

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

FILE COPY

Meeting of the
Academic Senate Executive Committee
Tuesday, May 12, 1998
UU220, 3:00-5:00pm

421-98
minutes
not removed

- I. Minutes: Approval of the Executive Committee minutes for April 21, 1998 (p. 2).
- II. Communication(s) and Announcement(s):
Memo from Greenwald re Senate Resolution on Credit/No Credit Grading (p. 3).
- 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. Other:
- IV. Consent agenda:
- V. Business item(s):
 - A. **Resolution on the Academic Value of Diversity:** Ryujin, chair of the Diversity Task Force (pp. 4-11).
 - B. **Resolution on Cal Poly Diversity Statement:** Ryujin, chair of the Diversity Task Force (pp. 12-16).
 - C. **Resolution on General Education 2000:** Harrington, Director of the General Education Program (pp. 17-33).
 - D. **Appointments to Academic Senate committees for 1998-2000:** (pp. 34-41).
 - E. **Appointment of committee chairs to Academic Senate committees:** (pp. 34-41).
 - F. **Nominations to General Education committees for 1998-2001:** (pp. 42-62).
- VI. Discussion item(s):
- VII. Adjournment:

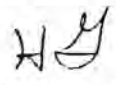
-3-
RECEIVED

CAL POLY

State of California
M e m o r a n d u m

APR 28 1998

To: See Distribution List Below **Academic Senate** **Date:** April 23, 1998

From: Harvey Greenwald 
Interim Associate Vice President for Academic Programs

Subject: Senate Resolution on Credit/No Credit Grading

On April 29, 1997, the Academic Senate passed AS-479-97/CC Resolution on Credit/No Credit Grading which was approved by President Baker on July 21, 1997. The resolution established that students be permitted to take a maximum of 16 units of courses CR/NC in accordance with the following:

1. no more than 4 units CR/NC in major or support courses, subject to approval by the student's major department or equivalent unit;
2. no more than 4 units CR/NC in GEB courses; and
3. the above limitations apply only to courses that are normally graded, not to CR/NC- only courses.

Individual departments may choose whether or not to allow their majors to take a major or support course CR/NC. In order to implement the CR/NC Resolution for the Fall Quarter, 1998, we will need a response from each department indicating whether or not the department chooses to allow its majors to take major or support courses CR/NC, and if so, to submit a list of these courses. Please respond to the Academic Programs Office no later than May 20, 1998. Each department will have an opportunity on a yearly basis to adjust its list of approved major and support courses that could be taken CR/NC.

Once a decision on a list of major and support courses that could be taken CR/NC has been made by a department, the department should notify current majors so that these students could avail themselves of the CR/NC options available to them. The Fall 1998 Class Schedule will include a description of the CR/NC policy.

Please let me know if you have any questions concerning the implementation of the CR/NC grading policy.

Distribution List: Department Chairs/Heads, Directors, College Deans, Paul Zingg, Anny Morrobel-Sosa, Senate Executive Committee, Mary Whiteford, Linda Dalton, Juan Gonzalez, Euel Kennedy, Tom Zuur, Marlene Cartter, Associate Deans, College Curriculum Committee Chairs, Doug Keesey (Senate Curriculum Committee), John Harrington (GE), Dan Villegas (USCP), Laura Freberg (Instruction Committee), Nancy Clark (Honors Program), John Snetsinger (Global Affairs), Cindy Entzi (ASI), Advising Centers

Adopted:

**ACADEMIC SENATE
Of
CALIFORNIA POLYTECHNIC STATE UNIVERSITY
San Luis Obispo, CA**

AS-___-98/

**RESOLUTION ON
THE ACADEMIC VALUE OF DIVERSITY**

- WHEREAS, Cal Poly has stated its commitment to diversity in the University Strategic Plan and in its commitment to Visionary Pragmatism; and
- WHEREAS, The CSU's Mission Statement expresses the institution's commitment to "educational excellence for a diverse society"; and
- WHEREAS, The commitment to diversity is reflected in both the *Academic Senate CSU Report on the Meaning of the Baccalaureate Education in the CSU* and the *CSU Cornerstones Report*; and
- WHEREAS, The commitment to, and the importance of diversity has been affirmed by the Association of American Universities, the American Council on Education, the American Association for Higher Education, the American Association of University Administrators, the Educational Testing Service, the Association of American Medical Colleges, the Association of American Law Schools, the American Society for Engineering Education, the Association of Governing Boards of Universities and Colleges, The College Board and many others; therefore, be it
- RESOLVED: That Cal Poly's administration through its actions reaffirm the educational values of diversity among its faculty, staff, students and within the curriculum; and, be it further
- RESOLVED: That Cal Poly's administration provide an annual assessment of their diversity related activities to the Academic Senate.

Proposed by: the Diversity Task Force
Date: April 21, 1998

**SUPPORTING DOCUMENTS FOR
RESOLUTION ON
THE ACADEMIC VALUE OF DIVERSITY**

American Association of University Professors

AAUP Home Page *** Diversity & Affirmative Action in Higher Education

Academic Article, January/February 1997

The Educational Value of Diversity

By Jonathan R. Alger

Diversity is not a dirty word, but recent legal and political developments in the higher education context seem to suggest otherwise. In the 1978 *Bakke* decision, Justice Lewis Powell found the attainment of a diverse student body to be a constitutionally permissible goal for a university exercising its educational judgment, and he recognized race as one among a number of factors contributing to that diversity. In the 1996 *Hopwood* decision, a federal appellate court--with considerable judicial chutzpa--asserted that Justice Powell had been mistaken, and that diversity cannot serve as a "compelling interest" justifying racebased affirmative action programs in higher education. California, the nation's largest and most racially diverse state, has now banned the consideration of race in its higher education programs. Why has the affirmative consideration of race to achieve diversity in higher education fallen into legal and social disrepute?

One major reason is that diversity has become an end in itself, rather than a means to a greater educational end. In addition, the need for diversity has frequently been confused by its supporters and critics alike with the need to remedy discrimination. Although remedying discrimination has been recognized as a permissible basis for racebased affirmative action, it rests on different assumptions and relies on different evidence.

The opponents of racebased affirmative action have largely succeeded in convincing the courts and the public that the goal of racial diversity reflects and reinforces racial stereotypes, acts as a poor substitute for true intellectual diversity, and serves as a thinly disguised excuse for racial quotas. Too often these criticisms have been on target, in part because universities have failed to establish the fundamental link between diversity and their educational missions. If programs premised on the need for diversity are to survive in this legal and political climate, the educational value of these programs for all students must be fully and forcefully articulated.

The argument for the necessity of diversity is perhaps stronger in higher education than in any other context, but only if diversity is understood as a means to an end. The ultimate product of universities is education in the broadest sense, including preparation for life in the working world. As part of this education, students learn from face-to-face interaction with faculty members and with one another both inside and outside the classroom. Racial diversity can enhance this interaction by broadening course offerings, texts, and classroom examples, as well as improving communications and understanding among individuals of different races. The impact of diversity is evidenced by the inclusion of multicultural perspectives in many disciplines--authors such as Toni Morrison have joined the accepted canon.

A common criticism of racebased diversity programs, reflected in the *Bakke* discussion of intellectual diversity arising from different perspectives and life experiences, is that race is used as a mere proxy for a particular perspective or point of view. According to this critique, a university seeking diversity assumes that individuals of particular races will bring with them certain perspectives due to their racial backgrounds. This assumption is patronizing and misguided, of course, because members of every racial group differ in their life experiences. Proponents of diversity have all too often permitted the debate to be centered on this argument and have faltered in the courts when trying to defend the use of race to achieve intellectual diversity. Given the strict scrutiny with which racial classifications are judged under American law, it is not surprising that courts have frowned upon this justification for racebased diversity programs.

In fact, the educational value of diversity can be defended largely on the basis of the exact opposite of this stereotypical assumption. The range of similarities and differences within and among racial groups is precisely what gives diversity in higher education its educational value. For example, by seeing firsthand that all black or Hispanic students do not act or think alike, white students can overcome learned prejudices that may have arisen in part from a lack of direct exposure to individuals of other races. One can imagine the impact on a white student from a homogenous white suburban background, whose views regarding blacks have been shaped primarily by television and movies, of a law school class featuring arguments from black students as diverse as Thurgood Marshall and Clarence Thomas. Likewise, the recently immigrated Asian American student in the same class, who assumes that most white Americans think alike, may be surprised by white students with opinions as diverse as Antonin Scalia and Ruth Bader Ginsburg.

Similarly, prejudices can be overcome when students discover just how much they have in common with their peers from other races. Prejudice is learned behavior, and the prevalence of young offenders in racially motivated hate crimes demonstrates that it is learned at an early age. Due to local control of elementary and secondary education in this country, many students attend neighborhood schools that are segregated according to local demographics. Once in college together, however, students of different races may discover that their political beliefs or extracurricular interests provide as much or more common ground as does race. No textbook or computer can substitute for the direct personal interaction that leads to this type of selfdiscovery and growth.

This educational benefit is universal in that all students learn from it, not just minority students who might have received a "bump" in the admissions process. Indeed, majority students who have previously lacked significant direct exposure to minorities frequently have the most to gain from interaction with individuals of other races. The universality of this benefit distinguishes the diversity rationale from the rationale of remedying discrimination, under which minority students receive special consideration to make up for past injustices to their racial group.

Diversity as Institutional Mission

The diversity rationale also differs from remedying discrimination in that it stems directly from, and reinforces, the educational mission of the university as defined by the institution itself. In *Bakke*, Justice Powell cited the university's academic freedom interest in setting the criteria for selection of its students to meet its educational goals. This relationship of diversity to academic freedom and to the university's educational mission implies that each institution is in the best position to determine its own diversity goals in light of its educational objectives. For example, some institutions have religious roots and desire a student body that keeps those ties alive. Historically black colleges were founded to educate black students shut out of other institutions and have a mission that includes continued support of underprivileged groups. Moreover, the mission of each institution is determined to some extent by its service area and applicant pool, which can change over time as changes occur in the institution's size, stature, or program offerings.

Each institution's interest in and need for racial diversity will vary based upon these factors. As Harvard President Neil Rudenstine recently described, an internationally recognized college or university that draws students from all over the country and the world--such as Harvard or Stanford--might have as part of its educational mission a commitment to expose its students to individuals from all races represented in the nation or even the world. A publicly funded landgrant college, however, might have a special legal obligation to serve the citizens of its state, and its interest in diversity would

reflect that mission and service area. A community college might be established to serve students in a distinct region or metropolitan area, whereas a tribally controlled college might have a statutorily authorized core mission of serving Native Americans of particular tribes.

In some of these cases, it may be that affirmative efforts are required to achieve the diversity needed to match the educational mission because additional recruiting efforts are insufficient. For example, a predominantly white college in a rural location with little racial diversity may decide that its educational mission includes a need to broaden the horizons of its students by recruiting students of other races and from other places. Even if the college itself has no history of discrimination, it may need to make affirmative efforts to attract and retain such students, particularly until it develops a welcoming reputation for minority students.

Of course, this model of learning assumes that students will interact with peers of other races in a variety of settings once enrolled at a university. Clubs, cultural centers, or special events that celebrate the traditions and contributions of minority groups can be inclusive and send a welcoming signal to minority students. If minority students remain largely segregated in campus housing, dining halls, classes, and activities, however, much of the potential interactive educational value of diversity may be lost for all students. For this reason, university programs based on diversity should focus not merely on the initial admissions process, but also on retention and on involvement in the full range of fields of study and extracurricular activities.

Recent studies by Alexander Astin and others have shown that direct student experience with racial diversity corresponds to increased cultural awareness and commitment to promoting racial understanding. This exposure comes at a critical time in students' lives: the university in essence serves as a controlled microcosm previewing the larger society and working world into which the students will graduate. At that point, their employers will expect them to be able to work and interact with a wide variety of people in an increasingly global economy.

More research remains to be done, however, by colleges and universities seeking to define and develop their interest in diversity as related to their educational missions. In a recent survey of existing research on diversity, the Association of American Colleges and Universities reports that campusbased diversity initiatives have a positive impact on the education of all students--promoting increased tolerance and understanding of differences, greater commitment to social justice, and improved academic success and cognitive development. As the frontline educators who serve as students' teachers, mentors, role models, and friends, faculty members are uniquely positioned to observe and evaluate these educational benefits of diversity in a variety of campus contexts. For this reason, AAUP's Committee L on Historically Black Institutions and the Status of Minorities in the Profession, along with other organizations in higher education, is seeking systematic faculty input to inform the debate over the nature and extent of these educational benefits.

Merit and Other Considerations

If racial diversity in higher education is a compelling interest* for which there is no adequate alternative, it must still be "narrowly tailored" to fit its goals in order to meet the legal standards for programs in which race is considered. May a university give special consideration to race in its admissions process to a greater extent than to other diversity factors such as geography or religion? Similarly, may special consideration be given to some minority groups and not others? The answers depend upon the extent to which race-neutral admissions procedures provide an adequate crosssection of students with regard to these other factors.

This principle applies to recruiting for all sorts of university needs and activities. In some years a university might need to make special efforts to obtain a topcaliber quarterback for its football team or bassoon player for its orchestra, but not when it already has a wealth of applicants from which to choose who will play quarterback or bassoon. Special consideration should be given to members of particular racial groups only to the extent necessary to achieve the diversity interest articulated by the institution at a given time. This need is subject to constant reassessment in light of changing demographics and other circumstances. The goals should never approach rigid quotas; flexible ranges are more legally sound and allow for the myriad of factors that must be considered in putting together a student body.

Critics of diversity argue that factors such as race should not be considered in admissions or financial aid because such decisions should be based solely on individual "merit." Traditionally, such critics have defined merit narrowly to reflect individuals' past academic achievement or potential as measured by grade point averages and standardized test scores, perhaps allowing for consideration of certain types of special skills or talents such as athletic or musical ability. All of these factors can of course contribute to the education of fellow students, but they are not the only factors that contribute to the breadth and quality of the learning environment on a college campus. Looking at an entering class as a whole, any of a number of factors that distinguish a particular applicant from large numbers of other individuals in the pool may also contribute to the overall learning environment. An applicant's "merit" therefore cannot be measured in the abstract without reference to other applicants; each individual's characteristics must be compared with the needs of the class as a whole. A star high school quarterback may have "merit" based on his past athletic accomplishments, for example, but it may mean little at an institution at which fifteen other star quarterbacks are also applying--or which has no football team at all.

Ironically other factors having little to do with a traditional definition of merit--such as relationships to wealthy alumni or highlevel university administrators--have long been accepted as legitimate criteria in admissions and financial aid decisions. Consideration of these nonmeritorious factors has never been thought of as "stigmatizing" for the students who benefited. The critics of racial diversity and defenders of traditional "merit" would be much more convincing if they attacked these forms of preference with equal vigor, because consideration of such factors has historically had a strong adverse impact on minority applicants.

These critics also claim that consideration of other race-neutral criteria such as socioeconomic status or geographic origin--i.e., criteria not subject to strict judicial scrutiny--could provide the same results as consideration of race. Studies of the impact of using such factors to seek racial diversity have not been encouraging, however. For example, estimates indicate that the cessation of racebased affirmative action in California will have an adverse impact on African American and Hispanic students, even if socioeconomic status is relied upon heavily in admissions decisions.

Far from reflecting a colorblind society, racial classifications receive the highest level of constitutional scrutiny precisely because race has been such a powerful and divisive force in American and world history. In the postCold War world, racial and ethnic tensions have emerged as the greatest single threat to societies all over the globe--ranging from the former Soviet Union and Yugoslavia to South Africa, Rwanda, and even Canada. Facetoface interaction in the higher education context can play a key role in developing genuine interracial understanding and tolerance to overcome such tensions. Racial diversity within institutions is a compelling need, because painful historical experience has demonstrated that "separate but equal" educational systems are never equal and breed prejudice, misunderstanding, and resentment. If universities want to avoid a relapse into increased racial segregation in light of the pressures against affirmative action in today's political and legal climate, they must make the case for the need for racial diversity to further the core educational purposes for which they exist--and enlist the help of their faculty in identifying and articulating its educational benefits.

Jonathan R. Alger is AAUP associate counsel and staff liaison for Committee L on Historically Black Institutions and the Status of Minorities in the Profession.

For further information contact the Government Relations Office of the
American Association of University Professors

On the Importance of Diversity in University Admissions

On April 14, during its annual spring meeting in Washington, D.C., the Association of American Universities adopted a statement that expresses strong support for continued attention to diversity in university admissions.

The Association of American Universities consists of 62 leading North American research universities. These institutions are represented at the association's meetings by their president or chancellor.

The text of the statement that was adopted April 14 is reproduced below.

For some time, the consideration of ethnicity, race, and gender as factors in college and university admissions has been strenuously discussed both within and outside of the academy.

The public debate about the goal of diversity, as well as affirmative action; the 1995 decision of the Regents of the University of California to discontinue any special consideration of ethnicity, race, and gender as factors in admissions; the passage of Proposition 209 in California; and the *Hopwood* ruling of the Fifth Circuit Court of Appeals have all combined to create substantial uncertainty about the future representation of minority students within our student bodies. Special efforts to identify and enroll women--particularly but not only in fields such as mathematics, the physical sciences, and engineering--may also be affected.

As members of the Association of American Universities, we therefore want to express our strong conviction concerning the continuing need to take into account a wide range of considerations--including ethnicity, race, and gender--as we evaluate the students whom we select for admission.

We speak first and foremost as educators. We believe that our students benefit significantly from education that takes place within a diverse setting. In the course of their university education, our students encounter and learn from others who have backgrounds and characteristics very different from their own. As we seek to prepare students for life in the twenty-first century, the educational value of such encounters will become more important, not less, than in the past.

A very substantial portion of our curriculum is enhanced by the discourse made possible by the heterogeneous backgrounds of our students. Equally, a significant part of education in our institutions takes place outside the classroom, in extracurricular activities where students learn how to work together, as well as to compete; how to exercise leadership, as well as to build consensus. If our institutional capacity to bring together a genuinely diverse group of students is removed--or severely reduced--then the quality and texture of the education we provide will be significantly diminished.

For several decades--in many cases, far longer--our universities have assembled their student bodies to take into account many aspects of diversity. The most effective admissions processes have done this in a way that assesses students as individuals, while also taking into account their potential to contribute to the education of their fellow-students in a great variety of ways. We do not advocate admitting students who cannot meet the criteria for admission to our universities. We do not endorse quotas or "set-asides" in admissions. But we do insist that we must be able, as educators, to select those students--from among many qualified applicants--who will best enable our institutions to fulfill their broad educational purposes.

In this respect, we speak not only as educators, but also as concerned citizens. As presidents and chancellors of universities that have historically produced many of America's leaders in business, government, the professions, and the arts, we are conscious of our obligation to educate exceptional people who will serve all of the nation's different communities. The evaluation of an individual applicant to our universities cannot, therefore, be based on a narrow or mainly "statistical" definition of merit. The concept of merit must take fully into account not only academic grades and standardized test scores, but also the many unquantifiable human qualities and capacities of individuals, including their promise for continuing future development. It must include characteristics such as the potential for leadership--especially the requirements for leadership in a heterogeneous democratic society such as ours.

We therefore reaffirm our commitment to diversity as a value that is central to the very concept of education in our institutions. And we strongly reaffirm our support for the continuation of admissions policies, consistent with the broad principles of equal opportunity and equal protection, that take many factors and characteristics into account--including ethnicity, race, and gender--in the selection of those individuals who

-9-

will be students today, and leaders in the years to come.

Association of American Universities member Institutions

Brandeis University	The Pennsylvania State University	University of Kansas
Brown University	Princeton University	University of Maryland, College Park
California Institute of Technology	Purdue University	University of Michigan
Carnegie Mellon University	Rice University	University of Minnesota, Twin Cities
Case Western Reserve University	Rutgers, The State University of New Jersey	University of Missouri, Columbia
The Catholic University of America	Stanford University	University of Nebraska, Lincoln
Clark University	Syracuse University	University of North Carolina, Chapel Hill
Columbia University	Tulane University	University of Oregon
Cornell University	University of Arizona	University of Pennsylvania
Duke University	University at Buffalo-State University of New York	University of Pittsburgh
Emory University	University of California, Berkeley	University of Rochester
Harvard University	University of California, Davis	University of Southern California
Indiana University	University of California, Irvine	University of Texas, Austin
Iowa State University	University of California, Los Angeles	University of Toronto
The Johns Hopkins University	University of California, San Diego	University of Virginia
Massachusetts Institute of Technology	University of California, Santa Barbara	University of Washington
McGill University	University of Chicago	The University of Wisconsin, Madison
Michigan State University	University of Colorado, Boulder	Vanderbilt University
New York University	University of Florida	Washington University in St. Louis
Northwestern University	University of Illinois, Urbana-Champaign	Yale University
The Ohio State University	University of Iowa	

THE ASSOCIATION OF AMERICAN UNIVERSITIES
1200 New York Avenue NW -- Washington, D.C. 20005 -- 202-408-7500

On the Importance of Diversity in Higher Education

America's colleges and universities differ in many ways. Some are public, others are independent; some are large urban universities, some are two-year community colleges, others small rural campuses. Some offer graduate and professional programs, others focus primarily on undergraduate education. Each of our more than 3,000 colleges and universities has its own specific and distinct mission. This collective diversity among institutions is one of the great strengths of America's higher education system, and has helped make it the best in the world. Preserving that diversity is essential if we hope to serve the needs of our democratic society.

Similarly, many colleges and universities share a common belief, born of experience, that diversity in their student bodies, faculties, and staff is important for them to fulfill their primary mission: providing a quality education. The public is entitled to know why these institutions believe so strongly that racial and ethnic diversity should be one factor among the many considered in admissions and hiring. The reasons include:

- **Diversity enriches the educational experience.**
We learn from those whose experiences, beliefs, and perspectives are different from our own, and these lessons can be taught best in a richly diverse intellectual and social environment.
- **It promotes personal growth--and a healthy society.**
Diversity challenges stereotyped preconceptions; it encourages critical thinking, and it helps students learn to communicate effectively with people of varied backgrounds.
- **It strengthens communities and the workplace.**
Education within a diverse setting prepares students to become good citizens in an increasingly complex, pluralistic society; it fosters mutual respect and teamwork; and it helps build communities whose members are judged by the quality of their character and their contributions.
- **It enhances America's economic competitiveness.**
Sustaining the nation's prosperity in the 21st century will require us to make effective use of the talents and abilities of all our citizens, in work settings that bring together individuals from diverse backgrounds and cultures.

American colleges and universities traditionally have enjoyed significant latitude in fulfilling their missions. Americans have understood that there is no single model of a good college, and that no single standard can predict with certainty the lifetime contribution of a teacher or a student. Yet, the freedom to determine who shall teach and be taught has been restricted in a number of places, and come under attack in others. As a result, some schools have experienced precipitous declines in the enrollment of African-American and Hispanic students, reversing decades of progress in the effort to assure that all groups in American society have an equal opportunity for access to higher education.

Achieving diversity on college campuses does not require quotas. Nor does diversity warrant admission of unqualified applicants. However, the diversity we seek, and the future of the nation, do require that colleges and universities continue to be able to reach out and make a conscious effort to build healthy and diverse learning environments appropriate for their missions. The success of higher education and the strength of our democracy depend on it.

Endorsements

AACSB - The International Association for Management Education
ACT (formerly American College Testing)
American Association for Higher Education
American Association of Colleges For Teacher Education
American Association of Colleges of Nursing



-11-

American Association of Colleges of Pharmacy
 American Association of Collegiate Registrars and Admissions Officers
 American Association of Community Colleges
 American Association of Dental Schools
 American Association of State Colleges and Universities
 American Association of University Administrators
 American Association of University Professors
 American College Personnel Association
 American Council on Education
 American Indian Higher Education Consortium
 American Medical Student Association
 American Society for Engineering Education
 APPA: The Association of Higher Education Facilities Officers
 Association of Academic Health Centers
 Association of American Colleges and Universities
 Association of American Law Schools
 Association of American Medical Colleges
 Association of American Universities
 Association of Catholic Colleges and Universities
 Association of College Unions International
 Association of Community College Trustees
 Association of Governing Boards of Universities and Colleges
 Association of Jesuit Colleges and Universities
 Coalition of Higher Education Assistance Organizations
 Coker College, Hartsville, South Carolina
 College and University Personnel Association
 Commission on Independent Colleges & Universities
 Consortium on Financing Higher Education
 Council for Advancement and Support of Education
 Council of Graduate Schools
 Council of Independent Colleges
 Educational Testing Service
 Golden Key National Honor Society
 Hispanic Association of Colleges and Universities
 Law School Admission Counsel
 Lutheran Educational Conference of North America
 NAFSA: Association of International Educators
 National Association for College Admission Counseling
 National Association for Equal Opportunity in Higher Education
 National Association of College and University Business Officers
 National Association of Graduate and Professional Students
 National Association of Independent Colleges and Universities
 National Association of State Universities and Land-Grant Colleges
 National Association of Student Financial Aid Administrators
 National Association of Student Personnel Administrators
 National Collegiate Athletic Association
 National Council of Educational Opportunity Associations
 NAWA: Advancing Women in Higher Education
 New England Board of Higher Education
 The College Board
 The College Fund/UNCF
 The Education Trust
 University Continuing Education Association

About DGR**Policy Issues****Budget/Approp.****Related Sites****ACE Home**

[About Governmental Relations](#) | [Policy and Regulatory Issues](#)
[Budget/Appropriations](#) | [Information You Can Use](#) | [Home](#)

American Council on Education
 One Dupont Circle - Washington, DC 20036

Last modified March 17, 1998
 Send comments and suggestions to: web@ace.nche.edu

Adopted:

ACADEMIC SENATE
of
CALIFORNIA POLYTECHNIC STATE UNIVERSITY
San Luis Obispo, CA

AS-__-98/

RESOLUTION ON
CAL POLY *DIVERSITY STATEMENT*

- RESOLVED: That the Academic Senate of Cal Poly accept and endorse the attached *Diversity Statement*; and, be it further
- RESOLVED: That the attached *Diversity Statement* be submitted to the President and the Provost/Vice President for Academic Affairs.

Proposed by: the Diversity Task Force
Date: April 21, 1998

DIVERSITY STATEMENT*

I. Relevance of Diversity to Cal Poly's Educational Mission*

At the heart of a university is the hope of providing its students with an education that will foster intellectual, emotional and social growth. Education, by its nature, is meant to be expansive versus limiting and liberating versus homeostatic. Thus, it is in the compelling interest of the Institution to provide its students with an education rich in diverse experiences and perspectives. Within the classroom, both the curriculum and students are enhanced by the diverse information and views provided by students and faculty from divergent backgrounds. Moreover, such diverse information and views must occur not only in the classroom, but during co-curricular activities where the intangible lessons of leadership, cooperation, individualism, collectivism, competition, tolerance and friendship are taught in realistic and tangible terms. The lessons learned within the co-curricular environment seem especially critical and relevant to a University whose motto is to "learn by doing."

Diversity, then, can contribute to the intellectual richness of both the University's curricular and social environment. It provides students with knowledge and perspectives engendering greater adaptability and flexibility in an ever-changing world. And, it enhances students' understanding of, and tolerance for, differences between people. An architect, English major, engineer, sociologist or student in general gains greater insight, versatility, tolerance and potential if the breadth of his or her education has not been reduced by limited information, limited experiences and homogenous perspectives. In essence, diversity is essential for enhancing what a student knows and can do, and for fostering the quality of who she or he is.

But the compelling interest of educational diversity goes far beyond the boundaries of the university environment; it is in the compelling interest of the state and the nation as well. As stated by Harvard President, Neil L. Rudenstine, "whatever problems we face as a society, it is difficult to imagine that they would not be far more severe, divisive, and profound if the nation had not made a sustained commitment to opening the doors of higher education to people of all backgrounds" Moreover, our Provost and Vice President for Academic Affairs, Paul J. Zingg notes that "at stake is something more than pluralism on our campuses. What is really on the line is the extent to which American higher education, through effective persuasion and compelling example, can provide

leadership for the nation as we shape the spirit and strength of our society into the next century.”

In essence, all aspects of the nation, the state and the University are affected by the richness of diversity. As such, it is in the compelling interest of this Institution and of those of us within it, to support continued efforts to create a rich, diverse and truly educational experience for our students. This does not imply the compromise of academic standards nor the allotment of quotas, but it does imply that students must be considered, not only in terms of numerical merit, but in terms of how they can add richness to the educational and social environment of their peers.

II. Definition*

In a university setting, the definition of diversity needs to be pertinent to the educational context. Since education, by its nature, is meant to be expansive versus limited and liberating versus homeostatic, it is in the inherent interest of the University and its students to define diversity broadly. While there are many ways to define diversity, the necessary breadth of the definition can be encompassed if we view it in terms of differences in individual life experiences. These differences entail all the corresponding perceptions, attitudes, behaviors, knowledge, talents and beliefs which such differences in life experiences engender. Moreover, certain individual characteristics are associated with differences in life experiences and deserve consideration in diversifying and enriching the University’s academic and co-curricular environment. These characteristics include, but are not limited to the following.

1. Religious Affiliation. Given our nation’s commitment to religious freedom, individual differences in this area model, sustain and promote such tolerance for future generations. Moreover, whether a student is Jewish, Mormon, Protestant, Buddhist, Catholic, atheist, agnostic or whatever, that student contributes different beliefs to the texture and spectrum of the University learning environment.
2. Socioeconomic Status. Through social interactions, co-curricular activities, and classroom information, knowledge of the constraints and possibilities associated with individual differences in socioeconomic status can help us to understand better the lives of those who differ along this important dimension.

3. Ethnicity/Race. The uniqueness of the United States has been its ability to accept individuals from a myriad different ethnic/racial groups and create a single nation, a nation of strength and character. For the nation to sustain, and strengthen itself, education must provide opportunities for students to meet with, interact with, learn about, and understand the different life experiences and perspectives of all those who call themselves Americans.

4. Sex/Gender. While it is too obvious to mention, the life experiences and socialization of individuals in the United States differ along lines of sex/gender. As important as it is to see and understand the experiences and perspectives of Americans of different ethnic/racial backgrounds, it is as important to see and understand the experiences and perspectives of Americans of both sexes.

5. Geographic Locale. Whether a person is from New York City, a farm, a small town, a racial/ethnic community, or a big city, the differing life experiences and perspectives which that individual can bring to a university setting serve to add to the texture and content of the learning environment.

6. National Origin. In a similar fashion, whether a person is from India, Ireland, Venezuela, Japan, Australia or whatever foreign locale, that individual can provide us with a diverse and different perspective of ourselves and our lives as Americans.

7. Military Service. The training, education, travel, and goals of military service engender individual differences which add to, and broaden both the educational experience and the student body of a university.

8. Parental Environment. A single parent home, a dual parent household, an extended family, these are all examples of different family structures in our society. The make-up of family life is changing in the United States, and the different life experiences and perspectives that are associated with this aspect of change broadens the perceptions and understanding of students in a university setting.

9. Abilities and Talents. Different life experiences come with the different talents and abilities one possesses and develops. Whether a person can throw a fastball, dance native dances, construct gliders, run a

football, or play a violin, that individuals adds to the richness of the student body.

10. Physical and Learning Disabilities. Those who have had to master a campus unsighted, speak in sign language, or learn through different modalities and techniques provide experiences and perspectives which serve to educate us all.

11. Age. While a university is typically open to all who qualify, it is primarily a setting for young adults. An increase in re-entry, returning or older students provides experiences and perspectives gained through life experiences which, when shared, broaden and enhance the educational experience of all students.

12. Sexual Orientation. An understanding of the different life experiences encountered by those with differences in sexual orientation broadens the perspectives and insights of those in a university environment.

13. Cultural Background. As Americans, we all come from a diversity of cultural backgrounds. We have a unique and wonderful mix of cultures from all over the world. And, regardless of whether a person has Swedish or Mexican relatives, Vietnamese or Iranian ancestors, that person adds to the texture and richness of this state.

14. Other Diversity. There are myriad other characteristics which contribute to the diversity of a university's academic and co-curricular environment. It is obvious that such characteristics are numerous and that a comprehensive listing is impossible. However, such characteristics are still worthy of attention. In this respect, it may be fruitful to let those who wish to become part of the University community tell us how they are diverse and in what ways they can add to the intellectual and social climate of the campus. In this way the community itself can bring to bear the broadest spectrum of experiences and perspectives to its educational mission.

* Cal Poly has officially outlined its commitment to diversity in the Strategic Plan (January 26, 1996, Sections 5.2 and 5.4, pp. 9-11). Working upon this foundation, this document expands and clarifies the definition of diversity and reaffirms its importance to the University.

Adopted:

ACADEMIC SENATE
Of
CALIFORNIA POLYTECHNIC STATE UNIVERSITY
San Luis Obispo, CA

AS-__-98/
RESOLUTION ON
GENERAL EDUCATION 2000

RESOLVED: That the Academic Senate recommend the attached *General Education 2000* be used as the guiding instrument for review of new general education course proposals.

Proposed by: General Education Program
Date: May 5, 1998

General Education 2000

At Cal Poly, we believe that General Education is central and vital to each student's university experience. After reviewing the GE curriculum which has been in place for the past fifteen years, the Academic Senate spent two years developing recommendations for a revised program to better prepare our students for the challenges of life-long learning and effective, engaged citizenry in the twenty-first century. Following the recommendations of the ad-hoc General Education Committee, the Senate forwarded its recommendations to the President (AS-478-97 and AS-472-97). On April 25, 1997, the President approved the template for the distribution of unit requirements for GE 2000.

Preface

Based upon the charge of the Provost and the approved template, the GE Committee and Area Committees have developed principles and guidelines to prepare for the implementation of GE 2000.

Program Charge

The approved program has four primary objectives:

1. Create a model to accommodate a four-unit standard course;
2. Keep the total required units in the program at 72;
3. Fulfill the conditions of Executive Order 595;
4. Encourage flexibility.

In addition the General Education Committee was charged with

- a. providing at least 12 units of GE at the upper-division level;
- b. ensuring that all courses have a writing component as appropriate;
- c. supporting information competency as an educational goal of the university's curriculum;
- d. pursuing development of interdisciplinary core courses spanning more than one category;
- e. infusing U.S. Cultural Pluralism in the program;
- f. allowing the double counting of GE courses with major or support requirements;
- g. integrating global and international issues appropriately into the program;
- h. implementing the model flexibly and creatively;
- i. addressing issues and understandings that reflect the polytechnic mission of the University.

GE 2000 Template

The approved template calls for the following distribution of courses:

- | | | |
|---|-----------------------------------|----------|
| • | COMMUNICATION | 12 units |
| • | Composition | 4 |
| • | Speech and Critical Thinking | 4 |
| • | Composition and Critical Thinking | 4 |

• SCIENCE AND MATHEMATICS		16 units
• Mathematics or Statistics	8	
• Life Science (4) and Physical Science (4) (one with lab)	8	
• ARTS AND HUMANITIES		16 units
• Literature	4	
• Philosophy	4	
• Arts	4	
• Area elective	4	
• SOCIETY AND THE INDIVIDUAL		20 units
• Title 5, Section 40404 requirement	4	
• Economics	4	
• Psychology/Health	4	
• Social Sciences	4	
• Area elective	4	
• TECHNOLOGY ELECTIVE	4	4 units
• GE ELECTIVE	4	4 units
• For science-based curricula, one additional course in Arts-and-Humanities		
• For non-science-based curricula, one additional course in Science-and-Mathematics		

Total: 72 units

GE 2000 Template for Engineering Programs

The approved template calls for the following distribution of courses for qualifying engineering programs:

• COMMUNICATION		12 units
• Composition	4	
• Speech and Critical Thinking	4	
• Composition and Critical Thinking	4	
• SCIENCE AND MATHEMATICS		28 units
• Mathematics/Statistics		
• Physical Science		
• ARTS AND HUMANITIES		16 units
• Literature	4	
• Philosophy	4	
• Arts	4	
• Area elective	4	

• SOCIETY AND THE INDIVIDUAL	16 units
• Title 5, section 40404 requirement	4
• Economics	4
• Psychology/Health	4
• Social Sciences	4

Total: 72 units

Program Design

Within the strictures of the template based on EO 595, Cal Poly's GE Program seeks to promote connections between the various areas so that GE courses will be perceived as interrelated rather than as isolated fragments. By placing basic knowledge in a larger context, each course in the program should provide a vision of how its subject matter is an important component of general education. This might be accomplished, for example, by providing historical perspective that includes great achievements in the discipline and their impact and/or by the examination of important contemporary issues and problems from the discipline. Students should understand the value of the discipline being studied as well as its relationship to other disciplines.

Students are encouraged to complete foundational courses as early as possible. Lower-division coursework in Areas I-IV has been designed to give students the knowledge and skills to move to more complex materials. The three-course Communications sequence, for example, provides instruction and practice in the kinds of skills in writing, speaking, and critical thinking that students will need in later courses. Consequently, students are expected to complete this sequence during their freshman year, and by no later than the end of their sophomore year. By the end of the sophomore year, students should also complete lower-division courses in Science and Math, Arts and Humanities, and Society and the Individual. (No General Education course may be remedial or repeat coursework required for CSU admission.)

Interdisciplinary and Linked Courses

All lower-division coursework is considered foundational and is meant to ground students in various disciplines. Consequently, interdisciplinary courses will not ordinarily be offered at the lower-division level. The opportunity for interdisciplinary study will occur primarily at the upper-division level, with lower-division exceptions developing from specific programmatic needs.

Linked courses, however, are strongly encouraged. (Linked courses occur when students concurrently enroll in courses from two areas of the GE curriculum—e.g. a course in composition linked to a course in social science.) Academic disciplines are encouraged to cooperate in designing coursework which, when linked, enhances the study of more than one foundational area. Linkages can be thematic or can contribute to a core curriculum. Linked courses are especially encouraged as a way to provide subject matter for courses in writing and speaking, and for courses which connect the arts and humanities with the social sciences, and the liberal arts/sciences with polytechnic and professional curricula.

Linked courses provide options for students. Because many students fulfill part of their GE requirements at community colleges or other four-year institutions, however, all students

cannot be required to take linked courses. In addition, conflicts in students' course scheduling often prevent them from enrolling in courses taking more than one term to complete. Courses offered for GE must normally allow students to complete a four-unit requirement in a single quarter. The value of a coherent, integrated program is clear, however, and packages of linked courses should, where possible, be developed as alternative tracks to fulfilling GE requirements.

Cal Poly's Commitment to Gender and Diversity

Cal Poly seeks to provide its students with an education rich in diverse experiences and perspectives. Such an education is intended to provide students with knowledge and perspectives fostering adaptability and flexibility in a changing world, as well as enhancing students' understanding of, and tolerance for, differences among people. The General Education Program affirms the university's commitment to diversity as a value central to the education of Cal Poly students. All GE courses are expected to address issues of gender, ethnicity, and diversity where relevant to the material presented in the course. Effective general education creates an awareness of those figures, male and female, who have made a significant impact on our society or a major contribution to science, mathematics, philosophy, literature, the arts, history, economics, and other areas of human endeavor. Students completing Cal Poly's GE Program should have a clear sense of the intellectual roots creating and contributing to American society and of the ways that various cultures, particularly western culture, and both women and men have contributed to knowledge and civilization and to transforming American society over time.

U.S. Cultural Pluralism Requirement

USCP is a university requirement, and faculty are encouraged to develop GE courses which also meet the USCP requirements.

Service Learning

A service-learning component is encouraged in courses where it may be appropriate.

Writing Component

All General Education courses must have an appropriate writing component. In achieving this objective, writing in most courses should be viewed primarily as a tool of learning (rather than a goal in itself as in a composition course), and faculty should determine the appropriate ways to integrate writing into coursework. While the writing component may take different forms according to the subject matter and the purpose of a course, at least 10% of the grade in all GE courses must be based on appropriate written work.

In addition, students must enroll in 24 units of Writing-Intensive courses (20 units for students in engineering programs and eight units for GE-certified transfer students). Writing Intensive courses must include a minimum of 3000 words of writing and base 50% or more of a student's grade on written work. Faculty teaching Writing Intensive courses will provide feedback to students about their writing to help them grasp the effectiveness of their writing in various disciplinary contexts. A significant selection of writing-intensive upper-division courses will be made available.

The GE Program is committed to providing the resources to support both the required writing component and Writing Intensive coursework. The kind and amount of writing will be a

factor in determining class sizes, and a writing-across-general-education program will be established to provide support and training for faculty.

Information Competency

Information Competency is an educational goal of the university curriculum, and the GE Program affirms the goals established by the Information Competence Committee:

According to its Mission Statement, Cal Poly aims to teach students “to discover, integrate, articulate, and apply knowledge” and to provide students “with the unique experience of direct involvement with the actual challenges of their disciplines.” To meet these goals, Cal Poly must help students acquire the skills necessary to master the challenges of an information-based society. As the amount of information proliferates and information technology becomes more sophisticated, it is especially imperative that college graduates be “information competent.” They must possess the information-management skills necessary for independent and lifelong learning and the tools required being informed and productive citizens.

GE courses are expected to provide relevant guidance in information retrieval, evaluation of information, and appropriate citation of information.

Double-counting

While many lower-division GE courses are necessarily specified as support courses (especially in the sciences), students should be given free choice in selecting upper-division electives in Arts and Humanities, Society and the Individual, and Technology. The upper division electives in these areas are seen as opportunities for students to explore an interest in depth beyond their majors. Because exposure to diverse ideas is central to general education, departments may not specify courses to meet the upper-division electives.

Staffing GE Courses

Faculty teaching General Education courses should meet the following minimum qualifications or their equivalent:

1. An understanding and appreciation of the educational objectives of Cal Poly’s GE Program;
2. For teaching lower-division courses, a master’s degree in a related field (or, for teaching associates, appropriate training and supervision by an expert in the field);
3. For teaching upper-division courses, a doctorate or an appropriate terminal degree in a related field is not required but is strongly expected;
4. A professional commitment to the subject, as demonstrated by teaching experience, scholarly contributions, or continuing professional education.

Objectives, and Criteria

Cal Poly’s General Education mission is to provide students with fundamental knowledge set in a framework that will enhance their understanding of various basic disciplines as well as the significance of these disciplines in the larger world. To achieve this goal, the structure of the

program and the content of its courses are designed to encourage an appreciation of the complexity of all knowledge and of the interrelationships among the various branches of knowledge. Lower-division courses focus on the fundamentals of knowledge provided by foundation disciplines; upper-division courses provide depth while at the same time making clear the connections among the disciplines. All courses are intended to prepare students to appreciate intellectual diversity and to function effectively within the complex cultural environment of society in the twenty-first century.

Program Goals

Consistent with Executive Order 595, Cal Poly's General Education Program is designed to assure graduates have made noteworthy progress toward becoming truly educated persons and to provide means whereby graduates will have

- The ability to think clearly and logically, to find information and examine it critically, to communicate orally and in writing, and to reason quantitatively;
- Appreciable knowledge about their own bodies and minds, about how human society has developed and how it now functions, about the physical world in which they live, about the other forms of life with which they share the world, and about the cultural endeavors and legacies of their civilizations;
- An understanding and appreciation of the principles, methodologies, value systems, and thought processes employed in human inquiries.

In addition, Cal Poly's GE program strives to enhance the ability of graduates to live and work intelligently, responsibly, and cooperatively in a multicultural society and in an increasingly global environment. While anchored in the western intellectual tradition, the curriculum integrates of the contributions to knowledge and civilization made by diverse cultural groups and by both women and men.

Area I: Communication

The three courses in Area I provide a foundation in the skills of clear thinking, speaking, and writing. Courses in this area provide extensive practice in the principles, skills, and art of reasoning in both oral and written communication. Writing and speaking are fundamental modes of expression that rely on the principles of rhetoric and clear reasoning, and instruction in logic is an essential support for these modes. The sequence assumes that the mastery of reasoned communication must be developed and practiced over time and that this mastery is crucial to students' success at the university and beyond. By placing basic skills in a larger context, these courses also provide a vision of why this area is an important component of general education.

Expository Writing

Educational Objectives. After completing the first foundation course in writing, students are expected to have achieved facility in expository writing and should have an enhanced ability to

1. explore and express ideas through writing;
2. understand all aspects of the writing act--including prewriting, drafting, revision, editing, and proofreading--and their relationship to each other;
3. assess the writer's audience and apply the appropriate organizational approaches and language;

4. recognize that writing and rewriting are necessary to the discovery, clarification, and development of a student's ideas;
5. write essays that are clear, unified, coherent at all levels, and free of significant errors in grammar and spelling;
6. read critically to derive rhetorical principles and tactics for the student's own writing;
7. understand the importance of ethics in written communication.

Criteria. The course proposal and expanded course description must clearly indicate how the course will include at least 4,000 words of original writing for evaluation and provide both instruction and practice in

1. the writing process (including prewriting, drafting, revising, editing, and proofreading);
2. structuring effective paragraphs which focus on a single issue and reflect both unity and coherence;
3. the major organizational approaches to expository writing (e.g. comparison and contrast, process, classification and division);
4. writing expository essays (which incorporate narration and description) that are appropriately adjusted to the writer's audience;
5. precise and concrete usage with the appropriate levels of diction, voice, imagery, and figures of speech adapted to the intended audience;
6. the use of standard grammar and punctuation;
7. close critical reading;
8. critically assessing students' own and others' papers;
9. writing both in- and out-of-class analytic essays (with approximately one-third of the course exercises involving "speeded" writing).

Oral Communication

Educational Objectives. After completing a course in this area, students should have achieved skill in oral communication (including listening, speaking, and critical attention to language use), and have an enhanced ability to

1. hear and understand what is said, formulate relevant responses in complete sentences free of slang, and construct spoken messages in a variety of rhetorical contexts, including brief messages, conversations, group discussions, and oral presentations;
2. understand the place, function, and ethical use of oral communication;
3. evaluate spoken messages critically, especially for their clarity, informative value, and use or abuse of rhetorical devices in oral persuasion;
4. recognize that writing and speaking are closely related, and that each is an effective act of rehearsal for the other;
5. locate, retrieve, evaluate, and incorporate material appropriate to oral presentation, and cite such material accurately;
6. recognize the common fallacies of thinking;
7. practice writing skills related to the subject matter of the course.

Criteria. The course proposal and expanded course outline must clearly indicate how the course will include appropriate writing activities of not less than 2500 words related to the content and the logic of oral presentations, provide an activity environment allowing four or more original oral presentations of 5-7 minutes (at least one must be a speech to inform and one a speech to persuade), and provide both instruction and practice in

1. applying techniques for attentive listening and accurate comprehension of spoken messages;
2. the skills appropriate for a variety of oral presentations;
3. the principles of outlining appropriate to various speaking situations;
4. using organizational patterns appropriate to various speaking situations;
5. evaluating the uses of language, including the abuses of language, in persuasive speaking;
6. locating, retrieving, reporting, evaluating, integrating, and accurately citing research material;
7. identifying the common fallacies of thinking, and understanding their implications in both written and oral forms.

Reasoning, Argumentation, and Writing

Educational Objectives. After completing this course, students should be able to understand, recognize, and apply principles of reasoning in argumentation to their own and others' written and oral communications; in achieving this objective, students should have an enhanced ability to

1. recognize lines of reasoning and the precise issues they address; determine the relevance of argument to issue and the relevance of premises to conclusion; and evaluate the strength of an argument by accurately applying principles of both formal and informal logic;
2. write out-of-class argumentative essays that are well composed, demonstrating a clear sense of issue and developing cogent lines of reasoning;
3. develop rhetorical awareness that will allow them to adapt their arguments to various audiences;
4. recognize the moral, as well as logical, dimensions of rational discourse;
5. write in-class analytical and argumentative essays typical of the critical-thinking component of "speeded" standardized graduate or professional-program admissions tests.

Criteria. Because both the Expository Writing and the Oral Communication courses prepare students for this course, enrollment requires satisfactory completion of (or receiving credit by examination in) both Expository Writing and Oral Communication. The course proposal and expanded course outline must clearly indicate how the course will include at least 3,000 words of original writing for evaluation and provide both instruction and practice in

1. the principles of organizing and writing argumentative essays for various rhetorical situations;
2. identifying issues; recognizing, analyzing, evaluating and constructing arguments (including treatment of deductive validity and soundness, inductive argument strength, and common deductive and inductive fallacies);
3. criticizing the written arguments of others;
4. discerning the relevance of premises to conclusions and the relevance of arguments to issues;
5. recognizing the uses and abuses of language in written argument;
6. finding, evaluating, and incorporating research materials, as well as attributing and documenting them accurately;
7. applying principles of fair-minded argument (including how to identify and respond to bias, emotion, and propaganda);
8. writing both in- and out-of-class argumentative essays.

Area II: Science and Mathematics

Lower-division foundation courses in Area II provide a basic understanding of the nature, scope, and limitations of mathematics, statistics, and the physical and life sciences, as well as an understanding of their breadth of application to other disciplines. Foundation courses in this area teach fundamental concepts in mathematics, science, and statistics, including the scientific method; consequently, these courses should not be interdisciplinary in nature. They also provide a vision of why this area is an important component of general education by placing basic knowledge in a larger context. (This might be accomplished by providing some historical perspective that includes great achievements in the discipline and their impact and/or by the examination of important contemporary issues and problems from the discipline.) Courses in this area should include an appropriate writing component to further students' understanding of basic scientific, mathematical, and statistical concepts.

Educational Objectives. After completing the foundation Area II courses, students should have an enhanced ability to

1. understand and appreciate the scientific method and its role in scientific inquiry;
2. understand the abstract logical nature of mathematics, as well as the applications and limitations of mathematics and statistics to other disciplines;
3. analyze problems in a structured way and to develop strategies for solutions using scientific, mathematical, or statistical principles;
4. understand and examine critically the scientific and mathematical aspects of issues and problems which arise in daily life;
5. articulate basic scientific concepts using appropriate vocabulary;
6. articulate basic mathematical and/or statistical concepts using appropriate vocabulary;
7. advance, with the necessary preparatory skills, to study the wider-ranging, cross-disciplinary Area II topics to be presented at the upper-division level.

Criteria. The course proposal and expanded course outline must clearly indicate how the course

1. provides a basic understanding of the nature, scope, and limitations of science, mathematics, or statistics;
2. facilitates the achievement of at least four of the desired educational objectives for Area II;
3. promotes an understanding of the breadth of application of science, mathematics, or statistics to other disciplines;
4. examines great achievements, considers important contemporary issues, or provides a context that establishes the importance of the discipline;
5. develops problem-solving and reasoning skills;
6. incorporates a writing component.

Courses in the Physical and Life Sciences should also

1. emphasize the methods of science, including systematic observation and experimentation;
2. emphasize essential concepts and ideas of one of the physical or life sciences;
3. include techniques and procedures for the design of experiments, data collection, and analysis, if the course incorporates a laboratory.

Courses in Mathematics and Statistics should also

1. emphasize essential concepts, ideas, and problem solving in mathematics or statistics;
2. have significant mathematical or statistical content;

3. promote understanding rather than merely providing instruction in basic computational skills.

Upper-division elective courses in this area must be integrative in nature, requiring application and generalization of basic scientific or mathematical knowledge from foundation Area II courses to new settings and problems. These courses may be interdisciplinary in nature, and could provide a capstone experience in science, mathematics, or statistics for students majoring in the Liberal Arts. Courses in this area also include writing as an integral part of the process of learning and discovery.

Educational Objectives. After completing the upper-division elective, students should have an enhanced ability to

1. integrate the concepts from foundation courses;
2. apply the fundamental scientific, mathematical, or statistical concepts from the foundation courses to solve problems in new or more advanced areas.

Criteria. The course proposal and expanded course outline must clearly indicate that the course is at the 300 level and has one or one or more prerequisites from the Area II foundation courses, as well as how the course

1. integrates concepts from foundation courses;
2. applies fundamental scientific, mathematical, or statistical concepts from the foundation courses to solve problems in new or more advanced area;
3. includes an appropriate writing component.

In addition to the above criteria, the following are strongly encouraged:

1. courses that are interdisciplinary in nature;
2. courses that include a significant writing component;
3. courses that examine contemporary issues in the discipline.

Area III: Arts and Humanities

Lower-division foundation courses in Area III provide a basic understanding of the traditions, values, and achievements found in literature, philosophy, and the fine and performing arts. Courses in this area foster, encourage, and improve students' ability to understand and respond--cognitively and affectively--to cultural achievements in both verbal and non-verbal forms. These foundation courses in the arts and humanities prepare students to see achievements within their broad historical and cultural context. These courses seek to improve and encourage students' ability to read with critical judgment and write with clarity, emphasizing writing as an integral part of the process of learning and discovery. They also cultivate an awareness of language and the arts as forms of expression valuable both in themselves and for developing critical awareness. By placing basic knowledge in a larger context, these courses provide a vision of why this area is an important component of general education.

Educational Objectives. After completing the foundation courses in Area III, students should have an enhanced ability to

1. understand the possibilities and limitations of language as a symbolic and expressive medium; differentiate between formal and metaphorical language;
2. read with insight, engagement, detachment, and discrimination; sustain an extended line of reasoning through both narrative and thematic development;

3. recognize crucial historical developments within the arts and humanities; appreciate the significance of major literary, philosophic, and artistic works;
4. understand the historical development of issues in the humanities in significant periods prior to and including the twentieth century; understand the ways that historical context can illuminate current problems and concerns;
5. grasp relevant aspects of the relationship of the arts and humanities to science and technology;
6. appreciate non-verbal forms of understanding and expression; appreciate the aesthetic and historical development of one or more of the visual or performing arts; understand the relationship between form and content;
7. understand currently accepted critical standards; understand the advantages and limitations of various schools of reasoning;
8. appreciate the relative cultural significance of canonical and non-canonical works of literature, philosophy, and the arts.

Criteria for Courses in Literature. The expanded course proposal and course outline must clearly indicate how the course

1. provides broad historical perspective on several significant literary periods (usually covering two or more centuries);
2. encourages a comprehensive understanding of literary achievements and their relationship to other literary achievements and to the social, cultural, and historical context in which they were written;
3. considers works from more than one genre and provides perspective on literary classification and conventions;
4. develops the skills of reading with insight, engagement, discrimination, and detachment;
5. develops the skills to analyze and evaluate a variety of literary approaches;
6. focuses on significant accomplishments by diverse writers from various world cultures;
7. serves as a Writing Intensive course in GE.

Courses in a language other than English must clearly indicate how the course meets the above criteria as well as

1. cultivates language skills that are advanced rather than basic;
2. emphasizes critical thinking and cultural understanding of a language other than English;
3. includes a significant amount of culture specific to the language being studied;
4. emphasizes an in-depth understanding of language, to include the difference between formal and metaphorical uses of the language being studied;
5. emphasizes a significant amount of literature in the language being studied, and focuses on these literary readings as the primary source of the in-depth, metaphorical understanding of the language being studied.

Criteria for Courses in Philosophy. The course proposal and expanded course outline must clearly indicate how the course

1. provides broad historical perspective on philosophy (including at least one ancient or medieval work, at least one modern work, and no more than one work from the twentieth century);
2. encourages an expansive understanding of philosophic achievements and their relationship to other philosophic achievements;
3. provides perspective on the implications of holding a particular philosophical position;
4. develops relies the skills of reading with insight, engagement, discrimination, and detachment;
5. develops the skills to analyze and evaluate a variety of philosophical positions;

6. relies upon primary texts for readings;
7. focuses primarily on major, recognized accomplishments in philosophy;
8. serves as a Writing Intensive course in GE.

Criteria for Courses in Fine and Performing Arts. The course proposal and expanded course outline must clearly indicate how the course

1. provides broad historical perspective on one or more of the fine or performing arts;
2. applies critical standards to the aesthetic appreciation of art;
3. includes critical analysis in the evaluation of the artistic endeavor;
4. presents the ways in which the art form has had an impact on cultural development;
5. applies appropriate learning strategies to the understanding of art forms;
6. provides perspective on the relationship of technology to the arts;
7. incorporates a significant amount of material from world cultural achievements;
8. provides practice in a specific art form, if the course includes an activity or a laboratory in studio or performance art;
9. provides assignments in writing that will form at least 25% of the students' total grade.

Upper-division elective courses in this area must be integrative in nature, requiring the application and generalization of knowledge and/or understanding from foundation Area III courses (as appropriate) to the advanced study of a subject or to new, but related, areas of inquiry within the arts and humanities. These courses may be interdisciplinary in nature, and should focus on achieving depth rather than breadth. Courses in this area also emphasize writing as an integral part of the process of learning and discovery. Attention to relevant issues of gender and diversity is encouraged.

Educational Objectives. After completing an upper-division course in the arts or the humanities, students should have an enhanced ability to

1. apply knowledge and understanding acquired in lower-division coursework in the arts or the humanities to the advanced study of a subject or to new, but related, areas of inquiry;
2. respond in depth to the kinds of arts-or-humanities issues approached in lower-division study;
3. appreciate the implications of a focused area of study;
4. appreciate the way in which relationships between one area of study and another provide perspective on knowledge.

Criteria. The course proposal and expanded course outline must clearly indicate that the course is at the 300 level, and have as prerequisites the completion of Area I and at least one or more foundation courses from Area III. The course proposal and expanded course outline should also clearly indicate how the course

1. explores in depth a subject in the arts or humanities;
2. provides perspective on the subject's relationship to other cultural achievements and to relevant issues of gender and diversity;
3. serves as a Writing Intensive course in GE.

Area IV: Society and the Individual

Lower-division foundation courses in Area IV provide students with a basic understanding of humans, their institutions, and their social achievements in both contemporary and historical contexts. Courses in this area prepare a student for the demanding tasks of civic

participation, life-long learning, the understanding of self and of the human community, and the achievement of perspective in time, space, and human diversity. Consequently, courses in this area should encourage students to see themselves in context with others, and to see the human experience as something that is both uniquely individual and communally comparable. By placing basic knowledge in a larger context, these courses provide a vision of why this area is an important component of general education. Courses in this area also emphasize writing as an integral part of the process of learning and discovery.

Educational Objectives. After completing the foundation courses in Area IV, students should have an enhanced ability to understand

1. physiological, psychological, and social influences on thinking and behavior; how the mind and body work in concert; issues of "nature" versus "nurture"; personal development; and the importance of maintaining physical and mental health;
2. how human beings act in concert; historically how communities have grouped together; basic interpersonal relationships (social, economic, political, and legal); the constant interplay in human society between the protection and elevation of the individual and the welfare of the community; how individual actions affect the whole;
3. organizations of public order, of commerce and labor, and of society (family, education, government, religion, and economy) and their origins; how humans create institutions and what they expect from them; and how institutions function to first reflect then shape human society;
4. the impact of history on the present and the future; how history affects the study of history; the importance of mythology; historical development in multidisciplinary terms (economic, political, sociological, institutional, intellectual, legal, and scientific); and the development of both western and non-western cultures;
5. how the environment affects human behavior; the human impact on the environment; the importance of geographic and environmental factors on the historical evolution of human society and economy; the interconnectedness of the planet, its natural resources, and its population;
6. the human experience in comparative terms by examining the diversity of experience from both individual and group perspectives with special attention to the issues of gender, ethnicity, and racial diversity on our planet;
7. the importance of empirical information and appropriate methodologies.

Criteria for Courses in Comparative Social Institutions. The course proposal and expanded course outline must clearly indicate how the course

1. provides an understanding of basic human social institutions in the context of the present and the past: family, government, economy, education, and religion, including their origins, structures, functions, patterns of change, and integration;
2. includes western and non-western societies in a cross-cultural, global perspective, and recognizes the growing interdependence of the global community and its environmental/geographic context;
3. develops an appreciation of cultural and social diversity, both domestically and globally, which includes an understanding of ethnic, gender, and class inequality;
4. introduces students to relevant methodologies;
5. includes an appropriate writing component.

Criteria for Courses in Political Economy. The course proposal and expanded course outline must clearly indicate how the course

1. focuses on resources, production, consumption, and market exchange, seen in the context of one another and of other forms of human activity over time and space; and gives a broad view of economic activity without specialized attention to only one aspect;
2. is comparative in nature, putting economic institutions in the context of the other four basic social institutions (family, government, religion, and education); stresses broad aggregates of economic activity rather than one particular sector; and discusses more than one single economic system;
3. covers international, including non-western, as well as domestic economic issues;
4. uses primary source material as appropriate;
5. blends the theoretical and the practical to make the material relevant to current issues;
6. includes an appropriate writing component.

Criteria for Courses in Self Development. The course proposal and expanded course outline must clearly indicate how the course

1. provides an understanding and appreciation of the self as an integrated physiological, psychological, and social being; and addresses issues relevant to the physical, emotional, intellectual, and social aspects of well-being;
2. presents the theories and methodologies used to examine the self, their contexts, and their advantages and disadvantages;
3. provides an understanding of the commonalties and individual differences among humans, and how these are expressed across the human life span and in a social or cultural context;
4. provides an opportunity for students to see practical application of classroom material for enhancing their own personal development;
5. includes an appropriate writing component.

Criteria for Courses in The American Experience. The course proposal and expanded course outline must clearly indicate how the course

1. meets the requirements for Title 5 Section 40404 which provides for the comprehensive study of American history and American Government;
2. outlines the impact of social, political, legal, and economic forces and events in the historical development of the US;
3. considers the rights and obligations of citizens in the political and legal system established by the US Constitution;
4. defines the political philosophies of the framers of the Constitution, the nature and operation of American political institutions and processes, and the system of jurisprudence which operate under that Constitution, as amended and interpreted;
5. explores the complex issue of gender in the United States;
6. explores the complex issues of race and ethnic diversity in the United States;
7. outlines the relationship between and among such factors as geography, history, religion, economics, cultural diversity, politics, and the rule of law in the development of the American nation;
8. covers the principles and practices of the political process, including political parties, interest groups, legislative politics, campaign practices, and the interrelationship between the executive, legislative, and judicial branches of the US government, over time;
9. encourages the fundamental assumption of the responsibilities of citizenship;
10. makes use of primary source material;
11. includes an appropriate writing component.

Upper-division elective courses in this area must be integrative in nature, requiring application and generalization of knowledge and understanding from foundation Area IV courses to the advanced study of a subject or to new, but related, areas of inquiry. These courses may be interdisciplinary in nature, and should focus on achieving depth rather than breadth. Courses in this area also emphasize writing as an integral part of the process of learning and discovery. Attention to issues of gender and diversity is encouraged.

Educational Objectives. After completing an upper-division course in this area, students should have an enhanced ability to

1. apply knowledge and understanding acquired in lower-division coursework in the area to the advanced study of a subject or to new, but related, areas of inquiry;
2. respond in depth to the kinds of issues approached in lower-division study in the area;
3. appreciate the implications of knowledge in a focused area of study;
4. appreciate the way in which relationships between one area of study and another provide perspective on knowledge.

Criteria. The course proposal and expanded course outline must clearly indicate that the course is at the 300 level and has two or more prerequisites from the Area IV foundation courses. (Although some courses may require specific prerequisites, most courses should require only the completion of coursework in two or more of the four sub-areas.) The course proposal and expanded course outline should also clearly indicate how the course

1. draws upon and utilizes the perspective of one or more of the multiple fields in the social and behavioral sciences and human life development;
2. makes an explicit connection between the perspectives of two or more of the Foundation Courses in Area IV;
3. serves as a Writing Intensive course in GE.

In addition, upper-division courses should, where appropriate,

1. include consideration, both past and present, of the social, economic, political, legal, and commercial institutions and behavior that are inextricably interwoven in either the US or international contexts;
2. cover the social, political, legal, and economic forces that influence the creation, development, evolution, and implementation of practical public policies in the American or international contexts;
3. examine the psychological, physiological, and social influences on the development of the self that influence and determine the quality of one's life as related to one's environment.

Area V: Technology

The technology elective should be integrative in nature, requiring the application and generalization of basic scientific and mathematical knowledge from foundation Area II courses. This elective should integrate the study of particular technologies with the critical examination of technology from multiple perspectives, which may include ethical, social, ecological, political, or economic viewpoints. By placing knowledge in a larger context, these courses provide a vision of why this area is an important component of general education. Faculty from all Colleges are encouraged to participate in this area. Courses satisfying the technology elective must include an applied component and cannot be entirely theoretical. Courses in this area also emphasize writing as an integral part of the process of learning and discovery.

Educational Objectives. After completing the technology elective students should have an enhanced ability to

1. understand the relationship between technology and its scientific basis;
2. understand and be able to articulate the considerations (which may include scientific, mathematical, technical, economic, commercial, and social) that are necessary for making rational, ethical, and humane technological decisions.

Criteria. Since courses satisfying the technology elective are integrative in nature and build on an Area II foundation, they must be upper-division and, as a minimum, require junior standing and have as a prerequisite the completion of Area II. If necessary, specific Area II foundation courses (e.g. Math 141, BIO 151, etc.) may be listed as prerequisites. Since GE technology elective courses should be designed to be accessible to a wide range of students, the prerequisites may not be overly restrictive. The course proposal and expanded course outline must clearly indicate how the course is accessible to a broad audience, as well as how the course

1. builds on the Area II foundation;
2. will instruct students about one or more areas of technology;
3. develops an awareness of how basic scientific and mathematical knowledge is used to solve technical problems;
4. develops an awareness of the methods used and difficulties inherent in applying technology to solve social, economic, scientific, mathematical, artistic, and/or commercial problems;
5. addresses the ethical implications of technology;
6. includes critical examination of technology from multiple perspectives;
7. provides students with an historical, contemporary, and future-looking perspective of the technology;
7. incorporates a writing component.

In addition to the above criteria, the following are strongly encouraged:

1. courses that are interdisciplinary in nature;
2. courses that examine local or current issues;
3. courses that address how new and emerging technologies impact society.

COLLEGE OF AGRICULTURE

Faculty Interest Questionnaires Received for
Academic Senate Committee Vacancies for 1998-2000

	<u>Department</u>	<u>Order of Preference</u>
<u>Budget and Long-Range Planning</u>		
No Vacancy		
<u>Curriculum</u>		
Glen Casey	Ag. Education & Communication	1 of 1
* Tim O'Keefe (incumbent)	Natural Resources Management	2 of 2
<u>Cultural Pluralism Requirement Subcommittee</u>		
No Vacancy		
<u>Faculty Affairs</u>		
No Vacancy		
<u>Faculty Awards (must be a DTA recipient)</u>		
No Nominations Received		
<u>Fairness Board</u>		
Nana Farkye	Dairy Science	1 of 3
Robert D. Vance	Food Science & Nutrition	1 of 1
<u>Grants Review</u>		
Jonathan Beckett	Animal Science	1 of 1
Nana Farkye (incumbent)	Dairy Science	2 of 3
Bill Hendricks	Natural Resources Management	1 of 1
* Phillip S. Tong	Dairy Science	1 of 1
<u>Instruction</u>		
Cindy Heiss	Food Science & Nutrition	1 of 1
* Tim O'Keefe	Natural Resources Management	1 of 2
<u>Library</u>		
No Vacancy		
<u>Program Review & Improvement</u>		
Nana Farkye	Dairy Science	3 of 3
<u>Research and Professional Development</u>		
No Vacancy		

* Indicates a willingness to serve as chair of the committee.

-35-
COLLEGE OF ARCHITECTURE AND ENVIRONMENTAL DESIGN

**Faculty Interest Questionnaires Received for
Academic Senate Committee Vacancies for 1998-2000**

	<u>Department</u>	<u>Order of Preference</u>
<u>Budget and Long-Range Planning</u>		
VACANCY - No Nominations Received		
<u>Curriculum</u>		
VACANCY - No Nominations Received		
<u>Cultural Pluralism Requirement Subcommittee</u>		
Michael Lucas	Architecture	1 of 2
<u>Faculty Affairs</u>		
No Vacancy		
<u>Faculty Awards (must be a DTA recipient)</u>		
No nominations received		
<u>Fairness Board</u>		
Michael Lucas	Architecture	2 of 2
Abraham Lynn (incumbent)	Architectural Engineering	1 of 1
<u>Grants Review</u>		
Gary R. Clay	Landscape Architecture	2 of 3
<u>Instruction</u>		
No Vacancy		
<u>Library</u>		
Gary R. Clay	Landscape Architecture	1 of 3
Paul Wack (incumbent)	City & Regional Planning	1 of 1
<u>Program Review & Improvement</u>		
No Vacancy		
<u>Research and Professional Development</u>		
Gary R. Clay	Landscape Architecture	3 of 3

* Indicates a willingness to serve as chair of the committee.

-36-
COLLEGE OF BUSINESS

**Faculty Interest Questionnaires Received for
Academic Senate Committee Vacancies for 1998-2000**

	<u>Department</u>	<u>Order of Preference</u>
<u>Budget and Long-Range Planning</u>		
Phil Fanchon	Economics	1 of 1
<u>Curriculum</u>		
Dan Bertozzi (incumbent)	Global Strategy & Law	1 of 1
* Joseph R. Biggs	Management	3 of 3
Terri Swartz	Marketing	2 of 2
<u>Cultural Pluralism Requirement Subcommittee</u>		
No Vacancy		
<u>Faculty Affairs</u>		
* Joseph R. Biggs (incumbent)	Management	1 of 3
<u>Faculty Awards (must be a DTA recipient)</u>		
No Nominations Received		
<u>Fairness Board</u>		
No Vacancy		
<u>Grants Review</u>		
* Doug Cerf (incumbent)	Accounting	1 of 1
<u>Instruction</u>		
Terri Swartz	Marketing	1 of 2
<u>Library</u>		
No Vacancy		
<u>Program Review & Improvement</u>		
* Joseph R. Biggs	Management	2 of 3
<u>Research and Professional Development</u>		
No Vacancy		

* Indicates a willingness to serve as chair of the committee.

-37-
COLLEGE OF ENGINEERING

**Faculty Interest Questionnaires Received for
Academic Senate Committee Vacancies for 1998-2000**

	<u>Department</u>	<u>Order of Preference</u>
<u>Budget and Long-Range Planning</u>		
No Vacancy		
<u>Curriculum</u>		
No Vacancy		
<u>Cultural Pluralism Requirement Subcommittee</u>		
No Vacancy		
<u>Faculty Affairs</u>		
No Vacancy		
<u>Faculty Awards (must be a DTA recipient)</u>		
No Nominations Received		
<u>Fairness Board</u>		
No Vacancy		
<u>Grants Review</u>		
No Vacancy		
<u>Instruction</u>		
H. Mallareddy	Civil & Environmental Engineering	1 of 2
<u>Library</u>		
H. Mallareddy	Civil & Environmental Engineering	2 of 2
<u>Program Review & Improvement</u>		
No Vacancy		
<u>Research and Professional Development</u>		
No Vacancy		

* Indicates a willingness to serve as chair of the committee.

-38-
COLLEGE OF LIBERAL ARTS

**Faculty Interest Questionnaires Received for
Academic Senate Committee Vacancies for 1998-2000**

	<u>Department</u>	<u>Order of Preference</u>
<u>Budget and Long-Range Planning</u>		
Dianne Long	Political Science	2 of 4
* Carl Lutrin (incumbent)	Political Science	1 of 1
<u>Curriculum</u>		
Simon Evnine	Philosophy	1 of 6
* Manzar Foroohar	History	1 of 1
* Doug Keesey (incumbent)	English	1 of 1
Dianne Long	Political Science	3 of 4
Michael B. Miller	Art & Design	2 of 3
* Barbara Mori	Social Sciences	1 of 1
<u>Cultural Pluralism Requirement Subcommittee</u>		
No Vacancy		
<u>Faculty Affairs</u>		
A. C. W. Bethel	Philosophy	1 of 1
Simon Evnine	Philosophy	5 of 6
<u>Faculty Awards (must be a DTA recipient)</u>		
* Calvin Wilvert	Social Sciences	1 of 2
<u>Fairness Board</u>		
No Vacancy		
<u>Grants Review</u>		
No Vacancy		
<u>Instruction</u>		
Simon Evnine	Philosophy	6 of 6
* Laura Freberg (incumbent)	Psychology & Human Development	1 of 1
Kristl Honda	Graphic Communication	3 of 3
Dianne Long	Political Science	4 of 4
<u>Library</u>		
Simon Evnine	Philosophy	3 of 6
Michael B. Miller	Art & Design	3 of 3
Debora Schwartz	English	2 of 2
Calvin Wilvert	Social Sciences	2 of 2

COLLEGE OF LIBERAL ARTS

Faculty Interest Questionnaires (continued)

Program Review & Improvement

Simon Evnine	Philosophy	4 of 6
Kristl Honda	Graphic Communication	1 of 3

Research and Professional Development

* Dwight DeWerth-Pallmeyer	Journalism	1 of 1
Simon Evnine	Philosophy	2 of 6
Kristl Honda	Graphic Communication	2 of 3
Dianne Long	Political Science	1 of 4
Michael B. Miller	Art & Design	1 of 3
Debora Schwartz	English	1 of 2

* Indicates a willingness to serve as chair of the committee.

-40-
**COLLEGE OF SCIENCE AND MATHEMATICS
 & UNIVERSITY CENTER FOR TEACHER EDUCATION**

**Faculty Interest Questionnaires Received for
 Academic Senate Committee Vacancies for 1998-2000**

	<u>Department</u>	<u>Order of Preference</u>
<u>Budget and Long-Range Planning</u>		
* Myron Hood	Mathematics	1 of 1
<u>Curriculum</u>		
No Vacancy		
<u>Cultural Pluralism Requirement Subcommittee</u>		
Patricia Davidman	UCTE	1 of 1
<u>Faculty Affairs</u>		
No Vacancy		
<u>Faculty Awards (must be a DTA recipient)</u>		
No Nominations Received		
<u>Fairness Board</u>		
No Vacancy		
<u>Grants Review</u>		
VACANCY - No Nominations Received		
<u>Instruction</u>		
No Vacancy		
<u>Library</u>		
No Vacancy		
<u>Program Review & Improvement</u>		
No Vacancy		
<u>Research and Professional Development</u>		
VACANCY - No Nominations Received		

* Indicates a willingness to serve as chair of the committee.

-41-
PROFESSIONAL CONSULTATIVE SERVICES

**Faculty Interest Questionnaires Received for
Academic Senate Committee Vacancies for 1998-2000**

	Department	<u>Order of Preference</u>
<u>Budget and Long-Range Planning</u>		
No Vacancy		
<u>Curriculum</u>		
No Vacancy		
<u>Cultural Pluralism Requirement Subcommittee</u>		
* Wendy Spradlin	CLA Advising Center	1 of 2
<u>Faculty Affairs</u>		
VACANCY - No Nominations Received		
<u>Faculty Awards (must be a DTA recipient)</u>		
Not Eligible		
<u>Fairness Board</u>		
Dave Ciano	Financial Aid	1 of 1
* Wendy Spradlin	CLA Advising Center	2 of 2
Meredith Takken (incumbent)	Financial Aid	1 of 1
<u>Grants Review</u>		
No Vacancy		
<u>Instruction</u>		
No Vacancy		
<u>Library</u>		
VACANCY - No Nominations Received		
<u>Program Review & Improvement</u>		
George Stanton (incumbent)	Assessment & Testing	1 of 1
<u>Research and Professional Development</u>		
VACANCY - No Nominations Received		

* Indicates a willingness to serve as chair of the committee.

Ballot for Faculty Interested in Serving on University GE Program

Name	Department	College	Classif	GE Com	Sub 1	Sub 2	Sub 3	Approve	Disapprove
------	------------	---------	---------	--------	-------	-------	-------	---------	------------

I Communication/Arts and Humanities (2 vacancies)

John Battenburg	English	CLA			Choice 2				
John Dobson	Finance	CBUS			Choice 2				
Tal Scriven	Philosophy	CLA			Choice 1				
John Hampsey	English	CLA			Choice 1				
Dwight Dewerth-Pallmeyer	Journalism	CLA		Choice 1	Choice 2				
A. Sofia Ramirez Gelpi	Modern Languages	CLA			Choice 1				
Ken Walker	Philosophy	CLA			Choice ?				

II Science and Mathematics/Technology (2 vacancies)

Ralph Jacobson	Chem & Biochem	CSM		Choice 1		Choice 2			
Dan Stearns	Computer Science	CENG		Choice 2		Choice 1			
James Harris	Electrical Engineering	CENG			Choice 1				

III Social and Behavioral Sciences (2 vacancies)

John Dobson	Finance	CBUS					Choice 1		
Chuck Slem	Psyc & Human Dev	CLA					Choice 1		
John Battenburg	English	CLA		Choice 1			Choice 3		
Richard Kranzdorf	Political Science	CLA					Choice 1		
John Harris	NRM	CAGR		Choice 1			Choice 2		
John McKinstry	Social Sciences	CLA					Choice 1		
Jim Coleman	Social Sciences	CLA					Choice 1		

GE Committee (4 vacancies)

George Lewis	Math	CSM		Choice 1					
Mike Wenzl	English	CLA		Choice 1					
John Harris	NRM	CAGR		Choice 1					
John Battenburg	English	CLA		Choice 1					
Ralph Jacobson	Chem & Biochem	CSM		Choice 1					
Dan Stearns	Computer Science	CENG		Choice 2					
Dwight Dewerth-Pallmeyer	Journalism	CLA		Choice 1					
Ken Walker	Philosophy	CLA		Choice ?					
Richard Saenz	Physics	CSM		Choice 1					

GENERAL EDUCATION OGRAM COMMITTEES 1997-1998

	<u>Department</u>	<u>College</u>	<u>Ofc/Dept</u>	<u>@calpoly.edu</u>	<u>Term Ending</u>
GENERAL EDUCATION GOVERNANCE COMMITTEE					
John Harrington (DIRECTOR)	English	CLA	2228/5067	jharring	2000
Russell Cummings	Aero Engr	CENG	1359/2562	rcumming	2000
John Harris	NRM	CAGR	2426/2702	jhharris	1998
George Lewis	Math	CSM	2333/2206	glewis	1998
Robert Smidt	Statistics	CSM	2001/2709	rsmidt	1999
Walter Tryon	Landsc Arch	CAED	2639/1319	wtryon	1999
Debra Valencia-Laver	Psyc & H D	CLA	1603/2033	dlvalenc	2000
Michael Wenzl	English	CLA	2159/2596	mwenzl	1998
Daniel Williamson	Economics	CBUS	1768/2783	dpwillia	2000

AREA I: Arts and Humanities Subcommittee

(liaisons to Area I Subcommittee: Mike Wenzl and Walt Tryon)

James Beug	Comp Sci	CENG	2824/2824	jlbeug	1999
Linda Bomstad	Philosophy	CLA	2330/2041	lbomstad	2000
Stacey Breitenbach	CENG Adv Ctr	PCS	1461/1461	sbreiten	1999
Charles Jennings	Art & Design	CLA	5066/1148	cjenning	1998 (lv-fall 98)
William Martinez (Chair)	Modern Langs	CLA	2889/1205	wmartine	2000
Carl Wooton	English	CLA	1264/2596	cwooton	1998

AREA II: Science, Mathematics, and Technology Subcommittee

(liaisons to Area II Subcommittee: Russ Cummings and George Lewis)

Del Dingus	Soil Sci	CAGR	2753/2261	ddingus	1999
Ralph Jacobson	Chem & Bioch	CSM	2796/2693	rjacobso	1998
Alyson McLamore	Music	CLA	2612/2406	amclamor	1998 (lv-98/99)
James Mueller	Math	CSM	2465/2206	jmueller	2000
Roxy Peck (Chair)	Statistics	CSM	2971/2709	rpeck	2000
Mary (Sam) Rigler	Chem & Bioch	CSM	1591/2693	mrigler	1999

AREA III: Social and Behavioral Sciences Subcommittee

(liaisons to Area III Subcommittee: Dan Williamson and Debra Valencia-Laver)

Dan Bertozzi	Global St & Law	CBUS	2874/5068	dbertozz	1999
Robert Cichowski	Liberal Studies	CLA	1328/2935	rcichows	2000
John Culver	Political Science	CLA	2984/2984	jculver	1998
Paul Hiltbold (Chair)	History	CLA	2885/2543	philtbol	2000
William Little	Modern Langs	CLA	2750/1205	wlittle	1999 (lv-fall 97)
Mary Pedersen	Fd Sci & Nutri	CAGR	6130/2660	mpederse	1998 (lv-spr 99)

John Battenburg
English Department

Petition to Serve on the GE or a GE Subcommittee

I am interested in serving on the General Education Committee or a General Education Subcommittee because of my background in teaching and research in the humanities and the social sciences, experience in curricular matters, and professional activities dealing with linguistic and cultural diversity.

My teaching and research activities in literature and linguistics provide me with unique opportunities to link the humanities with the social sciences. I believe my experience in these two areas as well as other diverse activities such as developing computer resources for instructional purposes or serving as a content educator in the UCTE allow me to approach the concept of general education in a eclectic manner. Although I am a faculty member in the English Department, my background assists me in approaching GE from a variety of perspectives.

I have also had a certain amount of experience in curriculum development. I serve as the Coordinator for the Teaching English as a Second Language (TESL) Certificate Program, and I also coordinated the Linguistics Minor until 1995. Establishing the TESL Certificate Program provided opportunities for me to develop new courses and submit proposals for approval of this program to various department, college, and university-wide committees. In addition to these activities, my service on the General Education and Breadth Area C Subcommittee in 1992-93 has exposed me to GE curricular matters.

Finally, my professional activities in the U.S. and abroad concerning linguistic and cultural diversity would assist me were I selected to serve on a GE Committee or Subcommittee. Most recently, I served as a Fulbright Lecturer in North Africa from 1995-97. I am convinced that American universities must do a better job of preparing individuals to live and work in multicultural and multilingual environments. Along with the U.S. cultural pluralism requirement, general education classes must provide students with insights concerning diversity issues.

Colman

MEMO

Date: 4/19/98

To: John Harrington, General Education Program

From: Jim Coleman, Social Sciences

Subject: Qualifications for Appointment to Sub-Committee III

As you know, I am currently a member of this subcommittee, but because of my sabbatical I only served for two quarters before my term expired. I feel very positively about the accomplishments of the subcommittee so far, and I would like to see our task through to completion.

I also feel that my direct knowledge of and involvement in the process of developing our goals and criteria will enable me to be a better judge of which classes meet the requirements for inclusion in the new GE package.

Aside from 23 (or is it 24?) years at Poly, my some of my other qualifications include service as the chair of my department's curriculum committee, as a member of the Academic Senate's Curriculum Committee, and currently as an Academic Senator. I was serving on the Senate when the GE template was hammered out and approved. I was very involved in the lengthy process of consultation with the Ad Hoc GE Committee and in the debate over ratification, so I feel I have good understanding of task before this subcommittee.

Sorry this is a bit late, but as I think you were informed I am on sabbatical this quarter.

Rationale for Serving on the General Education Committee

Statement of Dwight DeWerth-Pallmeyer, Assistant Professor of Journalism

I am interested in serving on the General Education Committee because I'm interested in the general courses we ask students to take at Cal Poly. Having attended three different types of universities myself (B.A. Valparaiso University, M.A. University of Minnesota, and Ph.D. Northwestern University) I am aware of the different types of graduation requirements typically offered in higher education. (I've also taught at a number of institutions, most notably Augustana College in Rock Island, Illinois and Utica College of Syracuse University.)

Personally, I have always been fascinated by university curricula which focus on a "Great Books" learning approach during the freshman or sophomore year. While I'm not sure such an approach would work in a polytechnic university, I think such an approach could be of great benefit to many students.

I'm also interested in the General Education Program at Cal Poly because I believe courses in the journalism program might fit within the auspices of the program, although they are currently not listed as options.

I'd be more than happy to share my feelings with committee members. Feel free to contact me at 756-5376 or at ddewerth@calpoly.edu.

DOBSON

California Polytechnic State University
San Luis Obispo, California 93407

Petition to serve on the GE Committee
Petition to serve on a GE Subcommittee

no second page -

Name: JOHN DOBSON Office Phone/Dept Phone 61606/61472

Department: FINANCE College: BUSINESS

Please prioritize your interest if more than one committee is selected.

I would like to serve on the following General Education Committee:

☐

GE Committee

2nd

☒

Subcommittee I Communication/Arts and Humanities

☐

Subcommittee II Science and Mathematics/Technology

1st

☒

Subcommittee III Social and Behavioral Sciences

John Dobson
(Signature)

2 April 98
(Date)

Please attach a one-page statement indicating your qualifications and reasons for applying to serve on a GE Committee.

Do you have plans to be on leave during the three-year term? ☐ YES ☒ NO

If so, when are you most likely to be on leave? _____

Please fill out and return this form to
General Education Program
Administration Building, Room 316

BY FRIDAY, APRIL 17, 1998

Hampsey

John C. Hampsey, Assoc Prof. - English Dept.

4/16/98

Application for Subcommittee I -- arts and humanities

- I have taught general education courses for 20 years at five different universities (Boston College, Boston University, MIT, Northeastern Univ, and Cal Poly):

- I was an Assistant Professor at Boston University in the College of General Education -- from 1983-88 where I taught in a General Education Program for 1st and 2nd year students -- courses in Humanities, History of Ethics, and surveys in literature and the arts.

- I was Chair of the Senate Adhoc Committee on General Education at Cal Poly from 1995-97, the committee which created, and successfully guided through the Academic Senate, new proposals creating the new GE Governance structure and the new GE Template and curriculum.

Statement for GE Subcommittee II Science and Mathematics/Technology Petition
James G. Harris
April 17, 1998

I wish to be appointed to the GE Subcommittee II Science and Mathematics/Technology. I am a tenured professor in the Department of Electrical Engineering and the Computer Engineering Program within the College of Engineering. I have served on the Academic Senate and the GE&B committee previously (1989-90), and have been elected to the Academic Senate for a term beginning in the Fall 1998. I served as a member of the Calendar and Curriculum committee that produced the "Visionary Pragmatism" report. I have also served the university as the Department Head of the Electronic and Electrical Engineering Department (1982-89) and as Director of the Computer Engineering Program (1993-97). During the 1990-92 academic years, I was a Program Director at the National Science Foundation in the Division of Undergraduate Education.

The reasons that I am applying for the Science and Mathematics/Technology subcommittee are that I have wish to review and to strengthen the GE&B requirements in this area at Cal Poly. There is general agreement that the United States is lagging other nations in the test scores which measure the preparation of high school graduates in the area of mathematics and science. Cal Poly stands in a unique position to directly address this issue within the CSU system in particular, and within California and the nation in general. We can provide new and innovative ways to prepare our graduates in this area, recognizing the problems encountered from K-12 performance. We can raise our expectations for the students so that they can be leaders in their disciplines through their improved understanding of college-level mathematics and science, and technology. These two objectives are particularly important for those Cal Poly graduates that continue their education to become teachers.

I have worked with faculty in the College of Science and Mathematics for a number of years, recently with a group of faculty associated with the Excellence in Mathematics, Science, and Engineering project. The EMSE project encompassed the lower division courses in Calculus, Physics, and freshman English, and included engineering projects. EMSE used student centered learning and the use of technology. Through this experience over the past five years, I have gained a deep insight into the issues of teaching math and science on this campus. I would hope to add this to my previous experience to help contribute to the development of the GE Mathematics and Science/Technology area at Cal Poly, and to make it a national model for undergraduate education.

John H. Harris' Reasons for Inclusion on GEB Committee(s) *J. H. H.*

The following is presented as a rationale for my selection:

Evidenced that Curriculum is Important

Academic Senate Curriculum Committee member 1979-1981, Chairperson 1980
Academic Minors Task Force Committee
College of Agriculture Curriculum Committee; 7 years service as member; chair
1985-1986
Natural Resources Management Department Curriculum Chairperson 1979,86,93
Developed 3 new classes for most recent curriculum cycle
Helped with development of Ethnic Studies course Ethnicity and the Land (ES
X360)

Evidenced Support and Leadership of GEB at Cal Poly

GEB Oversight Committee 1979-1981
GEB Blue Ribbon Task Force Committee 1992
GEB Area D Subcommittee; 8 years of service; one as Chairperson;
helped develop criteria for Area D course inclusion
GEB Oversight Committee 1997-1998
Teacher of GEB course(s) for 18 years

Personal Reasons for Selection

- open minded, honest, team player, willingness to listen, interpersonal skills, value centered decision maker, prepared, have a sense of humor, think service is important, effective evaluator, professionally trained in social sciences at the graduate level, persistent

I feel that service on the committee(s) at this time is another important window of opportunity for GEB. I wish to provide a leadership role in GEB at this point in time. The above pieces of information indicate that curriculum and GEB have been important to me for a long period of time with multiple statements of commitment. I think I bring both wisdom and willingness to do "new" in GEB.

Best wishes in your selection process.

STATEMENT OF INTEREST IN GEB COMMITTEES

RALPH A. JACOBSON, CHEM & BIOCHEM, CSM (APRIL 1998)

introduction I am currently serving on the GEB subcommittee for Science, Math (Stat) and Technology courses, and I would hope, as a bare minimum, to continue in that position. My appointment was for one year and one year of service only whet one's whistle to continue. One year of service also wets just enough to know that I am thirsty for more involvement. The next several years will be especially interesting, as new courses are developed to meet the new GEB criteria.

what am I applying for? This is a dual application, for either the Governing Board or to continue on the Sci/Math and Technology Subcommittee. Either one would be fine with me.

interest Other than my involvement this year, the most obvious reasons that I am interested in the GEB committees are because (1) I believe that GEB is a very important part of a college education, especially at a polytechnic institution. (2) I believe the new template offers some special opportunities to do GEB the "right" way. For example, the area electives, the GEB elective, and the technology course 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 makes some of the historical territorial issues less important than they were. (3) With respect to the Governing Board, I feel that a member from the laboratory sciences would offer a perspective of some of the sciences' unique concerns which is not currently available to the Governing Board. (I *do* realize that there is no way the Board could have a representative from every unique area.) (4) With 30 years of teaching experience and another 10 years of post-secondary study as a student, at a total of 5 different universities, I do bring the perspective of experience to my current subcommittee--this will continue!

qualifications (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 evolution of the Biochemistry majors' curriculum from an agricultural approach to the current molecular basis. This resulted in both a stronger major and in better service, through the Survey of Biochemistry course, to Agriculture students and others not in CSM. From 1985 on, I have helped develop the Biotechnology Minor and been a co-director. 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. My current interest in ethics in the sciences and the course (SCM 451) developed during a sabbatical at the University of Washington has brought me in close contact with people from Liberal Arts. I believe one of my strongest qualifications for either 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. I believe in and apply "writing across the curriculum" in *all* my courses. (4) My interest in curriculum includes committee service on the Senate committee on two occasions (total 3-4 years), a GEB sub-committee when the 1980's program was initiated, the CSM committee on many occasions including the last 4 years, and my departmental committee for over 10 years. 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.

subcommittee 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 enjoy applying to the GEB subcommittee and one which I want to continue, either on the governing board or the subcommittee

Kranzdorf

I have been a faculty member at Cal Poly since 1971. During my many years here I have constantly called for a broadly-based curriculum and one which moves beyond department boundaries. For instance, in the late 1970s I twice taught an interdisciplinary course entitled "SALT and the Arms Race" with Professor David Hafemeister of the Physics Department. For a number of years in the 1970s and 1980s I offered Politics Thru Films which studied how film makers have dealt with such subjects as American Politics, "The Communist Menace," and "The Strong and the Weak."

In the mid-1980s I initiated a course called The Politics of Global Survival which focused on nuclear issues in the first five weeks and environmental matters in the second half. The course has become part of the International Affairs concentration in Political Science and has a goodly number of students from other majors enrolled.

I leave for London in tomorrow to participate in the London Quarter program for the sixth time! Such is my belief in the importance of students moving beyond San Luis Obispo, California and the United States that I regularly proselytize the merits of the program to classes of other professors in Political Science and beyond.

At age 61 it would be easier for me "let somebody else do it" rather take on a task which will obviously take many hours in the course of three years. I offer my services, however, because I believe that for too long learning has largely taken place within departments rather than among them. I also am a strong advocate of a greater focus on international themes including non-western components. I am troubled by parochialism on campus and a reluctance to broaden our perspective in the last years of the 20th century.

It is critical that students come to look at the General Education program as much more than so many boxes to be checked off on the way to graduation. It is equally critical that the program be embraced by the faculty in all colleges on campus and not simply something which must be accepted, albeit reluctantly. There needs to be outreaching among students, faculty and administration alike which results in greater formal and informal openness on campus. An encouragement of greater participation than occurs at present is also necessary.

I conclude by reiterating that I am at a stage in my academic career in which I refuse to take on assignments that do not deeply involve me. I have a sabbatical next (1999) spring to produce a video on environmental issues in San Luis Obispo County. I will be rewriting a chapter in the fourth edition of a book that several of us in the Political Science Department have been involved in for a number of years. Serving on the Social and Behavioral Sciences GE Subcommittee is the one new major undertaking that I will take on beginning in September if given the opportunity.

One further matter: If selected, I have asked Randal Cruikshanks if he would take my place any quarter I am not on campus such as the spring of 1999 when I will be on sabbatical. He has said he would be happy to fill in. In addition, my sabbatical is on a local subject, hence I will not be traveling. It is quite possible that I will be able to attend sessions of the Subcommittee at that time.

Lewis

PERSONAL STATEMENT

I have a long record of service and interest in general education . I believe it to be an extremely important part of the undergraduate experience. I hope that my service on the GE Governance Committee this year will commend me to a full term.

QUALIFICATION STATEMENT ACCOMPANYING APPLICATION FOR MEMBERSHIP
ON THE SOCIAL AND BEHAVIORAL SCIENCES SUBCOMMITTEE OF THE
ACADEMIC SENATE GENERAL EDUCATION AND BREADTH COMMITTEE

FOR JOHN A. MCKINSTRY
SOCIAL SCIENCES DEPARTMENT

To my knowledge I have never been called "Mr. General Education," but the label might be an apt one. While my training was in a very specific sub-field of my discipline of sociology and I consider myself somewhat of an expert on the society of modern Japan, most of my teaching at Cal Poly has centered around general education courses.

In the GE & B paradigm in place for the past ten years, there is one D4a sociology course (SOC 105, Introduction to Sociology) and two D4b courses (SOC 315, Race and Ethnic Relations, and SOC 309, World System and Its Problems). For the past fifteen quarters, SOC 105 and SOC 315 have constituted more than eighty percent of my teaching duties. No, this is not punishment for some crime committed against my colleagues. I have always enjoyed teaching general education classes, and I consider that those kinds of courses, especially the lower division ones, involve the most important things we do at an institutions with an undergraduate teaching emphasis. Engaging students from a wide range of interests and future careers with some elementary insights from my discipline offers me the opportunity to maximize the impact I make as a teacher.

The issues and surrounding general education are the stuff of an on-going debate, both here and elsewhere. I have been witness to this debate, and in this debate, for my thirty years at Cal Poly. Decisions are never painless, and politicization of the process is always impossible to completely avoid. But I think I am familiar enough with the ideals, the motives, the fear, and the rationalizations to be of use to a committee considering the social and behavioral ingredients of general education.

Ramirez-Gelpi

From: Dr. A. Sofía Ramírez-Gelpí (aramirez@calpoly.edu)
Department of Modern Languages and Literatures
College of Liberal Arts

Date: April 16, 1998

Re: Application to GE Subcommittee I

I am very committed to excellence in education. As a result, I keep up with the latest teaching methodology, including the introduction of instructional technology, in the classroom. I am very enthusiastic and innovative in the classroom and the students respond with equal enthusiasm. But I also believe that excellence in education is achieved in the classroom as well as outside the classroom. The role of educator does not end once we walk outside the classroom. As educators, our goals are to create challenging environments where the students are encouraged to learn, and this environment is not limited to the classroom or the laboratory. We need to expand this environment so that the educational program of our students in Cal Poly is one of their best investments. Therefore, quality education goes hand in hand with good planning and administration. It is my desire to become a part of the team that works in devising, enhancing and improving the General Education Program.

I am at present a full-time Spanish Lecturer with the Department of Modern Languages and Literatures, teaching three multi-level classes every quarter; I also work in my capacity as Director of the MLL Language Laboratory; I am a member (faculty representative) in the Student Affairs Council; and the faculty advisor for the Spanish Club and Poly Escapes. These opportunities have allowed me to become more connected to Cal Poly and its student body and as a result I would like to assume a more vigorous and administrative role in the development and maintenance of a strong educational program here at Cal Poly.

GE Committee Application -- Richard Saenz

I would hope to make a positive contribution to the formulation and implementation of Cal Poly's General Education Program. My background has given me a broad view of what can and should happen in a general education program. This background includes teaching both support and general education courses in the physics and astronomy programs at Poly, as well as my experience teaching at a small liberal arts college and at an Ivy League university. My own undergraduate education at Berkeley has also been an important influence on my ideas regarding general education.

During my time at Poly, I have endeavored to keep strong contacts with colleagues and friends in many parts of the university, and to participate in activities that cross college boundaries -- examples include reading for the GWE, twice participating in the London Study Program, serving on the CLA Dean and Provost search committees, and serving on the London Study Advisory Committee.

The framework laid out in the draft "General Education 2000" and the Guiding Principles is one in which I will be able to work with the other members of the GE Committee and the subcommittees. I can listen with an open mind, contribute ideas of my own and work toward the necessary compromises to implement a General Education Program.

STATEMENT OF QUALIFICATIONS AND INTEREST

Tal Scriven
(Subcommittee I)

A decent measure of both my qualifications and my on-going interest in GE is my past participation in the bodies responsible for the implementation and governance of the GE program. Here is a summary of my past involvement:

- 1981: Member, School of Communicative Arts and Humanities Ad Hoc Committee on Critical Thinking Requirements
- 1982: Member, University GEB Subcommittee #2
- 1983-1988: Director, School of Communicative Arts and Humanities Critical Thinking Program
- 1984-1987: Member, University GEB Committee
- 1984-1985: Chair, University GEB Committee
- 1987-1988: Member, University GEB Subcommittee for Area C
- 1988: Chair, University GEB Subcommittee for Area C
- 1996: Member, University GEB Committee
- 1996: Member, University GEB Subcommittee for Area A

This represents only a part of the assignments for which I have volunteered.

Aside from these assignments, I have been a Cal Poly representative to both CSU and national conferences about critical thinking and general education and I have also served a total of seven years in the Academic Senate (during which times the issue of GEB was extensively debated).

I am well aware of the issues involved with the governance of the GE program and I am well known as an advocate for the importance and the integrity of the GE curriculum. In the past, advocacy along these lines has, far too often, degenerated into transparent turf disputes. I see an opportunity, these days, to get beyond mere partisanship and to build a program with a level of integrity apparent to all on this campus. I hope the reviewers of my application will see my experience and my concern as appropriate qualifications for this assignment.

Cal Poly San Luis Obispo
Psychology and Human Development Department

Memorandum

To : John Harrington, Director
General Education Program

Date : April 13, 1998

From : Chuck Slem *C.S.*
Psychology and Human Development Department

Copies :

Subject : Qualifications and Interest for Serving on Subcommittee III: Behavioral and Behavioral Sciences

I would like to serve as a "subject-area" representative to Subcommittee III. My primary teaching responsibility since 1975 has been General Psychology, a general education course that has been required for all Cal Poly students. For every quarter that I have taught since 1975, I have instructed a section of PSY 201, been coordinator for the team-taught PSY 202, or participated in the team-teaching of PSY 202.

I enjoy teaching psychology to a diverse group of students who are usually taking PSY 201/202 as a general education course and as their only exposure to a psychology course. It is particularly challenging to identify learning objectives based upon psychological knowledge that will serve the needs of students in the general education area of self-understanding, personal development, and understanding the behavior of others. I am committed to the principle that human beings can be understood as "integrated physiological, social, and psychological entities," and that our general education program should enable students to understand themselves and others from this perspective.

Over the years, I have thought a lot about the role of general education, and I have worked in a team-teaching context with colleagues to improve our general education course. Recently, I created an electronic syllabus (i.e., a web page integrating learning materials for the lectures and textbook) for PSY 202 that has been highly praised by students and colleagues. My concern about the quality of my own teaching in General Psychology played a large role in my being awarded as a Cal Poly Distinguished Teacher in 1993.

My background and interests in the social and behavioral sciences is very broad. I was trained as a clinical and community psychologist, but I also completed minors at the graduate level in sociology and organizational behavior. I would welcome the opportunity to serve on this committee.

State of California

California Poly State University
San Luis Obispo

Memorandum

To: John Harrington

Date: March 30, 1998

From: Dan Stearns

Subject: General Education Committee

I would like to serve on the General Education Subcommittee II for the following reason

I believe that an educated undergraduate should receive a broad general education. Since entering the academic world, I have been an advocate for a broad education, even for technical majors. See the attached published article from a SUNY faculty magazine; that article states my specific views on general education.

It concerns me that many Cal Poly students see little value in their general education; I would hope to make a slight contribution to improving our GEB program, both in perception and reality.

Related Qualifications and General Education Service

At Cal Poly

- London Study Faculty Member, spring 1998
- Member, Academic Senate GEB F2 subcommittee, 1995-1997
- Co-designer of completely revised curriculum, CSC Department, 1996-1997
- Grader, Cal Poly WPE exam, 1990-present
- Responsible instructor, CSC 302 (GEB F2) course, 1992-present
- Chair, CENG Technological Literacy Task Force, 1996

At SUNY Plattsburgh

- Member, General Education Committee, 1983-1986
- Instructor, team-taught upper division History GE course, 1982-1986

PLATTSBURGH: TRADE SCHOOL OR COLLEGE?

by Daniel J. Stearns

This past Christmas, on my annual trip to California, I encountered a high school friend who works for Apple Corporation. I wasn't surprised that we share a career in computer science; Silicon Valley nurtures legions of computer types. But I was taken aback when Ann questioned my career choice, and I found myself defending academic computer science programs against a corporate manager who refuses to hire computer science graduates. Her major argument is that computer science programs produce mimics. A typical graduate is an adequate practitioner of the craft, but can't create new solutions, draw logical inferences from data, or write a simple English sentence. (Apple has a strong corporate commitment to writing excellence; Ann and other Apple managers prefer to hire English majors and teach them the practice of computing.)

A few days ago, I was sitting in the basement of Hawkins Hall watching rows of students pounding at the keyboards in a race to finish some last-minute assignment. Most of those students have been cajoled by parents, pressured by guidance counselors, and encouraged by society to learn something "useful" in college. The college responds to that societal force by conveniently providing a four-year curriculum; enrollments are high and students obtain high-paying jobs. Then what is the problem? I think my friend Ann understands that we are simply producing adequate practitioners of a trade, not truly educated graduates, and there seems to be a rising tide of opinion that she is right.

Is there a solution? I suggest we simply eliminate the undergraduate computer science major and require all of our students to take a double major in philosophy and physics; they would become superior computer scientists. Since that goal is out of reach, I propose that each of our graduates be broadly educated before crossing the platform at graduation; let the trade schools and corporations teach the job skills. I believe our responsibilities to our graduates should include the following:

- a. teach them the history of technology and how technology pervades every aspect of western society;
- b. insist that they write and write and write until written expression become facile;
- c. demand that they read widely from original sources;
- d. require them to use the computer as a tool to solve real problems from a variety of disciplines;
- e. put them in front of many audiences to persuade, inform, and present information;
- f. help them find a sense of self-esteem in learning, and a belief that any job skill can be acquired without difficulty.

This list could be extended, but the point is that we are in many ways a lengthy and expensive computer trade school. When our students no longer believe they are in college to learn a trade, and Ann is ready to hire some of them, I will start to believe that we are a liberal arts college.

If "general education" refers to what every undergraduate in whatever major must read in order to be educated, then I have an enduring commitment to general education. I helped write our current general education curriculum when the state mandated it nearly twenty years ago, and I have taught in it for over two decades. I believe there is a core of texts that have informed Western Civilization since Homer and Genesis and which constitute our self conception. These texts create and express a common stock of ideas which we inherit, ideas of what it is to be a person replete with moral dignity and freedom, the nature of formed political groups, the idea of purposive history, of time, of the infinite God in relation to finitude, of nature as an ordered, knowable system, and the idea of progress from darkness to light, ignorance to knowledge, potential to act. These ideas are argued for by our best philosophic, scientific and mathematical minds just as our finest artists and architects express them non-propositionally. It is my conviction that the university owes its students the opportunity to immerse themselves in this inventory of ideas, ideas which disclose who they are and how and why they conceive of themselves as they do. Indeed, one of the ideas, the idea of the university as a free, reasoned and collective investigation into the way things are, provides the context for the current debate over the contents of general education. Without it, there would be no such discussion. I believe we stunt our students if we unhinge them from this their conceptual inheritance. We leave them bereft of self knowledge and in a real sense confirm them in their ignorance and time bound perspective. It is my conviction that every curriculum professes or implies what is good for students to know and to be, and in that sense, a curriculum partially states what its adherents understand as a good and worthwhile life, and because of that, I wish to be a part of the decision that makes that statement for Cal Poly.