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AGLS News

*The Newsletter of
the Association for General
and Liberal Studies*
Volume 17 Number 3
Spring 2001



Nominations sought for AGLS Executive Council and Joseph Katz award

Nominations for the AGLS Executive Council and the Joseph Katz award are now being solicited.

Executive Council

To nominate someone for a three year term on the Executive Council, please obtain the nominee's permission, and then send the name, affiliation, telephone number, and email address by May 30 to Bob Levy at ascrlevy@scifac.indstate.edu. The Nominating Committee will prepare a slate based on the individuals' backgrounds and the perceived needs of AGLS. It will be mailed to members prior to the Annual meeting for election.

Joseph Katz Award

A detailed description of the Joseph Katz award is given in the Winter 2001 issue of the AGLS Newsletter. It is presented every other year to recognize an individual who has made "Distinguished Contributions to the Practice and Discourse of General and Liberal Education." The recipient will have travel expenses paid to the

National Conference to be held Pittsburgh. Nominations should include the person's name, title, affiliation, along with a curriculum vita of the nominee, as well as 1) a brief description of the contributions the person has made to General and Liberal Education; 2) an account of how this person's commitment and activity has contributed to the improvement of the educational experiences of students on campus; 3) commentary on how this person's commitment and activity has contributed to her/his colleagues on campus; and 4) examples of how this person's commitment and activity has contributed to the understanding of the theory and practice of general/liberal education at the national level. Nominations should be sent by May 30 to Bob Levy at ascrlevy@scifac.indstate.edu.

Members of the Nominating Committee are:

Bob Levy, Chair
Vicky Weiss
Bob Frankle
Karen Schilling
Bruce Busby

*Send nominations by May 30
to Bob Levy at
ascrlevy@scifac.indstate.edu*

New humanities programs in Central Asian Universities

Last August, I was one of a team of five U.S. humanities educators who visited with colleagues at seven universities in three Central Asian NIS (Newly Independent States—former USSR members). Our trip, The Silk Road Project, was arranged by The Aga Khan Humanities Project (AKHP), headquartered in Geneva, and The Association for Core Texts and Courses (ACTC), which obtained a Mellon grant to cover our travel expenses. Since 1997, Dr.

Rafique Keshavjee, the director of the AKHP, had attended ACTC conferences; his encouragement of global connections between our American core humanities programs and those newly forming in Central Asia finally bore fruit, as we journeyed, over seventeen days, to and through Tajikistan, Kazakhstan, and Kyrgyzstan. My fellow-travelers were Susan Gillespie, Bard College's director of the International Institute on Liberal Education; Steve Zelnick, director of the Intellectual Heritage

*Continues,
next page*

Humanities programs in Asian Universities, continued

Program at Temple University; Tom Barfield, chair of Anthropology at Boston University; and Scott Lee, executive director of ACTC and an associate of the American Academy for Liberal Education, who wrote the grant and formed the team. As stated on the project's website (<http://www.friends-partners.org/oldfriends/ccsi/nisorgs/tajik/agakhan.htm>), the AKHP's goal is to "orient students to cultural pluralism and the foundations of civil society in traditional culture," through a curriculum focusing on "human diversity and human ideals; individuality and responsibility to community, society and the environment; understanding cultural creativity and decline; culture, innovation and applied reason; art and the human condition; and the relationship between the oral and the written tradition." Many things on this trip surprised me—most particularly the fact that these goals so closely mirror our own, both those for my own university's interdisciplinary core humanities program, and those for most general education humanities programs throughout the U.S.

A major difference, however, is the fact that our Central Asian colleagues more acutely realize the vital importance of these goals to establishing and maintaining their new nations as strong and healthy democracies. The cultures of these NIS are deeply rooted, but also non-homogeneous: many different peoples and perspectives have met—often, collided—since ancient times in these Silk Road territories. And, since the disintegration of the Soviet Union, the political and economic situation in Central Asian countries is exceptionally fragile. Thus, these university teachers are acutely aware that educating young adults in a liberal arts, gen. ed. humanities curriculum is essential for the public good: especially so, since core texts are drawn from Islam, the East, and the West.

If these students (these future national and world citizens) can, through study in this humanities program, attain (or even accept) its goals, and study its texts, then their homelands will, I think, be better equipped to handle the vicissitudes handed them by outrageous global fortune. The task is a hard one. As we conversed for many hours with each university's rector (president) and its AKHP faculty, exchanging ideas about intent, content and pedagogy, we learned about some of the difficulties they face. Textbooks are scarce; open discus-

sions between students and teacher are still a somewhat awkward novelty; and facilities are minimal (sometimes there aren't even enough lightbulbs). But the substantial monetary and spiritual support of The Aga Khan Foundation, as well as the careful preparation and enthusiasm of the hand-picked teachers for this project, make it likely that these courses will take root. If the project is successful, it is planned that all students at these universities will take the program's interdisciplinary humanities courses. The dream is a fascinating one, particularly for its potential of being realized. I found the dream contagious. As we rode, in the Aga Khan Foundation's new, white American Jeeps, across stunningly beautiful landscapes of steppe, lakes, rivers, and nearly impassable mountains, I questioned myself continually. This large region is fascinating for its obvious mixture of dep and rich cultural traditions and accomplishments, and for its present-day poverty and state of potential disruption (too often realized, as in Tajikistan's recent civil war). How can we, I ask myself—we American professors of general education, and humanities—more effectively join forces with our Central Asian colleagues in our

mutual quest to nurture open-minded, sensible, and knowledgeable world citizens?

Certainly, current technology can allow us to share ideas—and even, perhaps, classrooms; there is of course clearly potential for a program of enriching faculty and student exchanges; and ACTC currently has a project underway to send sets of books to the AKHP universities. There is even an ur-plan for an international humanities conference, perhaps in 2005, perhaps in Bishkek, the capital city of Kyrgyzstan. Certainly, too, there are exciting possibilities for AGLS cooperation with our sibling organization, ACTC, in planning future outreach and assistance to Central Asian universities. Constructing bridges is a great way to experience wonderful new views—and the Aga Khan Humanities Project offers us plentiful opportunities for making these mind-expanding connections.

Textbooks are scarce; open discussions between students and teacher are still a somewhat awkward novelty; and facilities are minimal (sometimes there aren't even enough lightbulbs).

***Prof. Peg Downes
The Univ. of North Carolina at Asheville
Co-director, The Asheville Institute on
General Education***

Changes in AGLS By-Laws

Art. VI, Section 2

CURRENT: The president of the Association shall be elected by the Association membership and hold office for one year beginning with the annual conference of the year of his or her term; the vice president/president-elect elected at the preceding election and holding office during the year shall become president of the next ensuing year. No president may succeed herself/himself in that office. The secretary-treasurer shall be elected for a three-year term. All officers of the Association shall be elected by the membership of the Association. Vacancies may be filled or new offices created and filled at any meeting of the executive council. Each officer shall hold office until a successor has been duly elected and shall have qualified.

Reasons for change to Art. VI, Section 2

For at least five years, the presidents, the executive directors, and members of the executive council have commented on how little time a president has to accomplish anything in the short period of a one-year presidency. After two thorough discussions (Nov. 2000 and Feb. 2001) of the issue, the executive council unanimously adopted the following change in By-Laws to enhance the leadership possibilities of the president of the AGLS. (See note on the right.)

PROPOSED: The president of the Association shall be elected by the Association membership and hold office for two years beginning with the annual conference of the year of his or her term; the vice president/president-elect is also elected

for a two-year term after which s/he becomes president. No president may succeed herself/himself in office. The secretary-treasurer shall be elected for a three-year term. All officers of the Association shall be elected by the membership of the Association. The past president shall remain as a voting member of the executive council for two years after his/her term as president.

Vacancies may be filled or new offices created and filled at any meeting of the executive council. Each officer shall hold office until a successor has been duly elected and shall have qualified.

Advisory Council formalized

A group of past presidents of AGLS has been serving in an advisory capacity for the last several years. The Executive Council decided to enhance the role of this group by giving it a permanent status in the Operations Manual of AGLS. This action does not require a vote of the membership.

The membership is asked to vote on the Art. VI, Section 2 proposed change. Please vote by e-mail either FOR or AGAINST this proposed change. Send your vote to tlowe@gw.bsu.edu

ADVISORY COUNCIL. Past presidents of the Association are invited, for as long as they maintain active membership in the Association, to serve on an Advisory Council. Time and space for a meeting of this group are arranged during each AGLS annual conference, so that they may discuss matters that deal with the

advancement of the mission of the Association and of its influence in American higher education. The group selects its own chair every two years, and this chair makes a report to the current president of the Association.

AGLS News is the newsletter of the Association for General and Liberal Studies. Send news, information, or queries to:

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Dean, School of Behavioral & Social Sciences
St. Edward's University, Box 1018
3000 S. Congress Ave.
Austin, TX 78704-6489
Or e-mail to marianh@admin.stedwards.edu

AGLS Conference Call for Papers

More Americans are “bowling along.” Or are they? Are Americans less engaged in civic affairs than a generation ago, or, in our increasingly technological age, are they rather finding new ways to connect, have a voice, and take part in community life?

Whichever is true, what roles do general and

liberal education play in preparing Americans to take an active part in their local, national and world communities? What roles are our institutes of higher learning playing in the lives of the communities of which they are a part? What has been our experience in acting on Ernest Boyer’s “recognition...that, in addition to research, the work of the academy must relate to the world beyond the campus?”

These are the questions the Association for General Liberal Studies proposes to address in its 2001 conference, “The Changing Face of Liberal Education for a Democratic Society.” We seek papers, panels, and colloquia addressing such themes as:

- Civic Engagement
- Scholarship of Application
- University-Community Partnerships
- Service-Learning
- Using Technology to Build Community
- History or Philosophy of General Education
- Models of General Education
- Collaborative Approaches to General Education
- Faculty Development and General Education
- Trends and Innovations in General and Liberal Studies
- Assessment
- Transfer and Articulation of General Education Credits
- Role of Two-Year Institutes in General Education

For further information or to submit a proposal by mail, e-mail or fax, contact:

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 Fax (412) 396-4859
 Aronson@duq.edu
 Or

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PROPOSAL FORM

Association for General and Liberal Studies
 41st Annual conference
 October 10-14, 2001

Title of Presentation: _____

Category Topic: _____

Abstract: Submit an abstract suitable for publication in the conference program. An abstract should be 50-100 words in length.

Proposed Presentation Format:

- Paper Panel Consulting Session
 Poster Session (papers could be shared)
 Participatory working session (papers could be distributed)

Minutes requested (check one) for Presentation:

- 15 30 45 60 75 (must be panel/workshop format)

Note: We must strongly discourage PowerPoint presentations due to the exorbitant cost of equipment.

Presenters: If you propose a presentation with more than one speaker, please include the following information for each person on an attached sheet. Indicate which speaker will serve as the contact person.

Name: _____

Title: _____

Institution: _____

Address: _____

City: _____

State/Zip: _____

E-mail: _____

Council for Administration for General and Liberal Studies Transfer Survey for Four-Year Institutions

Please complete the following and return by June 10, 2001:

Dr. Gail G. Evans, Director of General Education
Curriculum and Assessment
San Jose State University
San Jose, CA 95192-0030
Or submit via e-mail to: gevans@email.sjsu.edu

You can respond to the survey electronically at
<http://cstl.semo.edu/cagls/caglsurvey.htm>

Name of Instructor _____

Address _____

Contact Person _____ Title _____

Phone _____ E-mail _____

Characteristics of Institution:

Public Private Semester Quarter

Undergraduate (UG) Enrollment (head count) _____% of UG Enrollment that transfer from other colleges _____

Nature of General Education (GE) Program: # of units

- Core (all students take some courses) _____
- Distributive (students choose from list) _____
- Other (describe) _____

Size and Level of General Education Program: # of units

- Lower Division (LD) Coursework _____
- Upper Division (UD) Coursework _____
- Total GE units _____

Characteristics of GE Program

<i>GE Program</i>	<i>Requirement?</i>	<i>Units</i>	<i>Transferable?</i>	<i>Units</i>
	<i>(circle yes, no)</i>	<i>LD UD</i>	<i>(circle yes, no)</i>	<i>Min. Grade Max. Grade</i>
Composition	yes no	___ ___	yes no	_____
Speech	yes no	___ ___	yes no	_____
Math	yes no	___ ___	yes no	_____
Critical Thinking	yes no	___ ___	yes no	_____
Arts Studio	yes no	___ ___	yes no	_____
Art Appreciation/History	yes no	___ ___	yes no	_____
Philosophy	yes no	___ ___	yes no	_____
Religion/Ethics/Values	yes no	___ ___	yes no	_____
General Humanities & Arts	yes no	___ ___	yes no	_____
Literature	yes no	___ ___	yes no	_____
History	yes no	___ ___	yes no	_____
Government	yes no	___ ___	yes no	_____
General Social Science	yes no	___ ___	yes no	_____
Environmental Studies	yes no	___ ___	yes no	_____
Life Science	yes no	___ ___	yes no	_____
Physical Science	yes no	___ ___	yes no	_____
General Science	yes no	___ ___	yes no	_____
Service Learning	yes no	___ ___	yes no	_____
Cutlural Diversity (US)	yes no	___ ___	yes no	_____
Int'l/Global/Non-Western Cultures	yes no	___ ___	yes no	_____
Foreign Languages	yes no	___ ___	yes no	_____
Information Technology	yes no	___ ___	yes no	_____
Freshman Seminar	yes no	___ ___	yes no	_____
New Transfer Seminar	yes no	___ ___	yes no	_____
Senior Seminar/Capstone	yes no	___ ___	yes no	_____
Learning Communities	yes no	___ ___	yes no	_____
Wellness/Fitness/PE	yes no	___ ___	yes no	_____
Advanced Integrative	yes no	___ ___	yes no	_____

Survey continues on next page

Transfer/Articulation Agreements: (Check all that apply)

	GE	Major/Elect	Online?	Published?	Statewide	Campus-to-campus
Course to course (1 to 1)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Requirement to requirement (not specific to courses)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Program to program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Transfer Requirements

Minimum GPA _____ None
 Maximum # of Units toward degree _____ None
 Courses/requirements that must be completed prior to transfer _____
 _____ None

Transfer Evaluation Process

Who has primary responsibility for evaluating transfer records?
 Admissions & Records Student Services Staff
 College/School Staff Major Advisors
 Academic Department Staff Students Services Center

Who determines the equivalence/articulation of requirements and courses? (check ALL that apply)
 Articulation Officer Academic Department Decision
 Articulation Agreements College/School Decision
 Individual Faculty Decision

Who can overrule existing agreements i.e., appeals/petitions? (check ALL that apply)
 Student Service Advisors Deans
 Individual Faculty Major Advisors
 Designated Person/Office (specify) _____

What are the problems with the transfer evaluation process (check ALL that apply and describe problem)
 Speed of evaluation _____
 Agreement/Databases _____
 Availability _____
 Maintenance _____
 Online _____
 Statewide Agreements _____
 One to one _____
 Transfer Curriculum _____
 Community College Dissemination _____
 Work previously evaluated by other colleges _____

Rationale for decisions _____
 Burecratic processes _____
 Involvement of academic departments _____
 Petition process _____
 Mainimum grades for certain requirements _____
 Sequencing of courses _____
 Coherency of program _____
 Uniqueness of program _____
 Assessment of overall program _____

What works best in your transfer process? _____

Final comments/recommendations: _____

AGLS Executive Council 2001

The following is a list of Executive Council members. If you have any issues, concerns or questions you would like taken up by the Executive Council, please contact us. We would like to hear from you.

2001 President

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AGLS NEWS

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Return Service Requested

Is your membership in AGLS due for renewal? Look at your mailing label on this newsletter. The date following your name is the year your membership expires. Use the membership renewal form included here. If you think our records are wrong, or if you have questions about your membership, contact the Executive Director, Tom Lowe.

AGLS Membership Form

New Membership Renewal

Name _____

Department or Program _____

University/College Address _____

City, State & Zip Code _____

Phone _____

E-mail _____

Membership Fees

Faculty/Administration: One Year \$40 Two Years \$70 Three Years \$100

Student \$10 Institution \$60 Adjuncts \$25

Send with your check made payable to AGLS and mail to: B. Thomas Lowe, AGLS Executive Director, Dean of University College, Ball State University, Muncie, IN 47306