

CALIFORNIA POLYTECHNIC STATE UNIVERSITY
 San Luis Obispo, California 93407
ACADEMIC SENATE

Executive Committee Agenda
Tuesday, January 5, 1988
 UU 220 3:00-5:00 p.m.

<u>Member:</u>	<u>Dept:</u>	<u>Member:</u>	<u>Dept:</u>
Andrews, Charles	Acctg	Lamouria, Lloyd H.	AgEngr
Baldwin, Marylud	Educ	Lutrin, Sam	StLf&Acts
Borland, James	ConstMgt	Peck, Roxy	Stat
Burgunder, Lee	BusAdm	Sharp, Harry	SpCom
Crabb, A. Charles (CH)	CropSci	Terry, Raymond	Math
Forgeng, William	MetEngr	Weatherby, Joseph	PoliSci
Gooden, Reg	PoliSci	Wilson, Malcolm	VPAA
Hellyer, George	AgMgt	Copies: Warren J. Baker	
Kersten, Timothy	Econ	Glenn Irvin	
		Howard West	

- I. Minutes:
 Approval of the November 10 and November 17, 1987 Minutes (pp. 4-8)
- II. Communications:
 A. Materials Available for Reading in the Academic Senate Office (pp. 2-3).
 B. Recommendations for Honorary Degrees, 1988 Commencement, memo from Kerschner to campus presidents dated 12/13/87 (pp. 9-12).
- III. Reports:
 A. President
 B. Academic Affairs Office
 C. Statewide Senators
- IV. Consent Agenda:
- V. Business Items:
 A. Resolution on the Foundation Election Process-Greenwald, Chair of the Ad Hoc Committee on the Cal Poly Foundation Election Process (pp. 13-14).
 B. Resolution on the Effects of Class Size, Mode and Level of Faculty Workload-Palmer, Chair of the Ad Hoc Committee on Effect of Class Size on Instructional Quality and Faculty Workload (pp. 15-17).
 C. Resolution on International Education Office (IEO)-Little, Head of Foreign Languages Department (pp. 18-24).
 D. Resolution on Consultative Procedures for Faculty Position Controls-Burgunder, for the SBUS caucus (p. 25).
 E. Resolution on Graduate Credit for 300 Level Courses-Dana, Chair of the Curriculum Committee (pp. 26-27).
 F. Resolution on the Future of Concurrent Enrollment-Crabb, Chair of the Academic Senate (p. 28).
 G. Resolution on Miscellaneous Catalog Changes-Dana, Chair of the Curriculum Committee (pp. 29-30).
 H. Selection of Academic Senate representative to the Student Senate-Crabb, Chair of the Academic Senate (p. 31).

Continued on next page ---->

*11.10.87 and
 11.17.87
 minutes
 reviewed*

- I. Appointment of Anderson as SENG Winter Quarter replacement for Vigil (p. 32).
 - J. Selection of Academic Senate representative to the ASSIST Advisory Committee (p. 33).
 - K. Academic Senate/committee vacancies (p. 34).
 - L. Guidelines/charge to the Senate Review Ad Hoc Committee-Crabb, Chair of the Academic Senate (p. 35).
- VI. Discussion Item:
- A. Automatic Admission for National Merit Scholarship Finalists: should automatic admission to Cal Poly be given to the San Luis Obispo finalists of the National Merit Scholarship (p. 36).
 - B. Human Corps Legislation: Please review the attached correspondence re the participation of students in community services and be prepared to discuss if/how we could support this program (pp. 37-47).
- VII. Adjournment:

Materials Available for Reading in the Academic Senate Office (FOB 25H)

(New reading materials highlighted in bold)

1987-88 AY Minutes from the bimonthly meetings of the Multiple-Criteria Admissions Program Technical Study Group (Cal Poly, SLO)

- June 1987 Documents/statistics/reports/etc. provided at the Student Retention Conference in June 1987
- 6/10/87 Correspondence from Eric Seastrand re allocation of lottery funds to the CSU and Board of Trustees' Committee on Finance Report on the Lottery Revenue Budget Process
- 6/22/87 Publications from the Office of the Chancellor re Teacher Education
- 7/14/87 CSU Committee of the Whole: New Priority Topics for 1987-88
- 7/28/87 Status Report #4-FY 1987/88, CSU Final Budget Quarterly Internal Report on Enrollment-Summer 1987 (Cal Poly, SLO)
- July 1987 The Master Plan Renewed, Commission for the Review of the Master Plan for Higher Education
- 8/3/87 Quarterly Internal Report on Enrollment-Summer 1987 (Cal Poly, SLO)
- Aug 1987 Subject Matter Assessment of Prospective English Teachers (CSU)**
- 9/4/87 Capital Outlay Program 1988-89
- 9/15/87 Board of Trustees' Agenda, September 15/16, 1987
- 9/23/87 1986/87 Discretionary Fund Reports (Cal Poly, SLO)
- 10/12/87 Executive Review Policies and Procedures
- 10/20/87 Funding Excellence in Higher Education (CPEC)
The State's Interest in Student Outcomes Assessment (CPEC)
State Incentive Funding Approaches for Promoting Quality in California
Higher Education: A Prospectus (CPEC)
Assembly Bill #2016 - Higher Education Talent Development
- October 1987 CPSU FOUNDATION Annual Report 1986-1987
- 10/28/87 State Incentive Funding Approaches (memo from Kerschner to VPAA's dated 10/28/87)
- 10/30/87 Organizational charts of administrative positions throughout the CSU system (CSU)**
- 11/2/87 Academic Mainframe Computer Replacement Plan (CSU)
- 11/5/87 Earthquake Status Report (CSU, Los Angeles)
- 11/6/87 Quarterly Internal Report on Enrollment-Fall 1987 (Cal Poly, SLO)

Materials Available for Reading in the Academic Senate Office (FOB 25H)
Page Two

11/11/87	CSU Academic Performance Report 1986-87 (CSU)
11/12/87	Retreat Rights for Academic Administrators (Cal Poly, SLO)
11/16/87	Summary Notes of the President's Council Meetings (Cal Poly, SLO)
11/16/87	Status of Current Major Capital Outlay Projects (Cal Poly, SLO)
Nov 1987	Computer-Aided Productivity Center (Cal Poly SLO)
Nov 1987	Development Activities of the University Relations Division (Cal Poly, SLO)
Nov 1987	Recommendations of the Commission for the Review of the Master Plan
Nov 1987	Cal Poly IBM Specialty Center (Cal Poly, SLO)
Nov 1987	International Programs Bulletin 1987-1988 (Office of International Programs, CSU)
11/13/87	Asilomar Retreat of the Academic Senate CSU (Nov 13-15, 1987). Summary of the Executive Committee and campus Senate chairs' meetings (Academic Senate CSU)
11/30/87	Allocation of MPPP Awards 1987-88 (number of awards to each school) (Cal Poly, SLO)
12/1/87	Summer Bridge and Intensive Learning Experience: Second Year Evaluation (CSU)

Memorandum

-9-
RECEIVED

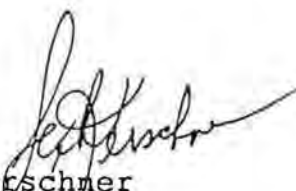
Trustees of The California State University

DEC 21 1987

To: Presidents

Academic Senate

Date: December 13, 1987


From: Lee R. Ketschner
Vice Chancellor
Academic Affairs

Subject: Recommendations for Honorary Degrees, 1988 Commencement

This memorandum will serve as the annual call for campus recommendations for the awarding of honorary doctoral degrees by the Board of Trustees of The California State University. A copy of the current Trustee policy guidelines is enclosed.

Please submit your campus recommendations along with supporting information (20 copies) to Deputy Vice Chancellor Anthony J. Moye no later than February 15, 1988, so that the Subcommittee on Honorary Degrees may review the materials in a timely fashion prior to the meeting of the Board of Trustees on March 8-9, 1988. It is particularly important that the letter of nomination set forth, document in a solid and compelling fashion, arguments for the award of an honorary doctorate by The California State University. In addition, a current curriculum vitae of each nominee should be provided.

The recommendations of the Subcommittee will be considered, in turn, by the Board's Committee on Gifts and Public Affairs and by the full Board in executive session in March.

Please note the need for the strictest confidence in dealing with the campus nominations. You may be assured of our full cooperation in maintaining the necessary confidences.

Note!

Should you have any questions, feel free to contact me or Dr. Moye.

Enclosure

cc: Chair Dale B. Ride
Trustee Lee A. Grissom
Chancellor W. Ann Reynolds
Executive Vice Chancellor Herbert Carter
Vice Chancellor Mayer Chapman

Xc: Malcolm Wilson
A. Charles Erskine

GUIDELINES FOR THE AWARDING OF HONORARY DEGREES THE CALIFORNIA STATE UNIVERSITY

I. Policy

- A. Honorary degrees shall be awarded by The California State University, but only at the *doctoral level*.
- B. All honorary degrees shall be conferred by the Board of Trustees of The California State University, and only in the name of The California State University.
- C. The Board of Trustees shall determine the number of honorary degrees to be awarded in any academic year. Normally, the Board will consider no more than two recommendations from each campus in an academic year, plus an aggregate of five additional recommendations which may be submitted by or through Board members and the Chancellor during the same period.
- D. The following categories of honorary degrees shall be recognized for conferral by the Board of Trustees:
 - 1. Doctor of Fine Arts (D.F.A)
 - 2. Doctor of Humane Letters (L.H.D.)
 - 3. Doctor of Laws (LL.D.)
 - 4. Doctor of Letters (Litt.D.)
 - 5. Doctor of Science (Sc.D.)

Other categories may be proposed to the Board for consideration; however, the Board will not authorize degree designations which normally are identified as earned doctorates.

II. Purposes for Which Honorary Degrees May Be Conferred

- A. To recognize excellence and extraordinary achievement in significant areas of human endeavor, within which are embodied the objectives and ideals of The California State University.
- B. To honor meritorious and outstanding service to The California State University, collectively, or to its campuses, individually; to the State of California; to the United States; or to humanity at large.
- C. To recognize men and women whose lives and significant achievements should serve as examples of The California State University's aspirations for its diverse student body.

III. Criteria for the Awarding of Honorary Degrees

- A. Honorary degrees may be awarded to recognize achievements in all parts of the world. Honorary degrees awarded should represent an appropriate balance between local and non-local, and academic and non-academic recipients, and should represent a wide diversity of fields of endeavor.
- B. Nominees for honorary degrees must be distinguished in their respective fields, and the eminence of persons nominated must be widely recognized. Nominees must have demonstrated intellectual and humane values that are consistent with the aims of higher education, and with the highest ideals of the persons' chosen fields.

- C. Service or benefaction to the University do not in themselves justify the awarding of honorary degrees. However, nothing in these criteria shall preclude nominees who are in political life, or who are benefactors of The California State University.

IV. Limitations on Eligibility

Honorary degrees shall not be awarded to:

- A. Incumbent members of the Board of Trustees of The California State University
- B. The incumbent Chancellor of The California State University
- C. Incumbent campus Presidents of The California State University
- D. A person who already has been awarded an honorary degree by The California State University

V. Procedures for Selecting Honorary Degree-Recipients

In all steps of these procedures, utmost care is to be taken to ensure confidentiality. A breach of confidentiality could seriously embarrass The California State University and those individuals under consideration for the receipt of an honorary degree.

- A. Recommendations of persons to receive honorary degrees are encouraged from any member of The California State University community, including Trustees, the Chancellor, Presidents, faculty, students, administrative staff, alumni, campus Advisory Board members and other friends of The California State University. Such recommendations may include the category of honorary degrees believed appropriate (par.I.D.).
- B. Recommendations originating in any of the campus communities shall be submitted through the campus President. Recommendations originating elsewhere within The California State University community at large shall be submitted through the Chancellor.
- C. Each campus President shall establish a committee to review recommendations and to assist in the development and compilation of materials in support of nominations to be forwarded. Following appropriate consultation with this committee, the President shall select no more than two nominations to be forwarded to the Chancellor in any given academic year.
- D. The Chancellor, in turn, shall forward all nominations, with appropriate comments, as desired, to a separately constituted Subcommittee on Honorary Degrees of the Committee on Gifts and Public Affairs, according to a schedule to be established by the Board.
- E. The Subcommittee on Honorary Degrees shall be chaired by a member of the Committee on Gifts and Public Affairs who shall be named by the Chair of that Committee. The Subcommittee shall be comprised of:
 - 1. One additional Trustee (other than the Chair of the Subcommittee) to be named by the Chair of the Board
 - 2. The Chancellor, or designee
 - 3. Two Presidents, to be named by the Chancellor

4. The following representatives, to be appointed by the Chancellor following consultation with the respective agencies shown in parentheses:
 - a. Two faculty (the Academic Senate, CSU)
 - b. One alumnus (California State University Alumni Council)
 - c. One student (California State Student Association)
- F. The Subcommittee on Honorary Degrees, meeting in executive session, shall review all nominations received, and shall forward to the full Committee on Gifts and Public Affairs each nomination with the Subcommittee's notation of "recommended" or "not recommended," using the policies and criteria set forth in these Guidelines as the bases for the Subcommittee's determinations.
- G. The full Committee on Gifts and Public Affairs, following similar procedures, shall forward to the full Board for final consideration no more than one nomination per campus and three originating with the Board and/or the Chancellor, indicating in each case the full Committee's determination of "recommended" or "not recommended."
- H. The Board of Trustees, meeting in executive session, shall make the final determination in each case, and will, by virtue of its exclusive authority in this matter, "award" the degree in the category it considers most appropriate.

VI. Conferral of Degrees

- A. Honorary degrees may be conferred during any California State University function which the Board of Trustees considers appropriate.
- B. Normally, the Chair of the Board of Trustees, the Chancellor, and the campus President, where appropriate, will participate in the conferral ceremony as follows:
 1. When a campus is involved:
 - a. The Chair of the Board of Trustees (or designee) will read the Citation
 - b. The Chancellor, if present, or the campus President will confer the degree
 - c. The campus President (or designee) will hood the degree recipient
 2. When a campus is not involved:
 - a. The Chair of the Board of Trustees (or designee) will read the Citation
 - b. The Chancellor (or designee) will confer the degree
 - c. The Vice Chair of the Board of Trustees (or designee) will hood the degree recipient

The following resolution is recommended:

RESOLVED, By the Board of Trustees of The California State University, that the "Guidelines for the Awarding of Honorary Degrees — The California State University," contained in Committee on Gifts and Public Affairs Agenda Item 3, dated July 19, 1983, are hereby adopted.

September 14, 1983

Adopted: _____

ACADEMIC SENATE
OF
CALIFORNIA POLYTECHNIC STATE UNIVERSITY
San Luis Obispo, California

Background statement: The committee has received extensive testimony from administrators, faculty, and students concerning the Cal Poly Foundation. The committee has also obtained input from the Executive Director and the Associate to the Executive Director of the Foundation.

The present election process for the Foundation Board of Directors has not been effective in communicating openings on this Board to faculty. In addition, the present process provides for the election of new Board members by the current Board thus enabling the directors to reelect themselves. The result has been a Board that has effectively been closed to new individuals and new ideas.

AS-____-87/____

RESOLUTION ON
THE FOUNDATION ELECTION PROCESS

- WHEREAS, The current process by which the Board of Directors of the California Polytechnic State University Foundation is elected has resulted in a Board that has effectively been closed to new individuals and new ideas; therefore be it;
- RESOLVED: That the membership of the Board of Directors of California Polytechnic State University Foundation shall include at least two tenured faculty members of the University; and be it further
- RESOLVED: That the selection of the faculty members shall be consistent with the following:
1. The faculty members shall be nominated by the Academic Senate.
 2. The names of at least two (but no more than three) faculty shall be presented to the Board of Directors of the Foundation for each position for which a faculty member is being sought.
 3. If the Board of Directors determines that none of the candidates presented are qualified, the Academic Senate will be notified and presented reasons for nonqualification per the criteria outlined in #4 and will be asked to repeat the process beginning at #1.
 4. In presenting candidates, the Academic Senate will utilize, at a minimum, the criteria utilized by the Board of Directors in reviewing candidates for Board membership including the following:
 - a. A consistent history of active involvement with an interest in University affairs;
 - b. Demonstrated ability to work productively as a member of a governing body; and
 - c. Willingness to actively serve for the term of office.

RESOLUTION ON THE FOUNDATION ELECTION PROCESS

Page Two

5. No faculty member shall serve more than two consecutive terms except in unusual circumstances as determined by the Academic Senate.
6. In the event that a position occupied by a faculty member on the Board becomes vacant, a replacement shall be nominated in accordance with these same principles.

Proposed By:
Ad Hoc Committee on the Cal
Poly Foundation Election Process
January 5, 1988

Adopted: _____

ACADEMIC SENATE
OF
CALIFORNIA POLYTECHNIC STATE UNIVERSITY
San Luis Obispo, California

Background statement: In May 1986, the decision to include a 200-station auditorium-type lecture classroom in the remodel of Engineering East was communicated to the Chair of the Academic Senate. Upon receiving said information, the Chair of the Senate suggested to Douglas Gerard, Executive Dean, the need for a mechanism which would ensure faculty consultation before such decisions are finalized. Subsequently, the Executive Committee of the Senate was informed by President Baker that a similar size lecture room was being considered for the remodel of the Business Administration & Education Building.

On May 13, 1986, the Chair of the Academic Senate requested the chairs of the Personnel Policies Committee, Student Affairs Committee, Long-Range Planning Committee, and the Instruction Committee to look into this planning situation. Subsequently, these four chairpersons were asked to name a person from their particular committee to serve as a member on the Ad Hoc Committee on Effective Class Size, Instructional Quality, and Faculty Workload.

The charge to the committee was to study the implications that issues such as class size, level, mode, and number of faculty preparations, and other considerations may have on faculty workload and the effectiveness of instruction in a given class. As a result of the committee's deliberations, the following resolution is submitted.

AS-____-87/____

RESOLUTION ON
THE EFFECTS OF CLASS SIZE, MODE
AND LEVEL OF FACULTY WORKLOAD

- WHEREAS, Faculty workload is a function of several factors such as the level of the coursework taught, the type of class and instructional method, the mix of direct instruction and instruction-related activities, number of units attached to the courses taught by an instructor, the number and variety of preparations required, and the enrollment size of the class being taught; and
- WHEREAS, Faculty instructional units are generated based on the number of students in the class as well as the instruction mode and level; and
- WHEREAS, Courses in which enrollments exceed the break-even point generate additional faculty positions which have allowed department, school, and university flexibility in faculty assignments; and

**RESOLUTION ON THE EFFECTS OF
CLASS SIZE, MODE AND LEVEL OF FACULTY WORKLOAD**

Page Two

- WHEREAS, Decisions related to class size and staffing should address concerns of faculty, students, and administration; and
- WHEREAS, Mode and level allows for a range in the number of students in a given class; instructional quality and faculty workload considerations dictate that classes be taught at the lower end of the class size range; and
- WHEREAS, The assignment of three four-unit classes, as opposed to four three-unit classes, may significantly reduce the faculty member's workload related to the total number of preparations and consequently increase quality of instruction; and
- WHEREAS, There are specific class size parameters which must be considered regarding funding and support for the class. These include:
- For classes with census date enrollment between 75 and 120 and exceptional workload, a graduate assistant or student assistant may be allocated;
- For classes with census enrollment of over 120, a graduate assistant, a student assistant, or an additional 3 WTU's may be assigned; and
- WHEREAS, The campus is currently considering the construction of lecture facilities with capacities significantly greater than 120 stations; and
- WHEREAS, To date the administration has not come forth with a model for consultation on classroom size to be built in remodelling or construction of new facilities; therefore, be it
- RESOLVED: That all staffing and class size decisions be based upon instructional effectiveness and faculty workload considerations; and be it further
- RESOLVED: That additions, modifications, new construction, or other changes in instruction space configuration take place only after full consultation and input from faculty involved with programs which may use such facilities; and be it further
- RESOLVED: That complete and thorough consultation take place between individual faculty, department faculty as a group, and the department head/chair regarding class assignments, the number of preparations required during a given quarter, the units associated with the various classes in the department, class sizes, and the relationship of these factors to faculty workload; and be it further
- RESOLVED: That class size parameters be established only after full and complete consultation with faculty in the affected departments; and be it further

**RESOLUTION ON THE EFFECTS OF
CLASS SIZE, MODE AND LEVEL OF FACULTY WORKLOAD**

Page Three

- RESOLVED: That the use of large class facilities (which permit enrollments which entitle faculty to additional teaching units) be restricted to courses which, after faculty consultation, are identified as appropriate for the facility; and be it further
- RESOLVED: That individual faculty members assigned to teach large classes (those earning extra WTU's) be made fully aware of the fact that additional units accrue as a result of teaching those classes; that under normal circumstances the faculty member who generates these units should receive credit for them; and be it further
- RESOLVED: That it is the responsibility of each department head/chair to make the department faculty members aware of staffing formulas and the ramifications of these formulas on faculty workload, instructional space considerations and instructional quality, and that faculty be encouraged to participate in decision making related to these issues.

Proposed By:
Ad Hoc Committee on
Effective Class Size,
Instructional Quality, and
Faculty Workload
January 5, 1988

Adopted: _____

ACADEMIC SENATE
OF
CALIFORNIA POLYTECHNIC STATE UNIVERSITY
San Luis Obispo, California

AS-____-87/____

RESOLUTION ON
INTERNATIONAL EDUCATION OFFICE (IEO)

- WHEREAS, Cal Poly has no International Education Office (IEO); and
- WHEREAS, Most of the principal functions and duties of the proposed IEO are being performed by a number of highly dedicated individuals in a variety of offices across campus but without centralized leadership resulting in an unorganized, inefficient, and fragmented program; and
- WHEREAS, The international dimension of the curriculum is growing in strength and prominence throughout the seven schools; and
- WHEREAS, The School of Agriculture has a long and fruitful tradition of international ventures and contracts; and
- WHEREAS, The School of Business is strengthening its international dimension; and
- WHEREAS, The School of Architecture has a major role in established international programs (e.g., CSU International Program (IP) in Italy and Denmark) and in ad hoc programs in France, Spain, Japan, and Taiwan; and
- WHEREAS, The School of Liberal Arts collaborates in all CSU IP programs, has pioneered the London Study Quarter, is planning a Paris Study Quarter, and is projecting a Japan Study Quarter; and
- WHEREAS, California's demographic changes in the near future will inevitably make Cal Poly's student body more international, multi-ethnic, and multi-lingual and, in the long term, will make the majority of the student body multi-ethnic and multi-lingual; and
- WHEREAS, Cal Poly's location, curricula, and quality will force us to become an effective partner in Pacific Rim programs of all kinds; and
- WHEREAS, The attached proposal has received unanimous approval of all faculty, staff, and administrators who have collaborated in writing it; and
- WHEREAS, The IEO is essential for managing internationally related affairs at Cal Poly; and
- WHEREAS, The undersigned faculty, staff, and administrators support this proposal and this resolution; therefore, be it

**RESOLUTION ON
INTERNATIONAL EDUCATION OFFICE (IEO)**
Page Two

RESOLVED: That the Academic Senate supports the plan to reallocate positions in such a way that the director and secretary positions can be funded through existing positions and monies; and be it further

RESOLVED: That the Chair of the Academic Senate requests the Vice President of Academic Affairs, Malcolm Wilson, to convene a committee empowered to produce a recommendation for the funding and staffing of the IEO.

Proposed By:
William Little, Department Head
of the Foreign Languages Department
January 5, 1988

Signature Attachment to the Resolution on International Education Office (IEO)

Due to the number of signatures received, in order to reduce the volume/expense of photocopying this agenda, the signature pages have not been reproduced. A copy of the original signatures will be forwarded to the President with this resolution if adopted by the Academic Senate.

The number of signatures received in support of this resolution totals 65.

INTERNATIONAL CENTER PROPOSAL

[NOVEMBER 14, 1986 — DRAFT NO. 10]

I. RATIONALE

President Warren Baker, in his Convocation on Planning held October 10, 1985, called for internationalization of the various academic and non-academic programs at Cal Poly. Implicit in President Baker's message is the knowledge that unless we link our students' training in technology, science, and the arts to greater knowledge of the world beyond the borders of our own economic and cultural microcosm, we are shortchanging their educations.

Cal Poly is not unique in its need to respond to new multi-ethnic, multi-cultural, and multi-national pressures on curricula and other programs. Indeed, throughout the United States and at virtually all levels of society, there is recognition that higher education must take the lead in preparing America for successful international cooperation and competition. As California's economy and culture become more ethnically diverse, Cal Poly must equip its graduates to cope with the greater diversity of California and the United States. Additionally, they must be prepared to carry their technical expertise and their visions of a better world into careers that more and more involve an international dimension.

II. BACKGROUND

Currently, Cal Poly supports a wide variety of functions relating to multi-cultural issues. There is such fragmentation in their management, however, that Cal Poly is perceived to have no international dimension at all. This perception does a disservice to the university and to those who labor under current circumstances. The current scene is characterized by redundancy, overlapping, and fragmentation. Examples include:

ITEM: The Admissions Office handles acceptance and initial registration of foreign students, but the Dean of Students Office clears holds on permits to register, while both the Records Office and the Dean of Students Office provide immigration forms. In the same vein, the School of Agriculture provides its own separate and parallel services for immigration affairs.

ITEM: The CSU International Programs Office administers the Fulbright Program on an informal basis.

ITEM: The Grants Development Office coordinates the foreign Fulbright Scholars Program and assists Cal Poly faculty members who wish to apply for Fulbright Grants or other types of international exchange opportunities.

ITEM: ACTION funds a contract held by the School of Agriculture to recruit candidates from the entire campus for the Peace Corps.

Clearly, because of the need for greater coherence and organization, it is appropriate for Cal Poly to establish an entity to promote and coordinate internationally-oriented interests and activities on campus as well as to generate off-campus support. Accordingly, it is recommended that Cal Poly take steps to establish an INTERNATIONAL CENTER, the creation of which should be guided by the goals and considerations hereinafter described.

III. GOALS

The INTERNATIONAL CENTER's goals will be to:

1. Centralize currently dispersed aspects of Cal Poly's international activities and functions;
2. Create a vital, dynamic ambiance on campus;
3. Foster off-campus support for international ambiance on campus;
4. Facilitate coordination of efforts by administrators, professors, and staff personnel engaged in non-curricular, internationally-oriented functions;
5. Seek additional non-state funding for international events, functions, and programs; and
6. Promote active awareness of international grant and research opportunities.

IV. PURPOSE AND FUNCTIONS

The INTERNATIONAL CENTER will be designed to serve students, faculty, departments, administrators, and community entities in areas concerned with international affairs. Its purpose will be to aid foreign students and faculty members who come to study and teach at Cal Poly as well as resident faculty and students who wish to increase their international awareness or to make personal, academic, or professional connections overseas. Above all, by eliminating the inefficiency resulting from the lack of coordination among the existing collection of single-issue offices and functions, the CENTER will help to accelerate the internationalization of the university. Three principal functions of the CENTER will include:

A. Responsibility for:

1. Enhancement of international awareness through activities such as:
 - a. Support of and involvement in new international ventures, such as a program in Pacific Rim studies, exchange teaching assignments with Australia, and the School of Agriculture's Costa Rica project to develop *Escuela Agrícola para la Región del Trópico Húmedo*;
 - b. Encouragement for those wishing to develop various overseas programs; and
 - c. Encouraging an international dimension for the Center for Practical Politics.
2. Administration of:
 - a. CSU International Programs (the campus CSU foreign study program);
 - b. Faculty foreign exchange programs (including Fulbright);
 - c. Student Fulbright Programs;
 - d. Sponsored and exchange student programs;
 - e. Support services for foreign dignitaries, scholars, and faculty; and
 - f. Support services for foreign students.

IV. PURPOSE AND FUNCTIONS (Continued)

B. Maintenance of affiliation and/or liaison with:

1. Academic Departments, especially those with an international focus;
2. London Study Program;
3. Ethnic- and internationally-oriented student organizations and clubs, such as French Club, International Business, LASA (Latin American Student Association), Latinos in Agriculture, MECHA (*Movimiento Estudiantil Chicano*), etcetera;
4. Related national organizations, such as the National Association of Foreign Students Affairs, among others;
5. The Master's Program in International Agriculture Development;
6. The Multi-Cultural Center;
7. Internationally-sponsored contracts on campus;
8. Related university and school committees such as IFAC (International Food and Agriculture Committee); and
9. Peace Corps recruitment.

V. ORGANIZATION

The INTERNATIONAL CENTER shall be responsible to the Academic Vice President. Initially, the CENTER will consist of a director, a secretary, and an advisory committee as described below:

- A. **Director.** Appropriate level twelve-month staff position. Functions of this position are as follows:
 1. Develop programs supportive of the CENTER's goals and purposes;
 2. Chair the INTERNATIONAL CENTER Advisory Committee;
 3. Liaison with university administrators, departments, faculty, students, and the community;
 4. Coordinate the CSU International Programs;
 5. Coordinate Fulbright Programs and Grants;
 6. Coordinate support services for foreign dignitaries, scholars, and faculty; and
 7. Facilitate the delivery of financial aid, advisement, and other services for foreign students.
- B. **Secretary/Clerical.** Twelve-month position.
- C. The INTERNATIONAL CENTER Advisory Committee will include the following members:
 1. Director;
 2. The campus faculty representative to the CSU Academic Council on International Programs;

V. ORGANIZATION (Continued)

3. Two staff members with continuing appointments:
 - a. Associate Dean of Students, and
 - b. Associate Dean, School of Agriculture;
4. Chairman, IFAC;
5. Three representatives chosen by the Academic Vice President or designee from a list of nominees submitted by the deans of the seven schools. Nominees should be internationally-oriented faculty members who are interested in the CENTER; and
6. Three student representatives: One shall be the CSU International Programs alumni representative; two shall be chosen by the ASI President, one of which will be a visa student, and the other will be an at-large student.

The Advisory Committee will meet regularly to determine objectives, review proposals, and establish policy priorities.

VI. POLICIES

The INTERNATIONAL CENTER will abide by policies of Cal Poly, the Chancellor's Executive Orders 165 and 421, and the California State University System. The Cal Poly Foundation will administer non-state funds collected by the CENTER.

Adopted: _____

**ACADEMIC SENATE
OF
CALIFORNIA POLYTECHNIC STATE UNIVERSITY
San Luis Obispo, California**

AS-____-87/____

**RESOLUTION ON
CONSULTATIVE PROCEDURES FOR FACULTY POSITION CONTROLS**

- WHEREAS, The spirit of collegiality is premised on faculty consultation regarding matters that directly affect faculty affairs; and
- WHEREAS, Faculty position controls have been put into effect without substantial examination by nor consultation with the faculty; therefore, be it
- RESOLVED: That the Academic Senate requests that the Vice President for Academic Affairs appear before the Academic Senate to explain the processes by which specific faculty position controls have been and will be developed; and be it further
- RESOLVED: That the Academic Senate recommends that those charged with making budget allocation decisions to implement faculty position controls be directed to make those decisions only after consultation with the faculty in the spirit of collegiality.

Proposed By:
School of Business Academic
Senate Caucus
January 5, 1988

ACADEMIC SENATE
OF
CALIFORNIA POLYTECHNIC STATE UNIVERSITY
San Luis Obispo, California

Background Statement: The University-wide Graduate Studies Committee is charged with, among other things, proposing policy with regards to graduate programs. Toward the end of the 1986-87 academic year they examined the issue of whether 300-level courses should be allowed credit toward a Master's degree. Their conclusions are reflected in the attached memo from Robert Lucas to Malcolm Wilson.

AS-__-87/__

Resolution on Graduate Credit for 300 Level Courses

WHEREAS, The Graduate Studies Committee has unanimously approved limiting credit toward a Master's degree to courses at the 400 level and above; and

WHEREAS, the Graduate Studies Committee has further suggested guidelines for a transition period up to Fall 1988, during which special cases may exist to alleviate hardships in departments whose Master's programs currently use 300 level courses ; therefore be it

RESOLVED: That the Senate recommends adoption of the Graduate Studies Committee recommendations and transition guidelines as official university policy

proposed October 26, 1987
Curriculum Committee
6-0-0

Memorandum

To : Malcolm W. Wilson
Interim Vice President
for Academic Affairs

Date : December 2, 1986

File No.:

Copies : G. Irvin

From : *RL* Robert A. Lucas, Associate Vice President for
Graduate Studies, Research, and Faculty Development

Subject: Courses Acceptable in Graduate Programs

At its meeting on 30 May 1986, the Graduate Studies Committee adopted unanimously for the following motion:

By Fall 1988, all courses acceptable in a master's degree program will be at the 400 level or above. Until that time, 300 level courses will be acceptable only with the approval of the graduate adviser, the department, the School Dean, and the Graduate Studies Office. Such exceptions will be considered case by case.

The Committee recommends this statement for adoption as university policy governing graduate studies.

The following guidelines are suggested for implementation of the policy:

1. Courses number 300 and below may be essential for some students in some master's degree programs. If this is the case, such coursework should be included as part of a deficiency plan, but should not be part of the coursework submitted in fulfillment of the degree.
2. Some programs do not presently have enough 400 and 500 level courses to sustain a master's degree. The transition period to Fall 1988 will allow those programs to develop the necessary courses and have them in place in time to meet the new requirement.
3. Students currently in master's programs who have been given tacit or formal approval to include 300 level courses will have those agreements honored. Students anticipating graduation in Fall 1988 or thereafter should plan to meet the new requirement, and their formal study plans should be consistent with the requirement.

If you have any questions about this new policy, please give me a call at x1508.

*1/11/87
1/14/87
1/14/87*

Adopted: _____

ACADEMIC SENATE
OF
CALIFORNIA POLYTECHNIC STATE UNIVERSITY
San Luis Obispo, California

AS-____-87/____

RESOLUTION ON
THE FUTURE OF CONCURRENT ENROLLMENT

- WHEREAS, The Concurrent Enrollment program offers an important service for people who are unable to meet the established deadlines of application for admission to The California State University; and
- WHEREAS, Twenty percent of Concurrent Enrollment students become regularly enrolled students; and
- WHEREAS, Approximately half of the participants utilize the program to enhance their career and job skills thus contributing to the competitiveness of the California economy; and
- WHEREAS, Concurrent Enrollment provides an opportunity for disqualified students to demonstrate performance for readmission thus, contributing to the cause of educational equity in the state; and
- WHEREAS, The Concurrent Enrollment program offers an important service to citizens who need one or two courses rather than a full program in pursuit of a degree; and
- WHEREAS, 1987-88 is the second fiscal year that 25% of all continuing education revenue has been required by the California Department of Finance for the General Fund budget; and
- WHEREAS, This decreases the funding that was previously available to (1) academic schools and departments for institutional supplies and services and faculty travel, and (2) Extended Education to administer its program; and
- WHEREAS, The present budgetary procedure of levying an assessment on the campus Concurrent Enrollment programs to pay a portion of concurrent enrollment money into the General Fund (\$2,000,000 in '85-86 and again in '86-87) causes Extended Education programs to remit funds to pay these assessments, thus endangering the future of both the Concurrent Enrollment programs and the financial stability of Extended Education programs; therefore, be it
- RESOLVED: That the Academic Senate of The California State University work with others involved in the budget-making process for 1988-89 to eliminate the Concurrent Enrollment assessments for each campus; and be it further
- RESOLVED: That the Board of Trustees, the Chancellor's Office, and the Cal Poly administration be asked to join the effort to preserve the Concurrent Enrollment programs by opposing the diversion of Concurrent Enrollment money to the General Fund.

Proposed By:
Academic Senate Executive Committee
January 5, 1988

ACADEMIC SENATE
OF
CALIFORNIA POLYTECHNIC STATE UNIVERSITY
San Luis Obispo, California

Background Statement: At various times and for various reasons over the last few months there have been a small number of "odds and ends" catalog proposals that have been put before the Senate Curriculum Committee. Some were acted on by the committee as far back as last June but were never brought before the Senate for its action. Some were submitted to the Academic Affairs office during the summer and early Fall and were referred to the Curriculum Committee for our opinions.

AS-___-87/___

Resolution on Miscellaneous Catalog Changes

WHEREAS, The catalog changes in the attached list have been acted on by the Academic Senate Curriculum Committee; therefore be it

RESOLVED: That the Senate recommend the approval of attached list of catalog changes.

proposed November 18, 1987
Curriculum Committee

Miscellaneous Catalog Changes

<u>Course</u>	<u>Explanation</u>	<u>Action</u>
IT 354	Changes substantial so committee requested expanded course outline -- no time to get back to it last year	approved 8-0 11/18
AG 500	Individual Study; currently X course.	approved 6-0 10/26
NRM 101	Change in course description to "internationalize" it. Course is already changed; this changes catalog title and description to match.	approved 6-0 10/26
NRM 310	In dept.'s zeal to answer our request to delete courses with no or low enrollment, this one was deleted when it should not have been. This action reinstates it.	approved 6-0 10/26
ENGR 141 ENGR 142 ENGR 303	"Engineering Orientation" "Engineering Careers" "Professional Development" These three have been taught as X courses for many years. Taught by Student Academic Services and Minority Engineering Program staff for minority students to bridge the gap between their high school experience and college.	approved 4-3-2 5/21
ME 234	Tabled by Senate for return to committee to resolve the committee's concerns between it and ME 134. 234 is a design course for transfers rather than more basic 134 design/intro course for freshman. Has been taught as X course already.	approved 7-0-2 5/21
Electro-Optics Concentration	Physics major concentration. Modification in response to our concerns of it not being different enough from other concentrations was satisfactory to committee.	approved 9-0-0 5/21
Ag Mgt	Allow only 3 units of AG prefix courses to be among the 20 units of SAGR electives w/o AM or AGED prefix.	approved 9-0 5/21
AM 336	Change 2 lect/1activity to 4 lecture units	no comment (vote to approve: 2-2-5) 5/21


ASSOCIATED STUDENTS, INC.
EXECUTIVE OFFICE
CALIFORNIA POLYTECHNIC STATE UNIVERSITY
SAN LUIS OBISPO, CALIFORNIA 93407
(805) 756-1291

RECEIVED

NOV 24 1987

Academic Senate

TO: Charles A. Crabb
Chair, Academic Senate

FROM: Donald De Jong 
ASI Vice President
Chair, Student Senate

SUBJECT: Academic Senate Representation
on the ASI Student Senate

DATE: November 23, 1987

COPIES: L. Howard
K. Barclay

It has come to my attention that according to the ASI Operational Code, Article VI, Section B, the Academic Senate has a non-voting member that sits in on all senate meetings. In the past years this position has been inactive. At this time I feel it is appropriate to reactivate this position in order to ensure Academic Senate adequate representation to the ASI Student Senate.

Student Senate meetings are held every Wednesday at 7:00 p.m., in UU 220. If you have any questions, please feel free to contact me at 756-1291.

Thank you for your time and cooperation.

C 12.2387

RECEIVED


DEC 22 1987

Academic Senate

December 21, 1987

To: Academic Senate Office

From: W. D. Forgeng, Chair, SENG Caucus



Subject: Winter Quarter Replacement for Sam Vigil

Because of an irresolvable schedule conflict, Sam Vigil will not be able to attend Senate meetings during the Winter 1988 Quarter. The caucus has accordingly selected Marshall Anderson (Civil/Environmental Engineering) as Sam's replacement during this period. If Executive Committee action is needed on this appointment, I hereby request that such action be placed on the Agenda for the first meeting of the New Year.

cc: SENG Caucus

RECEIVED

DEC 21 1987

MEMORANDUM

Academic Senate

TO: Charlie Crabb, Chair
Academic Senate

FR: Roger M. Swanson
Associate Vice President
Enrollment Support Services



DA: 18 December 1987

RE: Request for Appointment of Faculty Member

Project ASSIST is a computerized system designed to provide important information to community college students considering transfer to a California four-year institution, including:

- o textual material on academic offerings, admissions, financial aid, costs, deadlines, etc.,
- o equivalency of a community college course to a course at the chosen four-year institution, and
- o a degree check which displays the community college courses as they fulfill requirements of a specific four-year major.

Sponsored and funded by the California Community Colleges, the University of California, and the California State University, Project ASSIST is currently under development at over 50 CCC's, 9 CSU's, and all undergraduate UC's. Cal Poly is in its second year of work on Project ASSIST and we expect to be fully functional with Santa Barbara City College by the end of spring.

I am requesting your appointment of a faculty member to serve on our Cal Poly Project ASSIST Advisory Committee. It meets on an ad hoc basis, perhaps once a quarter, so the time demand is minimal. The ideal candidate would have interest and experience in computers and in transfer student advisement.

Thanks for your early response in appointing these members.

C: Malcolm W. Wilson
Project ASSIST Advisory Committee

**Academic Senate and
Senate Committee Vacancies
(Winter Quarter '87)**

Academic Senate

SAED	One Faculty
SLA	Winter and Spring Quarter replacement for Susan Currier

Committees

SPSE	University Professional Leave Committee
SSM	Constitution and Bylaws
PCS	Curriculum

State of California

Academic Senate Office
California Polytechnic State University
San Luis Obispo, California 93407
805/756-1258

MEMORANDUM

To: Academic Senate Ad Hoc
Review Committee

From: A. Charles Crabb, Chair
Academic Senate

Subject: Committee Charge

Date: January __, 1987

Copies:

Thank you for your willingness to serve on the Academic Senate Ad Hoc Review Committee. You were selected because of your interest in and commitment to seeing that the Academic Senate functions effectively.

With heavy teaching loads it is important that the Academic Senate be structured in a way which assures that any faculty commitment to the Senate results in an efficient use of his/her time. It is equally important that if we are to represent the Cal Poly faculty, we must be certain that efficient mechanisms for communication exist so that faculty wanting to participate in the Senate's processes will have every opportunity to do so.

Given the importance of efficiency and communication, the Academic Senate Ad Hoc Review Committee has been created and given the following charge:

To report on the structure and practices of the Academic Senate that will assure efficient use of faculty time and full faculty representation.

In your review I hope you will address the following questions:

1. Is the present committee structure of the Academic Senate appropriate? Is there a better means of organizing the committees?
2. How do the existing university-wide and administrative committees relate to the Academic Senate and Academic Senate committees?
3. How can communications between the Academic Senate and non-Senate committees be improved?
4. How can communication between the Academic Senate and faculty be accomplished effectively?

There are certainly other questions that your committee may choose to explore, and you are encouraged to do so. To help initiate the review process, Marjorie Snow, the Academic Senate secretary, has prepared the attached information on all Senate and non-Senate committees including the primary responsibility and membership makeup of each committee.

It has been many years since the processes of the Academic Senate have been reviewed. I look forward to the results of your review efforts.

Attachments

Memorandum

RECEIVED

To : Charles Crabb, Chair
Academic Senate

DEC 4 1987

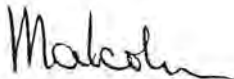
Date : December 1, 1987

Academic Senate

File No.:

Copies ..

Warren Baker



From : Malcolm W. Wilson
Vice President for Academic Affairs

Subject: Automatic Admission for National Merit Scholarship
Finalists

It has been suggested that Cal Poly give consideration to awarding automatic admission, to the major of their choice, to National Merit Scholarship Finalists from San Luis Obispo County. At its meeting on November 23, the Academic Deans' Council voted unanimously to endorse this concept. I would appreciate your bringing this issue before the Academic Senate for its consideration. I believe this policy would be viewed favorably by our local schools, and also be of benefit to Cal Poly.

THE CALIFORNIA STATE UNIVERSITY
Office of the Chancellor
400 Golden Shore
Long Beach, California 90802
(213) 590-5708

RECEIVED


PEC 3 1987

Academic Senate

Code: AAPP 87-01

Date: November 23, 1987

To: Presidents

From: 
Lee R. Kerschner
Vice Chancellor
Academic Affairs

Reply requested by:
December 18, 1987
Reply requested by:
February 12, 1988

Subject: Human Corps Legislation

Assembly Bill 1820 creating a Human Corps in The California State University and the University of California was signed by the Governor. The legislation encourages students to participate in the Human Corps by providing an average of 30 hours of community service in each academic year. A copy of the latest version of the legislation and the Governor's message vetoing the appropriation in the bill is attached. The legislation requires each campus to do the following things.

1. Each campus shall establish a Task Force composed of students, faculty, community representatives, and campus administration by March 1, 1988.

2. Each campus Task Force shall accomplish the following by July 1, 1988.

Propose strategies for surveying existing levels of student participation; CPEC will propose to the legislature that we utilize the data collected and analyzed in fall 1986 for the CSU Task Force on Civic Service Internships as the survey of existing student participation. For later reports to the legislature, the Chancellor's Office staff will work with CPEC to draft segment survey instruments and strategies. These will be presented to the campuses for review by March 1, 1988.

Propose strategies for substantially expanding the level of student participation by June 30, 1993.

Distribution: Vice Presidents, Academic Affairs
Vice Presidents/Deans of Student Services
Chair, Academic Senate
California State Student Association
Legislative Analyst
Dr. Roslyn R. Elms

Human Corps
Page Two
November 23, 1987

Establish criteria for determining what activities reasonably qualify as community service.

Establish criteria to determine which community agency and campus programs qualify for student assistance.

Develop a statement regarding the institutions' commitment to community service to be included in application and orientation materials and a statement on the decision on whether to offer academic credit.

In addition to campus requirements, the Chancellor's Office is required to report annually to the California Postsecondary Education Commission on progress toward substantially increasing participation in the Human Corps. The bill does not require but encourages service by students for pay, for credit, or as volunteers.

There is no funding in the bill; it has been our contention in all negotiations concerning the bill that substantial funding would be required to fully implement the legislation. We will continue to emphasize the need for funding support for this important campus activity. Thus we need from you a cost estimate for your compliance with this bill.

Please submit the name of a campus person to whom questions can be addressed to Dr. Diane Vines of my staff by December 18, 1987. Also, please submit to Dr. Vines by February 12, 1988 the composition of your campus Task Force.

Thank you for your cooperation in this matter.

cc: Dr. W. Ann Reynolds
Dr. Ray Geigle
Dr. John M. Smart
Dr. Anthony J. Moye
Dr. Diane W. Vines

State of California

Academic Senate Office
California Polytechnic State University
San Luis Obispo, California 93407
805/756-1258

FILE COPY

M E M O R A N D U M

To: The Academic Senate
Executive Committee

From: A. Charles Crabb, Chair
Academic Senate *AC/201*

Subject: Human Corps Legislation

Date: December 14, 1987

Copies:

Attached is a copy of a memo from Vice Chancellor Lee R. Kerschner concerning legislation encouraging student participation in community services. I am circulating this to make you aware of the legislation and encourage you to begin to think how we might want to approach this issue.

Please share this with the senators from your school. See if it is possible to get some feedback about the extent that students in your school are currently involved in community service activities.

Attachment



ACADEMIC SENATE
OF
THE CALIFORNIA STATE UNIVERSITY

-40-

400 Golden Shore, Suite 134, Long Beach, California 90802-4275 • (213) 590-5578 or 1-800-ATSS-635-5578 or 5550

Office of the Chair

DEC 14 1987

MEMORANDUM

Academic Senate
DATE: December 7, 1987

TO: Campus Senate Chairs

FROM: Ray Geigle, Chair *Ray Geigle*
Academic Senate CSU

SUBJECT: Comments on the Attached Draft Document Entitled
"The Place of Student Community Service (Human Corps)
Within the University"

Attached you will find a draft of the Statewide Senate's response to a systemwide task force report on voluntary student community service in the CSU. You have already been sent a copy of that report. We would very much appreciate your studied comments on our draft document. As you may know, a bill (AB 1820) authored by Assemblyperson John Vasconcellos has been signed into law by the Governor. However, funding support was blue-pencilled out. The bill requires campuses to set up committees to facilitate and encourage student community service, but does not mandate that students must volunteer. The Statewide Senate believes that voluntary student community service in the CSU can be rewarding on many levels. Proper faculty control, fiscal support, and adequate rewards for both student volunteers and faculty supervisors must be part of any such program.

CC Please send us your comments at your convenience. We are aware that with the holidays upon us, the opportunity for campus discussion before the new year is virtually impossible. However, if you could target a February 10, 1988 return date for your written commentary, it would be most helpful to us. We hope to consider this issue at our plenary sessions on March 3 and 4.

Thank you.

RG/he

Enclosure

cc: Hal Charnofsky, Chair
Academic Affairs Committee
Executive Committee

-41-
ACADEMIC SENATE
of
THE CALIFORNIA STATE UNIVERSITY

AS-1759-87/AA (REV.)
FIRST READING
November 5-6, 1987

THE PLACE OF STUDENT COMMUNITY SERVICE (HUMAN CORPS)
WITHIN THE UNIVERSITY

WHEREAS, The State of California has created a Human Corps within the California State University, the principal object of which is to promote student community service, particularly as it may benefit and meet the human needs in our society; and

WHEREAS, The CSU is dedicated to serving the public interest through education; therefore be it

RESOLVED: That the Academic Senate of the California State University endorse the concept of voluntary student community service; and be it further

RESOLVED: That the Academic Senate CSU support the attached statement, "Issues and Considerations for Student Community Service (Human Corps) in the California State University."

D
R
A
F
T

Attachment to: AS-1759-87/AA

ISSUES AND CONSIDERATIONS:

STUDENT COMMUNITY SERVICE (HUMAN CORPS) IN
THE CALIFORNIA STATE UNIVERSITY

Introduction

California State University students contribute substantial amounts of service to their home communities. In a survey of activities directly related to academic program requirements, the Task Force on Civic Service Internships (1987) found a large number and variety of internships already in place that result in benefits to local communities. Informal evidence beyond the Task Force Draft Report suggests that such activities are remarkably frequent.

The Task Force survey revealed only the most visible portion of community service internships: those known by campus internship coordinators to be civic service in nature. Faculty familiar with broad range of internship and field work requirements on local campuses are clear in their testimony that there are many more internships that serve communities, many more individual course requirements that similarly serve, and many more voluntary activities adjunct to or wholly apart from classroom activities that result in student community service. Moreover, citizens who happen to be students in the CSU regularly offer service entirely apart from their ties to the University. The real breadth and frequency of all of these contributions are not now known. But clearly they are substantial.

Equally important are the salutary actions of all of these people. A welcome public-spirited philosophy is apparently widely shared among students in the California State University.

Some Specifics: Issues to be Clarified

1. Concerning Definition. Identified in the introduction above are at least four kinds of activities that might be of interest in considering student community service and the Human Corps. These are:
 - A. Formal internship activities that are community service oriented and are known as such to internship and cooperative education coordinators on local campuses.

- B. Less formal field work requirements in particular courses, and formal internship activities that, although not known as such by the local campus internship and cooperative education coordinators, in fact make significant contributions to the welfare of people with special needs in local communities.
 - C. Activities undertaken by public spirited people associated with the CSU, that proceed from their association with voluntary campus groups, such as service clubs, student societies, and faculty/student organizations.
 - D. Activities undertaken by public spirited people associated with the CSU, but entirely without formal connection with their student status.
2. Concerning Estimates of Present Contributions. As Human Corps is implemented, it will be vital to know something beyond 1A above, a preliminary estimate of which was obtained by the Task Force on Civic Service Internships through a survey of campus internships coordinators. It is recommended that the Office of the Chancellor seek information through direct reports from students. This might best be done by sample survey. (SEE NOTE 1) The object would be to develop good estimates, not now available, of the number of students in the CSU who now make public spirited contributions to their local communities. The "baseline" information obtained from students will be indispensable to reaching firm judgments concerning the extent and significance of their contributions, especially to the less fortunate, in their own communities. Goals such as those contained in the statute which establishes Human Corps can be well considered only in the presence of that information.

Further to this point of achieving goals, see item 5, below.

3. Concerning Academic Rationale. The California State University is per se engaged in public service: the education of Californians,

that they might lead full and rich lives, and that they might on the basis of their education contribute to the society.

Promotion of the concept of specific community service (volunteered or compensated) to disadvantaged groups is not central to the achievement of the goals of all academic programs. Careful articulation is imperative, not only of a philosophical affirmation of the idea of rendering services to one's community, but also of the role of community service within particular academic programs. Faculty will find community service more central to some academic program goals than to others. Academic-related incentives will appear suitable and justified in some academic program contexts, but not in others.

Similarly, students come from very different economic and social backgrounds. Students who do not have to work will be able to devote their services to the community more easily than will students who must support themselves and others. It follows that conferring academic advantages on students able to volunteer their services to the community (e.g., extra credit in a course, waiver of some program requirements in consideration of volunteer community service) may in context work disadvantage on students who are already suffering economic or social hardships, and for whom even modestly compensated service may be difficult. Given sound academic rationale, requirements or incentives may be justifiable. Without sound academic rationale, students may see only unjustified discrimination.

Further to this issue of student populations, see item 5 below.

4. Concerning Priorities for the California State University. In developing programs that promote student community service, as in developing any new initiative, the place of the program among a listing of other pressing needs must be assessed. The time and attention of faculty and administrators, and of students, is always limited, as plainly are also budgets always limited. Goals of retention, of articulation, of renewed attention to quality of

academic life on our campuses, of achieving fuller equity for underrepresented racial and ethnic minorities, and of contributing in a new fuller way to the reform and upgrading of K-12 education -- these and others press hard for the time and money resources available on every campus.

An appropriate response may be to seek additional resources in the form of outside support for Human Corps. And, pending receipt of such additional resources, and pending the survey or other suitable gathering of information outlined in point #2, above, it may be appropriate to move carefully in implementing Human Corps.

5. Concerning the Nature of the CSU Student Populations. The Draft Report of the Task Force on Civic Service Internships appropriately points to the special nature of the student populations in the CSU. They are frequently "nontraditional" -- first generation college students, from minority ethnic backgrounds, older, and/or part-time. Students' economic, social, and academic backgrounds and abilities must be considered in any program development effort.
6. Conclusions: Academic Requisites for Implementing Student Community Service Programs. This review has not taken up a variety of implementation issues found in the Task Force Draft Report -- issues like liability, faculty workload, and many more. The focus instead has been on other academic issues. Chief among these are five, which must be borne in mind as campuses move to identify a range of opportunities for student community service.
 - A. Data on the extent of student community service, voluntary and compensated through salaries, academic incentives, or otherwise.
 - B. Academic rationales that are program-specific, clearly defined and developed in consultation with faculty.
 - C. Priority judgments in the context of other urgent academic needs and available resources.

- D. Availability of additional resources from other sources.
- E. Goals for student participation.

NOTE 1. Student community service includes a wide range of activities. Activities occur in the context of student academic life, and surely many contributions occur in contexts entirely apart from student academic life. Many activities are hard to classify, as to whether or not they are community service.

Going to the source -- in this instance, to the students -- seems the only way to get complete data. Interviews seem appropriate; telephone surveys may be a useful approach.