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AGLS News

*The Newsletter of
the Association for General
and Liberal Studies*
Volume 18 Number 3
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“Liberal Education and Character” Theme for 2002 National Conference

Call for Papers

Since at least the time of Plato, people have debated the connection, or lack thereof, between education and character. Can character be taught? Is general education—in two and four-year institutions—the place to teach it? What are the connections, if any, between liberal education and character? What roles do values play in the educational process?

These issues, hot topics of debate at all educational levels even today, will be explored in depth at the 2002 AGLS conference.

We invite proposals from faculty of two and four-year institutions for programs (interactive discussions and workshops are especially encouraged) on topics such as the following:

- The role of character in higher education
- Connections to values education in K-12
- Faculty as role models
- Internships, service learning, and character
- Character and values in general education programs
- Why character should/should not be deliberately taught
- Assessment of character development
- Faculty development for values education
- Other issues in general/liberal education

Deadline for Submission: June 15, 2002
Notification of Acceptance: Aug. 1, 2002
(See box for host information.)

About the Conference

The 42nd Annual Conference will be held Oct. 17-19, 2002, in Louisville, Kentucky.

Keynote Speakers will include:

- J. Herman Blake, Director of African American Studies Iowa State University
 - George R. Boggs, President & CEO American Association of Community Colleges
- Registration Fee: \$230—includes reception, two breakfasts, annual luncheon, and breaks. Meal tickets for spouses or guests will be available for a modest charge.

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

John H. Gottcent
University Core Coordinator
University of Southern
Indiana
8600 University Boulevard
Evansville, Indiana 47712
Phone: 812/464-1750
Fax: 812/465-7152
Gottcent@usi.edu

Conference Site

Camberly Brown Hotel
335 West Broadway
Louisville, Kentucky 40202
Phone: 502/583-1234

Rates: \$125 single or double

Built in 1923, this award-winning hotel has been at the center of Louisville social life since its opening. The Georgian Revival-style exterior is faced with brick and trimmed with stone and terra cotta. Interiors are richly

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**Conference
Information
continues**

appointed with antique furnishings and feature lovingly preserved details such as intricate plaster moldings, coffered ceilings, stained glass, Bottocino marble, polished brass, and mahogany and oak accents.

Free Upgrade! Those who register for the conference and make reservations at the hotel by September 30 will be entered into a drawing. Two lucky winners will receive free upgrades to the Camberly Club level!

About Louisville

Louisville's Standiford Field services most major airlines. Ground transportation to the hotel is free. Several interstates, including I-64 (east-west), I-65 (north-south), and I-71 (northeast-southwest) intersect at Louisville. Parking at the hotel is \$12 per night.

A unique blend of old and new, of southern charm and northern efficiency, awaits you in this most southern of northern cities (Or is it most northern of southern cities?). Its location on the falls of the Ohio River guarantees scenic river views, while its moderate climate

promises to be at its best in October.

Louisville Facts:

- For more than 126 years, the world has turned to Churchill Downs the first Saturday in May for the Kentucky Derby.
- The Belle of Louisville is the oldest operating Mississippi-style sternwheeler steamboat in existence today.
- Louisville's Main Street has the nation's second largest collection of cast-iron storefront facades. Only New York City has more.
- More tonnage passes through the McAlpine Locks and Dam System on the Ohio River, the busiest canal in the world, than the Panama Canal and Suez Canal combined.
- The population of the Louisville metropolitan area is approximately one million.
- Louisville Area Attractions: Churchill Downs Race Track, Speed Art Museum, Kentucky Center for the Performing Arts, Louisville Slugger Museum, Actors Theatre of Louisville, Caesars Indiana, and Falls of the Ohio State Park.

Recipe for the Hot Brown, a famous Louisville Dish

While John Nichols does not want to get the reputation of being the AGLS president who shares recipes with the membership, he found this recipe in the latest issue of the AAA member's journal!

Louisville Hot Brown

4 tablespoons butter	1/4 cup grated Parmesan
1 small onion, chopped	8 slices toast with crusts cut off
3 tablespoons flour	Slices of cooked chicken or turkey breast
2 cups milk	Crisp-fried bacon
1/2 teaspoon salt	Mushroom slices, sauteed
1/4 teaspoon white pepper	
1/4 cup shredded Cheddar	

Sauté onion in butter until transparent; add flour and combine. Add milk, salt and pepper and whisk until smooth. Cook on medium heat until sauce thickens, stirring occasionally. Add cheeses and continue heating until they blend. Remove from heat.

Put one slice of toast in four ovenproof individual serving dishes. Top each piece of toast with slices of chicken or turkey. Cut remaining toast slices diagonally and place on sides of sandwiches. Ladle cheese sauce over sandwiches. Place sandwiches under broiler until sauce begins to bubble. Garnish with bacon and sauteed mushroom slices. Serve hot.

An online archive of recent AGLS News issues (including 2001 and 2002) is now available online at

www.stedwards.edu/bss/AGLS/index.htm. There will soon be a link to this site from the AGLS website.

AGLS News is the newsletter of the Association for General and Liberal Studies.

Send news, information, or queries to:

Marianne Hopper, *AGLS News* Editor; 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

Also, see the **AGLS website** at www.bsu.edu/agls

AAC&U “Project on Accreditation & Assessment” Insert

The insert in this issue of *AGLS News* is a first publication from a two-year national project funded by Pew and conducted under the auspices of the Association of American Colleges and Universities. AGLS was heavily involved in this project. John Nichols was the project director, and Tom Lowe and Fred Janzow were representatives for AGLS and CAGLS respectively.

The project gathered both regional and specialized accreditors with the heads of important higher education associations. The inside—the centerfold!—of the brochure contains the consensus statements that this group reached on a concept of liberal education in

the 21st century. Note both the linearity (the numbering) and the circularity (the arrows) that are asserted within the articulation of the five facets of such a liberal education. None of the five “boxes” makes sense by itself.

There will be another publication this summer (if Tom and Fred get their stuff turned in!) that greatly expands on each of the five “boxes,” with examples and argumentation, and also presents a dozen models of senior-level assessment exercises that integrate general education and major outcomes (see box #5).

For further information, you may contact: nichols@saintjoe.edu.

Trends in the Liberal Arts Core: A Vision for the 21st Century

Formerly a FIPSE/Mellon project, now PHASE II: 2001-2005

ACTC announces a project designed to help institutions review and reform general, liberal education. Trends provides institutions:

- Latest data on U.S. Trends in General Education Curricula and Assessment of Liberal Education from 1978-2002.
- Peer Comparisons of an institution’s current General Education and Core Text Programs to programs in over 75 baccalaureate, comprehensive and research institutions across the nation.
- Site visit discussions with faculty and administrators and presentation on General Education Innovations.
- Conference of participating institutions at the project’s end with publication to follow.

Trends helps institutions to: Plan and carry out General Education Curricular Review or Reform, Align goals and assessments to General Education Curricula, Reorganize General Education Administration and Support, Highlight and Support Core Text Programs, Develop Co-curricular Support and Learning Communities, Build Recruitment and Retention, Develop Institutional Strategic and Market Planning, Prepare for and Co-

ordinate Accreditation and General Education Initiatives

Trends in the Liberal Arts Core is a former FIPSE, Mellon, American Academy for Liberal Education Project now entering its second phase as an ACTC service. ACTC is currently seeking 36 institutions to participate in this second phase.

ACTC held its annual, continental conference April 3-7, 2002, in Atlanta. Details may be found at ACTC’s website: <http://astro.temple.edu/~zelnick/actc/>.

For Information:

J. Scott Lee, Ph.D.

Executive Director, Association for Core Texts and Courses, Temple University, Philadelphia; Project Director of the ACTC project, “Trends in the Liberal Arts Core; A Vision for the 21st Century.”

jscottle@prodigy.net; (908) 359-7560

ACTC, Association for Core Texts and Courses, is soliciting institutions to participate in and to take advantage of the products and benefits of this national project.

What the AGLS Offers to Two-Year Faculty and Curriculum Administrators

I suspect that my first fourteen years of experience with general education are not atypical. I taught philosophy and English courses that students had to take. The students often made it easy for *me* to forget my purpose because they wanted to “get through” these courses in order to graduate and begin making money. But at least they provided me with a job. Administrators wanted the money generated by these courses; it financed the expensive programs that maintained enrollments. Of course, administrators had the chore of overseeing general education improvements in order to meet the accrediting body’s newest standards. Resistance to these improvements from faculty, who often saw little more value in general education than students, meant endless battles. Hell hath no fury like the chair of a program threatened by general education. Lost in this swirl of attitudes was the conversation about the significance of general education.

The Association of General and Liberal Studies offers an antidote to the blurred vision of many educators and students. For those who never fully appreciated general education’s essential role in a college education, there is no better group to work with. The philosophy and value of general education are central to the group’s activities. From its mission statement to its conference themes and breakout sessions, the AGLS keeps its goal of developing a liberally educated populace clearly in focus. For those teaching, developing, or administering general education, the AGLS strengthens the faith that a college education is more than job training, paper grading, and committee meetings. However, one should not assume the group limits its activities to esoteric discussions of educational philosophy.

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The AGLS conference offers faculty and administrators an opportunity to visualize implementations of these ideals. The cooperative sharing of practical applications helps faculty and administrators meld principles with action. I found myself on a general education committee before discovering the AGLS. I read the books about general education and looked at the models. Nonetheless, possibilities remained abstractions until I saw these ideals put in practice elsewhere and began talking to the people who make these visions realities. Yes, I sometimes hear representatives of small liberal arts schools describing general education courses or programs that would not fit at my school, considering its mission. Yet, even these contrasts stir the imagination to consider what is possible while challenging the myopic view that general education is a set of courses to get out of the way so technical training can be completed.

The AGLS also offers two and four-year faculty and administrators the benefit of a congenial environment for cooperative dialogue. Four-year faculty and administrators have led the charge for general education improvements, and they are willing to share their insights. My experience has been that they have a sincere interest in quality education for all students. College students increasingly make a two-year school the first stop in their college travels. Community college faculty must share their knowledge of the students who eventually make up a significant portion of the four-year student body. This dialogue enhances the vision of both groups, offers the hope of identifying common general education objectives, and paves the way for stronger articulation agreements, agreements essential for achieving the shared goal of liberally-educated students.

Does participation in the Association of General and Liberal Studies change all of the negative attitudes and resistance to general education? Of course not. My experience with the AGLS has changed *my understanding and my attitude*. The AGLS has provided me with theoretical insight, workable solutions, and invaluable companionship as I work to improve my institution's curriculum. Joining the group has helped give me the perspective that I need to push for improvements, and just as important, the support of others who have already dealt with these

problems. The AGLS cannot alter all the campus attitudes about and resistance to general education, but it can change the campus leaders who must elevate the discussion and enhance the quality of the education delivered to the students.

*Michael Gress
Coordinator of General Education
Professor of Philosophy and English
Vincennes University*

What AGLS Offers continues

A Non-Traditional Liberal Education

I propose that we can abstract seven defining characteristics of a traditional liberal education as the basis for creating a non-traditional, global, and trans-patriarchal liberal education that replaces the traditional Western, patriarchal liberal education. Traditional liberal education:

- 1) brings about integration of diverse ways of knowing,
- 2) leads to the differentiation of a moral perspective,
- 3) proposes a philosophical-spiritual perspective generated by a monistic principle of all reality,
- 4) is humanistic in that each human is considered to be a "micro-cosmos" of the "macro-cosmos,"
- 5) proposes that knowledge has value in itself,
- 6) inculcates the development of adulthood that creates internal harmony and enables one to be more effective in one's occupation, and
- 7) disposes one to express leadership and/or to participate in and contribute to the common good of various types of communities.

First characteristic

Bring about participatory dialogue that

Bring about participatory dialogue that creates a shared vision among people representing diverse areas of knowing. The shared vision represents the integration of diverse areas of knowing in a particular context.

creates a shared vision among people representing diverse areas of knowing. The shared vision represents the integration of diverse areas of knowing in a particular context.

Collaborative dialogue will produce partnerships to carry out the shared vision and modify it based on the experience of trying to carry it out. Thus, this integration of knowing via creative dialogues is a dynamic process that replaces the static, philosophical integration of knowledge proposed by traditional liberal education.

Second characteristic

The moral perspective should promote:

- 1) philosophical principles of morality and Gilligan's "ethic of care,"
- 2) mutuality of philosophical morality and ethic of care,
- 3) ethical guidelines associated with the core spiritual values of American democracy, and

4) other aspects.

Third characteristic

The monistic principle of all reality is the spiritual center in every human. This spiritual center, which I call SOUL, not only generates

Readers are invited to make brief responses to the articles and editorials in this newsletter. Such responses may be published in a later newsletter under a Responses column. Send your response to the editor.

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*Non-Traditional
Liberal Education
continues*

human individuation which leads to the desire to express free choice, it is the basis on which we Americans claim that all humans are born equal (“all men are created equal” in the Declaration of Independence).

Fourth characteristic

Develop a “humanistic” rather than a dogmatic understanding of the monistic principle. SOUL could be thought of as a manifestation of God or of Brahman or Atman or Te or as a non-theistic principle unto itself. This humanistic perspective allows for diverse philosophical-theological or non-theological-philosophical interpretations. It does not require commitment to any absolutely True religion or philosophy, but it does require a commitment to the core spiritual values of American democracy. This commitment allows for the perspective: “The core spiritual values may not be absolutely true, but they are at least valid for “my” present situation here in America.”

Fifth characteristic

Replace “intrinsic value of knowledge” with the mutuality of objective knowing (essential knowing) and subjective knowing (existential knowing).

Sixth characteristic

Replace the patriarchal definition of maturity with a transpatriarchal definition of individualism that includes:

- 1) creating a mutuality by transcending the opposition between utilitarian and expressive individualism,
- 2) developing emotional intelligence,
- 3) becoming aware of diverse personality types, e.g., MBTI and the Enneagram,
- 4) promoting creative learning involving experiential insights that are objectified in some way and that lead to greater human individuation.

Seventh characteristic

One’s education should help build and maintain trans-patriarchal communities. This involves educating people to participate in creative dialogue and to develop diverse types of leadership all of which are characterized by implementing creative dialogue leading to diverse collaborative partnerships.

*Don Pribor
Professor of Biology
The University of Toledo*

AGLS Executive Council 2002

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.

2001/2002 President

John Nichols
NEH Distinguished Teaching Professor
Box 895
Saint Joseph's College
Rensselaer, IN 47978
Off (219) 866-6133 Fax (219) 866-6300
E-mail: nichols@saintjoe.edu

Past President / 2000 AGLS President

Robert Levy
Coordinator of Gen. Ed. (Emeritus)
Professor of Psychology (Emeritus)
6321 Tanglewood Road
Terre Haute, IN 47802
Off (812) 894-2120
E-Mail: ascrlevy@scifac.indstate.edu

Vice President / 2002-2004 Pres. Elect

Rob Mauldin
Director General Education
Professor of Chemistry
Shawnee State University
940 Second Street
Portsmouth, OH 45662
Off (740) 351-3137 Fax (740) 351-3501
E-mail: rmauldin@shawnee.edu

Advisory Council Convenor

Janice Green
New England Resource Ctr Higher Edu.
12 Royal Crest Drive #6
North Andover, MA 01845
Off (978) 689-8494
E-Mail: jangreen66@aol.com

Secretary Treasurer

Barbara Frankle
Dean of Faculty Academic Affairs
Lemoyne-Owen College
807 Walker Avenue
Memphis, TN 38126
Off (901) 942-7305 Fax (901) 942-7373
E-mail: barbara_frankle@loc.edu

Editor of The AGLS Newsletter

Marianne Hopper, Dean
School of Behavioral and Social Sciences
St. Edward's University
Box 1018, 3001 S. Congress Avenue
Austin, TX 78704-6489
Off (512) 448-8551 Fax (512) 448-8492
E-Mail: marianh@admin.stedwards.edu

2001 Conference Planner

Roberta Aronson, Director
The Honors College and Program Dev.
Duquesne University
212 College Hall
Pittsburgh, PA 15282
Off (412) 396-1818 Fax (412) 396-5197
e-mail: aronson@duq.edu

2002 Conference Planner

John Gottcent
University of Southern Indiana
8600 University Blvd.
Evansville, IN 47712
Off (812) 464-1750 Fax (812) 465-7152
e-mail: gottcent@usi.edu

Executive Director

Thomas Lowe
Dean, University College
Ball State University, NQ 323
Muncie, IN 47306
Off (765) 285-1511 Fax (765) 285-2384
E-mail: tlowe@bsu.edu

Secretary to the Executive Director

Rebecca Amato
University Core Curriculum
NQ 323, Ball State University
Muncie, IN 47306
Off (765) 285-2385 Fax (765) 285-2384
E-mail: bamato@bsu.edu

Executive Council Members Oct. 1999-Oct. 2002

Margaret J. Downes
Department of Literature
228 Carmichael Hall CPO #1620
One University Heights
Asheville NC 28804-8505
Off (828) 251-6809
E-Mail: downes@unca.edu

Mary Ellen Pitts
Director, Writing Center
Rhodes College
2000 N. Parkway
Memphis TN 38112
Off (901) 843-3293 Fax (901) 752-0762
E-Mail: pitts@rhodes.edu

Patricia Richard
Dean, University College & Assoc. Provost
for Undergraduate Studies
Ohio University
140 Chubb Hall
Athens OH 45701
Off (740) 593-1935 Fax (740) 593-0206
E-Mail: richard@ohio.edu

Executive Council Members Oct. 2000-Oct. 2003

Belinda C. Anderson
Vice President for Academic Affairs
Virginia Union University
1500 N. Lombardy Street
Richmond, VA 23220
Off (804) 257-5606 Fax (804) 257-5800
E-Mail: bcanderson@vu.edu

Anne-Marie McCartan
Provost and Dean
Richard Bland College
of The College of William and Mary
11301 Johnson Road
Petersburg, VA 23805
Off (804) 862-6210 Fax (804) 863-1666
E-Mail: amccartan@rbc.edu

Gil Porter
Associate Vice Provost for Undergraduate
Studies
General Education Program
The Conley House, 602 Sanford Street
University of Missouri-Columbia
Columbia, MO 65211
Off (573) 882-6805 Fax (573) 884-4690
E-Mail: porterm@missouri.edu

Executive Council Members Oct. 2001-Oct. 2004

Ron Daniel
Assoc. Provost for Undergraduate Programs
Virginia Tech
330 Burruss Hall (0132)
Blacksburg, VA 24061
Off (540) 231-3341 Fax (540) 231-7211
E-Mail: rdaniel@vt.edu

Michael Gress
Coordinator of General Education
Professor of Philosophy and English
Vincennes University
1002 N. First St.
Vincennes, IN 47591
Off (812) 888-5441 Fax (812) 888-5531
E-Mail: mgress@indian.viu.edu

Fred Hinson
Assoc. Vice Chancellor for Academic Affairs
& Director of General Education
Western Carolina University
560 HFR Adm. Building
Cullowhee, NC 28723-9015
Off (828) 227-7498 Fax (828) 227-7498
E-Mail: hinson@wcu.edu

Representative of Council for Admin. of General & Liberal Studies

Bill Jenkins
Coordinator of General Education
Youngstown State University
1 University Plaza
Youngstown, OH 44555
Off (330) 742-2983 Fax (330) 742-7169
E-Mail: wdjenkin@cc.yzu.edu

Representative of Historic Black Colleges

Phyllis Worthy Dawkins
Co-Director, HBCU Faculty Development
Network
Johnson C. Smith University
100 Beatties Ford Road
Charlotte, NC 28216-5398
Off (704) 378-1287 Fax (704) 378-1281
E-Mail: pdawkins@jcsu.edu



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AGLS NEWS

c/o Marianne Hopper
School of Behavioral & Social Sciences
St. Edward's University, Box 1018
3000 S. Congress Ave.
Austin, TX 78704-6489

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 _____

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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