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Review of Raymond College Preparatory to Discussions of Academic Programs at UOP

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REVIEW OF RAYMOND COLLEGE

Preparatory to Discussions of Academic Programs at UOP

A. GUIDING PRINCIPLES OF PROGRAM

1. Educational Philosophy

The curriculum and educational methodology of Raymond College arise from the philosophical considerations inherent in the original concept of a liberal education: that the mind must be conditioned to liberal, i.e., free, thought; must be carefully skilled in the arts of critical imagination and creative analysis. Further, those considerations suggest that the arbitrary compartmentalization of human insights and understanding is "counter-productive" to such free thought; therefore, the most effective way of learning may be found in the mingling of the traditional perspectives of subject matter into interdisciplinary approaches to problems and their solutions.

Proceeding from such assumptions, Raymond College was able to design a true three-year undergraduate program founded in its own integrity and distinguished by its peculiar pedagogical methodology as much as by the intensity of learning for which it aims.

To the extent that these approaches differ from more traditional ones, Raymond College courses are complementary to rather than replicative of courses offered in other divisions of this university.

For that reason, Raymond students of earlier days were not permitted

to substitute courses at College of the Pacific, for example, for Raymond courses dealing with apparently identical subjects. While so strict a ruling no longer suits the more broadly-conceived educational stance of Raymond College, it must still be recognized that "a course of selfsame name" may be another course.

2. Service Aspects, Preparation for Graduate and Professional Schools

The nature of the Raymond curriculum makes it less than suitable for the provision of service courses.

The records established by Raymond graduates in the past eight years has given the College an excellent reputation. Consequently, graduates with recommendable academic performances find themselves welcome to highly distinguished institutions.

B. PROGRAM QUALITY CONTROL

Quality control of the Raymond offerings is exercised by the Faculty, as a committee of the whole, under the direction of the Provost of the College. All courses are jointly discussed and evaluated both during planning stages and during actual presentation. Any faculty member may raise questions about the efficacy or suitability of any course at any time. It is important, in this connection, to emphasize that seven members of the student body elected by their peers participate as voting members in these and all other faculty deliberations.

C. RELATIONS WITH OTHER SCHOOLS AND COLLEGES

1. Internally

On balance, these relations appear to be excellent. Long gone are the days when Raymond College maintained itself in splendidly proud isolation behind the "eucalyptus curtain," regarding all other parts of its parent institution with haughty disdain. Faculty exchanges with College of the Pacific, interchange of students in various offerings throughout the University and cooperation of Raymond faculty and students with their colleagues on University-wide committees have established a sound basis for understanding and mutual respect. College of the Pacific has been particularly cooperative in providing for departmental majors of Raymond students who desired such specialization and in facilitating other common ventures.

2. Externally

A number of colleges and universities have worked with Raymond College in establishing cooperative and exchange situations for students. Among them have been Mills College, Sarah Lawrence, University of Boston, Smith, California State University - Sacramento, University of California - Santa Cruz, London School of Economics, Colorado State University and Bard College.

D. PROBLEMS WITH PROGRAM, STAFF, STUDENTS

No purpose is served by recapitulating here the problems with the earlier Raymond program which led to the curricular changes of 1971.

These changes and their implications are being carefully monitored but so far they have not caused any problems. Such minor difficulties as are being encountered arise from application of procedures and can be remedied rather quickly.

The College has no problems with its students who, by and large, are among its most enthusiastic supporters.

Nor are there problems with faculty in the sense of disagreements of major proportion between faculty and students or faculty and administration. Indeed, it is fair to say that the people who are part of Raymond College tend to function together in a rather remarkable fashion.

However, we must not lose sight of the fact that the College is understaffed. Even if we forget about the original concept of one faculty member for every ten students, it must be recognized that Raymond College as conceived and as operated depends upon an unusually intense involvement of students with faculty. That intensity requires adequate numbers of teaching staff and those numbers are not now available. The reasons for the lack of faculty are, of course, economic. A plan to improve the economic condition will be dealt with in more detail under Item G below.

Until the Academic Year, 1971-1972, the College was on a three-term calendar. No figures for 1971-1972 or 1972-1973

E. ENROLLMENT TRENDS, 1968-1973

TABLE I

Enrollment, Raymond College 1968-1973

	1968- 1969	1969- 1970	1970- 1971	1971- 1972	1972- 1973
Fall	<u>160</u>	<u>203</u>	<u>223</u>	<u>202</u>	<u>240</u>
Winter ¹	150	179	202		
Spring	143	160	182	213	232

The above figures show development of several interesting trends. For one, while fall enrollment tended to be reasonably good in the years 1969-70 and 1970-71, the student body had declined substantially by the beginning of the respective spring terms, and the number of students remaining from one year's class in the succeeding year declined even further. However, the retention rate has burgeoned since the introduction of the new curriculum; with freshman classes not much larger than were attracted in earlier years, the total enrollment of the College in 1972-1973 rose substantially over any previously experienced, and is expected to climb even higher for 1973-1974.

¹ Until the Academic Year, 1971-1972, the College was on a three-term calendar. No figures for 1971-1972 or 1972-1973

The size of freshman classes is shown for the period 1968-1973 in Table II below:

TABLE II

Raymond College: Size of Entering Freshman Classes, 1968-1973

1968- 1969	1969- 1970	1970- 1971	1971- 1972	1972- 1973	1973- 1974 (as of 6/5/73)
68	103	102	81	86	91

F. STAFFING TRENDS

The number of faculty at Raymond College has steadily declined since 1966. This is illustrated in Table III:

TABLE III

Number of Faculty, Raymond College, 1966-1973
(exclusive of administrators)

1966- 1967	1967- 1968	1968- 1969	1969- 1970	1970- 1971	1971- 1972	1972- 1973
23	23	22	19	19	18	18

Even more significantly, the ratio of students to faculty, once established at 10 to 1, has eroded as shown in Table IV:

TABLE IV

Student-Faculty Ratio, Raymond College, 1966-1973
(exclusive of administrators)

1966- 1967	1967- 1968	1968- 1969	1969- 1970	1970- 1971	1971- 1972	1972- 1973
8:1	7:1	7:1	10:1	11:1	11:1	13:1

Since the enrollment in 1973-1974 will most likely be even higher than it was in 1972-1973, the ratio of students to faculty will probably rise to 14:1 and may reach 15:1.

G. PLANS FOR PROGRAM IMPROVEMENT AND EXPANSION

In the recent annual report for Raymond College, a proposal for enlarging the College was advanced. Given the fiscal strains under which the University is laboring, that proposal needs to be given urgent consideration.

The limitation of 250 students with which Raymond College was founded arises, in essence, from whim. It was a figure mentioned in conversation between the late President Burns and the Vice-Chancellor of Oxford University when the latter was asked to name the ideal size of a college. Certainly, the number adopted was not founded in economic feasibility of the school. Analysis would have quickly shown the marginality of the situation, given any kind of cost advances disproportionate to income generable subsequent to 1962.

With a student body of 250 (and a faculty well below the originally planned 25) the income of Raymond College can meet its direct costs and its direct overhead; when indirect overhead is also apportioned, the College becomes dependent on support of other University units. Such a situation should not be permitted to continue.

However, given a student body of 350, total income generable (even when faculty and administrative staff are modestly increased) is sufficient to pay for direct costs, direct and indirect overhead, and will produce a sound margin for the University general fund. Given a cost-income break-even point of 1.0, Raymond College now ranks at

by approximately 12 per cent which would be plus revenue to the University.

.88; with 350 tuition-paying students, the College could move to a ranking of 1.12.

However, these vital economic considerations must not weaken the intensely personal climate of Raymond College. It is expected, therefore, that from 75 to 90 members of the enlarged student body be in off-campus internships during each semester, thus leaving an on-campus student body of from 260 to 280. Such a number can be accommodated in on-going classes without undue strain on existing facilities and without destroying Raymond's style.

It would be necessary to increase faculty, over time, from eighteen to twenty-four and to add one administrator. With a staff of that size, the student body can be managed comfortably and the essence of the Raymond environment can be maintained.

The cost of the additional positions would range from \$100,000 to \$110,000; however, the additional income to be generated by the one-hundred additional students would range from \$250,000 to \$280,000, depending on total class load carried by each student.

In elaborating on this proposal in the Annual Report, it was stated that:

"If direct overhead on instructional cost is computed at 45 per cent, and indirect overhead at an additional ten per cent, tuition income generable for the College under the proposed arrangement would exceed total direct and indirect costs by approximately 12 per cent which would be clear revenue to the University.

"Critics may ask how, in times of a diminishing student market, one can plan on raising one's total enrollment 40 per cent. We can reply that we have already done better than that:

"In the fall of 1969, we had a student body of 160; in the fall of 1972, only four years later, it stood at 240, an increase of 50 per cent. From 1971 to 1972, we were able to raise enrollment by 20 per cent, and indications are that from 1972 to 1973, we may raise it at least another 10 per cent.

"Some of this increase has come from improved retention rather than from newly recruited students, and retention is now at a level that cannot be improved upon.

"However, a more aggressive recruiting effort, increasing the actual freshman class by only 25 per cent over the class expected in 1973 in each of three years (i. e., 125 new students in 1974, 1975, and 1976) plus a retention level of only 85 per cent will produce the required numbers."

Planning such expansion over a period of three years, it would be prudent to add to staff only after having already attracted the additional revenue-producing students. A three-year period would also suit the academic needs of the College, for such modifications as will be necessary in the curriculum and in the further development of the Internships program will require that much lead-time.

Any new faculty added to Raymond College should be women. This is not merely to satisfy regulations about affirmative action. Rather, we must give men and women students the opportunity of seeing models of women in professional roles. Even more importantly, in a variation on our theme of interdisciplinary studies, students who have generally been conditioned to a male world view must have occasion now to learn the female perspectives.

H. UNIVERSITY-WIDE PERCEPTIONS OF ACADEMIC PROGRAMS

1. Raymond College sees itself as complementary to the various liberal arts and professional programs of the University. (see also Item C)
2. The University of the Pacific offers an unusual diversity of programs qualitatively traditional in concept and execution. Innovations, even those among the cluster colleges, tend to be new in methodology rather than in basic content. However, given the high failure rate among those schools which have recently entered educational terra incognita, this qualitative orthodoxy of UOP and its sundry schools must be seen as an asset.

3. It is difficult to feel the perceptions of other people unless there is occasion for gaining intense sensitivity to their views. Such opportunities rarely occur; one must therefore rely on approximations.

(a) Raymond College was for some years seen by many of those at UOP as a very expensive and unduly pampered academic

child which tended to suffer from illusions of grandeur. Except for the support given it by the late president and the Regents, the College might well have fallen into such disfavor that its continued existence would have been seriously jeopardized.

Given a closer relationship between the colleges and schools, the former bad image has generally been replaced by a better one which the College had to earn by hard work and some successes.

(b) The perceptions of UOP from outside the campus tend to vary. An overriding problem of the University is that too many people have no awareness of it at all: the school is still relatively little-known and appreciated. Too many of its friends still see merely past glories of prowess on the football field and have only the vaguest notions of the sound academic things which are happening within the institution. Moreover, in Stockton, itself, the University is regarded with some animosity because it allegedly prevents the establishment here of a public four-year college.

I. SUGGESTIONS FOR MORE EFFECTIVE USE OF HUMAN AND MATERIAL RESOURCES.

1. A major proposal for better use of available resources by addition of students and some further resources has been discussed in Item G. It would be appropriate here to discuss another possible future development:

In Item G it was postulated that recruitment of a student body enlarged by forty per cent should present no problems. This

presupposes, however, that there will not be within the next six years a major economic recession which might well drastically curtail all enrollment in expensive private institutions. Massive economic reverses would cancel out the conditions projected as a basis for the proposal.

In that case, an alternate plan of operations is indicated.

This statement began by saying that Raymond College offers an unique kind of curriculum which does not duplicate any of the other University programs. Consequently, it is exceedingly difficult to think in terms of unilateral curtailments; any curtailments of Raymond would have to be accompanied by campus-wide curricular readjustments.

There are two areas of the curriculum which might be merged with related programs emanating from College of the Pacific:

(a) The Natural Science Program

In addition to other differences mentioned earlier, the Raymond science program varies from that offered by pertinent departments at COP in its basic liberal arts context. COP science programs are in essence professionally conceived and oriented; the Raymond program is intensely integrated and integrative, designed for "the educated man and woman who, in order to function intelligently in today's world, must understand their biological selves as well as their physical environments."¹

¹ Raymond College brochure, 1968

However, the cost of a natural science program in a shrinking college may well be unupportable. In that case, it would be proposed that the University consider establishing from the departments of COP and the science faculties of the cluster colleges a university-wide science program. It should have both professional and liberal arts objectives and orientations, functioning independently of any one college and serving all of them as well as the professional schools.

The details of such a venture would have to be worked out with precision and in consideration of a good many sensibilities. However, the merging and more efficient utilization of talents and facilities can produce savings when those outweigh other considerations.

(b) The Art Program

Similar consolidation may be called for under the same conditions in the field of the plastic and graphic arts, as well as art history.

Artists-in-residence (such as at Raymond and Callison Colleges) are preferable to other staffing arrangements, but tend to be costly especially when the relative duplication of facilities is priced out.

J. SUGGESTIONS FOR NEW ACADEMIC VENTURES

With considerable reluctance, for it goes against the grain, I would propose that for the foreseeable future the University of the Pacific digest the multiplicity of programs launched during the past

decade before new ventures are considered.

Of course, on-going programs might be improved, altered, or otherwise modified as required, but new ventures demanding new

sources of capital support and addressing themselves to new student markets should most likely not be considered for introduction until the early 1980's.

K. ANALYSIS OF ADMINISTRATION IN SUPPORT OF ACADEMIC PROGRAM.

1. The administration of Raymond College, as of all the cluster colleges, tends to be understaffed. This statement is made in relation to jobs to be performed which tend to require a minimum of functions. Such a minimum can serve the constitutionally limited number of 250 as well as twice as many students, but reduction below the minimum strains the provision of administrative services.

The proposal earlier in this statement to increase number of students at Raymond College would provide economic justification for additional administrative support.

At this point, the actual cost of administration at Raymond College is 7.2 per cent of total instructional cost. This is equal to the share of general administrative cost of total instructional budget for the University as a whole.

The suggested increase of one administrative position in light of proposed increases in students and income would leave that same administrative cost ratio.

2. (a) From the perspective of Raymond College, there has always been administrative support of its program from other parts of the University.

Bernad Kolker

June, 1973

50

(b) The College has received excellent support from the various administrative elements of the University; the support from the Office of Development and its Public Relations Office has been especially noteworthy during the most recent year.

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