

General Education Taskforce Report to the Faculty Senate

Report Outline

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Members of the taskforce

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Introduction and context

The General Education Council (GEC) currently consists of one representative from each discipline offering a general education course at Kennesaw State University, and one representative from each college that does not offer general education courses. The current purpose of the GEC is to serve as an advisory board in areas of curriculum, assessment, and accreditation. The current model of the GEC is based on the principle that general education outcomes were assessed by course, therefore a representative from each discipline was needed to communicate assessment results and outcomes to the group as a whole.

This taskforce was commissioned by the KSU Faculty Senate to determine possible changes to the makeup of the GEC. The taskforce is charged with developing three potential models for the GEC to the Faculty Senate. During the course of the taskforce discussions, the State of Georgia’s BOR General Education Revision Implementation Committee has released their draft of the General Education Curriculum to the Board of Regents for review and approval. The taskforce sees this development as a confounding factor in the work that we are currently doing.

With this in mind, the taskforce is presenting two guiding questions with possible models for Faculty Senate review.

3.12.2020

Current Model:

General Education Council, GEC (permanent) - assigned to the Faculty Senate and advisory to the Associate Vice President for Curriculum

- a. Purpose: The General Education Council serves as an advocate for and facilitator of the general education program on the KSU campus. It is the voice that speaks for the general education program, much as the academic departments speak for their majors. Its goal is to develop and maintain a unified, integrated, and effective general education program. The council is advisory and submits proposals to the UPCC.
- b. Membership: The council is chaired by the Faculty Director of General Education. General education coordinators are those faculty/administrators who coordinate general education activities in their respective departments and function as liaisons between those departments and the council.
 - i. TF 25: one general education coordinator from each discipline represented in the core: anthropology; art and design; molecular and cellular biology; ecology, evolution, and organismal biology; chemistry; communication; composition; criminal justice; dance; economics; foreign languages; geography; history; interdisciplinary studies; leadership and integrative studies; literature; mathematics; music; philosophy; physics; political science; psychology; sociology; statistics; and theatre and performance studies.
 - ii. The coordinator of WELL 1000.
 - iii. A director from the Department of First-Year Programs (either the Director of the First-Year Seminar or the Director for Learning Communities).
 - iv. One representative from the Bagwell College of Education.
 - v. One representative from the Southern Polytechnic College of Engineering and Engineering Technology.
 - vi. One representative from the College of Architecture and Construction Management.
 - vii. One representative from the College of Computing and Software Engineering.
 - viii. One representative from the Honors College.
- c. Term: 2 years

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Option 1: Executive Committee Model

This model creates an executive committee comprised of one voting member per undergraduate-serving college. Executive committee members will be expected to ensure attendance and participation in the committee. The larger advisory group would include one representative per department teaching general education courses. Members of the advisory group can make recommendations and offer advice to their executive committee representatives. Larger colleges would be encouraged to have their own meetings between advisory members and the executive committee member to ensure appropriate communication between GEC and administrators, faculty, and staff in the college.

Proposed Handbook changes for this model:

General Education Council, GEC (permanent) - assigned to the Faculty Senate and advisory to the Associate Vice President for Curriculum. The GEC meets monthly on the third Tuesday of each month during the academic year at 12:30-2:00 pm.

Purpose: The GEC is a faculty driven student focused council. The primary goals of the GEC are to (1) develop and maintain a unified, integrated, and effective general education program; (2) ensure alignment with BOR policies as well as KSU policies and mission; (3) identify and align the learning outcomes of core curriculum courses; (4) determine whether courses fit into the core curriculum; (5) communicate with administration, faculty, and staff regarding core curriculum and general education; and (6) serve as a resource to the KSU community

- a. **The council is advisory to the faculty Senate.** Purpose: The General Education Council serves as an advocate for and facilitator of the general education program on the KSU campus. It is the voice that speaks for the general education program, much as the academic departments speak for their majors. Its goal is to develop and maintain a unified, integrated, and effective general education program. The council is advisory and submits proposals to the UPCC.
- b. **Membership: The council is chaired by the Faculty Director of General Education. Members are faculty/faculty administrators.** General education coordinators are those faculty/administrators who coordinate general education activities in their respective departments and function as liaisons between those departments and the council.
 - i. ~~TF 25: one general education coordinator from each discipline represented in the core: anthropology; art and design; molecular and cellular biology; ecology, evolution, and organismal biology; chemistry; communication; composition; criminal justice; dance; economics; foreign languages; geography; history; interdisciplinary studies; leadership and integrative studies; literature; mathematics; music; philosophy; physics; political science; psychology; sociology; statistics; and theatre and performance studies.~~
 - ii. ~~The coordinator of WELL 1000.~~
 - iii. ~~A director from the Department of First Year Programs (either the Director of the First Year Seminar or the Director for Learning Communities).~~
 - iv. ~~One representative from the Bagwell College of Education.~~
 - v. ~~One representative from the Southern Polytechnic College of Engineering and Engineering Technology.~~
 - vi. ~~One representative from the College of Architecture and Construction Management.~~
 - vii. ~~One representative from the College of Computing and Software Engineering.~~
 - viii. ~~One representative from the Honors College.~~
- c. **Voting GEC Membership: Voting membership is comprised of one voting member per undergraduate-serving college. Executive committee members will be expected to ensure attendance and participation in the committee.**
 - i. **Non-Voting GEC Membership: An advisory non-voting membership would include one representative per department teaching general education courses. Members of the advisory group advise their executive**

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committee representatives. Colleges are encouraged to have their own meetings between advisory members and the executive committee member to ensure appropriate communication between GEC and administrators, faculty, and staff in the college

i. Non-Voting Advisory Members:

Faculty Director of General Education

Associate Vice Present for Curriculum

Curriculum Support Office Representative

SGA Representative

CDA Representative

Advising Representative

d. Term: 3 years, member may serve 2 consecutive terms, but must take at least 1 term off before serving again

~~d. Term: 2 years~~

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Option 2: College Representation

Each undergraduate-serving college will have a choice of selecting a minimum of one and a maximum of two representatives on the General Education Council.

Proposed Handbook changes for this model:

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- i. **Voting GEC Membership: Voting membership is comprised of a minimum of one and a maximum of two representatives on the General Education Council from each undergraduate-serving college.**
- i. ~~TF 25: one general education coordinator from each discipline represented in the core: anthropology; art and design; molecular and cellular biology; ecology, evolution, and organismal biology; chemistry; communication; composition; criminal justice; dance; economics; foreign languages; geography; history; interdisciplinary studies; leadership and integrative studies; literature; mathematics; music; philosophy; physics; political science; psychology; sociology; statistics; and theatre and performance studies.~~
- ii. ~~The coordinator of WELL 1000.~~
- iii. ~~A director from the Department of First-Year Programs (either the Director of the First-Year Seminar or the Director for Learning Communities).~~
- iv. ~~One representative from the Bagwell College of Education.~~
- v. ~~One representative from the Southern Polytechnic College of Engineering and Engineering Technology.~~
- vi. ~~One representative from the College of Architecture and Construction Management.~~
- vii. ~~One representative from the College of Computing and Software Engineering.~~
- viii. ~~One representative from the Honors College.~~
- ii. **Non-Voting Advisory Members:**
- Faculty Director of General Education**
- Associate Vice Present for Curriculum**
- Curriculum Support Office Representative**
- SGA Representative**
- CDA Representative**
- Advising Representative**
- d. ~~Term: 3 years, member may serve 2 consecutive terms, but must take at least 1 term off before serving again~~
- ~~d.e. Term: 2 years~~

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Option 3: Proportional Representation

Within a proportional structure, the total number of council members could be determined first, and then the proportional representation of each college would follow. The number of Council members will be thirty, with a minimum of one and a maximum of six representatives from each undergraduate-serving college, based on the enrollment of students in bachelor's programs by college, as reported in the annual factbook (<https://ir.kennesaw.edu/fact-book-majors-enrollment.php>).

Proposed Handbook changes for this model:

General Education Council, GEC (permanent) - assigned to the Faculty Senate and advisory to the Associate Vice President for Curriculum. The GEC meets monthly on the third Tuesday of each month during the academic year at 12:30-2:00 pm.

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- b. **The council is advisory to the faculty Senate.** Purpose: The General Education Council serves as an advocate for and facilitator of the general education program on the KSU campus. It is the voice that speaks for the general education program, much as the academic departments speak for their majors. Its goal is to develop and maintain a unified, integrated, and effective general education program. The council is advisory and submits proposals to the UPCC.

Voting GEC Membership: There will be thirty voting council members. Each undergraduate-serving college will have a minimum of one and a maximum of six representatives. The number of representatives over one will be proportional based off of the enrollment of students in bachelor's programs by college, as reported in the annual factbook (<https://ir.kennesaw.edu/fact-book-majors-enrollment.php>).

TF 25: one general education coordinator from each discipline represented in the core: anthropology; art and design; molecular and cellular biology; ecology, evolution, and organismal biology; chemistry; communication; composition; criminal justice; dance; economics; foreign languages; geography; history; interdisciplinary studies; leadership and integrative studies; literature; mathematics; music; philosophy; physics; political science; psychology; sociology; statistics; and theatre and performance studies.

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- vii. ~~One representative from the Honors College.~~

Faculty Director of General Education

Associate Vice Present for Curriculum

Curriculum Support Office Representative

SGA Representative

CDA Representative

Advising Representative

- f. Term: 3 years, member may serve 2 consecutive terms, but must take at least 1 term off before serving again

~~Term: 2 years~~

Advantages and disadvantages of each model

These models raise the question of the influence of different colleges on the core curriculum and general education. Should larger colleges have greater say in the core curriculum than smaller colleges? Should colleges currently invested in general education have greater say than colleges not as invested currently? These are not easy questions, and the taskforce raises the issues for the Faculty Senate to deliberate. We suspect that answering these questions will lead the Faculty Senate to their preferred model.

Option 1: Executive Committee Model

Voting GEC Membership: Voting membership is comprised of one voting member per undergraduate-serving college. Executive committee members will be expected to ensure attendance and participation in the committee. **Non-Voting GEC Membership:** An advisory non-voting membership would include one representative per department teaching general education courses. Members of the advisory group advise their executive committee representatives. Colleges are encouraged to have their own meetings between advisory members and the executive committee member to ensure appropriate communication between GEC and administrators, faculty, and staff in the college

Table 1: Advantages and disadvantages to Option 1

Advantages	Disadvantages
Model provides equal voting representation and a stronger voice from departments that teach general education courses.	Limits the voting representation of disciplines currently teaching general education courses.

Option Two: College Representation

Voting GEC Membership: Voting membership is comprised of a minimum of one and a maximum of two representatives on the General Education Council from each undergraduate-serving college.

Table 2: Advantages and disadvantages to Option 2

Advantages	Disadvantages
Model provides equal representation across the campus irrespective of whether the disciplines teach general education courses.	Model places large burden on mediators to resolve disagreements, especially if an even number end up in the group.
The model limits the voice of the disciplines currently teaching general education courses.	The model limits the voice of the disciplines currently teaching general education courses.
Decisions would reflect equal representation, but disciplines could call on experts in general education areas	The model requires colleges to speak on behalf of multiple unrelated disciplines
The model focuses on majors as consumers of general education courses which could lead to	The model inflates the voice of small colleges and diminishes the voice of larger colleges.

broader inclusion of more disciplines in general education.	
The model detaches general education from department and course ownership	

Option Three: Proportional model

Within the proportional model, there are a variety of options. The current General Education Council is based on a proportional model of one representative per discipline in the core curriculum, with one representative from colleges without courses in the core. The use of the term “discipline” means that there are some departments with multiple representatives on the council. One suggestion during the discussions was to change the makeup of the council from one representative per discipline to one representative per department, which would both decrease the influence of some departments and reduce the overall number of the council. One form discussed by the committee was a model with one voting member of the committee for each college, with ten additional voting members of the committee determined by general education enrollments.

Table 2: Advantages and disadvantages to the proportional model

Advantages	Disadvantages
The proposed model allows for more equal representation across campus than the current model while also providing a stronger voice for those who teach general education courses.	The proposed model would require periodic revision based on the general education courses being offered or by student enrollments.
Current model provides greater representation by the disciplines currently teaching general education courses.	The proposed model requires colleges to speak on behalf of multiple unrelated disciplines
Current proportional model allows for more discipline specific representation	The proportional models favors course and department ownership over general education
	Current model that favors greater representation by disciplines currently teaching general education courses may stifle innovation and competition from other disciplines.
	The current model limits representation of those colleges not teaching general education courses.
	The current model may limit faculty investment in general education

Guiding Question: *Should we retain the current GEC makeup in place for 2020-2021?*

As the taskforce is working to determine possible models for the GEC makeup, one recurring theme was the volume of work required to become compliant with the new General Education Curriculum model to be implemented in fall 2022. We anticipate a large workload as current general education courses are revised to be compliant with the new guidelines. One possibility is to retain the current structure of the GEC for the next academic year, while retaining the current taskforce makeup as an executive committee