

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

Academic Senate Executive Committee
Tuesday, April 15, 1997
UU 220, 3:00-5:00pm

*2.25. and 3.11.97
minutes were
removed*

- I. Minutes: Approval of the Executive Committee minutes for March 11 and February 25, 1997 (pp. 2-9).
- II. Communication(s) and Announcement(s): none.
- III. Reports:
 - A. Academic Senate Chair:
 - B. President's Office:
 - C. Provost's Office:
 - D. Statewide Senators:
 - E. CFA Campus President:
 - F. Staff Council representative:
 - G. ASI representatives:
 - H. IACC representative:
 - I. Athletics Governing Board representative:
 - J. Other:
- IV. Consent Agenda:
- V. Business Item(s):
Selection of nominees to the positions of (1) GEB Program Director and (2) GEB Committee members (pp. 10-33).
- VI. Discussion Item(s):
- VII. Adjournment:

Faculty Interested in Serving on University-wide GEB Program

Name	Department	Director	GE&B Committee			GE&B Subject Area Subcommittees			(Suggested Area)
			1997-98	1997-99	1997-00	Arts&Hum	Sci.Math&Tech	Soc&BehavSci	Communication
CAGR									
Del Dingus	Soil Sci						1		
John Harris	NRM	1	2	3	4			5	
Steve Kaminaka	Agri Engr		3	2	1				
Joe Montecalvo	Fd Sci&Nut			2	1		3		
Tim O'Keefe	NRM		1	2	3		4		
Robert Rutherford	Ani Sci		1	1	1				
James Vilkitis	NRM		1	1	1				
David Warfield	Crop Sci						1		
CAED									
Walter Tryon	Arch			1					leave Fall '97
Matt R. Wall	Const Mgt			2	1				
Christopher Yip	Arch		1						
CBUS									
Dan Bertozzi	GIStrat&Law		3	2	1				
Daniel Williamson	Econ	1			2				
CENG									
Russell Cummings	Aero Engr		3	2	1				
Ronald Mussulman	Mech Engr	1							
Shan Somayaji	C & EE Engr			1					
CLA									
Linda Bomstad	Philos		2		1				3
Reg Gooden	Poli Sci		2		1				
John Harrington	English	1							
Chuck Jennings	Art & Des					1			
David Kann	English					1			
Daniel Levi	Psyc & HD							1	
William Martinez	For Langs					1			
Patrick McKim	Soc Sci							1	
Barbara Mori	Soc Sci				1			2	
William Preston	Soc Sci				1				
Tal Scriven	Philos		2		1	3			
Debra Valencia-Laver	Psyc & HD		1		2				
Michael Wenzl	English	1	2			3	3	3	
CSM									
Ralph Jacobson	Chemistry	1	3	2			4		
George Lewis	Math		2	1					
Maria Ortiz	Bio Sci						1		
Bob Smidt	Stats	1	3	2					

✓ Statement from Dan Bertozzi:

1. Why are you intersted in serving as a GE Committee college rep?

I believe that a strong, high quality general education program is a central element in a university education. The new GE administrative structure and template recently approved by the Senate holds the promise of improving and streamlining the current program.

One of my goals as a member of the University GE committee would be to use the "Characteristics of an Educated Person in the 21st Century" identified in the Report on Visionary Pragmatism as a guide toward improving our GE program. As a member of the Task Force that prepared the Visionary Pragmatism Report, and who helped develop its recommendations for reform of the GE program (many of which have been adopted by the Ad Hoc Committee and/or the Senate), I would appreciate the opportunity to continue working to develop a strong GE program.

I believe that my record (see below) of continuing interest and involvement in the operation and reform of the GE program and in undergraduate curriculum development at the college and university levels will allow me to contribute to the development and implementation of a carefully planned GE program which will benefit our students.

2. What qualifications do you bring to this position?

(a) Membership on the GEB Area D subcommittee (Social Sciences Distribution Area) for approximately 10 of the 14 years the committee has been in existence. I currently chair the subcommittee.

(b) I have taught one of the upper division GE courses (Governmental and Social Influences of Business) offered within Area D for the past 15 years.

(c) Member, Task Force on the Undergraduate Curriculum and Calander, which prepared the Report on Visionary Pragmatism.

(d) Member, Academic Senate during a majority of my 23 years at Cal Poly, including 3 years as a member of the Executive Committee.

(e) Current member of the Senate Curriculum Committee.

(f) Member, College of Business Curriculum Committee for 8 years.

(g) Department chair/Area coordinator for the Business Administration Department and Global Strategy and Law area -- 5 years.

(h) Undergraduate majors in Political Science and Economics, and graduate degrees in Law and Business.

|| University GEB Program--Nominee Response to Questions

In response to your memo requesting to know why I am interested in being college rep to the new GEB committee, and what I think qualifies me for that position, I submit the following:

Since 1978, I have taught at three campuses of the CSU, having been tenured at two of them; at all three I managed to get involved up to my eyebrows, one way or another, in the business of general education. I guess this is evidence for my having serious concern for and commitment to a strong and coherent general education program. The concern and the commitment are the reasons I would like the job of representing CLA on the new GEB committee.

During my years in the CSU operating under various Executive Orders, I have served on GE and related curriculum committees at the university,

college and department levels. In addition, I was on the original CSU Statewide Steering Committee for the implementation of EO 338 in 1982.

Most recently, I am just completing two years' service on the Academic Senate GEB committee, the Area A advisory committee, and the US Cultural Pluralism committee. Two years on these three committees have taught me a great deal about special challenges that face our unique campus as it works to implement the CSU-madated program in ways that both produce a strong and coherent GE curriculum, and meet the needs of our bit-intensive professional degree programs.

Finally, as you probably know I have recently been elected to the Academic Senate. Even so, I believe that I am far better suited to serve Cal Poly on the GE committee, given my thorough understanding of the CSU mandate, my many years' experience in local GE problem-solving, my recent experience and participation in GE discussions here at Cal Poly, and the genuine concern and commitment I described in the first paragraph of this memo. I would, of course, be prepared to resign my Senate post if appointed to this committee.

Yours truly,

Linda Bomstad

✓ Responses for Russell Cummings, Aeronautical Engineering

I would like to serve as college rep to the GE&B board due to my continued interest of and background in General Education. I am one of the few professors in the College of Engineering to regularly teach non-engineering students in a non-computer course (AERO 210, History of Aviation), which gives me a unique perspective on the role of general education for students in both professional majors and liberal arts majors. In addition, I am currently enrolled as a music major in the College of Liberal Arts, so I believe I am uniquely qualified among Cal Poly faculty in being an enrolled student in an area outside of my background education. I know general education from various perspectives and believe I can bring a level-headed, logical approach to my views.

2) I have continuously attempted to engage faculty from other colleges in order to improve the education of students at Cal Poly:

--worked with faculty from the College of Science and Math to create a team-taught course in graduate engineering mathematics (MATH 501 and 502)

--worked with faculty from College of Liberal Arts to add a writing component to AERO 210

--served as the P.I. of an educational research project for engineering design which has faculty from three colleges serving as researchers (Business, Liberal Arts, and Engineering)

--chaired the university-wide Student Throughput Committee which evaluated problems and solutions which students face in graduating in a timely fashion.

Feel free to contact me if you have any further questions.

Russ Cummings

|| Re: Uncl: GEB Program

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✓ Statement from Reg Gooden:

My origins are multicultural--born and partly raised in Latin America, so to acquire English as a second language. I have a baccalaureate in philosophy and a PhD in Political Science with a secondary area in Latin American history. I am bemused by the great weight my colleagues place on service on a defunct program--judged to be inadequate--as qualification for service in its replacement!

Perhaps their point is that their labors indicate their commitment to the spirit of the cause and not the wreck it came to be. I too, labor in that spirit. A goodly proportion of my classes are distributed through areas C and D of the current arrangement. I served an early stint on the campus GE Committee and then transferred my efforts to the Chancellor's Advisory Committee on GE&B and what resulted in EO 595 which replaced the earlier executive orders 338 and 342.

Although I appreciate the additional depth that "tracking" or "cores" can bring to GE, it would be a mistake to convert a major proportion of the program to that--there is a need for bonafide "stand alone" GE classes. This does not mean I endorse a willy nilly smorgasbord approach which confounds the use of the term "general" in general education with that in general malaise. There is a specific content to a GE course that differentiates it from others in the curriculum and I trust that the members of the new committee will safeguard that.

|| Membership on GE Committee

Statement from John Harrington:

Because my qualifications point to why I'm interested in serving as the director of the GE&B, I'll start with question 2. Except for my years teaching at UMass (where I spent about 60% of my time working with Ph.D. students), my time in higher education has been directed almost exclusively to GE&B courses. (In twenty years at Cal Poly, I've taught approximately five courses for majors and/or graduate students.) In other words, courses in general education have been the focal point of my career.

I have worked on GE&B at Cal Poly since the 1982 revision under E.O 338, chairing the initial Area C committee and continued to chair it for all but three years of its existence. I also co-chaired the GE&B Blue Ribbon Committee in 1993-94 and wrote the

committee's final report (the most thorough evaluation of GE&B conducted at the university).

My administrative and professional work echo my interest in GE&B. I served as Associate Director of the Rhetoric Program at UMass for three years, directed the Film Program for five years, and was the start-up Coordinator of the Graduation Writing Requirement at Cal Poly for six years. More recently, I have worked to develop an Honors Program for Cal Poly, and in doing so developed Cal Poly's first integrated and interdisciplinary GE&B program. The Honors core curriculum (a two-year, 36-unit interdisciplinary series moving through the history of human culture) provides coherence and substance, while flexibly interpreting the current Executive Order in ways suited to the needs of the students at this university.

In addition, my five books have all been textbooks directed to GE&B courses. I have worked extensively with various local, state, and national assessment programs (designed to measure what are essentially GE&B outcomes), including the AP literature program, the C-BEST, the GMAT, the Golden State Exams (honoring achievement for high-school students), etc.

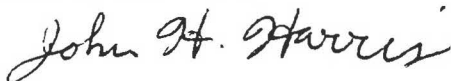
In short, I have demonstrated over time a deep commitment to the goals of GE&B, have extensive experience in teaching within GE&B programs, have both developed and supervised GE&B courses, and have demonstrated strong leadership on this campus, particularly in chairing Area C and the Blue Ribbon committee and in developing both the GWR and the curriculum and structure for the University Honors Program.

If chosen to direct the new GE&B program, I see an opportunity to greatly enhance the quality and substance of our GE&B program and its offerings, partly by provide greater flexibility and innovation in our offerings and partly by defining more clearly our expectations for the quality of our offerings. One of my strengths lies in initiating programs. I would hope to offer a combination of the experience of a seasoned veteran, the ability to work well with people of various backgrounds and commitments, the commitment to rigor and quality in our offerings, and the spirit of curricular innovation.

|| GE&B Director application

To: Academic Senate Executive Committee

From: John H. Harris



Subject: Personal Interest to be Either Director of GEB Program or Committee Member

1. Why I desire the position?

a. My heart is in the right place

I feel that our students need to function as individuals first, then students in a particular discipline. We need students who are both horizontal and vertical thinkers. We need students who are both divergent and convergent thinkers. In a particular major they will be affected by external forces that a GEB program can both make them aware of, and to use these forces in a synergistic way.

The little phrase: a person's behaviors become habits which now become the person. I think that GEB programs can make a difference in what type of person a student becomes.

I feel that GEB courses are both essential and integral to a student's degree.

I think that I can help to make the program accountable, interdisciplinary, integrative, wholistic to the degree that Cal Poly faculty will allow this to happen.

I think students are important and they are why we are here.

b. A chance to create

I think we are at another crossroads in Cal Poly's history, and I would love the chance to take the "better" road

c. My head is in the right place

I know that persistence, patience, tolerance, effective listening skills, negotiation skills, conflict resolution skills, creativity, leadership, and countless other attributes or skills will be needed by an individual in this position and feel that I possess the necessary skills/abilities and attributes to be successful.

I am willing to put in the time.

2. My history with GEB or allied topics is both long, extensive, and with leadership roles

- a. On 1979-1980 original GEB committee that drafted the GEB program; key player (one of 4 faculty members) in developing the interim plan
- b. Have served on Area D Subcommittee on a off for 7 years (the most recent last year)
- c. Have served as Area D Subcommittee Chairperson
- d. Co-developed the criteria for acceptance of courses for Area D
- e. Member of Blue Ribbon Committee on GEB -1992
- f. On Task Force Committee for University Minors
- g. Chair, Academic Senate Curriculum Committee
- h. Singularly proposed changes to the present GEB Program Structure
- i. Coauthored some of the possible changes to the GEB Template
- j. Historically willing to speak out for the importance of GEB
- k. I consider "key" members of the original GEB committee my friends/colleagues to this day

Statement from Ralph Jacobson:

Statement of interest in new GEB committee

Ralph A. Jacobson, Chem & Biochem, CSM

INTEREST: | Probably the most obvious reason that I am interested in the new GEB committee, either as director or as a CSM representative, is because (1) I believe that GEB is a very important part of a college education, especially at a polytechnic institution. (2) I also like the new template and believe it offers some special opportunities to reconsider just how the goals of GEB are met. For example, the area electives and the GEB elective provide a wonderful opportunity for development of new courses which might be more interdisciplinary than in the past--certainly Cal Poly's new way of looking at WTU's and teaching loads should make some of the historical territorial issues less important than they were. (3) I have a long history of involvement in curriculum (more under qualifications) and I have a strong interest in an overall view of education, not just that which applies within a major. (4) With almost 30 years of teaching experience and another 10 years of post-secondary study as a student, at a total of 5 different universities, I feel that I would bring the perspective of experience to either of these positions. (5) Since I have no other major projects underway (such as a research grant or text-writing), I can devote the necessary time and effort to this work. I know I could make a difference.

QUALIFICATIONS: | As far as qualifications are concerned, (1) my entire academic teaching career has involved curriculum in one way or another. I worked with a large pre-med curriculum at the University of Oklahoma. When I came to Cal Poly in 1975, I was appointed to oversee the development of the Biochemistry majors' curriculum from an agricultural approach to the current molecular basis. This separation of the two groups also allowed for developing the Survey of Biochemistry course along lines that are important to the Agriculture students. From 1985 on, I helped develop the Biotechnology Minor. Both the biochemistry and biotechnology curricula have recently been thoroughly revised. (2) There has always been an interdisciplinary approach in my work. My own specialty, Biochemistry, is by definition an interdisciplinary field. The biotechnology program has enabled me to work closely with faculty and students from Agriculture and Engineering. One current interest is in ethics in the sciences, which lead to a sabbatical at the University of

Washington and has brought me in close contact with people from Liberal Arts. I have developed a course, SCM 451, and took part in a CLA technology/ethics forum. I believe one of my strongest qualifications for this committee is that I am able to communicate with groups in two directions, both towards Liberal Arts and towards Engineering and other technical fields. (3) Other interdisciplinary aspects in my career at Cal Poly include grading for the WPE, teaching HUM 402 and teaching in the London Studies Program--none of which are typical for faculty from CSM. (4) My interest in curriculum includes service on curriculum committees: the Senate committee on two occasions (total 3-4 years), a GEB sub-committee when the current program was initiated, the CSM committee on many occasions including the last 3 years, and my departmental committee for over 10 years. Two of my nominators were from the CSM committee and all members said they were willing to recommend me. I also served my department as scheduler (8 years) and was on the University Scheduling Committee and the Capture task force for over 5 years.

SUMMARY | | I merely want to reiterate that I believe in the new template proposed for GEB and that my (almost) 40 years in post-secondary education gives me a perspective which I would love to apply as the director of this committee or as a representative from CSM.

✓ Statement from Steve Kaminaka:

>(1) why you are interested in serving as Director/college rep, and

I am interested in serving on the GEB committee because I feel that courses in General Education and courses in a student's major should not be thought of as separate bodies of knowledge. A well-rounded education even in technical fields is a necessity today. To the extent possible, all courses in a student's curriculum should be looked upon as building blocks for both professional and personal development. To accomplish this, we need to approach the issue of curriculum design from a holistic systems point of view in order to provide an education as effectively as possible within given constraints. At the same time, we should not mistakenly assume that all constraints are forever fixed. We should not be afraid to push the boundaries around when necessary.

I also feel that I could help to provide some continuity of thought and of philosophy between the ad hoc GEB committee and the new GEB Committee.

>(2) what qualifications do you bring to this position.

Among my qualifications I list the following. Basically, all I wish to point out is that I have always possessed a World View that is larger than just the view from my discipline's perspective.

- * Member of ad hoc GEB Committee (1995-1997)
- * Interim Assoc. Dean for Academic Affairs, CAGR (1991-1992)
- * Have taught an interdisciplinary GEB course in World Food Politics with other faculty from the CAGR, CLA, and CSM since 1993.
- * Have been an active guiding member of ad hoc work group on interdisciplinary teaching (Food Chain Systems group).
- * Participated in Forum on Ethics, Technology, and the Professions (1994-1995), Directed by Diane Michelfelder (Philosophy Dept.)
- * Have been active on the University Faculty Development Committee
- * Have attended & participated in many system-wide Teaching & Learning Workshops and programs.
- * Have reviewed CSU system-wide Academic Program Improvement Proposals
- * Developed and taught a GE course at UC Davis, "Human Factors in the Design of Consumer Products" (Consumer Technology 157)
- * Member of Applied Psychology Workgroup at UC Davis

>Please submit your response before APRIL 8. Without your response, full
>consideration of your application cannot be made. Please return your response
>to mcamuso@calpoly.edu.

>

>If you have any questions, please contact me. Thank you, Margaret

Thanks, Steve Kaminaka

✓ Statement from George Lewis:

I believe I am qualified to serve on the GE&B committee in two respects. First, service. For many years I served on and was chair of the senate GE&B committee. This was during the period when Executive Order 338 was drafted and implemented. Second, background. My BA is in philosophy. I hold a community college credential in and have taught physics. I have spent a good deal of time auditing courses in our English Dept., especially but not exclusively in creative writing.

I am interested in GE&B because I believe that the GE&B program plays a significant role in determining the quality of and values held by a university.

George Lewis.

|| GE&B

✓ Statement from Barbara Mori:

This is in response to your request for further information on me as a candidate for the GEB Committee. I am willing to serve for either the 1 or 3 year term.

Questions 1 I think GEB is the core of the students studies at the university level and should prepare the student for a future in society as a potential leader in whatever field the student chooses. To that end GEB should enable the student attain a certain level of cultural literacy in both the students own culture and in international areas as well. Rather than list a number of areas in which cultural literacy and currency should be attained, suffice it to say that the student should be well versed in the important achievements and processes within Western and non-Western civilizations. There are also certain levels of proficiency that the student should achieve in areas of mathematics and communication skills. Students must know how to transmit the information and ideas they have to others. I think there should be flexibility in the curriculum that allow the student to pursue different topics in acquiring these skills and knowledge. I think the internationalization of the curriculum is an important aspect of the curriculum that needs to be addressed and that students need to prepare themselves for the interconnected world in which they will work.

Question 2. I have taught primarily GEB courses for 10 years. They make up 50-75% of my teaching load every quarter. The course that I teach covers significant concepts in understanding the US and other societies. I have served on the Senate for 5 years, 2 years as CLA Caucus Chair. I currently serve as Social Sciences Dept. curriculum committee chair and on the Academic Senate Area D Subcommittee. I have served as Curriculum Chair for the Women's Studies program and currently serve on the program's curriculum committee. I have had my syllabus on the Sociology of Gender published in a handbook produced by the American Sociological Society. I have produced a Study Program for Cal Poly students in China and courses to teach that society to American students.

If you have any further questions concerning my candidacy, please don't hesitate to contact me.

I am also one of the faculty working with Peggy Lant to use the Web as a teaching tool. If you would like to see my material on our local server use netscape to get the Cal Poly home page and type ~bmori at the top. It will bring you to my web page and you can look at my syllabi and other course materials that I have been able to put up so far. It is still in the process of being developed.

Ron Mussulman, Mechanical Engineering, April 7, 1997

I am pleased to be considered for the position of Director of the GE&B Committee, because I believe strongly in the value of higher education. I fear that our society pays lip service to the value of education, but it

shows little real support for education compared to its more deeply developed reverence for the bottom lines of fortune, fame and power. I also fear that Cal Poly's total effort as an advocate for education has resulted in more lip service than results when it comes to General Education.

My twenty-five years of service as an educator have made me well-qualified to lead the Committee in helping to strengthen and improve the education of our students. You can ask any of my present or former students to confirm that my teaching emphasis has always been on knowledge through understanding -- on education rather than training. As an engineering student, I was exposed to a broad range of subject matter including social sciences, humanities, sciences and mathematics as well as engineering science and technology. My graduate work included minors in mathematics and physics, and those studies fulfilled the requirements for a (undeclared) M.S. in theoretical physics. I have gained an understanding of American corporate cultures and economics through reading and extensive contacts with industrial leaders. I am an amateur artist who recognizes the difference between his own work and the work of real artists. I am widely read in contemporary literature, and my breadth of perspective and love of education have often been recognized by nonengineering faculty. Examples of this recognition were my election as President of an active university chapter of the AAUP, and my selection as chair of Cal Poly's first U.S. Cultural Pluralism Committee.

Templates and Catalog listings are necessary to communicate curricular requirements to our students, but we need to recognize that such listings have little to do with quality. A good quality General Education program can only result from a true commitment from administrators, faculty and students. We need to assess all of our courses to assure that both faculty and students are demonstrating a commitment to higher education that can only be achieved through dedicated work. We need to seriously examine our practice of listing prerequisites that we don't enforce. We need to foster experimentation and creativity by faculty in developing meaningful sequences and interdisciplinary perspectives. We need to recognize that U.S. Cultural Pluralism is a general requirement for all of our students, and we need to integrate that more completely with our other common requirements. We need to seriously question whether our science and mathematics requirements are always at an educational level appropriate for a highly impacted polytechnic university. We need to avoid the fad of believing that technology education begins and ends with information technology education. In short, we need to make a much stronger commitment to graduating students who will be life-long learners based on college educations that really are "higher" educations.

As a primarily undergraduate university, it is our civic duty as well as our professional calling to graduate students who have developed the intellectual habits of life-long learners. Since our history demonstrates that many of our graduates will assume important future leadership roles, we must do no less.

The following is why I feel qualified to be a college representative on the general education committee and my views concerning the benefits of general education.

I. Interests: Views on General Education

Cal Poly, of course, is not your standard educational institution. It is a polytechnic school which must provide thorough training in the major disciplines of architecture, agriculture, business, and engineering among others. Providing a balance of general education courses is very difficult in a context of time restraints and the growing knowledge required for sufficiency in these disciplines. It is a situation that is difficult to solve but we must continue to strive to do so. As a geographer, I am particularly aware of the complexity of life and land that will shape our future. The world is growing closer in terms of physical and cultural interrelationships and our students must be prepared for this interaction and complexity. In my view, general education should provide an avenue for the understanding and appreciation of cultural and environmental diversity. This understanding will require our students not only to be aware of diversity but also to adequately interact with it. This, in turn, requires good communication skills including written, verbal, and technical mediums. If I am allowed to be part of the process, I will strive to instill in our general education package the values and worth of academic diversity and good communications.

II. Qualifications

As a geographer my experience with a wide spectrum of disciplines is unique. Geography has always encouraged and benefitted from a wide range of academic experiences and exposure. My undergraduate degree and Masters emphasized physical geography. As a consequence, I have substantial familiarity with the physical and geological sciences. In addition, I was an engineering major for two years and have an appreciation of the importance of math, science, and technical studies. My PhD, on the other hand, is in cultural geography which strongly emphasized the humanities and social sciences. I believe my

professional experiences with these disciplines is relatively unique and that I have an instructive insight into the advantages of disciplines other than my own. In short, as a geographer I understand the utility and advantage of an academic experience which stresses diversity.

During my tenure at Cal Poly, I have served on several curriculum committees and was a member of an Academic Senate GE and B subcommittee. My devotion to general education is also displayed by my participation in the World Food Politics (Pols 371/Ag X371) course which is team taught on an interdisciplinary basis. I have been a volunteer in the endeavor for half a decade.

Sincerely,

Bill Preston

|| University-wide GEB Committee

✓ From: Rob Rutherford
Animal Science Department
Cal Poly

The current climate gives us a chance to take a new look at what General Education and Breadth can do for our students. I am interested in being part of that process. I believe that much of what has driven the make-up of GE&B has had much more to do with resource allocation (turf) and not a whole lot about creating a well-balanced educated graduate. Each of our students needs to be prepared for a future which is very much uncertain and I see GE&B as a way to do that. I was excited to see the concept of a "core" with emphasis on inter- or cross- or a-disciplinary approaches as a part of the original format proposal. I am sorry to see that it lost its way - but hope that the spirit can continue. I am from one of the "technical" addresses on campus, but I am not likely to carry the "technology banner" into these meetings if asked to serve. I would like to see all students be able to relate to one another and to understand how we all fit together on this globe. I would like to feel that each of us has a concept as to where food, water, shelter, and security come from and how we as capable individuals can make decisions that will ensure that we have these things on a sustainable basis. That would be quite an accomplishment for GE&B (and it would easily fit within the current framework).

I have been at Cal Poly for 22+ years. I have served as our department curriculum chair for the last 8 years, and on the college curriculum committee for the last 6 or 7 years. I served on the General Education and Breadth committee of the Academic Senate during this past year. I have previously served on the Area F committee, and a few other ad hoc committees. Using the interactive method of running meetings, I was able to lead my colleagues along to reshape the Animal Science curriculum into one of the most flexible and innovative department curriculums on the campus. I serve on the executive committee of my industry organization (founded in 1862) and on a state committee which is advisory to the Resources, California Department of Food and Ag, and Environmental Protection Agency secretaries. On campus, I am in charge of the sheep operations, and therefore, responsible to the Cal Poly foundation for all financial and management decisions associated therewith.

Together with John Phillips (CrSci) I developed and offered a new course - Holistic Management - which is quite innovative and very much embraces an a-disciplinary approach to resource decision making. This course has been reviewed by the Provost, who is very much supportive of this type of approach.

Thank you for your consideration

Rob Rutherford

✓ Statement from Tal Scriven:

Let me begin with my qualifications. I have been involved with GEB since 1981. I was in the Academic Senate from 1981 until 1985 when the original GEB program was proposed, discussed and established, and again last year when restructuring the program was at stake. I served on the GEB committee from 1984 until 1987 and again this year. I chaired this committee from 1984 until 1985. Additionally I was on one of the subcommittees (#2) which helped set up the GEB program in 1982, I served on the Area C subcommittee in 1987-88 (and chaired it in 1988) and also on the Area A subcommittee this year. Beyond this, I was the director of the Critical Thinking program from 1983 until 1988 and I have served as Cal Poly's representative to conferences about critical thinking held by the CSU and by the University of Chicago.

|As to the question of why I am now interested in this assignment (and, for that matter, why I have had a sustained interest in GEB since 1981), the blunt answer is because I care deeply about the future of this program. At present, the program appears to a broad segment of the university to be just so many inchoate and incoherent hoops to jump through. This appearance is bound to lead to widespread resentment of the program by both faculty and students. This program needs to be pared down, made coherent and made reasonable enough to garner respect. Having said this much, I should make it clear that I do not have any doctrinaire axes to grind. I do not want to be on this committee just to protect turf. Nor am I pollyannish about the prospects for really radical changes in the program. Although reform is needed, I suspect that it will occur rather slowly. Over time the committee can facilitate the development of various tracks that will bring order to the curricula of at least some students and bring more of the talent of this university to bear on the teaching of GEB courses. A very sudden and radical restructuring of the program is, I believe, unnecessary and undesirable.

|Most people who have worked with me will, I think, testify to the fact that I am generally realistic, right-headed, hard-working and cooperative.

|| Re: Uncl: GEB Program (CLA representative)

✓ Statement from Bob Smidt:

I have applied for both the position as Director and alternatively as a rep from COSAM. I would be happy to serve as either.

There are several reasons why I would be interested in serving in either capacity:

- I think it is crucial that the focus is on the student, both in the quality of the program and the ability of the student to access the appropriate courses.
- It will be important that students entering under the 1998 catalog and earlier catalogs be given flexibility in satisfying their GE&B requirements as the transition to four units is undertaken.
- Communication of the experiences of prior GE&B committees should facilitate the creation of the new GE&B program.
- I would like to see that the GE&B program does not become encumbered with "add-ons" that go beyond the spirit of EO 595.
- I would be interested in seeing innovative/interdisciplinary/capstone courses and sequences encouraged.
- I would like to see that the GE&B program emphasizes open communication and collegiality.

Qualifications:

- Chair of the AS GE&B committee, 1995-present.
- Member AS GE&B committee, 1993-present.
- Member of initial Area B subcommittee that helped design the original GE&B program.
- Member of AS during creation of GE&B.
- Chair of a department that offers GE&B courses.
- Substantial input to new GE&B program during the last two years. (Involving opposition to last year's proposals (based on lack of student involvement, poor representation of all colleges, lack of consultation, etc.) and support of this year's recently passed templates including support on the senate floor).

Bob

Statement from Shan Somayaji:

April 2 1997

Margaret Camuso
Academic Senate

Dear Margaret:

This letter is in response to your request via E-mail to answer two questions pertaining to interest in and qualifications for serving on the GE & B committee. I am having some troubles in sending messages through electronic mailing (in the last few days) and hence this letter.

Here are my replies to the two questions:

QUESTION 1 WHY ARE YOU INTERESTED IN SERVING AS THE COLLEGE REP ?

Any changes in the curriculum affect the quality of the program. The ABET has issued some new guidelines or requirements for accrediting engineering programs called Engineering Criteria 2000. These stipulate that each engineering program must have an assessment process to demonstrate that the graduates have the knowledge and the ability to understand about eleven separate topics or subject areas which include (1) ability to communicate effectively, (2) broad education necessary to understand the impact of engineering solutions in a global/societal context, (3) knowledge of contemporary issues and (4) ability to function on multidisciplinary teams.

Development of these skills, in my opinion, can only be achieved from a holistic general education curricula or through courses that respond to the needs of the engineering community which expects that an engineer should be able to fit in very well at any stage of a rapidly changing workplace. Quality general education will become an asset, and shall reward an individual who is determined to move forward. Any one from the school of engineering who accepts a membership in this committee has a strong role to play because the outcome of Cal Poly engineering programs and their accreditation are partly dependent on the GE & B curriculum. As an engineering faculty who is interested in improvement in engineering education and its performance outside the classrooms I take this as an opportunity to learn about the scope and breadth of Cal Poly general education and to make an impact on the engineering curriculum.

QUESTION 2 WHAT QUALIFICATIONS DO YOU BRING IN TO THE COMMITTEE

I do not have any qualifications (such as a degree) in GE & B per se, but I am conversant with its current requirements and am fully aware of the needs of engineering programs. I used to be a member of a GE & B committee several years ago which I enjoyed and helped me learn the potential of a well rounded breadth curriculum. I would like to look at this as a learning opportunity through participation and a platform to bring in the engineering perspective and the technology mandate.

Sincerely


Shan Somayaji
Professor of Civil Engineering

Memorandum

April 7, 1997 **RECEIVED**

To: Academic Senate Executive Committee

APR 8 1997

From: Walter M. Tryon
Landscape Architecture Department

Academic Senate

Re: Nominee for General Education and Breadth Committee Representative
College of Architecture and Environmental Design (CAED)

Interest in General Education

Through 38 years of personal academic, professional practice and university teaching experiences, my recognition of the need for a broadly based general education has only continued to grow. A rich and diverse general education is essential to the foundation of self confidence, career development and a healthy community.

A full understanding of issues related to every decision must include thinking across broad spectrums of knowledge. In this regard, I have made every effort to incorporate general education considerations in curriculum, course, and exercise/project planning and design. My personal awareness and knowledge base is expanded by taking a variety of courses each year. Exposure to global social-cultural and physical environmental issues, and the integration of input from a broad field of experts are a part of each of my course offerings. I know the benefit from and need for collaboration and interdisciplinary activity, and that these function optimally with an understanding of the knowledge base of all participants.

Selected Qualifications

- Master of Landscape Architecture thesis "Professional Development Model in Landscape Architecture" - an experience that furthered my understanding of the need and principles for integration of general education in professional study
- Curricular committee involvement designing and planning integration and assimilation of general education into a professional study program over 27 years
- Founding member of two off-campus study programs (SUNY and Cal Poly) designed to heighten global social-cultural and physical environment awareness
- Faculty organizer and leader of five quarter-long Extended Field Trips (Italy, Greece, Spain, Portugal, Morocco, Southeast Asia) with a focus on cultural expressions in the physical environment
- Cal Poly Representative to the CSU Academic Council for International Programs 1991-94 overseeing the academic programs of study in 16 countries for CSU students of all areas of study and the review of all student applicants from Cal Poly and the CSU to International Programs as a member of the Student Affairs Committee
- Consistent efforts to strengthen the interdisciplinary activities of the CAED through college committee membership and development and teaching of interdisciplinary courses for students in the CAED and Cal Poly

*** Forwarding note from MAILER --CALPOLY 04/08/97 10:44 ***

Return-Path: <dlvalenc@VIOLIN.AIX.CALPOLY.EDU>

Received: from CALPOLY (NJE origin SMTP@CALPOLY) by OASIS.CALPOLY.EDU (LMail V1.2a/1.8a) with BSMTP id 7631; Tue, 8 Apr 1997 10:44:12 -0700

Received: from violin.aix.calpoly.edu by OASIS.CALPOLY.EDU (IBM VM SMTP V2R2) with TCP; Tue, 08 Apr 97 10:44:11 PDT

Received: by violin.aix.calpoly.edu (AIX 3.2/UCB 5.64/4.03) id AA38767; Tue, 8 Apr 1997 10:42:28 -0700

Date: Tue, 8 Apr 1997 10:42:27 -0700 (PDT)

From: Debra L Valencia-Laver <dlvalenc@polymail.calpoly.edu>

X-Sender: dlvalenc@violin.aix.calpoly.edu

To: DU067@OASIS.CALPOLY.EDU

Subject: Re: Uncl: GEB Program

In-Reply-To: <19970402.105427.DU067@CALPOLY>

Message-Id: <Pine.A32.3.91.970408090220.24347A-100000@violin.aix.calpoly.edu>

Mime-Version: 1.0

Content-Type: TEXT/PLAIN; charset=US-ASCII

The following is my statement regarding my application for a CLA position on the GEB committee:

Although I am not presently teaching a GEB course, I have taught Introductory Psychology courses in the past and I am currently involved as a guest lecturer covering the topic of language development in the PSY 201 course. These direct experiences in being part of delivering the GEB curriculum have put me in touch with students of various backgrounds and needs. Designing a GE curriculum that best builds on their strengths and interests and stretches them in areas of perceived weakness and disinterest is my most important motivation for volunteering for this assignment. My qualifications are many, but I will just touch on a few.

The current approval of the move to 4 units for the GEB program has been the culmination of much effort over the past few years. In my tenure on the Senate this year, I have been actively involved in getting a 4-unit GEB template passed. I played a part in lobbying for the slower transition which now forms the basis for the current GEB system. I would now like to help fill that template with the courses our students will be required to take or choose from. My abilities to "see the big picture" and to negotiate for a satisfactory compromise, my commitment to the goals of a "general" education, and my general geniality will make me an excellent committee member. There are many tasks that this GEB committee will have to undertake for which these qualities will be necessary. In the following paragraphs I discuss three.

First, we need to "infuse" global and pluralistic (including women's) perspectives throughout GEB. Although many such individual courses currently exist, the GEB committee will need to come up with recommendations and criteria for examining the content of any new courses or the balance between "traditional" and non-traditional courses -- it cannot be just an automatic approval for courses currently on the books. Moreover, we cannot ignore the expertise we have in particular programs (e.g. Ethnic Studies, Women's Studies) and departments that have the courses and attitudes to closely examine the contributions from and challenges of those from underrepresented groups and from other cultures. Infusing GEB with pluralistic and global perspectives while respecting the contributions of different forms of inquiry is perhaps the biggest challenge for GEB at this juncture.

Second, we need to make the Cal Poly GEB program distinct. We have already taken steps to do this by incorporating a technology elective into GEB. Perhaps what needs to be done here is to encourage the professional schools to design courses that will allow a greater number of students in non-technical areas to appreciate the contributions of these areas. In addition, we have instituted a separate GEB template for the engineering programs. Decisions will need to be made about whether courses in the regular GEB program will be duplicated in engineering GEB.

Third, there is the task of laying the foundation for interdisciplinary courses or core in the next GEB cycle. One of the main reasons I was against a GEB template including a core at this time was my perception of the minimal support and encouragement from the administration for such a drastic change. Yes, it would have come about because it HAD to, not because professors were willing. In order for interdisciplinary endeavors to be successful, there has to be interest from the faculty and support from administration. The suggestion for interdisciplinary courses in GEB has been on the books, but has not been pursued except maybe by a limited few. I feel the GEB committee should work on the means for such endeavors to arise in the current GEB system and then be expanded on in a later template. My areas of inquiry, gerontology and cognition, have interdisciplinary content and methodology, so I already have some experience with the wealth of knowledge available from consulting different disciplines.

I have touched on a few of the major issues I see facing GEB and my attitudes toward them. I feel that I have the qualities that will make me a vital member of this committee - I am flexible, motivated, and insightful. My only reservation is that I will be out of the country this summer (June to the end of August) and will not be able to do any work over the summer if the committee plans to meet then. Otherwise, I feel that I would serve the committee and university well in either a one-year or three-year appointment (either of which I would happily accept).

✓ Statement from James Vilkitis:

RE>Uncl: GEB Program

4/3/97

I have been interested in General Education as part of the professional program since its inception at Cal Poly. I have participated at various levels on the GE&B Committee on campus through the years and served as Cochair in a three year attempt to update the program and address the issues and concerns of the faculty. I was appointed by the Chancellor, while statewide senator, to serve on the statewide GE&B Committee and was very active in that committee and associate statewide committees. Due to my involvement with the process on campus and statewide, I'm very familiar with the program on and those off campus and the issues and challenges associated with them. My personal philosophy in addressing issues associated with GE&B and the program is that the program should be designed and implemented with the students education as the primary objective, and that "tur

" issues at the department and college level should not enter into the design or implementation process. We are looking at a program to better educate the students at Cal Poly. I am also of the opinion that any educator that believes in this philosophy will serve the committee and program well no matter what college or department they are from.

Thank you for this opportunity to serve and present my view.
Respectively, James R. Vilkitis.

Statement from Matt Wall:

My reason for serving as the CAED representative is to bring to the table, the needs of our five CAED programs, which I feel are similar to those of CENG and COB. I am anxious to arrive at a GEB program that will satisfy the spirit of GEB requirements while also enhancing the ability of students in the professional programs to choose from a wide array of courses and subject areas.

In the past, academic programs were created and/or expanded by taking advantage of Faculty WTU factors. With the realities imposed on CAL POLY by current budgetary constraints, the often prefix-specific GEB requirements that were created under this no longer make sense. The reason is that many of the "service" programs now have their own majors and cannot adequately staff courses for their students as well as staff their GEB service courses.

Therefore, it is incumbent on the GEB Committee to provide a broad selection of courses that meet the letter and spirit of GEB requirements, while also satisfying the unique needs of various programs and simultaneously enhancing student throughput.

My goal is to contribute to establishing a GEB program that will satisfy as many of the needs of each college as practicable. This is going to require some give-and-take on everyone's part. I believe a win-win philosophy and a true "partnership" attitude of the various individual committee members has the best chance of creating a balanced solution that is appropriate for CAL POLY.

1: GEB College Representative Qualifications

Having been at CAL POLY since 1975 and having served on the Academic Senate Curriculum Committee for several years, I am cognizant of the impact of GEB on curriculum and vice-versa, as well as past history that led to where we are today.

My formal academic training has included Engineering and Business courses, and I have been an Instructor in both colleges at different universities. Thus, I feel I am uniquely qualified to understand and communicate the positions of these two colleges, as well as my own.

I think my historical perspective will be useful in arriving at an integrated GEB program at CAL POLY -- one that will satisfy the GEB needs of students and faculty in all our colleges.

Sincerely,

Matt R. Wall, Ph.D., AIC
Construction Management Department, CAED

~~_____~~

|MY QUALIFICATIONS: 33 yrs. of teaching GE courses, at least 50%
of my load each quarter . . . Extensive experience in curriculum development
(I chaired the committee that put the present program in place for 3 yrs.
. . . I believe I have spent as much time as anyone on campus reading and
thinking about these matters

Nomination to the University-Wide GEB Committee

Statement from Dan Williamson:

I have applied for both the Directors position and the College of Business Representative to the GEB Committee. The following comments apply to both positions.

I have taught at Cal Poly since 1970 and my guess is that in excess of 50% of my classroom work over this period has involved GEB courses. My interest in the GEB program is thus based on many years of direct involvement with this component of Cal Polys educational output. In 1995 - 96 alone, while serving as Area Coordinator for Economics and Chair of the Academic Senate Curriculum Committee, I taught 1,944 SCUs in GEB courses for the Economics Department. During my years at Cal Poly, I have also been continually involved with curricular development at the department, college and university level. At this stage in my career it seemed a natural extension of these activities, to join the group that will help to develop Cal Polys new GEB curriculum. I think the template recently accepted by the Academic Senate offers an opportunity to develop a final GEB program that is a significant improvement over the current one. I feel the key to this last step will be the development of an integrating core component in the program. This will require cooperation and vision by the GEB Committee but it is certainly possible. For instance, I think that the electives in Areas II, III, and IV along with the Technology Area could be used to house several sequences of courses, each with a common theme, to act as an integrating core for the GEB curriculum.

Finally, with regard to the college representative position only, I feel strongly that for the College of Business, this person should be from the Economics Area. Our involvement in the GEB program far exceeds that of the other Areas within the college and consequently, I feel we have a greater interest in the future development of its curriculum.

To describe my qualifications for either of these positions, I would point first to my previous involvement in curricular matters at Cal Poly. I have served two terms on the Academic Senate Curriculum Committee, both during periods of catalog revision. The most recent of these was from 1994 - 1996. During the 1995 - 96 academic year I chaired this committee. In that year we performed, in a shortened time frame, a complete revision of Cal Polys catalog. In addition to this activity our committee played a major role in the conversion of Cal Polys curriculum to a four unit course standard. Also during the 1991 - 92 Academic Year I served on the GEB Blue Ribbon Subcommittee of the Academic Senate, which made initial recommendations for revisions to the existing GEB program. Finally, I have served as Area Coordinator (Department Chair) of Economics since the Fall of 1994.

In addition to these past activities, I would point to my unique position as a Social Scientist, Economist, who is also a member of one of Cal Polys four professional colleges, Business. I think this position gives me a perspective that will help produce the level of cooperation between the various interests on campus that is needed to forge an improved GEB program.

Dan Williamson
Economics

Statement of Interest and Qualifications