move to encapsulate the best of it while preserving the best of our own traditions; for example the human interaction and the interplay of ideas among and between human beings. We need to discover how to adapt to the best of these changes while preserving the best of what we have to offer. I do not think this is at all incompatible.

My first job as vice president of the University of California in 1971 was to mount a distance learning program called "the extended university." The president was committed to it, and we had a few programs underway. The fact of the matter was that the university was not ready for it. Today, it would be. Times have changed, including the technology and the students. We can not be indifferent to technology, but we also

should not exaggerate its possibilities.

We should cede to others the markets that are best served by the internet and find out how that can complement what we are doing. I read an article 25 years ago on this topic because I had tried to do it at the University of California. We were known as a center of learning. We could also be a learning center.

Thank you for your attention, your questions, and for your patience with my sometimes obtuse but hopefully useful comments. Thank you.

(Applause)

Siciliano Forum Panel Discussion

Following the fourth annual lecture, forum participants attended a panel discussion sponsored by the Hinckley Institute of Politics.

Moderator

Professor Ted L. Wilson

Director, Hinckley Institute of Politics

Panelists

David P. Gardner, Ph.D.

Chairman

J. Paul Getty Trust

Santa Monica, CA

Afton B. Bradshaw

Utah State Representative

Salt Lake City, UT

Cecelia H. Foxley, Ph.D.

Commissioner of Higher Education

Salt Lake City, UT

Anthony W. Morgan, Ph.D.

Professor of Educational Leadership and Policy

University of Utah

Salt Lake City, UT

Marty Stephens

Speaker of the House, Utah State Legislature

Salt Lake City, UT

Wednesday, October 11, 2000

at 2:00 p.m.

Hinckley Caucus Room

255 Orson Spencer Hall

University of Utah

Salt Lake City, Utah

ABOUT THE SICILIANO FORUM

“Unique” describes the Rocco C. Siciliano Forum: *Considerations on the Status of the American Society* at the University of Utah. In no other place has a program been designed to offer such an open, nonbiased forum for students, faculty, and the citizenry to focus their energies and attentions on the most important, current, long range public issues facing America today.

The ties that bind the forum’s founder Rocco C. Siciliano – public servant, business man, attorney, civic leader, and family man – to the

University of Utah are strong indeed. It is no wonder, then, that he chose Utah's flagship institution of higher learning as the home for the forum that bears his name and fosters thoughtful discourse on the many key issues facing America today. A Salt Lake City native, Mr. Siciliano graduated from the University of Utah in 1944 with an honors degree in political science and earned his law degree from Georgetown University in 1948.

Leadership and public service have been the hallmarks of Mr. Siciliano's distinguished career. As a young lieutenant during World War II, Mr. Siciliano led an infantry platoon of the U.S. Army's 10th Mountain Division in Italy. He received the Combat Infantryman's Badge, the Bronze Star Medal for Valor, and the Army Special Commendation Award.

The forum's inspiration comes from Mr. Siciliano's extensive involvement in both the public and the private sectors. He served in several presidentially appointed positions including assistant secretary of labor and then special assistant to President Eisenhower for personnel management in the White House and later under secretary of commerce for President Nixon. He also was a member of President Nixon's Federal Pay Board. He played a leadership role in corporate America as chairman of TICOR and chairman of the California Business Roundtable. Currently, he is chairman of the Dwight D. Eisenhower World Affairs Institute in Washington, D.C. and the Center for Governmental Studies in Los Angeles. Mr. Siciliano also serves as cochairman of the California Commission on Campaign Financing and is a board member emeritus of United Television, Inc. and the J. Paul Getty Trust.

The Siciliano Forum sponsors a lecture series as the main focus of its annual programs. Participants include nationally recognized commentators, public officials, educators, and others

qualified to address a specific issue. Each presentation is both oral and written and deals with at least one of the most pressing, least tractable issues facing America.

The topic addressed by the annual forum lecturer is woven integrally in to the academic and research curricula of a number of courses of study within fields such as political science, business, economics, ethics, anthropology, education, psychology, environmental studies, sociology, geography, family and consumer studies, sciences, arts, and others when applicable. In this way, students have the opportunity to gain the most from the lecturer's perspectives.

In addition to the annual lecture, the most high profile of its events, the forum sponsors allied presentations and discussions involving faculty and students with other local, regional, and national commentators, and public officials, and educators. The overall purpose of the Siciliano Forum is to ensure opportunities for the thoughtful deliberations of the public trust and related issues. The inquiry is based upon the total available facts, but also may include ethical or spiritual considerations.

In all, the Rocco C. Siciliano Forum: *Considerations on the Status of the American Society* offers an uncommon opportunity for informed discussion of the major challenges facing the nation. It makes a significant contribution to the intellectual life of the College of Social and Behavioral Science and the University of Utah; indeed, the community, state, and nation as well.

Ever present in Mr. Siciliano's work and life for over 50 years is the artist Marion Stiebel Siciliano who fled Hitler's Germany. Mrs. Siciliano's paintings have been featured nationally and internationally as well as at the University of Utah Museum of Fine Arts. Last Spring, The Sicilianos were awarded Honorary

Doctoral degrees from Gettysburg College, Pennsylvania; hers in Fine Arts and his in Public Service. The Sicilianos have five children: Loretta, Vincent, Fred, John, and Maria as well as six grandsons and one granddaughter.

