

RICHARD STOCKTON STATE COLLEGE

EDUCATION POLICIES COMMITTEE

PLANNING SEMINAR

4 | 28 / 70

RICHARD STOCKTON STATE COLLEGE

Education Policies Committee

Planning Seminar

Participants

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Richard Chait	University of Wisconsin, Graduate Student
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Richard Pesqueira	University of California/Riverside, Dean of Students
John Telfer	Columbia University, Assistant Vice-President for Physical Planning
Irvin Wyllie	University of Wisconsin/Parkside, Chancellor

Students

Ken Brower	Ocean County College
Frank Evans	Atlantic Community College
Debby Hawkins	Atlantic City High School
Barbara Leonelli	Vineland High School
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John McCloskey	Montclair State College
Paul Shechtman	Swarthmore College

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Education Policies Committee

Planning Seminar

The information paper for the Planning Seminar offers a notion of where the staff and the Education Policies Committee are now in the development of academic/campus life at Stockton State. The Seminar, it is hoped, will serve a two-fold purpose: 1) the sessions will provide opportunity for review of general purposes and program directions for the institution; and 2) opportunity will be provided for discussion of the "Student Life Program" as projected in the companion paper.

Some questions to consider as you read the paper:

- How clearly does the paper provide an understanding of what it is we intend to accomplish as an institution?
- To what extent are the purposes, as stated, those which are likely to draw students to the Stockton campus? Are there other purposes that ought to be included?
- What should Richard Stockton State College be providing as programs, options, given current student interests?
- To what degree do the program directions cited provide reasonable alternatives for development and pursuit of student interest?
- Are the admissions policies compatible with the purpose and views of the institution?
- How valid is the strong orientation toward community involvement as a proper role for a college? What are the implications of such an orientation for development of the college programs?
- Is our assumption reasonable that students desire greater self-direction in planning and follow through of their programs? Do students want to assume such responsibility?

- What qualities of student and academic life as expressed in the paper are likely to interest students most? Which qualities are least likely to interest them?

Planning Seminar Information Paper

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Education Policies Committee
Planning Seminar
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General Information

Authorization

Richard Stockton State College is one of two new public institutions of higher education provided for in a bond issue referendum approved by the voters of New Jersey in November, 1968, and authorized by New Jersey Law, Chapter 128: Section 4 (Paragraph 3) as follows:

"Construction of 2 new State colleges, one in Bergen County, and one in Atlantic, Cape May or Cumberland County, or any combination of the three. Not more than \$30 million."

Governance

The college as part of the New Jersey state system of higher education is one of eight state colleges under the general control of the New Jersey Board of Higher Education. The college is directly governed by a nine-member lay Board of Trustees, appointed by the Board of Higher Education and subject to the approval of the Governor. Two members must be women and not more than three members may be from one county. Members of the initial Board of Trustees were appointed in January, 1969, and met for the first time in February with Mr. David L. Taylor serving as Chairman pro tempore. Mr. Taylor was officially elected Chairman of the Board of Trustees for his current term in September, 1969.

The present Trustees are:

<u>Name</u>	<u>Field/Occupation</u>	<u>County</u>
Mr. David L. Taylor (Chairman)	Engineer and Partner Taylor, Wiseman, Taylor & Sleeper	Burlington
Mrs. John M. Alton (Vice-Chairman)	Housewife and Businesswoman Alton-Risley Marine, Inc.	Atlantic
Mr. Franklin H. Berry	Lawyer and Partner Berry, Summerill, Rinck & Berry	Ocean
Dr. Robert A. Brooks	Management - DuPont	Salem

<u>Name</u>	<u>Field/Occupation</u>	<u>County</u>
Mr. James P. Hayward	President, Atlantic City Electric Company	Atlantic
Mr. William C. Koeneke	President Marine National Bank	Cape May
Mrs. Ben Leuchter	Housewife	Cumberland
Mr. Frank Lindsey	Executive Director S.C.O.P.E., Inc.	Cumberland
Mr. Charles Reynolds	Editor <u>Atlantic City Press</u>	Atlantic

General Purpose

The purpose of the college is to provide programs in the liberal arts and professions. Initially, such programs are expected to be developed primarily at the undergraduate level. An Education Policies Committee of the Board of Trustees has been appointed to work with college staff in the selection and broad design of educational programs to be offered. Additionally, the college is inclined toward the use of individual consultants with considerable direct, continuing experience in higher education as expert advisers rather than contracting for comprehensive educational planning from a consulting firm. The Education Policies Committee and staff are presently considering the general aims and special emphases which will mark the distinctiveness of Stockton State. Following is a draft of this statement of purpose:

STATEMENT OF PURPOSE

Richard Stockton State college is a place for students to pursue their educational and professional objectives through programs emphasizing the liberal arts and sciences. However, Stockton State should not be considered only as a place where students prepare for specific professions or fields of work, important as these goals may be. Stockton State believes students must understand and learn how to deal with the many environments they live in; that they must be capable of evaluating the effects of technology on change; and that they must understand how public and private decisions are made. Hence it is essential that the college

offer programs which greatly increase the students' chances for a responsible life reflecting concern for the quality of life for all. Stockton State College will take advantage of its own and neighboring physical and human environments, giving special attention to environmental studies; to management sciences; and to engineering technologies.

Both what are often called traditional majors plus self-planned and self-directed courses of study are available at Stockton State College. All of these programs emphasize curricular organization and methods of instruction which promote independent learning and research, cross-disciplinary study, problem solving, and decision making through analysis and synthesis. By these means, students increase their analytic and creative capabilities, improve their ability to communicate, and develop responsibility for building tenable positions or philosophies by which they can live and continue to learn.

Stockton State College strives...

To create a learning environment which encourages continuing interaction of students, faculty, and administration on both informal and formal bases and reminds everyone that the college is a community.

x x x x

To provide opportunities for practical applications of those things students study on the campus through off-campus work-study and field-study arrangements which give students experiences and associations with those involved in the application of knowledge.

Colleges?

x x x x

To acknowledge and respect the maturity of students by sharing with them the responsibilities for developing and maintaining the quality of the college through the demanding task of making it a community of mutual respect.

x x x x

delete

To encourage that development of the intellect which promotes maturity, objectivity and creativity. Every student will be encouraged to undertake an individually planned course of studies which promotes:

- Who's to say when you are thinking well?*
- a) self-reliance through the development of the ability to think well and the ability to seek and find the needed information for his continuing self-education wherever this information may be recorded or stored;
 - b) an acceptance of and responsiveness to change;
 - c) an understanding and appreciation of past contributions of mankind, political, cultural and aesthetic, which have shaped the present and will affect the future; and,
 - d) the ability of the individual to become a productive member of society.

During February, 1970, college staff and Trustees met with representatives of the public and interest groups in an effort to understand what they believe to be the important needs in the professions throughout the state and which programs they believe the college should develop. (Exhibit A, a summary of these meetings, follows on pages A1-A6.)

It appears likely that special consideration will be given to environmental studies and marine sciences as particularly appropriate to the college's location. (Exhibit B, Report of J. Livesey, Consultant, follows on pages B1-B3.) Professional programs are also anticipated in management sciences and engineering technologies. Such programs will be developed on an interdisciplinary basis in an attempt to prepare graduates to function effectively in a society where complex interrelationships prevail.

While the entire range of programs is still to be determined, the college is planning to introduce programs in accordance with the following schedule:

SUMMARYMEETINGS WITH PUBLIC AND INTEREST GROUPS

College staff met with a number of public and interest groups to discuss possible professional directions in program development at Richard Stockton State College. There were two general emphases that tended to run throughout each of the meetings - the college should take advantage of its newness to develop different approaches in curriculum development; virtually all those with whom we talked also suggested that the college would do well to provide opportunities, through work-study or similar arrangements, for practical application of students' studies.

Some specific directions suggested in these meetings are summarized below:

Health Professions - 2/6/70

(Participants included: Mrs. Lee, Director of Nursing Program, Atlantic Community College; Dr. Gross, Head, County Health Department; Mr. Rawley, Director, Children's Seashore House; Dr. Bjork; and, Mr. Judy.)

There is a need for continuing educational opportunities for nurses. "Graduate" nurses, those completing the two-year nursing programs at the community college, express interest in continuing toward the baccalaureate degree. Limited numbers of hospital nursing programs are also interested in working toward the bachelor's degree. The four-year degree is especially important for those seeking supervisory positions.

Greatest opportunities for nurses would be provided on part-time basis.

Need was expressed in respect to short-term continuing education opportunities, especially for those in the public health sector. Short-courses in community planning or understanding the cultural background of families were cited as examples. Opportunities exist for cooperation with other institutions such as Rutgers and Columbia in offering these services.

Technical programs are needed to provide personnel trained in such areas as physiotherapy. The only baccalaureate program in physiotherapy available to the area is in Philadelphia. Demand is also great for trained personnel in sanitation, air and water pollution, and sewerage treatment.

No programs in Public Health are presently available in New Jersey to train those needed for supervisory and middle management positions with public health agencies.

The college might explore programs for training "Doctors Aids," specially trained medical personnel who could help alleviate the problem of insufficient doctors for house calls. (Such programs are now in existence at Colorado and Vanderbilt.)

*Re medical
infirmary*

The college might also explore development of a "track" within broad range of management programs to provide opportunities for those desiring to enter health services on an administrative level. Such a bachelor's program would provide beginning and middle management personnel for hospital administration and public health administration.

*Administrative
R. S. 197*

Engineering Programs - 2/11/70

(Participants included: Mr. Sideravage, President, I.E.E.E.; Mr. Yulo, Past-President, I.E.E.E.; Mr. Stenger, President, South Jersey Section of American Chemical Society; Mr. Williams, NAFEC; Mr. Gerber, Atlantic City Electric Company; Mr. Darkes, Atlantic City Electric Company; Mr. Reynolds, Trustee; Dr. Bjork; and, Mr. Judy.)

Engineering and environmental sciences are integral and should be considered together.

Stockton State should develop a strong pre-engineering program that would prepare students to complete their engineering degree at a professional school, perhaps in a 3-2 or 4-1 arrangement cooperatively worked out between Stockton and a professional school.

*up school. Program
needs
study*

All agreed that Stockton could not develop professional engineering programs at the start but should not lose sight of such programs in long-term planning.

Many of the participants stressed that the college need not be overly concerned with professional directives on curriculum. Professional organizations are becoming less rigid and restrictive, and in any event the college could provide leadership in new approaches for engineering-related curricula. Participants challenged Stockton to correct existing ills in engineering preparation.

Need for personnel in engineering fields was emphasized. In addition to well-known state wide need, representatives of N.A.F.E.C. and A.C.E. emphasized large numbers of qualified engineers needed for their work. Emphasis was also placed on providing opportunity for practicing engineers to remain "current" in their fields.

Many stressed their hope that the college would address itself to the solution as well as to the identification of problems.

Opportunities exist for utilization of specialists in industry as adjunct faculty. There is also a willingness of industries to cooperate in work-study arrangements.

Teacher Preparation Programs - 2/12/70

(Participants included: Dr. Winchell, Superintendent, Atlantic County Schools; Dr. Fenton, Superintendent, Cumberland County Schools; Mr. MacEwan, Superintendent, Cape May County Schools; Mr. Cohen, Consultant, Center for Research and Experimentation in Higher Education; Dr. Bjork; and, Mr. Judy.)

School superintendents emphasized that general upgrading of teaching staffs was the most important issue to consider. Recent statistics on availability of teachers were not disputed on a state wide basis, although each felt that numbers did not automatically produce quality.

Anticipating the inclusion of Head-Start-type programs under the purview of boards of education, the college should consider the development of programs for pre-school personnel.

Referring to a recent memorandum from Chancellor Dungan and Commissioner Marburger, the superintendents encouraged the development of new and different approaches to the preparation of education professionals. When asked if school districts would hire such teachers prepared at Stockton, the participants acknowledged that it would be their responsibility to assist the college in this respect.

Need for continuing opportunities for teachers in service in the area was stressed, including possible graduate offering, short-term cooperative programs with school districts, and assisting the schools in training individuals transferring from industry and business to the classroom.

Stockton as a new institution has an opportunity to provide leadership in a program to prepare faculty for community colleges and the first two years of other colleges. Need exists to provide such programs since current graduate programs are research oriented rather than instruction oriented. Such a program would provide the college with a special graduate orientation at the start.

*And 3. by
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1000*

*9000
1000*

Management Programs - 2/17/70

(Participants included: Mr. Owen, Executive Director, Atlantic City Chamber of Commerce; Mr. Patterson, Executive Director, Cape May County Chamber of Commerce; Mr. Adams, President, C.M.C.C.C.; Dean Nodine, Director, Law Enforcement Program, A.C.C.; Mr. Brooks, Cumberland County College; Mr. McLean, Ocean County College; Mr. Reynolds, Trustee; Dr. Bjork; and, Mr. Judy.)

Participants cited the lack of local talent at the management level throughout the area as a distinct shortcoming. They urged the development of business and management programs, including programs that would permit community college graduates to continue toward baccalaureate degrees.

Many stressed that the college, in considering program directions, should consider the need for specialists as the area develops. Great need is evident, even now, for persons in merchandising and marketing.

Some felt that the college would do just as well to offer strong arts and sciences as a base for "in-house" training by local industries.

In response to queries about local acceptance of graduates, those at the meeting conceded that the area is generally dominated by small, locally-owned industries and businesses and that local demands for college trained personnel in the business and management fields would be minimal. *however, good specialization time*

Service to the business community on continuing education basis will also be minimal at the start. Attempts by chambers of commerce to provide such short-course and institute opportunities have met with little positive response. *And...-1968*

Need was cited for the development of programs in law enforcement at the baccalaureate level. Community colleges are now enrolling large numbers in transfer programs while no college in New Jersey currently provides them with an opportunity to continue. Also, there is the need to train locally management personnel for correctional institutions, since vast majority of these must now be recruited from other areas. The possibility of cooperative arrangement in regard to program and staff was cited. It was conceded that staff in this area is particularly difficult to find. *T-Grouping to
Dillon
Lynch
Dyck*

Community College people were not over-enthusiastic about cooperative arrangement with police academies in the state. They felt their programs were distinct from practical training provided at such academies.

Science Professions - 2/18/70

(Participants included: Dr. Vivian, Director, Environmental Science Center; Mr. Dupras, Secretary, Conservation District; Mr. Stenger, President, South Jersey Section of American Chemical Society; Mr. Zalusky, Director, Marine Sciences Consortium; Mr. Feehan, A.C.E.; Mr. Ficadenti, A.C.E.; Mr. Hamilton, A.C.S.; Mr. Sideravage, I.E.E.E.; Mr. Yulo, I.E.E.E.; Dr. Bjork; and, Mr. Judy.)

The college could assume a unique leadership in development of a program in the marine sciences, especially emphasizing study of the tidelands - marsh areas. Need for such programs is critical, and the location of the college provides ideal opportunity for such an emphasis. Such an approach would not negate the development of basic science programs but would provide a special focus for such studies.

Projections of need in environmental sciences amply support the development of such an emphasis at Stockton. One study cites 5,000 jobs in environmental sciences in 1970 and projects need for 100,000 positions by 1980.

Programs at Stockton State should concentrate on teaching students the process of problem solving. Because of the changing nature of technology, industry is not interested in technically trained individuals but in one whose breadth of training permits him to change directions with a minimum of effort.

It is important to provide opportunity for application of disciplines to practical problems and to provide early opportunity for students to help them determine their professional direction. Virtually all agreed that industry and professional groups had to do more to encourage students into fields applicable to industries needs.

The need for an informed public in regard to environment, including efforts of industry to solve environmental problems, was stressed. This should be a major emphasis in the general education of all students.

Opportunity for use of the college site as an "outdoor laboratory" is excellent and should not be overlooked.

The college should concentrate on early development of basic sciences and develop long range plans for more professionally oriented curricula such as engineering.

Biochemistry, as related to Marine Sciences, and Aquaculture (marine farming) are two programs which are needed and have not been developed to any large extent in colleges.

Hotel/Motel/Restaurant Programs - 2/20/70

(Participants included: Mr. G. Malamut, President, N.J.S.M.H.A.; Mr. Scarpa, Coordinator, Hotel/Motel Management Programs, A.C.C.; Dr. Bjork; and, Mr. Judy.)

Emphasis was placed on the need for middle management personnel especially in the "hospitality" industries. The few institutions with baccalaureate programs are not producing enough people.

The nature of the area suggests very good possibilities for cooperative work-study programs. Practical application is an important component of any program in this area.

Possibility of coordinating such a program with that at the community college was stressed.

Need for such trained personnel will increase as ownership changes from local family pattern to national and international chain operation - a trend currently underway.

FIRST IMPRESSIONS AND PRIOR CONVICTIONS

SUBJECT: PLANNING OF RICHARD STOCKTON STATE COLLEGE
SOUTH JERSEY REGION
STATE OF NEW JERSEY

BASIS: VISIT BY L. J. LIVESEY, CONSULTANT - Vice Chancellor for Long
NOVEMBER 6 and 7, 1969 Range Planning
State University of New York

The informal recommendations which follow are based, first of all, upon limited impressions gained in a two-day visit to Atlantic City. Secondly, these suggestions unavoidably reflect prior convictions of the author concerning new or revised purposes for higher education.

The impressions are nearly all positive. Richard Stockton State College clearly has a strong mandate from the New Jersey system to develop a rich and innovative program. The newly-appointed President, Dr. Richard Bjork is dedicated, personable, imaginative and is assisted by a very capable core of staff. He is determined to learn everything he can from the experience of others across the United States who have had the opportunity to build a new college from scratch. This is not to say that the Atlantic City and South Jersey areas are free from problems. One gains the impression of a degree of ambivalence concerning whether the new college should be looked upon as a "possession" of the Atlantic City community, or should remain somewhat aloof by insisting that it exists only to serve the whole state. The foregoing is overstated, but the impression serves to introduce another, which is that one ought not to overlook the potential that the college may have to unify an area and a city which appear to be severely fragmented in economic, ethnic and geographic terms. In educational terms the problem is made more complicated by the existence of a liberal arts oriented junior college. Closer articulation with the two-year college will determine how the local (and statewide) needs for vocational and professional education will be met and how the South Jersey institutions will meet the inevitable challenges of open admissions in higher education, regionalization of resources, and continuing education.

The consultant's prior convictions are that colleges and universities have institutional *educational* purposes which transcend the component purposes of departments, schools and institutes (1) and that such purposes (and program) must be made relevant to the

(1) There is an honest division of opinion on this matter. The contrary view holds that institutions have "administrative" (means-oriented) purposes only, that are designed to support a variety of internal educational goals.

needs of those students--now in elementary and secondary schools --who will be taking their places in society several years from now. Further convictions are that new ways must be found to join together, rather than fragment or isolate, the values of general education and occupational training. It is the consultant's opinion that open admissions is inevitable and that this in turn will force new patterns of inter-institutional cooperation, probably in regional arrangements.

The following recommendations are very general and preliminary, subject to whatever further study and discussion the administration of the college may wish to undertake:

ENDS

1. That the college regard its ultimate target population as every high school graduate who can benefit from further education, not limited by scores and high school records, which implies new and revised admissions criteria, remedial offerings, inter-institutional cooperation and a vigorous program of continuing education.

2. That the college choose an institution-wide approach or "theme" which binds every course of study to every other course, and the related research and public service. The suggested theme is teaching, research and service centered on the *impact of science and technology upon the future quality of life*, an ecological approach which admits professional and technical training but offers it in the context of our physical, social, humane and spiritual environment.

MEANS

1. That the widest possible participation be solicited in the planning of the new college to include borrowed students and borrowed faculty, staff, trustees, and lay citizens and parents grouped or consulted in a variety of ways, but that the first plans remain flexible enough to permit change by the first permanent faculty and enrolled students of the college.

2. That the college, together with other institutions in the South Jersey Region, devise a regional plan for the sharing of educational responsibility.

3. That such planning be preceded by the gathering of (a) the best available information on the current strengths and weaknesses of higher education in the state or region and by (b) speculation on those aspects of the future of the nation, state and region which may create new obligations for higher learning. Such information on the present, combined with imagined or anticipated future situations could serve to "...initiate that backward chain of events which when they reach the present can be translated into the form of calculated change."

4. That, when plans have been formulated, an understanding be reached with authorities in charge of budget, construction and accreditation so that the more innovative aspects of such plans are "exempt" for a time from the unit cost and space utilization standards or definitions of academic quality which are employed for programs that are more traditional. The lack of such benefit of doubt in the past has killed off many promising innovative institutions.

RICHARD STOCKTON STATE COLLEGE

PROPOSED SCHEDULE FOR INTRODUCTION OF MAJORS/PROGRAMS

YEAR	DIVISION		Management Sciences	General Studies
	Humanities	Science & Math		
1971-72	Literature History	Mathematics Biological Sciences Ecology Human Biology	Psychology Sociology - Anthro- Pology Political Science	Core Program
1972-73	Foreign Language - Romance Languages	Physical Sciences - Chemistry Biological Sciences - Marine Biology - Plant Biology	Economics	Core Program Secondary Teaching - Major areas
1973-74	Philosophy-Religion Foreign Language - German	Physical Sciences - Physics Biological Sciences - Pre-Medical - Nursing	Urban/Regional Studies	Inter-Divisional Studies - Humanities - American Studies - Fifth-Year Professional Programs - Teaching
1974-75	Fine Arts Communications - Mass Media	Physical Sciences - Pre-Engineering - Engineering Technologies	Management Sciences - Aerospace	Inter-Divisional Studies - Area Studies
1975-76		Physical Sciences - Earth-Ocean Sciences		
1976-77	Master of Arts - Literature - History	Master of Arts - Biology	Master of Arts - Urban/Regional Studies	Master of Arts - Management Sciences

NOTE:

The foregoing table suggests the timetable for the introduction of majors/programs at the college. The programs included reflect at least the following:

- 1) Consideration of the need for substantial development of a broad range of arts and sciences programs to meet both the requirements of intensive study for specific degrees and those of a general "service" nature.
- 2) Attention to the "market" conditions at both the entrance and exit points of the college so that student interests and society's needs can both be served.
- 3) Response to the advice of lay, professional, and special interest groups concerning the responsibilities a public college has to its varied constituencies.
- 4) Development of distinctive programs which enlarge the range of offerings available from the entire public system of higher education and capitalize on any special conditions of the college such as newness and physical environment.

It should be pointed out that the year in which a program is introduced means that a freshman or qualified junior transfer can start the program in the year indicated and obtain a degree in that program in the normal four or two years he would take to complete a degree. Thus, a degree in economics would not be granted in 1972, but would be obtainable by 1974 to junior transfers and 1976 by freshmen. Courses in the major fields will obviously be available before the major itself is available since most disciplines require the support of others and students will be seeking elective opportunities in many areas.

Changes, especially additions, will be made when interests of the first students can be more accurately determined. No specific program details have as yet been developed. The following will serve, however, to illustrate current thinking among staff relative to program directions:

- The curricula of Richard Stockton State college will be designed for greatest flexibility in serving the student clientele.
- While all students will be required to demonstrate competency in selected areas of General/Liberal Studies, a flexible program organization will permit students to "concentrate" in specific disciplines in the arts and sciences, interdisciplinary problem-oriented studies, and professional programs. Major programs must allow for entry at varying points.
- Community college graduates who choose to attend Stockton in order to continue their pursuit of the baccalaureate degree should not be penalized because they are "transfers."
- The college, as a public institution, must assume responsibility for students of widely varying background.
- Programs will be developed which recognize the varied and individual backgrounds of students - both in terms of program requirements and in mode of instruction.

Source of Students and Admissions

To assist in the determination of demand for student space and programs and to anticipate characteristics of the potential student body for the college, Robert Heller Associates, a consulting firm, has completed a demographic and market survey for the college. This study will serve as the basis for student enrollment projections through 1980 and will influence initial selection of programs for development.

The survey by Heller Associates indicates a potential full-time enrollment of 600 in 1971, increasing to 3,000 by 1977. The college plans to open to 500 students in the fall of 1971. In response to increasing numbers of community college graduates, the initial student body is likely to include 300 freshmen and 200 juniors.

Minimum admissions requirements for students in New Jersey's state colleges are set by the Board of Higher Education. Current policies require 16 units of high school credit including 14 units

J. Heller

Handwritten notes:
6-25-2011
Apply to all offices

in college preparatory subjects. The college is free, with approval of its Trustees, to establish such other criteria as are appropriate. It is the desire of the college to establish a student body as diverse and heterogeneous as possible in academic and socioeconomic background and in geographic origin. To help promote this purpose, it is currently anticipated that 40-50 percent of the student body will ultimately be in residence. The following admissions policies have been adopted by the Board of Trustees:

- (1) Graduates of transfer programs of New Jersey two-year colleges will be admitted at the junior level within the range of programs offered by Stockton State College.
- (2) Graduates of New Jersey secondary schools will be admitted in numbers determined by the Board of Trustees and supported by appropriations, in accordance with state-wide admissions policy and the following additional criteria:
 - a. During a specified period each year applicants will be admitted automatically (rolling admissions) to the freshman class if they meet specified admissions criteria in three areas, namely, percentile rank in secondary school graduating class, CEEB/SAT combined scores or their equivalent, and a rating which results from weighting and combining the secondary school percentile rank with the standardized test scores or percentile rank. The minimum rating level required for automatic admission will be determined annually and announced.
 - b. Applicants attaining a rating below the minimum required for automatic admissions will be assigned to a selection pool until a scheduled date after which they will be selected for admissions on a random selection basis. The minimum rating level required for assignment to the selection pool will be determined annually and announced.
- (3) Students whose potential for post-secondary education has not been successfully identified by conventional criteria or measurements will be sought and admitted to the extent that adequate financial and instructional support can be provided.
- (4) Students with no prior college/university standing will be admitted with advanced standing on the basis of criteria established by the college including performance on such standardized tests as the CEEB Advanced Placement Tests.

Handwritten note:
Must be reported

- (5) Students seeking admission by transfer from colleges and universities not covered above will be evaluated individually and admitted on the basis of availability of suitable programs and level of performance at institutions in which they are currently enrolled.
- (6) The total number of students to be admitted annually, the programs into which they are to be admitted, and their distribution among the foregoing categories will be determined annually by the Board of Trustees and will be based on an evaluation of the resources available to the college and the order in which these resources will be applied to meet public needs. Particular attention will be given to developing a college community which reflects a diversity of interests, encompasses a variety of backgrounds, and stresses the opportunities for learning across these different elements.
- (7) In instances when space, program, financial, or similar limitations make it impossible to admit all students qualified in the above categories, the college will seek to use random selection procedures to determine which persons of those eligible can be admitted.
- (8) Persons presently in situations not customarily considered as part of the prospective student pool, e.g., fully-employed adults, housewives, veterans, professionals, etc., seeking post-secondary educational opportunities at the college will be considered for admissions individually.

Degrees

Why two?

The Bachelor of Arts and Bachelor of Science degrees will be offered initially, with graduate programs and degrees reserved for future development. Differences in the degrees will be measured in terms of major concentration. Those students interested in a highly-specialized major course of study or those who are pursuing a course of study directly aimed at professional preparation will be awarded the Bachelor of Science Degree. Students who pursue a "broad-guage" interdisciplinary major concentration, "standard" liberal arts concentrations, and pre-professional programs will be awarded the Bachelor of Arts.

Liberal Arts *Pre-prof.*

Graduation Requirements

Every student who is a candidate for the Baccalaureate degree will be required to complete a program to be identified by units generally

equivalent to the student investment and achievement represented by the more conventional 120-128 semester credit hours. Stockton State, however, seeks ways to break down the traditional four-year sub-divisions. Perhaps more appropriate would be a three-step or three-part setup comprised of Basic Studies - Intermediate Studies - Advanced Studies. Students should move from one program level to the other on the basis of achievement, rather than course units completed. Thus, great stress can be placed on advancement by examination, as well as a variety of other means of demonstrating competence and achievement. The distribution of units of study among such areas as General/Liberal Studies, concentration or major, elective, field study, research projects, or similar types of study remains to be determined. Our direction is toward increased emphasis on studies which seek relationships, develop modes of thought, inquiry and analysis, and promote skills which remain useful in self-education. We shall move toward the two related goals of (1) placing a greater emphasis upon the students' development of personal and liberal programs apart - and often in quite different fields - from his professional or academic major program; and (2) developing an idea of advanced liberal studies, so that students at Stockton will be encouraged to go deeply into the liberal programs, whether interdisciplinary or multidisciplinary, that accompany their work toward a degree. In working toward these goals, we shall expect the student to design and largely direct a significant part of his own program, conferring at frequent intervals with the faculty appropriate to the fields in which he is working. It is likely that the in-depth work associated with a concentration or major will be a smaller proportion of the program of study than may have emerged in some fields, especially those with a professional or graduate study orientation.

Organization of Study

The college has an opportunity and responsibility to provide instruction in ways which are most meaningful to students and most efficient in terms of learning time and utilization of resources. The college seeks to force that re-evaluation of what is taught and how it is taught which will produce different schedules (See Exhibit C which follows on pages C1-C2), calendars (See Exhibit D which follows on pages D1-D2), teacher-student relationships, student-to-student instruction, and increased emphasis on the products of recent research in learning behavior. Various modes of instruction will be encouraged, including lecture sessions, seminars, field work, and individualized instruction. Emphasis in lectures should be toward large sections and should be limited generally to presentation of materials and modes of handling

A MODULAR SCHEDULE

An academic schedule should meet pedagogical needs with a reasonably high use of facilities. Current thinking favors fewer classes, especially formal classes with instructors, and longer class meetings. A modular schedule reduces conflicts and facilitates planning.

The simplest modular schedule would assign every class to a module or to a multiple of the module, with an interval at the end of the class for moving between classes. For example, with a 90-minute module every class could meet 75 or 165 minutes followed by a 15-minute break. But this seems excessively rigid and invites complaints.

Several combinations can be placed within a module so that very little unused time appears no matter what combination of classes occurs. For example, a 3-hour module would permit three 50-minute, two 75-minute, one 50-minute and one 100-minute, or one 165-minute meeting. But this kind of flexibility requires a great many rules if there are not to be a great many class conflicts.

A desirable flexibility can be obtained by using a fairly long module, dividing it into two or more sub-modules, and requiring that all classes, whatever their length, either begin with the module or fall within a specified sub-module. For example, with a 3-hour module beginning at 8:30, 11:30, 2:30, and 6:30, the following rules might apply:

1. Classes may be 60, 75, 90, 105, 120, or 165 minutes long.
2. All classes 90 minutes or longer begin with the module (i.e., 8:30, 11:30, and so on).
3. Seventy-five minute classes begin either with the module or 90 minutes later (i.e., 8:30, 10, 11:30, 1 and so on).
4. Sixty minute classes begin either with the module or 105 minutes later (i.e., 8:30, 10:15, 11:30, 1:15, and so on).
5. Classes may be designated by the module (I, II, III, IV); by their place in the module (1st 60, = A; 1st 75, = B; 90, = C; 105, = D; 120, = E; 165, = F; 2nd 75, = G; 2nd 60, = H) by their day(s) of the week (Monday through Friday, 1 through 5); and by a section letter (lower-case) if needed. For example, Phil 125.IF2a would be one section of a class meeting on Tuesday from 8:30 to 11:15. Biol 200.IIA14.IIIF5 would meet Monday and Thursday from 11:30 to 12:30 and Friday from 2:30 to 4:15. NOTE: The following are possible combinations within a module: AG, AH, BG, BH, CH.

6. Classes meeting twice weekly use Monday and Thursday or Tuesday and Friday; three times, the same plus Wednesday. Two sections of a class meeting once a week must avoid Monday and Thursday, or Tuesday and Friday (for the obvious reason).

While this is only one of several possible schedules, it does seem to permit effective arrangements. In general this schedule would be more efficient as the number of 165- and 75-minute classes increased, and as the number of times a class met decreased. (But there are other significant factors.)

ACADEMIC CALENDAR

In considering academic calendars, the following are desiderata:

The academic year should be compatible with established academic practices, both in length and in vacations, for the sake of student enrollment and faculty convenience. During the academic year, a full-time student should be able to complete about 1/4 of the work for a standard American baccalaureate degree - 30-32 semester hours.

There should be a summer session compatible with the academic year, and with the demand for summer work. It should permit students to complete 1/4 to 1/3 of the work of an academic year.

The academic year should be divided into terms, so that courses can be started and finished within three or four months.

No term should extend over the Christmas vacation.

There should be a full week of spring vacation.

A full-time student should take no more than four (preferably no more than three) courses simultaneously.

The unit of credit for on-campus use should be the course. For transfer purposes, each course would carry a credit-hour equivalent of 3 1/2 to 4 hours.

Of the main possibilities available, the college is now considering three alternatives:

4-1-4: nine 3 1/2-hour courses in three academic terms of 14, 4, and 14 weeks (Sept. 15-Dec. 19; Jan. 5-30; Feb. 2-May 15). Summer, 7 weeks, 2 courses (or possibly 10 weeks, 3 courses).

3-2-3; eight 4-hour courses in three terms of 12, 8, and 12 weeks (Sept. 22-Dec. 12; Jan. 5-Feb. 27; Mar. 9-May 29). Summer, 8 weeks, 2 courses (as in the winter term).

NOTE: 3-3-2 is also possible

3-3-3: nine 3 1/2 hour courses in three terms of 11 weeks each (Sept. 29-Dec. 12; Jan. 5-Mar. 20; Mar. 30-Jun. 12). Summer, 7 weeks, 2 courses (or, more ambitiously, 10 weeks, 3 courses).

To summarize the advantages and disadvantages of the several arrangements, 4-1-4 offers an experimental term and change of pace; but the single month often turns out to be too short, and the summer term either must be quite long or limited to 2/9 of the regular academic year's work. 3-2-3 has the advantage of limiting students to three courses and offering a winter term

in which experimental and special projects are convenient - for example, study in Latin America or Europe; but it is the least conventional plan, and when courses are moved from fall to spring to the winter term, they must be adjusted to the shorter term. (However, since winter and summer terms are the same, there would be only two schedules to work out each year.) 3-3-3 is, of course, a modified quarter system, with semester-length courses. It has the advantage of identical terms and keeps student enrollments to three courses. But it has the drawback of either forcing a long summer session or limiting summer work to 2/9 of the regular academic year. Finally, this arrangement carries the spring term well into June.

A great deal depends on what a college or university hopes to do. For a serious student body, academically motivated and capable of hard work, probably the 3-3-3 offers the greatest advantages. For unmotivated students - or rather, students motivated in other ways - the 4-1-4 helps reduce monotony of an academic year. For a combination of flexibility and interest - and as a way of increasing the amount of independent work, the 3-2-3 is appropriate.

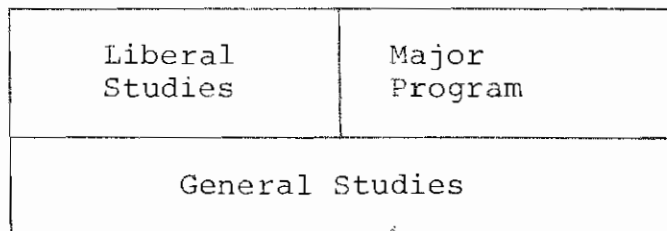
Probably the most versatile is the 3-2-3. Two months is a good length of experimentation and independent projects. It is almost ideal for study in Europe or Latin America. Students can be given the option of registering for summer instead of winter term without loss of time - and to some extent the faculty would have the same choice. The 3-2-3 offers only two academic schedules (the 3-3-3, of course, does the same; and with a 10-week summer term offers only one). The choice between 3-3-3 and 3-2-3 seems to come down to a question of academic intensity: current trends seem to favor the 3-2-3 for undergraduate programs of reasonably high aims and aspirations.

materials which are not readily available in the printed form. Considerable emphasis will be placed on small seminar meetings and individualized/tutorial instruction. Fullest possible utilization of auto-instruction and computer-assisted instruction is being explored as means for increasing flexibility in program study.

General and Liberal Studies

General and Liberal Studies will form a very large part of each student's program. Liberal Studies will center, usually, on an interdisciplinary or multidisciplinary project, designed to continue, though of course subject to periodic revision, through the student's entire college career. This project would comprise at least half of a student's whole program of General Studies [sic]: it would aim to broaden the background and enrich the cultural, societal, and individual perceptions and capabilities of each student at Stockton. General Studies, therefore, comprise the whole range of student experience at Stockton, including physical fitness and development.

The relationship of General and Liberal Studies to the Major Program can be conveniently shown by the following diagram:



In the diagram no exact years of study are designated, but ideally a student would complete most of his General Studies in his freshman year. ("General Studies," as used here, primarily means courses of general interest outside a student's major field and having no, or few, prerequisites beyond admission to the college.)

Academic Majors/Concentrations

Development of majors will take three tracks: 1) disciplinary majors in the arts and sciences; 2) interdisciplinary majors; and 3) professional programs. These majors will be developed within

guidelines consistent with the college's statement of goals, the state's master plan for higher education, and demonstrated demand within the community to be served by the college. It is clear at this stage that the college will avoid development of expensive or highly specialized programs offered at other colleges in the New Jersey system.

Academic Organization

For initial planning purposes the college will be organized on a divisional basis rather than the more traditional departmental basis. This organization is intended to reinforce the thrust of the college toward disciplinary interdependence and to discourage "compartmentalization" of the learning process. Division chairmen will be responsible to the Vice President for Academic Affairs.

Division of General/Liberal Studies - this division will be responsible for the general studies component of the student's program. Included will be "skill studies," a "liberal studies project," and physical fitness. While the Division will probably not have an extensive faculty assigned exclusively to it, the professional studies faculty will be located in the Division as will some faculty specifically responsible for the development and teaching of new interdisciplinary programs. The difficult waters of joint appointments will be negotiated in most cases (i.e. Assistant Professor of Literature in Divisions of Humanities and General Studies).

Original
Division of Arts and Humanities - will include faculties in literature, philosophy (including religions), language, visual and performing arts, history, communications. Communication, especially if conceived as a broad approach to the development of facility in writing, speaking, and use of modern media should be separate from the traditional association within English "departments."

Division of Social and Behavioral Sciences - will include faculties in political science, economics, sociology, geography, and psychology.

Division of Science and Mathematics - will include faculties in biology, chemistry, physics, and mathematics. Care will have to be taken to select faculty in all these areas who will support special emphases on environmental, ecological, and marine sciences.

Division of Management Sciences - will include faculties directly related to selected programs in business and public administration.

Division of Continuing Education and Community Service - will coordinate all activities in these areas: extension courses; adult education; special short courses and seminars; cultural and entertainment programs. It is important that this division be given equal status with other academic divisions and that it be maintained in the mainstream of collegiate life. This will help to avoid the creation of a distinction between "regular" and "special" programs of the college. No faculty will be assigned exclusively to this division with the exception of special lecturers. On the contrary, all faculty should be appointed with explicit responsibility for support of the continuing education function.

Student Life

The college acknowledges that the life style of the collegiate community long associated with the in loco parentis posture is slipping away. It is probably being hurried on its way by related developments such as faculty assuming an employee status through collective bargaining and colleges attempting to resolve the pressing social problems which abound around them. There is no lament for the passing of the parental role, but the implications of the new relationships among those who are directly part of the college community as well as those who are very interested in what colleges are like, what they do, and what they cost raise crucial questions about what the new life style of colleges will be like. Some of these are covered in a companion paper to this entitled "Student Life."

For now, this college thinks about student life in the following terms:

-about 40% - 50% of the students will be in residence on campus.
-the residences must be sufficiently inexpensive, attractive, varied, and free of behavioral restraints to be competitive with off-campus housing.
-no one should be required to accept a meal plan, but a variety of such plans should be available so that students may judge the best and most economical ways to meet their food needs.

- ✓residences should be as much related to the general community as to the internal college community.
- ✓students should participate at all levels, as individual equals, of the internal governance/management structure.
- ✓student organizations and activities should come to life, be nurtured, and pass away primarily by student initiative.
- ✓being classified as a "student" implies no legal privilege, protection, or assistance not available to all citizens.
- ✓students have all the freedoms of the citizenry and all the obligations of the citizenry.
- ✓students bear the major responsibility for the quality of their educations and the quality of the college environment in which they work.

Stockton College requires that students share the responsibilities and burdens of creating a human community where everyone's humanity really counts. This means openness, sharing, and compromise. The prospects for petulance, moral tyranny, fanaticism, and impatience must be dim.

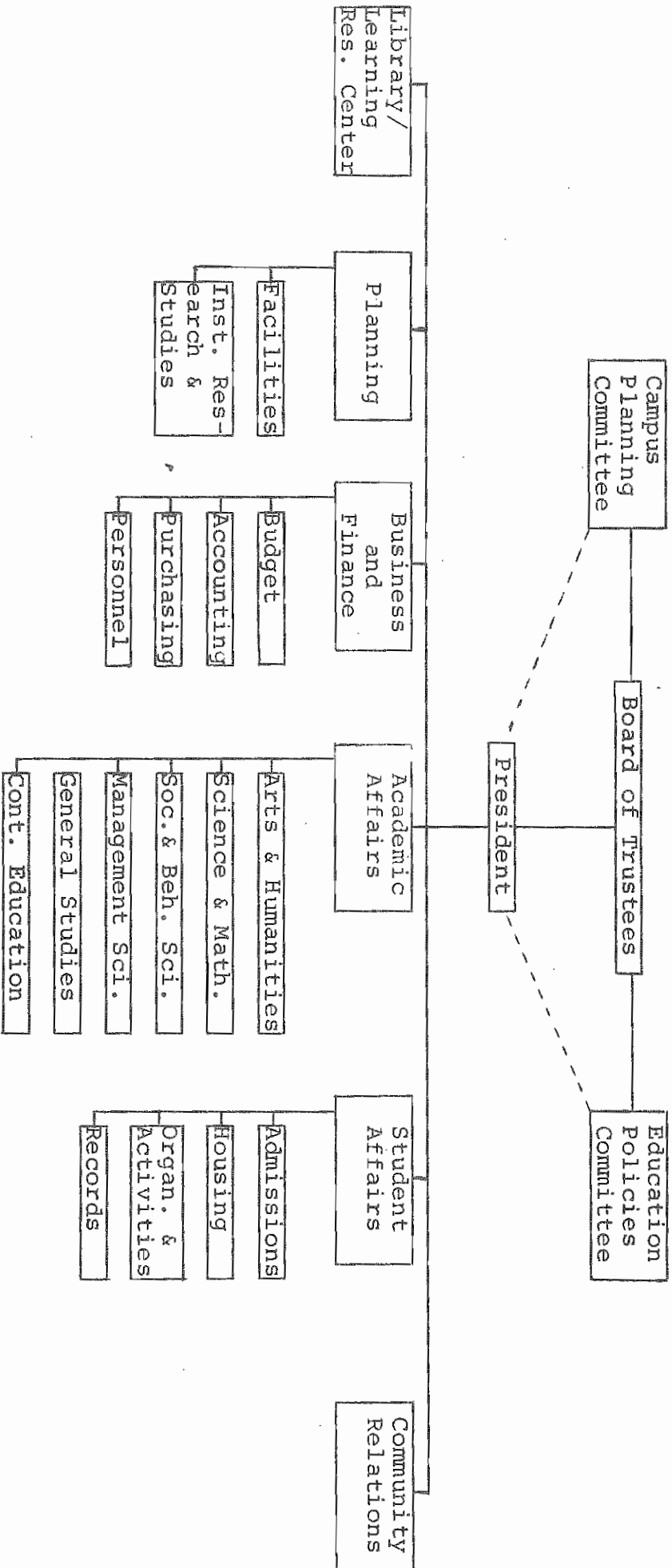
Administrative Organization

Following as Exhibit E, pages E1-E3, are three organization charts representing the probable evolution of the management structure of the college. Obviously, in these early stages of development combinations of functions as illustrated in the diagrams will be handled by single individuals.

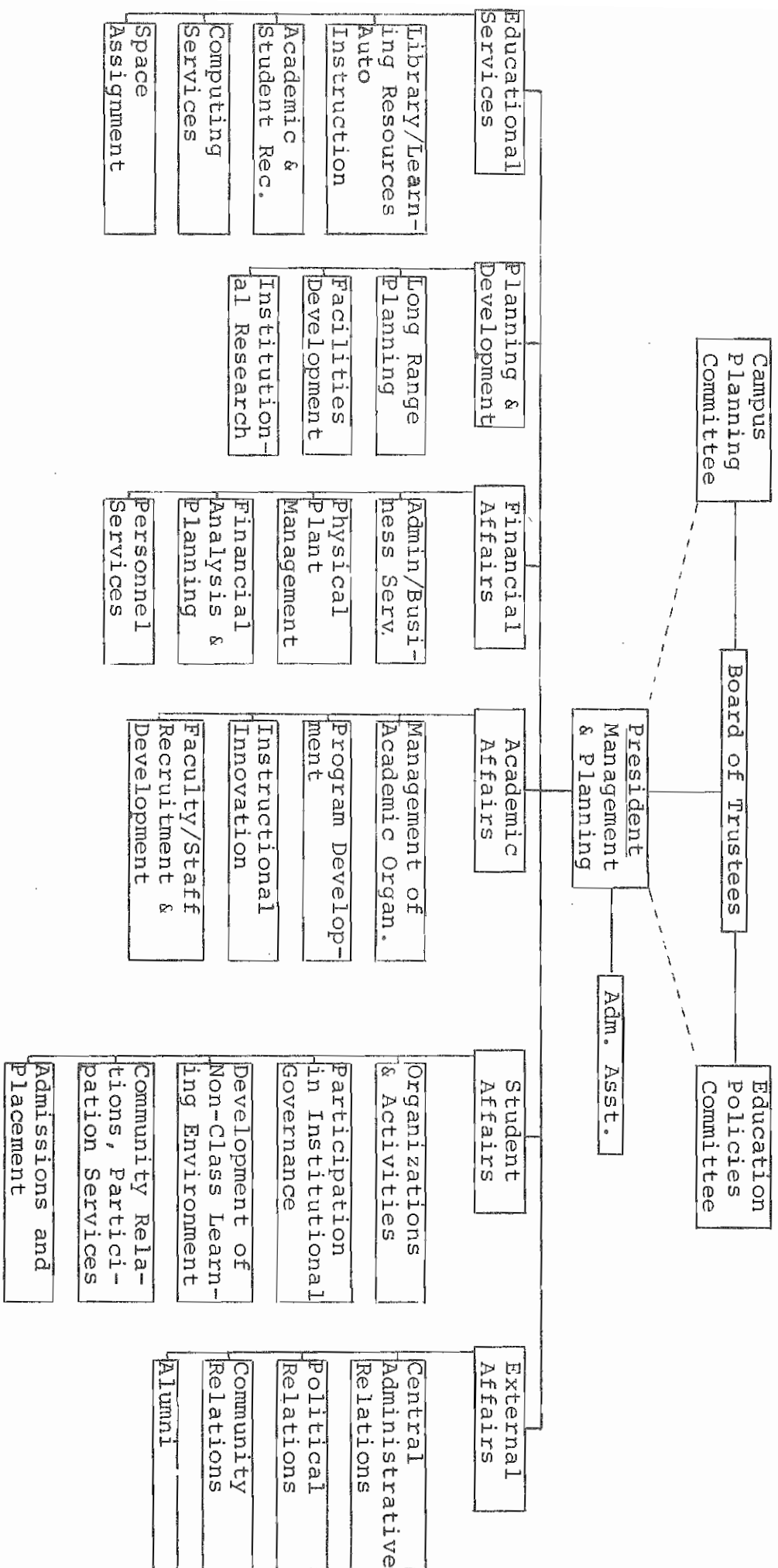
Library/Learning Resources Center

The college recognizes the Library/Learning Resources Center as the very heart of the educational process in an undergraduate college, and especially in a college like Stockton which places great emphasis on individualized and auto-instructional techniques. The early appointment of a Director of Library/Learning Resources Center is expected to facilitate such approaches in the initial campus planning. Emphasis will be placed, in the development of these facilities, on centralized organization. While the collection will initially be housed in temporary quarters, we

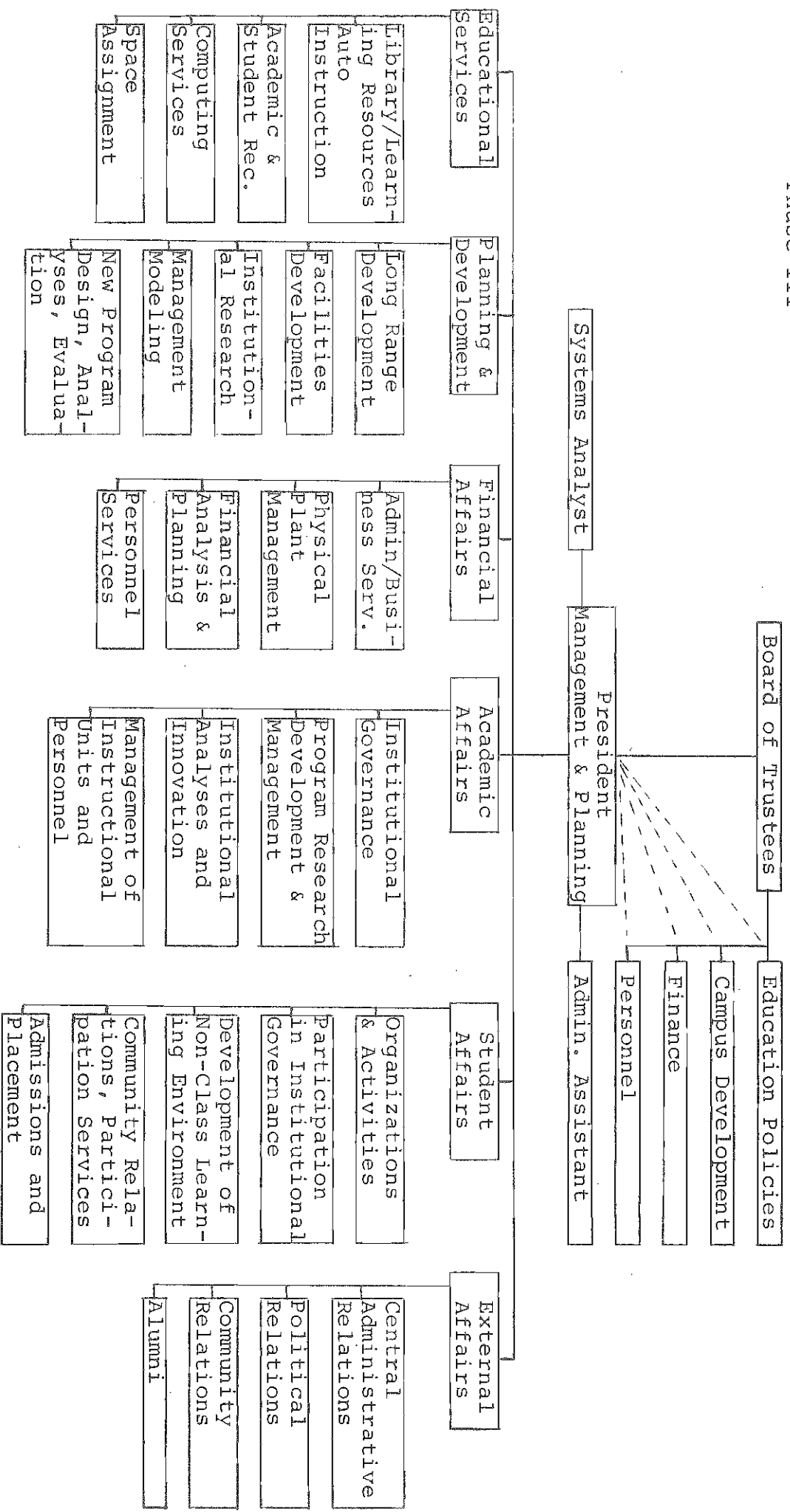
Phase I



Phase II



Phase III



anticipate the inclusion of non-traditional materials from the start. The college's budget request for FY 1971 includes \$220,000 for purchase of library materials and preprocessing of those materials in order to make them available at the opening of classes in 1971. Total acquisition is anticipated to reach 30,000 volumes by September, 1971, and will increase to 50,000 by the end of the academic year 1970-71.

In developing library and learning resources for the college, the following objectives assume major importance:

To provide the basic materials and facilities (books, journals, non-book materials, study and use facilities and equipment) to support and extend the stated general educational and specific curricular objectives and programs of the college.

To provide, to the greatest extent possible, the services necessary to achieve maximum use of the library's resources and maximum understanding and skill in using a library among the students of the college.

To develop in each student a personal understanding and appreciation of the library as his primary personal instrument for learning and intellectual development during his college years and as the primary instrument for his continuing self-education.

To provide library resources and services for the research, informational and recreational needs of the college faculty and staff and of the residents of the surrounding communities, to the limited extent that these can be appropriately provided in terms of the library's primary commitment to the curricular and self-educational needs of the college student community.

To achieve such objectives, the college will strive from the start to provide flexible and expandable space and space relationships to accommodate rapidly expanding and changing service and operations requirements during the initial years of institutional growth. Every effort will be made to minimize distinctions, physically as well as operationally, between library/learning resource activities and other activities of the college.

Site Acquisition and Development

In addition to selection of a chief executive officer, the Board of Trustees set as an immediate objective the determination of an appropriate site for the campus. Months of careful study culminated in the selection of a site in Galloway Township, Atlantic County, approximately twelve miles northwest of Atlantic City. The 1,587-acre site was formally approved by the Trustees on October 1, 1969. Subsequently (October 17, 1969), the Board of Higher Education approved the Trustees' selection and requested state action on acquisition of the properties comprising the site. This action is now about 80% complete.

Pending site acquisition and development, temporary offices for the college staff are located at One Williams Plaza, Pleasantville, New Jersey. The staff anticipates moving onto the site in spring or early summer of this year, using a number of houses now on the site.

Recent appointment of a Campus Planning Committee by the Board of Trustees is intended to assist college staff in the determination of plans for physical development. The Committee will provide staff an opportunity for rapid board review on a continuing basis of items essential to campus development.

The architectural firm of Geddes Brecher Qualls Cunningham (Philadelphia and Princeton) has been selected by the board and confirmed by the state as campus planning architects with responsibilities for campus master planning, site design and development, design of Phase I facilities, and design of subsequent buildings as requested by the college and available from the initial capital funds of fifteen million dollars. Engineering studies and ecological surveys of the site have been started under the auspices of the architects. A preliminary development scheme is also in process of completion and will be discussed by the architects on April 28. (See Exhibit F which follows on pages F1-F3.)

In order to open to students in September, 1971, the college will utilize a "building systems" approach to provide highly flexible buildings. This Phase I construction, which will encompass the initial facilities, will emphasize multi-functional space. Such space can later be converted to such uses as recreation, temporary offices, support services, or as "surge" space to provide facilities for continuing development of new programs. The Board of Trustees approved a concept statement on these facilities at its February 1970 meeting and, in anticipation of state concurrence, the architect is proceeding in the development of design. (See Exhibit G which follows on pages G1-G2.)

Physical Master Planning Guidelines

- . Richard Stockton State College will grow to a size of 5,000 students by 1980, with faculty of approximately 313 and a staff of approximately 375. See the attached table for yearly increments.
- . The college site, bounded by the Garden State Parkway south of Exit 44 to State Route 561 and then southwesterly to State Route 575 and then back to the beginning point of Exit 44, contains 1,586.848 acres.
- . It is anticipated that up to 50 percent of the students may be housed on campus. This housing should provide a variety of living styles and a variety of locations and relationships. Certain portions of the housing should be located near the boundary roads and relate to the community, while other portions should be located near the academic core. Conventional "dormitory-style," usually meaning double-loaded corridors, gang toilets, and other features emphasizing inexpensive, easily controlled, large-group living, should be avoided as probably inappropriate to future living styles and non-supportive of the educational purposes of the college.
- . Because the site provides several natural South Jersey pine, cedar swamp, and bog areas, these areas should be preserved for ecological studies - both teaching and research - and as a pleasant living-working environment.
- . Certain portions of the site are to be set aside for future development of related programs and/or institutions, e.g., research, teaching, or spin-off organizations. The development should anticipate the most likely probable use of surrounding land, plus encourage use and development which would relate well to a college environment. A close working relationship with Galloway Township officials is essential to ensure mutually supportive activities.
- . As the college approaches an enrollment of 5,000 to 7,000 students, and additional growth is authorized, a decision as to whether the facilities for that size student body will be extended or whether a separate area within the site should be developed with another academic core will be required. The question of the most effective size and scale must be raised continuously, although there is an initial inclination to avoid very large building development in a single area.
- . It is not the plan of the college to subdivide the initial 5,000 student development area into clusters related to housing or special interests.

-2-

- . It is anticipated that private enterprise will provide the major community facilities such as shops, theaters, restaurants, cleaners, banking, etc. for resident students. A certain portion of land convenient to the main housing areas should be set aside in case private development lags behind need.
- . Many areas normally associated with college commons such as lounge space, vending areas, study areas, and others should be dispersed throughout the campus, and especially in library and living areas.
- . Parking and general vehicle traffic should not be allowed to penetrate the campus core area. It is to be located at the end of the pedestrian-walk areas in what are described as "reservoir" areas. Further, they should be developed, marked, landscaped, etc. to minimize the "sea of cars" effect and to help maintain maximum utilization of each area.
- . Walking distance should be maintained within an 8-minute limitation so that a 50-minute period is possible, although deviation from that time period is likely. Such deviation, however, would be in the direction of longer instructional periods, probably from two to four hours.
- . The core of the college should revolve around a college commons - library/learning resources - student services complex.
- . Entrance and exit roads to the campus with related parking should be convenient to Atlantic City and also to communities south - north - and west of the site. Special attention to the secondary road systems from southerly exits of the Garden State Parkway and from the major east-west arteries is essential.
- . Utilities are not generally available at the site. Their careful and economical development is an integral part of the overall plan. The most critical area of development is likely to be sewage disposal and all temporary arrangements made should be as economical as possible. Further, they should anticipate future regional development in sewage treatment and disposal.

RNS/adp

RICHARD STOCKTON STATE COLLEGE

STUDENT ENROLLMENT PROJECTIONS (FTE)

	1969-70	1970-71	1971-72	1972-73	1973-74	1974-75	1975-76	1976-77	1977-78	1978-79	1979-80	1980-81
Freshmen		300	300	500	550	725	800	950	1000	1100	1250	
Sophomores		240	240	450	500	700	775	900	950	1050		
Juniors		200	200	480	550	750	800	1000	1150	1300	1450	
Seniors		180	180	450	525	700	775	950	1150	1250		
TOTAL		500	920	1400	2000	2500	3000	3500	4000	4500	5000	
FACULTY ¹	5	40	60	88	125	156	188	218	250	281	313	
STAFF ²	9	42	60	80	110	149	186	224	260	300	337	375

NOTES:

1. Faculty projections are made on the basis of the existing 16:1 (student to faculty) ratio, with the exception of 1971-72, 1972-73, and 1973-74 when additional faculty are included for development of programs.
2. Staff, including administrative, clerical, and campus service personnel, are projected at 1.2:1 (staff to faculty) ratio except through 1973-74 when higher ratios are deemed necessary for planning and plant operation.

PHASE I

PLANNING GUIDELINES

GENERAL

- . Five-hundred students are expected in the Fall of 1971 with growth to 920 by Fall, 1972.
- . Phase I buildings are to be a permanent part of the campus. Their use after the Phase II buildings are completed will probably be for:
 - College Center
 - or Surge Space for new programs
 - or Maintenance area
 - or a combination of these
- . Existing sound structures at the Galloway Township site will be the administrative and maintenance headquarters until the Phase II buildings are completed. Those not economically convertible will be eliminated.
- . Preservation of the natural environment should be an important objective. The plan should reflect the topography of the site and take advantage of its natural beauty.
- . Housing on campus will not be available in any form until the fall of 1973, at the earliest.
- . Parking must be provided on surface lots for 100 percent of students, faculty, and staff in the 1971-73 phase - approximately 900 to 1,000, plus anticipated visitors. Phase II and subsequent parking requirements will be conditioned by on-campus housing and developing commuter patterns.
- . The building environment should be a stimulating one reflecting concern for the individual. The buildings should be of a human scale with warmth.
- . Central services such as sewage treatment and heating plant areas should not be in the main building area or along the main access (ceremonial) route.
- . The only utility current available at the site is electricity. Natural gas will become available if it is chosen as the main heating fuel. Water and sewer service will have to be provided by new construction.

SPACE RELATIONSHIPS

- . Instructional, office and administrative spaces are to be intermixed.
- . The core of the college should revolve around a college commons - library/learning resources - student services complex.
- . Initial academic divisions are likely to be:
 - Professional, Science and Math, Social Science, Arts and Humanities, Continuing Education.
- . All administrators are to be accessible to the faculty, students, staff, and public.
- . Physical education will stress lifetime sports.
- . An administrative building will not be built. Administrators will be assigned spaces convenient to their function; i.e., Vice President for Academic Affairs in teaching - faculty office area.
- . Parking should surround the building area, but not penetrate the campus.

PHASE I BUILDINGS

- . These buildings must be of a modular character allowing easy expansion. Flexibility is also essential for the interior spaces and load bearing walls are to be avoided.
- . Phase I buildings should be located at a less than optimum place or location.
- . Phase I buildings should have some lobby and corridor space for indoor passage.
- . Food service should include a snack bar facility, plus a vending operation. Investment is to be minimal.
- . Laboratories and studios are to be multi-purpose allowing interchangeable use even as classrooms.
- . A landscape office arrangement can be experimented with in the Phase I buildings.

These planning guidelines are to be used to develop the specific plan details described later in this document.

RNS:cb

Finances

The college is financed in its entirety by the State of New Jersey. Students are charged tuition of \$350.00 per year.

The legislature has provided the college with an appropriation of \$150,000 for operations for the 1969-70 fiscal year. These funds are being used to set-up the initial administrative staff and to begin the preliminary planning. Additionally, the Department of Higher Education has provided the college with an allocation of \$90,000 to cover the costs of consultants to be used for preliminary planning.

The college has requested a budget of \$933,831 for operations during the 1970-71 fiscal year. These funds will be used to build the staff to a total of forty-seven, purchase library materials, and in general prepare for admitting its first students by September of 1971.

RICHARD STOCKTON STATE COLLEGE

APPENDIX I: Student Life Program

Introduction

This paper is intended to highlight briefly some of the ideas and approaches under consideration for a student life program at Stockton State College. At this stage some of the statements may appear fragmentary and underdeveloped. This appearance is probably very close to reality since the staff of the college does not now include student personnel professionals who might be expected to be more articulate on the subject. In the meantime, however, staff and Trustees have begun to identify some ideas and approaches which will be used as the basis for shaping the plan for a student life program which will characterize Stockton State College at least in its first years. This paper includes many of these ideas and it is intended as an invitation to participants in the Planning Seminar to comment, criticize, endorse, or use as a springboard for ideas they may wish to add. Perhaps the following questions are central to our concerns:

.....Given what appear to be trends for joining colleges with broader communities, is there likely to be a distinctive place called "a college community?" *Mo*

.....Is the collegiate style of life likely to be something distinctive, or unique, or even a little strange; or is campus life really necessary?

In classical times...

Students - What will they be like?

You read earlier about the kinds of admissions requirements the State of New Jersey and the college have set for students entering Stockton State College. We anticipate that, in the first days, most of the students will come directly from high schools with the second largest group coming from the community colleges at the junior level. Further, most of these students will probably come from southern New Jersey high schools and community colleges, although Glassboro State College has experienced a substantial migration from the northern part of the state. The ability of students to come from areas beyond a reasonable driving range is directly affected by the availability of rental housing, either on or off campus. This topic will be covered a bit later.

In September, 1971, however, we probably should assume that the overwhelming majority of our students will be drawn from high schools and community colleges in southern New Jersey. Nearly all are likely to commute. What do we know and guess about these first students who will be an important part of developing Stockton State College?

First, in terms of general intellectual aptitude and achievement, they are likely to look very much like the students presently in New Jersey's six state colleges. This means that they will nearly all rank in the upper-half of their graduating classes and that nearly all will have College Board scores, or their equivalent, of about 400-450 in both verbal and mathematical areas. A small number will have outstanding academic record and test scores. Very few, and probably only those admitted under special programs for the "disadvantaged," would be considered academic risks at a state college.

Second, most of the initial student population will probably have fairly modest levels of aspiration, both educationally and socially. They do not now see themselves as going on to graduate schools, although many can be expected to think in such terms once they are in college. The vantage point from which they currently view higher education does not permit an easy look at a graduate or professional school. Higher education is seen as especially valuable in improving one's social and economic situation in very concrete terms. A better job initially and a better chance of moving up some career ladder stand out. The current cry for relevancy in higher education points more toward success in one's own job than confronting the major problems of society.

abstract of the research of grad school

Third, most students probably will come from homes where higher education is generally considered valuable, but is probably not understood through experience. The oft-used phrase, "first generation college students" applies here, although many of the first students are likely to have brothers, sisters, cousins, aunts, etc. who are or have been in colleges. The rapid growth of the community colleges has done much to bring our prospective students into contact with persons who have some college experience.

Fourth, as quickly as possible, the college anticipates enrolling students who are beyond the usual high school and community college graduation ages. These may be persons who have full-time employment, seek new careers, desire to enrich their lives, etc. and many who might wish the college to offer workshops and short courses covering specific problems or needs. Thus, what is now called "continuing education" will represent a very significant investment on the part of the college. As a consequence, considerable diversity of age and interest of the moment will probably characterize the student body. This might not be so significant except that the college also seeks to remove the conventional distinctions between day and evening programs as well as between full and part-time students.

An Asset

Fifth, the commitment of the State of New Jersey to "disadvantaged" or "high-risk" students is unclear. Right now, the state has made a fairly substantial investment to provide financial aid to individual students in these categories, as well as special program support for colleges and universities seeking to increase the numbers of such students in their own student bodies. The admissions policies of Stockton State College reflect an interest in including these students, often ignored in higher education, among the student body. Whether or not this is realistic will depend largely on the willingness of the state to provide the special level of support often felt necessary for success in these endeavors.

Sixth, the possibility exists that Stockton State College would like to be a part of that educational movement which seeks to encourage high school graduates to do something other than go to college immediately following their graduation. Or, Stockton State College really seeks to provide an educational and student life program which will make it possible for people to choose to be students when they really believe it's essential and not simply in response to parental pressures, the draft, social status, etc. In other words, the college seeks to make higher education much more of a voluntary operation than many claim it has become.

*WORKS
Transfer
etc.*

*That
is
exp.*

Question:

.....If these assumptions and aspirations are anywhere near the mark, what kind of college community will emerge from or can be fashioned out of these elements in the student area?

100%

College Governance - Where do students fit in?

Stockton State College expects students to be extensively involved throughout the governance structure of the college. This is not an offer designed to placate rising student demand for a role in governing colleges. It is an imposition of substantial responsibilities on students for the effective management of the college community. The college community requires that everyone carry the substantial burden of management lest the college community continue to be unmanageable. This is no simple relinquishing of authority or power. It is imposing upon students the crucial responsibility for the quality of their educational environment and with it the quality of their own education.

The call for student participation throughout the governance of the college does not mean simply that students are invited to be represented on various committees or organs of governance of the college. It means that students, faculty, staff, and Trustees will be responsible for all aspects of governing and managing the life of the college community. It may well mean that there are no exclusively faculty committees, nor is there such a thing as an exclusively student operation. If the budget of the college is the proper concern of everyone, so may be the budget of something called a student association.

Stockton State College is striving to create a system of all-college governance, which avoids the proliferation of small fiefdoms and the concept of representation. The push is toward increasing everyone's responsibility and concern for the college as a whole institution, rather than eternal preoccupation with one's own concerns, many of which are short-range and damaging to the development of the entire institution.

Questions:

.....What are the strengths and weaknesses of seeking a pattern of institution-wide participation in governance?

.....If we accept the notion of the college as really consisting of three or more special interest groups, should we take a federated approach to governance rather than a unified approach?

.....If the assumptions we have made about the types of students likely to come to the college are correct, what prospects do you see for their effectively assuming the demanding role of full participation in college governance?

.....Do many people really want to work hard enough to govern a complete campus community?

Off-Campus Life - The clash of the planets?

Stockton State College expects that the surrounding communities will be very much a part of its life and vice versa. For example, many of the educational programs planned include field experiences, cooperative study, work programs, etc. Obviously, such an approach will bring students into contact on a very frequent basis with people generally thought to be outside of the college community. These contacts bear the prospects of developing both love

and hate. Love reactions may be easier to manage than the hateful ones. But the college must anticipate that student involvement with the community means problems which go far beyond drinking skirmishes and well into political confrontations. Students who are doing field work in city government who choose to expose what they consider to be the evils of local politics cannot reasonably expect expressions of affection from those exposed. Neither can the college, and the fat is in the fire.

The college anticipates that a great portion of its administrative efforts, particularly in the student life area, will be expended in developing and maintaining cooperative relations with the lands just beyond its boundaries. As this involvement grows and becomes increasingly complex, the college undoubtedly must seek new ways of functioning within the political structure of the local communities, as well as the state.

As these prospects emerge, both the society and the students will have to face a redefinition of what a student is. The students may *not* be the college's children. If they are not the college's children, perhaps at this juncture they are no one's children as far as control of their behavior is concerned. What many say they are sounds very much like "citizens." The implications of the student becoming a full citizen have yet to be very thoroughly explored.

Stockton State College cannot be a sanctuary *social* for student's or anyone else's, attacks on the established order. Such attacks will come from members of the college community, but it is likely that the attackers will have to withstand the counterattack by themselves. The era of special understandings between colleges and local law enforcement agencies in the treatment of students has passed. We now face the task of developing entirely new disciplinary programs *or substitutions* for the so-called discipline approach.

Questions:

.....Should the college adopt the same set of rules applicable to the general *citizenry* or should special rules for the college be added? *only to protect*

.....What are ways the lives of the college and community can be effectively intertwined without their necessarily becoming the same things? *as substitutions etc.*

Probably none, but we may have to be careful

student will find adequate, convenient parking spaces. This may contribute in some way to the commuter finding the campus a more convenient place to come to and to remain at.

It is likely that many persons who drive to the campus will be commuters who do not live in their parents' home. There is substantial off-campus rental space available in the area although many believe it is of questionable quality. Further, the typical resort calendar tends to mesh quite conveniently with traditional academic calendars suggesting a ready availability of rental space lying dormant in this community throughout the winter month. In any case, individual entrepreneurs who find it profitable to build for students will bring their work within the general area of the college as soon as the time is ripe.

The college does not plan to become involved in the inspection of off-campus facilities used by students for their own housing. The maintenance of safety and health standards in all housing is a community function which the college probably should not assume especially if it is not the owner or operator of the residences. Probably the most the college would do in this area would be to serve as information center where housing availabilities could be listed for the convenience of owners and students.

Questions:

-What are the most important factors to be taken into account in building on-campus student housing?
-Is it possible or desirable to try to incorporate into on-campus housing some non-student residence space?
-Is it desirable to require any types of students to live in on-campus residences and, if so, which ones and why?
-To what extent should the college concern itself with and become involved in questions of who lives with whom?

Organizations - Who belongs and to whom do they belong?

Stockton State College expects to be a fertile ground for all kinds of organizations initiated by students as well as other members of the college community. The emphasis will be on those who desire to be organized taking the initiative to achieve their

Residence Life - Who lives where?

Much depends on the ability of the state to find new methods for financing student residences, but Stockton State College plans to accommodate from forty to fifty per cent of its students on the campus. Under conventional construction procedures, the cost of student beds is much too high for individual students to pay on a self-liquidating basis. The state does not seem inclined to discard the self-liquidating principle in financing student housing. Therefore, a lower cost approach to construction must be found and the search is now underway with some promising prospects.

The college argues that on-campus student housing must be competitive in all ways with off-campus housing. That is, it should not cost more than comparable off-campus units, nor should it be operated in such a way as to impose unusual limits on occupant behavior. Both of these approaches point toward the construction of student residences which depart from the more traditional dormitories with their double-loaded corridors and common toilet facilities. The college has requested that the state consider developing four types of student housing all of which should be susceptible to so-called modular construction to keep costs as low as possible. These four types are full apartments, sleeping and study rooms with some limited kitchen facilities built in such as a small pullman kitchen, living and study rooms built around common kitchen facilities designed to serve a group of people who choose to live cooperatively, and living and study units with no eating facilities directly attached or included. No students would be required to buy board contracts, but such contracts would be available to students who desired to take advantage of the economies of such plans.

It is unlikely that the foregoing types of residences will lend themselves either in layout or through financing to the close incorporation of "academic" spaces. That is, seminar rooms, faculty offices, libraries, etc. It may be harder to incorporate these facilities into the above types of residences than with more conventional dormitories. Nonetheless, the college seeks to find ways to intermix living space with other kinds of spaces to the maximum extent possible, at least to relate some of the residence halls fairly intimately with the academic areas of the campus. Other residence halls might be more community oriented.

The college has the space and the commitment to provide full parking spaces for each person using the college whether a resident or not. Therefore, both the resident student and the commuter

organization and maintain it. Hopefully, many organizations which include a variety of members of the college community as well as the non-college community will emerge as a vehicle for bringing these different groups together. However, it is not anticipated that the college would stand in the way of those who seek to organize for the maximum exclusiveness permitted by law. If there is a college stance, it probably is in the direction of encouraging those organizations which cut across all segments of the college as opposed to those which tend to fragment it. If the college is successful in developing educational programs which attract people to be students throughout their lives and at different times than are conventional, then organizations may be required which choose as their basis certain functional areas or issues more than the existence of a ready group of recruits with many similarities such as age or high school identification.

The college would seek to have organizations which are spawned under its tent assume as much responsibility for their own identities and activities as possible. The struggle is presently very intense to determine how responsible the college is as an institution for those many organizations associated with it in both formal and informal ways. Apparently, a college may say an organization stands independently of it, but many others do not believe it.

Questions:

.....Who should declare an organization legitimate? The college?
The city? The state?

.....How do organizations relate to the governance of the college?

Activities - Which ones are really worth it?

Activities clearly have much in common with organizations. Very often it is the activities of organizations which really cause the stir or make the most valuable contributions. Thus, what the college chooses with respect to organizations will determine how its responsibilities for activities are defined.

In the State of New Jersey, most student activities and organizations must be funded from direct student fees which are deposited with the state for safe keeping, but which are expended at student direction. Some activities, such as athletics, are funded partly by the state and partly by student fees. It does not take much

imagination to predict the difficulties which emerge from this arrangement. The likelihood that the state will include athletic activities within its definition of educational programs seems slim. Therefore, a mixed system of support for athletics should be anticipated. One sleeper in all of this comes about from the responsibility of the State Board of Higher Education to approve all student fees. Therefore, students are not free to establish any fee schedule they believe appropriate without State Board approval.

The college is generally seeking ways of encouraging the development of college-wide activities which are more likely to serve the total college community as well as attract state funding. Some funding has traditionally come from the "profits" of such auxiliary enterprises as a campus store.

Questions:

-To what extent are faculty and administrative advisors to student organizations and activities desirable?
-What are the ways the sponsors and members of organizations and activities can assume full responsibility for the failures and difficulties generated by these organizations and activities?
-What are the possibilities for effective integration of so-called activities with the educational programs of the college?

Counseling and Advisement - Who helps you with what?

Student counseling seems anxious to grow while academic advising struggles for survival. Although professionals in the field of student counseling argue that counseling centers in colleges and universities are woefully understaffed, there has been substantial growth in this area. Student counseling centers are commonplace, some are even very large. Those who operate such centers argue about whether or not they should go out and bring students in for counseling or whether they should sit and wait for those who seek counseling to arrive. Often those who enter the counseling center find professionals who are interested in developing fairly long-term clinical relationships with them to the point of engaging in fairly extensive therapy. Most argue that this relationship should

not develop, but develop it has. Stockton State College suspects that the development of a counseling center with a professional staff may not be an important activity for the college, or at least it may not be among the highest priority of things to be done with limited resources.

Academic advising, however, may well turn out to be the keystone of a successful academic program. It is here that the college anticipates it must make a large investment and perhaps even take a firm stand to ensure that faculty and staff, and perhaps even students, assume important responsibilities for academic advisement. Involvement in this process promotes the broader understanding and more critical examination of the academic programs of the college. Apparently, in many colleges and universities most faculty, and many staff, wish to remain unaware of the details of the institution's academic programs. It perhaps is no wonder that students also are unaware and confused. Failure to bother to understand what the college hopes to teach seems to encourage both indifference to the quality of the college as well as produces that carping and complaining about who's in charge here that erodes confidence in one's own institution.

Questions:

-How extensive should the college's investment in personal, psychological counseling be?
-Do students have special call on such high cost services as counseling which places them ahead of those who are not in college?
-Where should responsibilities for academic advising fall and how might the student role in this function be expanded?

Records - What do we keep and who uses it?

Not long ago the maintenance of student records seemed routine. Someone named the registrar carefully recorded various facts about students and some of their accomplishments. Most people thought him dull and very few ever found him friendly. But he kept the records, issued the grade reports, and somehow had a transcript available somewhere near the time one needed it.

Slowly other people began to keep records. These began to accumulate in places called admissions offices, placement offices,

academic advisement offices, counseling centers, and student personnel files. The numbers of things kept growing and they became ever more complex and finally ever more important. A small part of the American information revolution began to touch the college campus. Then students started to become more important to people like employers and the government and then they began to do many more things which concerned people beyond the campus limits. Rather quickly student records began to have all kinds of new meanings running the gamut from the facelessness of the computer and the social security number to the intimacy of one's sex life.

Now colleges face the problems of what sorts of things they ought to collect and more importantly who decides who uses the things collected. While confidentiality of one's records strikes a warm note, one has hardly yet faced up to the question of how proper it is for someone, primarily a student, to choose those parts of his record to be shown to others. While one objects to censorship primarily when it affects what he might see or hear, he often has a different feeling about censorship when it represents his influence over what others shall know about him. Thus, Stockton State College is just beginning to face the question of student records.

At this time, the college is inclined toward collecting as much information about those people who are part of the college community as is useful to the conduct of that community's business. This undoubtedly implies that the college would probably not make any special effort to collect information about students which is primarily for the use of persons in agencies beyond the college. But, when some information is collected of value to everyone, who shall see it poses difficult problems.

Questions:

-Should the college attempt to distinguish between so-called academic records and personnel records?
-What are some guidelines one should develop concerning how much should be kept as records?
-What are some ways the college can make the most effective use of records both from the point of view of the student and such persons as staff, faculty, or employers?
-Should record keeping be primarily a technical service or kind of a broad historical record?

Relationships - Who speaks to whom?

Try finding a college catalog which does not say the college seeks to maintain close student-faculty relationships. They seem very rare. Try finding a college where those highly touted close relationships actually exist. They, too, are probably all too rare. Obviously, Stockton State College wants to bring students, faculty, staff, and all interested parties together in relationships which are warm and productive for them. Obviously, people are our most important teachers and learners and, therefore, it is essential that they be brought together in as rewarding ways as possible. But, how? We certainly will seek to appoint faculty and staff who are interested in students. We certainly will build facilities which encourage human contact. We certainly will develop an academic program which rests heavily on close working relationships between faculty and students as well as between student and student. And, so the list can grow and these are things the college must do. However, today we seek the advice of those in this room. Ideas for improving these relationships are not the problems of professional educators alone; they are the problems of all people who want to learn from one another. Therefore, your thoughts, even in fragmentary forms, are important. We will worry about ways of picking them up and trying to put them together for the community life of Stockton State College.

Education Policies Committee
Planning Seminar
April 28, 1970

DRAFT STATEMENT ON STUDENT PARTICIPATION
IN COLLEGE AND UNIVERSITY GOVERNMENT

INTRODUCTION

The purpose of this Statement is to define the principles and identify several appropriate areas of student participation in the government of colleges and universities. The Statement itself is based on the premise that students as members of the academic community, in addition to their rights as set forth in the Joint Statement on Rights and Freedoms of Students, have a distinctive role which, in respects stated below, qualifies them to share in the exercise of responsible authority on campus; the exercise of that authority is part of their education. Furthermore, there is a greater likelihood of responsible student involvement when students participate in institutional decisions through orderly processes and to the degree appropriate in particular circumstances.

Most importantly, joint effort among all groups in the institution -- students, faculty, administration, and governing board -- is a prerequisite of sound academic government. A further prerequisite is that all must see themselves as custodians of academic freedom. Like any other group, students should have a voice, sometimes the predominant voice, in decisions which affect them, and their opinions should be regularly solicited even in those areas in which they hold a secondary interest. But academic government depends on more than the accommodation of diverse interests. Joint effort, to be effective, must be rooted in the concept of shared authority. The exercise of shared authority in college and university government, like the protection of academic freedom, requires tolerance, respect, and a sense of community which arises from participation in a common enterprise. The exact mode and extent of student participation depend on conditions which vary from one institution to another; but whatever the area of participation or the form it assumes, the need for cooperation among all groups is inescapable.

STUDENT PARTICIPATION IN ACADEMIC AFFAIRS

The rights of students to free inquiry and expression in the classroom and in conference is asserted in the Joint Statement on Rights and Freedoms of Students. Students also have a stake in the quality of their formal education, which must take into account their needs and desires. The categories which follow are those in which student involvement is commonly found; they are not intended to exclude other areas of involvement, which might be developed where there is sufficient student interest. It is for the particular institution to determine the mode and extent of student involvement and the criteria of eligibility for that involvement.

A. Admissions

Students have a stake in the size, composition, and quality of the student body, and should have their views on admissions heard along with those of faculty and administration. Similarly, graduate students should be able to participate constructively in decisions regarding the admissions policy of their respective departments.

B. Academic Programs

Students should be consulted in decisions regarding the development of already-existing programs and the establishment of new programs. As members of the academic community they should have the opportunity for similar involvement with respect to course load and degree requirements. For example, they may submit reports to the administration or the appropriate faculty or departmental committees through their own curriculum committees, or through membership in joint curriculum committees. When provision is made for an experimental student-operated curriculum, students should have primary responsibility for decision-making.¹ When provision is made for student participation in curricular decisions, criteria for eligibility should be devised jointly by faculty and students.

¹By "primary responsibility" is meant the ability to take action which has the force of legislation and can be overruled only in rare instances and for compelling reasons stated in detail.

C. Academic Courses and Staff

Students should have the opportunity, through established institutional mechanisms, to assess the value of a course to them, and to make suggestions as to its direction. Students should also be able to express their views on the form and conduct of a class which they have taken, for example through an evaluative questionnaire prepared by joint faculty-student effort, and their opinions should be weighed in faculty decisions affecting faculty status. The faculty member, of course, should be duly protected from capricious and uninformed judgment by students, just as he should be from such judgment by anyone else.

D. Academic Evaluation

The method by which students are evaluated is properly of concern to them. Accordingly, students should be heard with respect to the grading system at an institution. They should also have clearly established means of recourse against prejudiced or capricious grading.

E. Academic Environment

The scheduling of courses, class size, distribution of night and day classes, calendar arrangements, library policy and development, and similar academic arrangements and services affect the ability of students to do academic work. They should share in the formation of policies on these matters.

STUDENT PARTICIPATION IN OTHER INSTITUTIONAL AFFAIRS

A. Extracurricular Activities

Students should have primary responsibility for activities sponsored by the student body. Other appropriate persons and groups should be able to discuss such activities and be consulted with respect to them. Among these activities are cultural programs sponsored by the student body, student political affairs, and student publications; the intellectual vitality and academic freedom of the student body will be insured in such activities by adequate representation of student taste and opinion.

B. Student Regulations

Students should have primary responsibility for the formulation of clear and readily available regulations pertaining to their personal lives, subject only to such restrictions as may be imposed by law.

C. Student Discipline

Students should have the opportunity to participate in establishing standards and procedures which govern student discipline, and take part also in the actual disciplinary process. Disciplinary proceedings should be in accordance with the provisions of the Joint Statement on Rights and Freedoms of Students.

D. Other Institutional Concerns

Students have a right to be heard, through formal means, on questions involving an institution's budget, its physical resources, and its relationship with groups or agencies external to the campus. Provisions should exist for the transmission of student views on such matters to the faculty, president, and governing board.

IMPLEMENTATION

The implementation of the above principles is properly subject to innumerable local variations. On students themselves falls the difficult task of assuring that the diversity of student interests and opinions is adequately represented. All individuals and groups at an institution should support the development of appropriate forms of student participation by assuring that organizations purporting to represent student interest possess a mandate from a clearly defined electorate, are accountable to that electorate, and function through orderly procedures agreed upon through joint action by students and the other members of the academic community. Student representatives, like other representatives in any area of university government, should be free to vote according to their best judgment. At all times, students should enjoy protection from the exercise of tyranny by a majority or a minority, the right to petition for and be granted an open hearing on a question of student rights or student

participation, and the right of access -- both to information on institutional government and to grievance procedures for complaints relating to their life in and out of the classroom.

Limits on participation by students may be dictated in some instances, such as those in which a violation of law or of confidentiality might result. Where any limitation exists, the student should have the right to challenge it in a manner consistent with legality and the principles of academic freedom. All forms of participation in the government of the institution should be so devised as to preserve the academic freedom to which all groups are equally entitled.

Student involvement in institutional government may include membership -- voting and nonvoting -- on departmental committees, on college or division councils and committees, or on the university senate or any other principal legislative body and its committees. Where they do not hold membership on these bodies, students should be able to place matters for action in their agendas and to receive a prompt report on the disposition of those matters. Student opinion should also be consulted, where feasible, in the selection of presidents, chief academic and nonacademic administrative officers including the dean of students, and faculty. Sometimes separate and parallel student structures are desired in place of or in addition to mixed bodies. Where this is the case, care should be taken to guarantee that the student bodies not function merely as subordinate entities subject to arbitrary veto by faculty or administrative groups, and that all groups enjoy meaningful channels of appeal. The procedure for election or appointment of students to duly constituted instruments of student participation should be developed in consultation with all directly concerned persons and groups. It should be made available as information to the entire campus community, and be reviewed periodically.

Meaningful participation in college and university government is not guaranteed merely by the presence of students on committees; in some cases, indeed, this may inhibit free student expression. Such expression may well play an important role in institutional affairs through the campus newspaper, published evaluations of courses, or discussion programs on the state of the institutions which bring different constituencies together. In any case, the informal exchange of opinion, like the formal participation in the processes of institutional government, should involve students, faculty, administration, and governing board in a continuing joint effort.

Joint Statement on Rights and Freedoms of Students

In June, 1967, a joint committee, comprised of representatives from the American Association of University Professors, U. S. National Student Association, Association of American Colleges, National Association of Student Personnel Administrators, and National Association of Women Deans and Counselors, met in Washington, D.C., and drafted the Joint Statement on Rights and Freedoms of Students published below.

The multilateral approach which produced this document was also applied to the complicated matter of interpretation, implementation, and enforcement, with the drafting committee recommending (a) joint efforts to promote acceptance of the new standards on the institutional level, (b) the establishment of machinery to facilitate continuing joint interpretation, (c) joint consultation before setting up any machinery for mediating disputes or investigating complaints, and (d) joint approaches to regional accrediting agencies to seek embodiment of the new principles in standards for accreditation.

Since its formulation, the Joint Statement has been endorsed by each of its five national sponsors, as well as by a number of other professional bodies. The endorsers are listed below:

*U.S. National Student Association
Association of American Colleges
American Association of University Professors
National Association of Student Personnel Administrators
National Association of Women Deans and Counselors
American Association for Higher Education
Jesuit Education Association
American College Personnel Association
Executive Committee, College and University Department,
National Catholic Education Association
Commission on Student Personnel, American Association of Junior
Colleges*

Preamble

Academic institutions exist for the transmission of knowledge, the pursuit of truth, the development of students, and the general well-being of society. Free inquiry and free expression are indispensable to the attainment of these goals. As members of the academic community, students should be encouraged to develop the capacity for critical judgment and to engage in a sustained and independent search for truth. Institutional procedures for achieving these purposes may vary from campus to campus, but the minimal standards of academic freedom of students outlined below are essential to any community of scholars.

Freedom to teach and freedom to learn are inseparable facets of academic freedom. The freedom to learn depends upon appropriate opportunities and conditions in the classroom, on the campus, and in the larger community. Students should exercise their freedom with responsibility.

The responsibility to secure and to respect general conditions conducive to the freedom to learn is shared by all members of the academic community. Each college and university has a duty to develop policies and procedures which provide and safeguard this freedom. Such policies and procedures should be developed at each institution within the framework of general standards and with the

broadest possible participation of the members of the academic community. The purpose of this statement is to enumerate the essential provisions for student freedom to learn.

I. Freedom of Access to Higher Education

The admissions policies of each college and university are a matter of institutional choice provided that each college and university makes clear the characteristics and expectations of students which it considers relevant to success in the institution's program. While church-related institutions may give admission preference to students of their own persuasion, such a preference should be clearly and publicly stated. Under no circumstances should a student be barred from admission to a particular institution on the basis of race. Thus, within the limits of its facilities, each college and university should be open to all students who are qualified according to its admission standards. The facilities and services of a college should be open to all of its enrolled students, and institutions should use their influence to secure equal access for all students to public facilities in the local community.

II. In the Classroom

The professor in the classroom and in conference should encourage free discussion, inquiry, and expression. Student performance should be evaluated solely on an academic basis, not on opinions or conduct in matters unrelated to academic standards.

A. Protection of Freedom of Expression

Students should be free to take reasoned exception to the data or views offered in any course of study and to reserve judgment about matters of opinion, but they are responsible for learning the content of any course of study for which they are enrolled.

B. Protection against Improper Academic Evaluation

Students should have protection through orderly procedures against prejudiced or capricious academic evaluation. At the same time, they are responsible for maintaining standards of academic performance established for each course in which they are enrolled.

C. Protection against Improper Disclosure

Information about student views, beliefs, and political associations which professors acquire in the course of their work as instructors, advisers, and counselors should be considered confidential. Protection against improper disclosure is a serious professional obligation. Judgments of ability and character may be provided under appropriate circumstances, normally with the knowledge or consent of the student.

III. Student Records

Institutions should have a carefully considered policy as to the information which should be part of a student's permanent educational record and as to the conditions of its disclosure. To minimize the risk of improper disclo-

sure, academic and disciplinary records should be separate, and the conditions of access to each should be set forth in an explicit policy statement. Transcripts of academic records should contain only information about academic status. Information from disciplinary or counseling files should not be available to unauthorized persons on campus, or to any person off campus without the express consent of the student involved except under legal compulsion or in cases where the safety of persons or property is involved. No records should be kept which reflect the political activities or beliefs of students. Provisions should also be made for periodic routine destruction of noncurrent disciplinary records. Administrative staff and faculty members should respect confidential information about students which they acquire in the course of their work.

IV. Student Affairs

In student affairs, certain standards must be maintained if the freedom of students is to be preserved.

A. Freedom of Association

Students bring to the campus a variety of interests previously acquired and develop many new interests as members of the academic community. They should be free to organize and join associations to promote their common interests.

1. The membership, policies, and actions of a student organization usually will be determined by vote of only those persons who hold bona fide membership in the college or university community.

2. Affiliation with an extramural organization should not of itself disqualify a student organization from institutional recognition.

3. If campus advisers are required, each organization should be free to choose its own adviser, and institutional recognition should not be withheld or withdrawn solely because of the inability of a student organization to secure an adviser. Campus advisers may advise organizations in the exercise of responsibility, but they should not have the authority to control the policy of such organizations.

4. Student organizations may be required to submit a statement of purpose, criteria for membership, rules of procedures, and a current list of officers. They should not be required to submit a membership list as a condition of institutional recognition.

5. Campus organizations, including those affiliated with an extramural organization, should be open to all students without respect to race, creed, or national origin, except for religious qualifications which may be required by organizations whose aims are primarily sectarian.

B. Freedom of Inquiry and Expression

1. Students and student organization should be free to examine and discuss all questions of interest to them, and to express opinions publicly and privately. They should always be free to support causes by orderly means which do not disrupt the regular and essential operation of the institution. At the same time, it should be made clear to the academic and the larger community that in their pub-

lic expressions or demonstrations students or student organizations speak only for themselves.

2. Students should be allowed to invite and to hear any person of their own choosing. Those routine procedures required by an institution before a guest speaker is invited to appear on campus should be designed only to insure that there is orderly scheduling of facilities and adequate preparation for the event, and that the occasion is conducted in a manner appropriate to an academic community. The institutional control of campus facilities should not be used as a device of censorship. It should be made clear to the academic and large community that sponsorship of guest speakers does not necessarily imply approval or endorsement of the views expressed, either by the sponsoring group or the institution.

C. Student Participation in Institutional Government

As constituents of the academic community, students should be free, individually and collectively, to express their views on issues of institutional policy and on matters of general interest to the student body. The student body should have clearly defined means to participate in the formulation and application of institutional policy affecting academic and student affairs. The role of the student government and both its general and specific responsibilities should be made explicit, and the actions of the student government within the areas of its jurisdiction should be reviewed only through orderly and prescribed procedures.

D. Student Publications

Student publications and the student press are a valuable aid in establishing and maintaining an atmosphere of free and responsible discussion and of intellectual exploration on the campus. They are a means of bringing student concerns to the attention of the faculty and the institutional authorities and of formulating student opinion on various issues on the campus and in the world at large.

Whenever possible the student newspaper should be an independent corporation financially and legally separate from the university. Where financial and legal autonomy is not possible, the institution, as the publisher of student publications, may have to bear the legal responsibility for the contents of the publications. In the delegation of editorial responsibility to students the institution must provide sufficient editorial freedom and financial autonomy for the student publications to maintain their integrity of purpose as vehicles for free inquiry and free expression in an academic community.

Institutional authorities, in consultation with students and faculty, have a responsibility to provide written clarification of the role of the student publications, the standards to be used in their evaluation, and the limitations on external control of their operation. At the same time, the editorial freedom of student editors and managers entails corollary responsibilities to be governed by the canons of responsible journalism, such as the avoidance of libel, indecency, undocumented allegations, attacks on personal integrity, and the techniques of harassment and innuendo. As safeguards for the editorial

freedom of student publications the following provisions are necessary.

1. The student press should be free of censorship and advance approval of copy, and its editors and managers should be free to develop their own editorial policies and news coverage.

2. Editors and managers of student publications should be protected from arbitrary suspension and removal because of student, faculty, administrative, or public disapproval of editorial policy or content. Only for proper and stated causes should editors and managers be subject to removal and then by orderly and prescribed procedures. The agency responsible for the appointment of editors and managers should be the agency responsible for their removal.

3. All university published and financed student publications should explicitly state on the editorial page that the opinions there expressed are not necessarily those of the college, university, or student body.

V. Off-Campus Freedom of Students

A. Exercise of Rights of Citizenship

College and university students are both citizens and members of the academic community. As citizens, students should enjoy the same freedom of speech, peaceful assembly, and right of petition that other citizens enjoy and, as members of the academic community, they are subject to the obligations which accrue to them by virtue of this membership. Faculty members and administrative officials should insure that institutional powers are not employed to inhibit such intellectual and personal development of students as is often promoted by their exercise of the rights of citizenship both on and off campus.

B. Institutional Authority and Civil Penalties

Activities of students may upon occasion result in violation of law. In such cases, institutional officials should be prepared to apprise students of sources of legal counsel and may offer other assistance. Students who violate the law may incur penalties prescribed by civil authorities, but institutional authority should never be used merely to duplicate the function of general laws. Only where the institution's interests as an academic community are distinct and clearly involved should the special authority of the institution be asserted. The student who incidentally violates institutional regulations in the course of his off-campus activity, such as those relating to class attendance, should be subject to no greater penalty than would normally be imposed. Institutional action should be independent of community pressure.

VI. Procedural Standards in Disciplinary Proceedings

In developing responsible student conduct, disciplinary proceedings play a role substantially secondary to example, counseling, guidance, and admonition. At the same time, educational institutions have a duty and the corollary disciplinary powers to protect their educational purpose through the setting of standards of scholarship and

conduct for the students who attend them and through the regulation of the use of institutional facilities. In the exceptional circumstances when the preferred means fail to resolve problems of student conduct, proper procedural safeguards should be observed to protect the student from the unfair imposition of serious penalties.

The administration of discipline should guarantee procedural fairness to an accused student. Practices in disciplinary cases may vary in formality with the gravity of the offense and the sanctions which may be applied. They should also take into account the presence or absence of an honor code, and the degree to which the institutional officials have direct acquaintance with student life in general and with the involved student and the circumstances of the case in particular. The jurisdictions of faculty or student judicial bodies, the disciplinary responsibilities of institutional officials and the regular disciplinary procedures, including the student's right to appeal a decision, should be clearly formulated and communicated in advance. Minor penalties may be assessed informally under prescribed procedures.

In all situations, procedural fair play requires that the student be informed of the nature of the charges against him, that he be given a fair opportunity to refute them, that the institution not be arbitrary in its actions, and that there be provision for appeal of a decision. The following are recommended as proper safeguards in such proceedings when there are no honor codes offering comparable guarantees.

A. Standards of Conduct Expected of Students

The institution has an obligation to clarify those standards of behavior which it considers essential to its educational mission and its community life. These general behavioral expectations and the resultant specific regulations should represent a reasonable regulation of student conduct, but the student should be as free as possible from imposed limitations that have no direct relevance to his education. Offenses should be as clearly defined as possible and interpreted in a manner consistent with the aforementioned principles of relevancy and reasonableness. Disciplinary proceedings should be instituted only for violations of standards of conduct formulated with significant student participation and published in advance through such means as a student handbook or a generally available body of institutional regulations.

B. Investigation of Student Conduct

1. Except under extreme emergency circumstances, premises occupied by students and the personal possessions of students should not be searched unless appropriate authorization has been obtained. For premises such as residence halls controlled by the institution, an appropriate and responsible authority should be designated to whom application should be made before a search is conducted. The application should specify the reasons for the search and the objects or information sought. The student should be present, if possible, during the search. For premises not controlled by the institution, the ordinary requirements for lawful search should be followed.

2. Students detected or arrested in the course of serious violations of institutional regulations, or infractions of ordinary law, should be informed of their rights. No form of harassment should be used by institutional representatives to coerce admissions of guilt or information about conduct of other suspected persons.

C. Status of Student Pending Final Action

Pending action on the charges, the status of a student should not be altered, or his right to be present on the campus and to attend classes suspended, except for reasons relating to his physical or emotional safety and well-being, or for reasons relating to the safety and well-being of students, faculty, or university property.

D. Hearing Committee Procedures

When the misconduct may result in serious penalties and if the student questions the fairness of disciplinary action taken against him, he should be granted, on request, the privilege of a hearing before a regularly constituted hearing committee. The following suggested hearing committee procedures satisfy the requirements of procedural due process in situations requiring a high degree of formality.

1. The hearing committee should include faculty members or students, or, if regularly included or requested by the accused, both faculty and student members. No member of the hearing committee who is otherwise interested in the particular case should sit in judgment during the proceeding.

2. The student should be informed, in writing, of the reasons for the proposed disciplinary action with sufficient particularity, and in sufficient time, to insure opportunity to prepare for the hearing.

3. The student appearing before the hearing committee should have the right to be assisted in his defense by an adviser of his choice.

4. The burden of proof should rest upon the officials bringing the charge.

5. The student should be given an opportunity to testify and to present evidence and witnesses. He should have an opportunity to hear and question adverse witnesses. In no case should the committee consider statements against him unless he has been advised of their content and of the names of those who made them, and unless he has been given an opportunity to rebut unfavorable inferences which might otherwise be drawn.

6. All matters upon which the decision may be based must be introduced into evidence at the proceeding before the hearing committee. The decision should be based solely upon such matters. Improperly acquired evidence should not be admitted.

7. In the absence of a transcript, there should be both a digest and a verbatim record, such as a tape recording, of the hearing.

8. The decision of the hearing committee should be final, subject only to the student's right of appeal to the president or ultimately to the governing board of the institution.

