



THE FUTURE OF GE AT KEAN: IDENTIFYING CAMPUS-WIDE NEEDS & ASPIRATIONS

GE TASK FORCE & UNIVERSITY SENATE GE COMMITTEE

SESSION/DISCUSSION LEADERS:

RACHEL EVANS, THEATRE

DEAN CASALE, ENGLISH

with Melissa Libbey

Sean Keegan-Landis

Robyn Roebuck

Liza Bolitzer

Bridie Chapman

2024 - 25 GE Fellow

2024 - 25 GE Pilot Faculty

GE Task Force Executive Committee

GE Task Force Executive Committee

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GOALS

- * SEGUE FROM 2ND PRESENTATION TO TODAY'S 3RD SESSION
- * DIRECT FEEDBACK/INPUT FROM KEAN COMMUNITY TO HELP DETERMINE FOCUS & DIRECTION OF THE *Restructuring Document* (see *UCC Manual 2017, p. 47*)
- * ROUGH OUTLINING OF A PROCESS/TENTATIVE TIMELINE
- * CONTINUED ESTABLISHMENT OF BROAD-BASED UNIVERSITY-WIDE PARTICIPATION IN THE GE REFORM PROCESS: BEST PRACTICES & PRINCIPLES
- * CONTINUED MEANINGFUL PARTICIPATION – THE NEXT STEPS & HOW 'YOU' MIGHT REMAIN ENGAGED & CONTRIBUTING

OUTLINE OF THE PROCESS

- 1. Draft of *Restructuring Document* “which analyzes the need for change and describes in detail the proposed program as well as its academic, fiscal, and administrative implications.”
- 2. Feedback & Revision of *Restructuring Document*
- 3. Formal Adoption: UPC, GE Committee, Accreditation & Assessment, UCC, Senate with open hearings
- 4. On-going piloting of *student & faculty theme-based learning communities*
- 5. Writing-up of Revised Restructuring Document
- 6. Writing-up of Individual Courses – on Departmental and GE levels
- 7. Presentations of Revised Restructuring Document to University Community for Feedback & Possible Revisions
- 8. Process of Final Approval: Senate, Provost, President, Board of Trustees
- 9. Action: add to the catalogue, revise curriculum sheets with various approvals
- 10. Implementation

PARTICIPATION IN THE GE REFORM PROCESS: BEST PRACTICES & PRINCIPLES

As abstracted from Chapters 6 & 7 of Paul Hanstedt's *General Education Essentials*

- Change not for change's sake, but purposeful, meaningful & appropriate
- Both *Aspirations* & *Challenges* must be identified and consensus driven
- **Keep the Focus on Students**
- Foster Intellectual Conversation on the Macro-Metacritical Level
- Think Long Term
- John Wergin: "... achieving positive institution-wide outcomes is less about *incentivizing* faculty than creating environments 'most conducive to faculty lives': sense of **autonomy, community, efficacy** while acknowledging/respecting the **need for recognition**.

5 Prompts at 5 Stations: 10 minutes per prompt

1. What are your aspirations for the next iteration of Kean's GE program? What components are necessary to achieve those aspirations?
2. What are our best wishes for our students? What, in an ideal world, would we have them be capable of? What kind of experience do they deserve?
3. What should be GE's full curricular reach 'vertically'? What should be its relationship to 'developmental' (college-readiness) curriculum as well as to Majors/Minors/Concentrations, etc. on the upper-class levels? How do we achieve that?
4. If GE is the quintessential and universal Kean student experience, what should be GE's reach outside of the classroom & its curriculum?
5. Which structures and components appeal to you? The Distributional model (1.0), the Integrative model (2.0), or the High Impact model (3.0)? Some combo? Theme-based pathways? GE SLO distributional clusters?

4 ways to participate today

- Contribute to chart paper notes from "small" group discussions
- Add post-its to chart paper
- Write hand-written notes on the hand-out
- Email revans@kean.edu and/or dcasale@kean.edu

First Stations

1. Robyn
2. Melissa
3. Liza
4. Sean
5. Bridie

Reporting Out

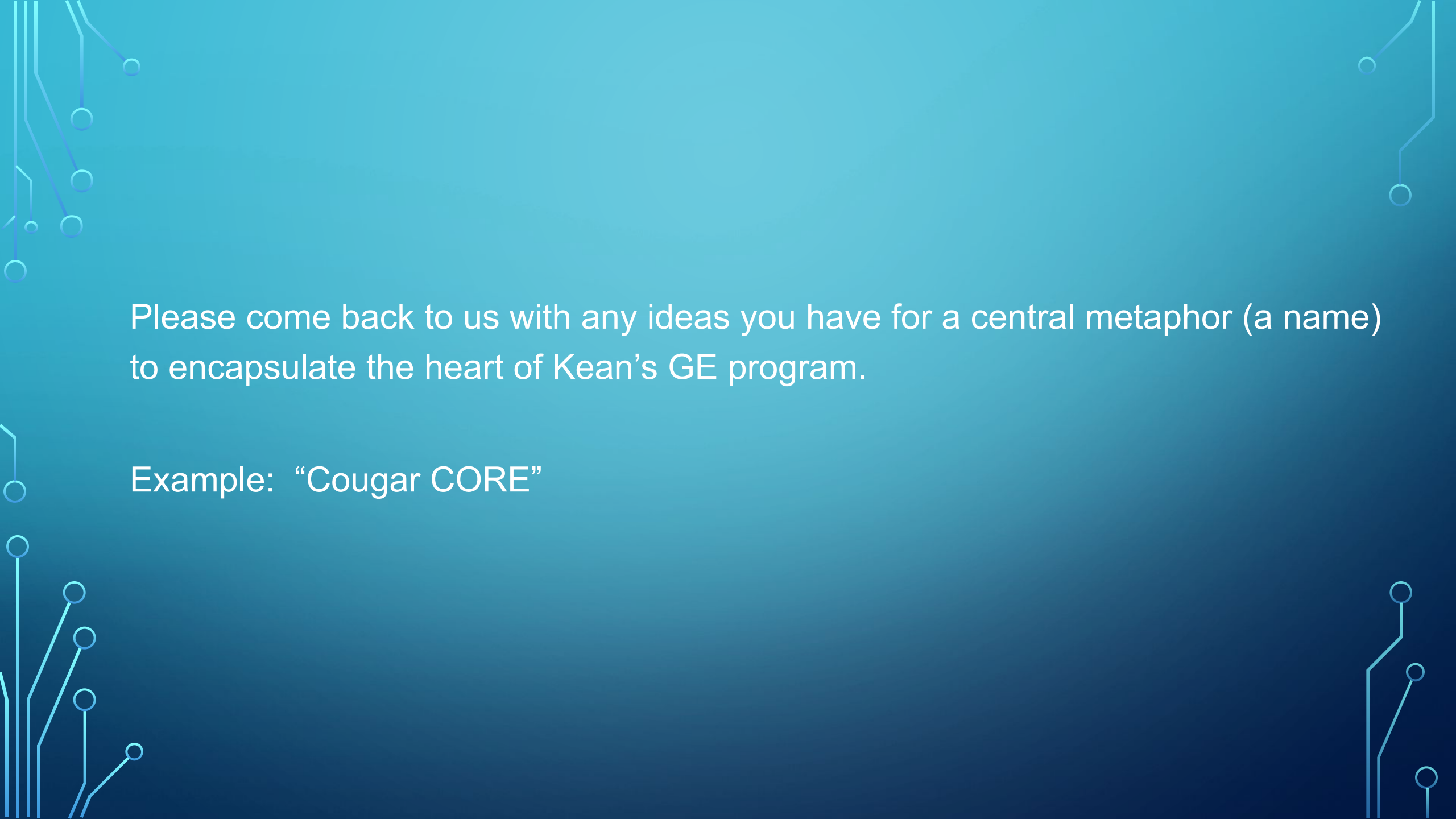
1. Bridie
2. Robyn
3. Melissa
4. Liza
5. Sean

For further discussion

What will give a reformed GE curriculum *connection, coherence and purpose*?

How can Kean reform its GE Program and keep its fundamental commitment to “access and affordability”?

What will be the ‘new’ relationship between specifically designated GE courses, clusters, “strands” and discrete discipline-bound departments?

The background is a dark teal gradient. In the corners, there are decorative white and light blue circuit-like patterns consisting of lines and small circles, resembling a printed circuit board or a network diagram.

Please come back to us with any ideas you have for a central metaphor (a name) to encapsulate the heart of Kean's GE program.

Example: "Cougar CORE"

Next Steps

Fall 2024 review of the Restructuring Document in forums with

- full GE Task Force
- Deans
- each College
- students
- staff
- UPC
- GE Committee
- Office of Accreditation & Assessment
- UCC
- Senate

