



General Education Task Force

Executive Committee Update Meeting with Q&A

Tuesday, December 12, 2023
106

3:20 - 4:20 pm

CAS

Agenda for today

1. Introductions
2. The Past: a brief history of the endeavor
3. The Present: Fall 2023 & Spring 2024
4. The Future: GE Fellows & Pilot Faculty
5. Q & A

Introductions: GETF Executive Committee

Rachel Evans, Chair, Theatre Conservatory

Robyn Roebuck, Assistant Vice President, Academic Affairs

Bridie Chapman, Acting Associate Dean, DGEIS

Liza Bolitzer, Assistant Professor , Ed. Leadership & Secondary Ed.

Alex Guzman, Assistant Professor, Bilingual, TESOL, World Languages

579 days ago...



OUTCOMES

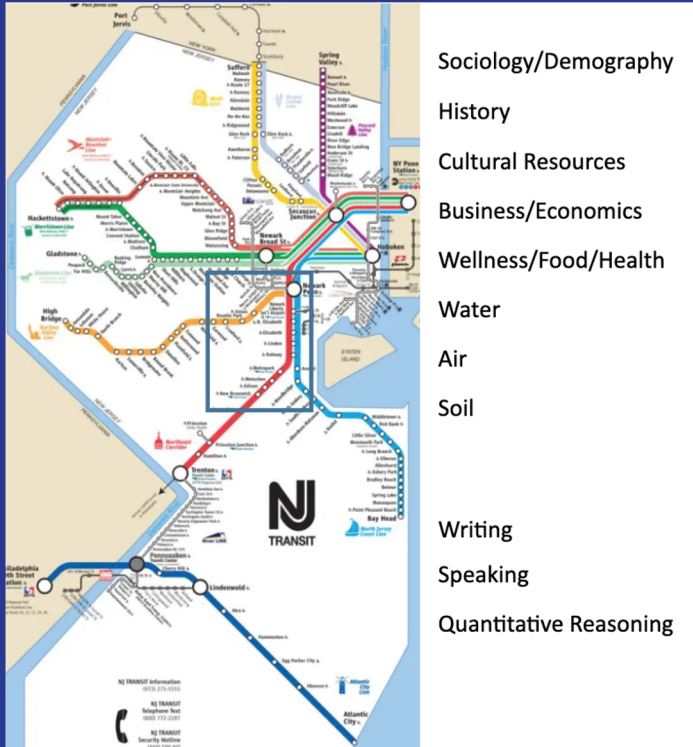
Research into GE at other universities

Review of institutional history of GE, including GE Assessment results

Conceptual frameworks discussed: “bricks & walls”

Since then...

Sometime in early Fall 2022...



Sociology/Demography

History

Cultural Resources

Business/Economics

Wellness/Food/Health

Water

Air

Soil

Writing

Speaking

Quantitative Reasoning

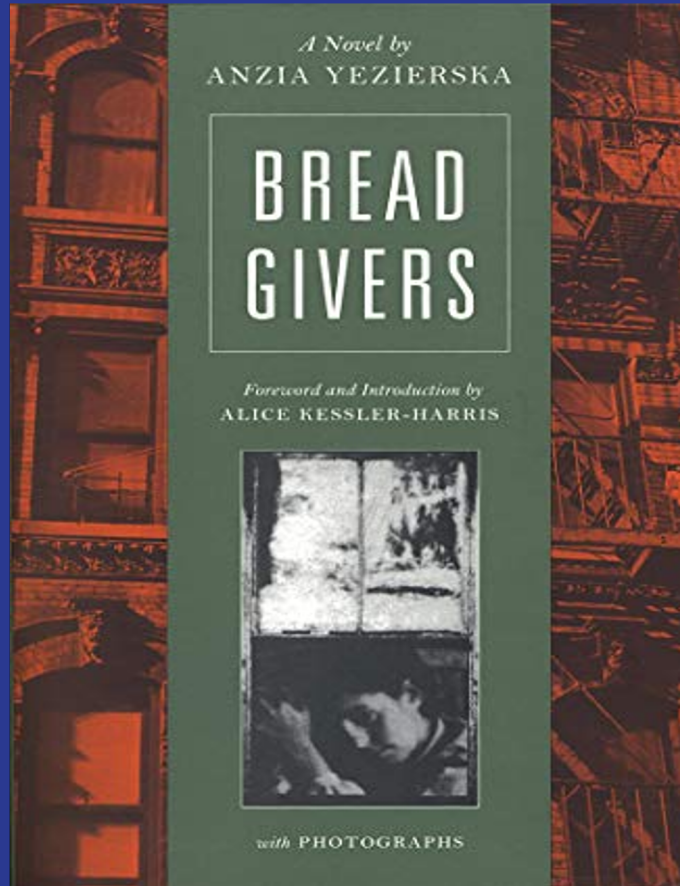
Outcomes

A proposed concept by Provost Birdsall gets the Task Force excited!

Several place-based examples were developed: New Brunswick, state-wide, etc.

List of Legitimate Concerns is created.

November 9, 2022



OUTCOME

An impressionable and rich example of using an anchor text in a transdisciplinary manner

January 11, 2023: GETF Retreat

Demography / Sociology 1

- source of demographic categories
- how to use / applications demographic data
- institutions & people's lives
- movement of people + populations
- differentiation & equity
- languages used
- * cultures / subcultures
- * calculation of ratios for demography
- * demographic characteristics / social profiles

History 4

- * peopling & displacement of people in the U.S.
- * historical perspective
- * changes in places overtime
- * patterns / trends
- * local history → global history
- * archival history
- * changes over a timeline in a topic across

Cultural Resources 7

- * self expression through artmaking
- * appropriation/misappropriation of artifacts
- * the role of the audience
- * the value of critique in out + culture
- * aesthetic + principles of designs
- * social capital
- * Cultural found of knowledge

OUTCOME

Proof of concept that the 10 identified disciplines could create a complete curriculum

100 hours during 2022-23: GE Task Force

3 Working Groups:

- Curriculum Content
- Logistics
- Communication of Vision

100 hours during 2022-23: GE Task Force



Discipline-specific examples of 15- and 30- week curricular sequences
Further development of the robust *Bread Givers* example
List of Legitimate Concerns for Logistics & Curriculum, continued

March 16, 2023

 **KEAN**
Provost & Senior VP
for Academic Affairs

LAYING NEW TRACKS

A UNIVERSITY-WIDE
REPORT FROM THE
GE TASK FORCE

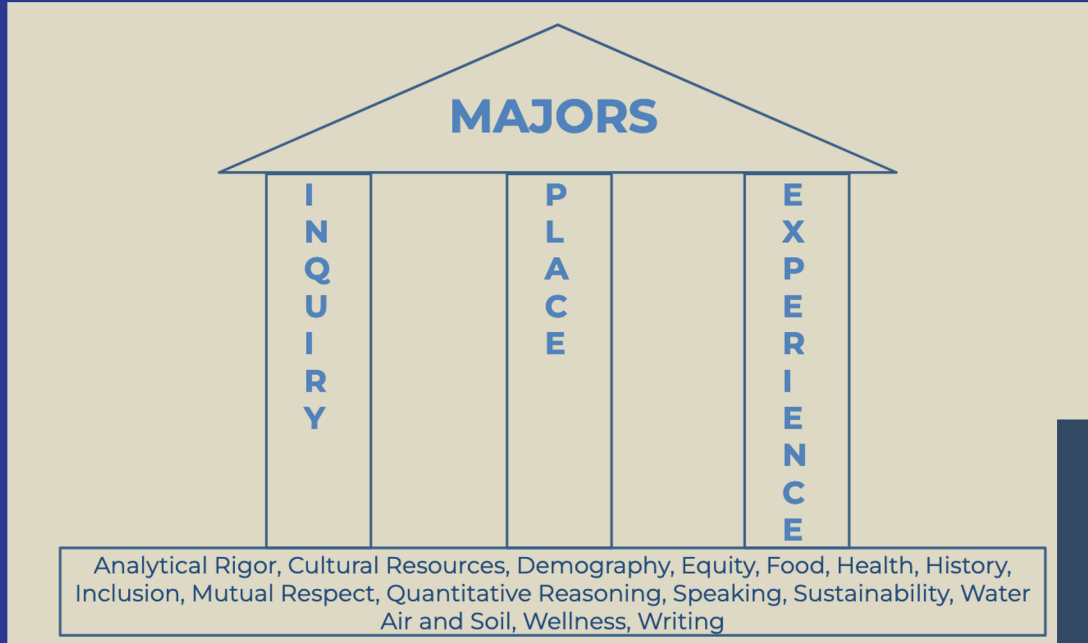


OUTCOMES

Interested parties from across the university contributed to the content of the Task Force's presentation

>300 University members attended or watched the video after the event

March 16, 2023: Laying New Tracks



7 interrelated activities in **Week 4**

1. Identity-revealing self-assessments
2. Critical reading of *Bread Givers* and its ties to our neighboring Elizabeth
3. An historical investigation of New Jersey's voting rights
4. Exploring & making public art
5. Analysis of scarcity
6. Real-world application of quantitative literacy & environmental sciences
7. Mini-research projects in Sociology using the demography of Elizabeth.

6 College-Specific Meetings: April 2023

April 10	MGC
April 12	CHPHS
April 13	CLA
April 17	COE
April 17	CBPM
April 18	CSMT

College-Specific Meetings: April 2023



Opportunity for colleges to give feedback from March 16

We heard you: Talk to the faculty delivering the current GE curriculum

We heard you: Reduction of 15 + 15 credits in Semesters 1 & 2 to 12 + 12 credits

After the six April College-Specific Meetings

	Year 1 Semester 1	Year 1 Semester 2	Year 2 Semester 1	Year 2 Semester 2
University GE Curriculum	12 cr. Shared GE Curriculum	12 cr. Shared GE Curriculum	6 cr. Shared GE Curriculum	
College-based GE Courses	3 cr. College-Facing OR 4cr Pre Calc or developmental needs	3 cr. College-Facing and/or 2cr. Lab Practice	6 cr. Passion Project/College-Facing	3 cr. Passion Project/College-Facing (continued) including College-specific prep for passion presentations
Pre-Major			0 - 3 cr. Pre-Major	0 - 3 cr. Pre-Major
Electives				3 - 6 cr. Free Elective
Early Major/Minor				3 -6 cr. Early Major/Minor
Total Credits	15 -16 cr.	14 - 15 cr.	12 - 18 cr.	12 - 18 cr.

13 Meetings in 2 Days: May 30 & 31, 2023

GE 1000 & 3000

ENG 1030

ENG 2403

COMM 1402

MATH SGS

GE 202X

HIST 1062

CLA Social Sciences

CLA Humanities

CLA Arts

Hennings Sciences

Hennings Math & CPS

Drop-in Hour

13 Meetings in 2 Days: May 30 & 31, 2023



Connections with adjuncts and lecturers who teach GE courses

Sketch of Semesters 1, 2, and 3

We heard you: Content from ENG 2403 & GE 202X possible in Semester 3

After the 14 May 30 & 31 GE Constituents Meetings

Year 1 Semester 1	Year 1 Semester 2	Year 2 Semester 1
GE 1000 & Wellness	GE 1000 & Wellness	World Literature
Sociology	Literature	Research & Tech
History	Economics	prep for Passion Project
Sustainability	Science	
Dialogical Inquiry	The Arts	
Oral Communication	Oral Communication	Oral Communication
Written Communication	Written Communication	Written Communication
Basic Math Skills for Life	Statistics	
Reading		

Supplemental Instruction

NJ Transit

Down-sizing majors & minors

SLOs

“List of Legitimate Concerns”

Portfolios

DEIA

Career Preparation

Time Slots: Morning, Afternoon, Evening

80 cohorts of 25 students

Service Learning

Cohort Facilitator (“Conductor”)

13 for the Summer Transdisciplinary Teams: June 15 - August 10, 2023

- Mia Fiore, Ph.D. CLA Lecturer, English
- Tamara Hart, MFA CLA Lecturer, English
- Kalasia Ojeh, Ph.D. CLA Assistant Professor, Sociology
- Jack Sargent, Ph.D. CLA Chair, Communications
- Melissa Libby, MFA CLA Lecturer, English
- Brid Nicholson, Ph.D. CLA Chair, History
- Charles Nelson, Ph.D. CLA Chair, English
- Daniela Shebitz, Ph.D. CSMT Chair, Environmental & Sustainability
- Gabriel Fuentes, M. Arch. MGC Assistant Professor, Architecture
- Kathleen Lodge, M.A. DGEIS Lecturer, Math
- Karen Woodruff, Ph.D. COE Assistant Professor, Elem & PE
- Fran Stavola-Daly, Ed.D. CHPHS Chair, Health & Human Performance
- Sean Keegan-Landis, M.A. CLA Lecturer, Philosophy

Pedagogical deep dive:

- Students' Funds of Knowledge: How might we use what our students know to further their learning of subject matter?
- Inquiry-Based Learning: How can we develop a teaching and learning environment that engages students and teachers in IBL?
- Experiential Learning: How can we facilitate experiential learning so that it furthers students' learning of subject matter?

Followed by groups collaborating on drafts of a curriculum rooted in place for semester 1 and 2.



Summer Transdisciplinary Teams: June 15 - August 10, 2023



- Draft #1 of Semester 1 & 2 curriculum – 3 potential courses
- Inspiration for the 23FA Course Project
- Inspiration for 5 faculty to embark on 24SP Field Test
- Need for structure, and to extend the timeline, became clear

Fall 2023 Courses Project

1. How might faculty apply pedagogical concepts from the summer in GE 1885?

- Experiential Learning
- Inquiry
- Students Funds of Knowledge

1. And how might these concepts support student engagement?

Practitioner Researchers

- Tamara Hart
- Bridie Chapman
- Sharmistha Das-iyer
- Sean Keegan-Landis

Researchers

- Liza Bolitzer
- Kalasia Ojeh

Faculty Integration of Concepts

Experiential Learning

- Groundwork Elizabeth
- Biology Lab
- Assisted Living Facility
- Yoga Class
- Kean Archives
- Human Rights Institute
- Galleries and Exhibits on Campus

Inquiry

- Centering formulating questions
- Students select sites for experiential learning
- Students bring questions to sites
- Students' selecting the focus of assignments

Engaging Students Knowledge

- Identifying students' knowledge and experiences in class and outside
- Reflective writing exercises
- Connections between courses and "home"



Research (in-process)

- Interviews with faculty
- Weekly faculty meetings
- Student surveys

24SP Field Test:

5 faculty, 5 courses, with 1st & 2nd Semester Freshmen

Tamara Hart ENG 1030

Kathleen Lodge MATH 1016

Kalasia Ojeh SOC 1000

Brid Nicholson HIST 1062

David Birdsell COMM 1402

Laura Baecher Faculty Development Facilitator

24SP Field Test

5 faculty, 5 courses, with 1st & 2nd Semester Freshmen



Proof of concept with 3 pillars more loosely defined
Integration of learning community best practices
Thematic connections between existing GE courses
Detailed documentation of pedagogy & curriculum



Let's summarize our current thinking...

12cr + 12cr + 6cr in the first 3 semesters

The same 3 pillars exist, but are considered more open;
faculty need space to work through the pillars in their own teaching/courses

Time (and compensation) for faculty development is imperative in order to
develop and field test/pilot these ideas.

Thematic interdisciplinarity is powerful, from *Bread Givers* to migration.

Learning communities between courses is, perhaps, a 4th pillar– to be examined
during the 24SP Field Test and 24FA Pilots.

Fall 2024 Pilot:

Objectives and Themes

Objectives:

- To build on the work of the Spring 2024 field test
- To further practice, examine and test transdisciplinary teaching that centers the three pillars
- To create multiple theme-based Learning Communities (of approximately 200-250 students; 10-12 cohorts)
- To develop these Learning Community cohorts using current GE Foundation and Distribution courses
- To invite more faculty into the process of reimagining teaching and learning in Kean's GE Program
- To better understand the Kean student experience of learning in the cohort/theme-based model

Themes:

- Migration
- Sustainability
- Additional theme(s) suggested by faculty

Fall 2024 Pilot:

Forthcoming Call for GE Faculty Fellows and GE Pilot Faculty

GE Faculty Fellows:

- Lead development related to the three pillars of place-based, inquiry-based and experiential learning
- Teach in the Learning Community pilots
- Support GE Pilot Faculty
- Engage in curriculum development by planning the theme-based cohorts and documenting the experience

GE Pilot Faculty:

- Participate in development related to the three pillars of place-based, inquiry-based and experiential learning
- Teach in the Learning Community pilots
- Collaborate with the GE Faculty Fellows in planning the theme-based cohorts
- Engage in curriculum development by providing feedback on the experience as teachers

GE Pilot Faculty Commitment:

Collaborate with faculty teaching in the Learning Communities in June and July 2024 / Teach at least one three-credit course in Fall 2024 and in Spring 2025



Please give us feedback!



Thank you for your time, attention, and continued participation in this endeavor!