

4-24-1989

Global Interdependence and Cultural Diversity

The College at Brockport, College Senate

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Resolution 16 1988-89

Faculty Senate

President Van de Wetering
Administration Building
7th Floor

TO: President John E. Van de Wetering

FROM: The Faculty Senate Meeting on 4-24-89
(Date)

RE: I. Formal Resolution (Act of Determination)
II. Recommendation (Urging the fitness of)
X III. Other (Notice, Request, Report, etc.)

SUBJECT: Global Interdependence and Cultural Diversity



Signed *John E. Van de Wetering*
(For the Senate)

Date Sent 4-26-89

TO: The Faculty Senate

FROM: President John E. Van de Wetering

RE: I. Decision and Action Taken on Formal Resolution

- a. Accepted. Effective Date Fall 89
- b. Deferred for discussion with the Faculty Senate on _____
- c. Unacceptable for the reasons contained in the attached explanation

II. III.

- a. Received and acknowledged
- b. Comment:

DISTRIBUTION: Vice Presidents: (Cover page only)
Faculty Senate per request/attachment.

Others:

Distribution Date 5/3/89 Signed: *John E. Van de Wetering*
(President of the College)

I. INTRODUCTION

- A. The faculty, through the Faculty Senate, recommended addition of the phrase "foster an understanding of global interdependence and cultural diversity" to the mission statement of the College. This recommendation was accepted by President Van de Wetering, effective April 4, 1988.
- B. The mission statement applies to all aspects of the operation of the College.
- C. Many aspects of the College, such as admissions, finances, and co-curricular activities are within the authority and responsibility of the President and administrative staff.
- D. The formal educational program (curriculum) of the College is within the individual and collective authority and responsibility of the faculty.
- E. The faculty have the authority and responsibility to interpret the mission statement phrase "...global interdependence and cultural diversity" as it applies to the formal educational program of the College.

II. DEFINITIONS

- A. GLOBAL INTERDEPENDENCE: For purposes of consideration in the curriculum of the College, the faculty defines this term as follows:
 1. Within the context of the worldwide environment, global interdependence refers to the fact that individuals, groups, and nations anywhere in the world are positively and/or negatively affected by natural, ecological, and technological events, and by decisions, behaviors, and collective actions of other persons, groups, and nations anywhere else in the world.
 2. Within the context of the United States, global interdependence refers symbolically to the fact that persons, groups, and organizations in any cultural, ethnic, racial, gender-based, language-based, religious, or similar context are affected positively and/or negatively by natural, ecological, and technological events, and by decisions, behaviors, and collective actions of persons, groups, and organizations in any other cultural and similar context within our nation.
- B. CULTURAL DIVERSITY: For purposes of consideration in the curriculum of the College, the faculty defines this term as follows:
 1. On a worldwide basis, cultural diversity refers to the comparative differences in values, intellectual perspectives, social institutions, customs, personal behaviors, and all other aspects of human life in various societies, nations, and their smaller units.

2. Within the United States, cultural diversity refers to the comparative differences in values, intellectual perspectives, social institutions, customs, personal behaviors, and all other aspects of human life which result from ethnic, racial, gender-based, language-based, religious, and other heritage factors in various cultural, regional, residential, and similar contexts within our nation.

III. RATIONALE FOR ADDING THE PHRASE "G.I. & C.D." TO THE MISSION STATEMENT OF THE COLLEGE

- A. The increasing interdependence of the countries of the world and the resurgent awareness of the cultural diversity within the United States have profound implications for the future of higher education. Brockport has compelling educational reasons to structure its mission to prepare students for the complexities of the modern world. These include:
 1. Increasing interrelatedness of all societies, nations, groups, and persons in scientific, technological, environmental, artistic, sports, economic, political, religious, military, health, social welfare, educational, and similar aspects of life in the "global village."
 2. Increasing personal, group, organizational, and national communications, travel, economic production, social interaction, and professional and scientific discourse between citizens of the United States and those of other nations.
 3. Within the common culture of our society, increasing self-consciousness, enhancement, and practice of diverse ethnic, racial, religious, gender-based, and language-based cultural values, behaviors, and social relationships.
 4. Changing proportions and patterns of racial, ethnic, religious, and similar cultural groups in the world and the United States, due to differential birth rates, immigration patterns, population mobility, rising expectations, and other factors changing the demographic character of the world and U.S. population.
 5. Increasing personal, group, organizational, and other communications, travel, economic production, social interaction, and professional and scientific discourse among members of diverse cultural 'communities' within the United States.
- B. As a public institution, SUNY College at Brockport fulfills a major educational function in society by preparing students to understand and live in relationship to a world characterized by global interdependence and cultural diversity. The faculty of the College have, in the past, developed and modified the curriculum and academic structure of the college in recognition of this responsibility. Examples include development of:
 1. Departments of Anthropology, Foreign Languages, and African and Afro-American Studies.

2. Major Study Programs in American Studies, International Studies, and International Business & Economics.
3. Interdisciplinary Minors in Latin American Studies, Canadian Studies, Asian Studies, and Environmental Studies.
4. Special programs such as the Bilingual Multicultural Concentration, International Education Program, and Women's Studies Program.
5. A 'Comparative Perspectives' requirement in the General Education component of the curriculum. This perspective focuses on non-western, Third World, or developing societies.
6. New courses, or modification of existing courses, in several majors in the professions, humanities, arts, and the sciences, reflecting interdependence and cultural diversity on a global and/or national scale.

IV. IMPLICATIONS OF THE NEW MISSION STATEMENT PHRASE "G.I. & C.D." FOR THE EDUCATIONAL GOALS AND CURRICULUM OF THE COLLEGE

A. Educational goals for all students who attend SUNY College at Brockport.

All students should learn:

1. A basic understanding of the reality of global interdependence in both worldwide and national contexts and the many ramifications of this interdependence for personal, group, organizational, and international relationships, actions, and behaviors.
2. A basic understanding of the diverse cultures of the world and of the United States as people define and meet common human needs in the varying contexts of their natural and social environments.
3. A basic understanding of one's cultural pattern in comparison with other cultural patterns, and their common and unique 'roots' in familial, cultural, national, and worldwide contexts of life.
4. A basic capacity for objective perception and empathy for persons of all cultures.
5. A basic capacity to communicate, interact, and respect all persons of varying cultural backgrounds.

B. Implications for the General Education component of the curriculum of the College.

Under the guidance of the General Education Coordinating Committee and the Undergraduate Curriculum Committee of the Faculty Senate:

1. Current courses in the General Education component related to one or more of the above goals should be continued and enhanced as deemed appropriate by the faculty responsible for each course.

2. Other existing courses in the General Education component should be evaluated and modified relative to the above goals as deemed appropriate by the faculty responsible for each course.
 3. The G.E.C.C. should consider new courses for this component of the curriculum relative to the above goals within the present allocation of faculty and financial resources to the General Education Program.
- C. Implications for the educational goals and curriculum in the various majors, minors, certifications, concentrations, studies, and graduate programs offered by departments and other academic units of the College.
1. The educational goals of each of the more than 40 majors, etc., referred to above should be reviewed by the relevant faculty unit as to whether, and to what extent, any changes are deemed appropriate to the mission statement reference to "G.I. & C.D."
 2. The required and elective courses which comprise a major or similar program should be reviewed by the relevant faculty unit and individual faculty member as to whether, and to what extent, any appropriate changes in course content, methodology, etc., would implement any changes in educational goals for the major or other program.
 3. New required or elective courses in the major that would implement any educational goal changes should be considered in the context of the present allocation of faculty positions and financial resources to the relevant faculty unit.
- D. Implications for the educational goals and content of courses offered as 'free' or 'unattached' electives available to some or all students.
1. The faculty member responsible for such a course should review the educational goals and content for the course as to any appropriate changes which may result from the mission statement reference to "G.I. & C.D."
 2. New elective courses which may implement the mission statement reference to "G.I. & C.D." should be proposed within the present pattern of responsibilities assumed by the relevant faculty member.
- E. Implications for curricular planning and coordination.
- Individual faculty members and academic units planning curricular modifications relative to "G.I. & C.D." may want to consider:
1. Cultural values, attitudes, and behaviors are learned early in life, often are held intensely, and are supported by social systems of families, communities, and nations.
 2. A body of conceptual and methodological literature is available relative to acculturation and intercultural education.

3. Curricular activities can be planned and integrated with co-curricular events and activities on campus in a mutually re-enforcing pattern which enhances the educational function.

V. Implications for the use of future faculty positions and financial resources allocated to the curriculum of the College.

- A. The mission statement of the College contains various goals and directions relevant to the development of the formal educational program (curriculum) of the College as a total institution.
- B. All of these goals and directions have potential merit in the allocation of future faculty positions and financial resources which may become available to the College.
- C. The addition of new items, or the order of their listing in the mission statement, is not intended to confer a priority ranking in goals and directions for the curriculum of the College.
- D. No department or other academic unit is required or expected to contribute to every goal or direction in the mission statement of the College.
- E. Future faculty positions and financial resources may be allocated or reallocated to departments or other academic units on the basis of their curricular contributions to any of the various goals or directions of the mission statement.

Respectfully submitted,

Faculty Senate Ad Hoc Committee on Global Interdependence and Cultural Diversity

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