



KEAN

GE REVISION OPEN HEARINGS #1, 2 & 3 MINUTES OCTOBER 2, 3, and 9, 2025 + SUGGESTION BOX RECOMMENDATIONS

OCTOBER 2, 2025

- I. Call to Order – Chair CK welcomed guests at 3:15 and explained the format for the open hearing – relating to the University Curriculum procedures manual. [Approx 45 attendees]
- II. GE Task Force introductory remarks
 - a. Provost Birdsell made several brief statements
 - i. Initiative undertaken in March 2022 after then new Provost Birdsell observed:
 1. Avg Kean student graduates with more than the 120 credits needed for graduation – time and cost implications and grad rates affected.
 2. Many students change majors (70%)
 3. Many students are first gen
 4. Work of task force based on extensive research on best practices nationwide
 - a. Place based; inquiry based; experiential; within learning communities
 - b. Students are more likely to express satisfaction, a sense of belonging, and desire to stay at Kean
 - c. Students are more likely to take on a higher course load after the team taught semester
 - d. Students are more likely to graduate on time
 5. Revisions have been made based on feedback from campus community
 6. GE is not a collection of first classes in several disciplines – disjointed – delays selection and pursuit of major. GE is, instead, pre-disciplinary, preparing students for any discipline: e.g. qualitative reasoning, quantitative reasoning, critical thinking, ...
 7. PLOs and SLOs – not class-based but competency-based
 - b. The Provost thanked those who have been involved in this process and introduced Professor Rachel Evans
 - i. Rachel invited all attendees to consider seeing the Oct 16 performance of Detroit '67 (free tickets) at 5:30 as part of the wellness at work initiative
 - ii. Professor Evans then proceeded to acknowledge the 1000+ individuals who have participated in this 3.5-year effort and introduced Bridie Chapman who summarized the new GE, explaining that the new model is not a distribution model. Professor Chapman presented the GE PLO updates and High Impact Practices (HIPs). She also spoke briefly about the pilots under way with 800+ students in learning communities.
 - iii. Professor Evans reviewed elements of the Cougar Core – 31-32 credits including:
 1. 10 PLOS
 - a. Essential Learning Courses 16-17 cr.
 - b. Core Competency Courses 12 cr.



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- c. Passion Project 3 cr.
- iv. Professor Evans explained the thematically paired sections, co-teaching concept and how GE dovetails with the major in the first two years of study. She also reported on positive survey results from students who participated. The current proposal includes responses to questions/concerns made by the UCC, GE Committee, UPC, and the Senate.

III. Guest remarks

- a. Dr. Brid Nicholson spoke on behalf of the History Department, supportive of an update to GE, and to affirm that KU students need a foundational history course. Referenced current state of affairs in terms of revisionist history, constitution, causes and consequences. Dr. Nicholson referenced others' statements about the importance of history, as well as Dr. Daniella Shebitz' experience with the destruction of the coral reef. Dr. Nicholson continued with numerous examples of inventions, events, and actions and their global impacts. She urged the task force to include a required/mandated history course in the Cougar Core. Dr. Nicholson expressed that GE needs to support students in developing the essential skills to succeed in their major and the world, continuing to provide examples of the value of a history course.
- b. Dr. Dan Gover asked whether someone from the committee can explain how the new pre-disciplinary skills interact with history. The challenge in calling the first semester pre-disciplinary suggests that there is no overlap with the discipline. Professor Chapman offered an explanation that clarified the sorts of content that might be part of the core, using an example from the reading class. Dr. Birdsell explained how learning communities are grouped together using broad themes – migration, sustainability, civic engagement, urban education, and wellness, for example, offering examples from his own teaching in SP 24. All draws on disciplinary knowledge and creates connections
- c. Dr. D. Casale followed up to Dr. Gover, illustrating how a history course provides content that is used to develop skills. Dr. Casale shares a feeling that the overemphasis on themes that something gets lost is a sense of how a university is structured around disciplines.
- d. Dr. Gover asked whether someone from the GE pilot could address how skills were developed.
 - i. An attendee spoke about teaching in the pilot and out of the pilot – noting that she teaches the same skills to both sets of students, but the readings were assigned based on the theme. Her course was paired with another that focused on the same theme, so students drew parallels.
- e. Dr. C. Nelson inquired about the assignment of teaching in GE – if F/T faculty are teaching GE, who teaches the major courses? Will new faculty be hired? He spoke about ENG 1025 and ENG 1030 and the new GE appearing to lack a system for the 33% of students who need a developmental writing class. Dr. Nelson also asked about the feasibility – logistics of field trips. Next, Dr. Nelson asked about the added compensation for the faculty currently participating – will this continue? Last, Dr. Nelson expressed concern about how course caps are determined. He asked for a rationale, a system that can be applied



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consistently. If caps are to be raised, the criteria need to be made clear. A writing intensive class, for example, requires an increase in workload, as the drafting and revising process of writing is labor heavy.

- f. Dr. Harrison from the Math Department noted that a basic knowledge of history is expected. Referencing math, 1016 and 1054, 30-50% of students place into MATH 1000. What happens is the student cannot be placed into the higher-level course? B. Chapman notes that if MATH 1000 is needed, students would still have to take it prior to the other MATH. MATH 1000 would be permitted as a Free Elective if the Major allows it. Dr. Birdsell explained that if someone comes in with a heavy remedial load, they would do their developmental course work in Semester 1 and start the learning community work in Sem 2.
- g. Dr. Birdsell answered Dr. Nelson's question about F/T fac teaching in GE. He thoroughly endorses that vision, acknowledging that this will have an impact on the bandwidth and that additional faculty hires will be needed. He also provided examples of possible block scheduling for learning communities that allows off campus trips (one per term). He noted that course caps are not part of the GE revision, but referenced many institutions providing precedent for a 25 cap.
- h. Dr. Harrison (Math) followed asking about whether large lecture courses are expected with recitation sections. Dr. Birdsell shared his own experience with this model, noting that adjuncts could serve as preceptors. A jumbo course requires highly skilled professors. Dr. Birdsell said additional jumbo sections is being considered but TBD.
- i. Dr. L. Beauregard (Math) suggests that more be added to the writing/reading component (e.g. Comp I, Comp II, Reading.) Require a minimum of 2 free electives – so students can place their developmental courses in FE. Dr. Birdsell expressed that 30 credit majors will more likely allow room for FE.
- j. Dr. Gover recalled an earlier GE course, Intellectual and Cultural Traditions, where the art, music, and literature of the Renaissance were taught, supported by a visit to the MET, and attendance at a concert on campus. The course was eliminated because it was interdisciplinary. This example supports the creation of a non-academic division of GE and Interdisciplinary studies (DGEIS)
- k. Final question was from Dr. Harrison about developmental reading. Professor Chapman clarified that none of the placement and developmental programs are expected to change. In fact, a developmental course could be included in a learning community.
- l. Dr. Birdsell shared that faculty co-teaching are enjoying the experience, allowing students to look at a theme from different disciplinary lenses.

IV. Next Open Hearing dates

- a. Fr. Oct 3rd @ 12:15 in STEM Auditorium
- b. Th. Oct 9th @ 3:15 in Miron Little Theatre



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Attachment – remarks from Dr. Brid Nicholson on behalf of the Department of History

My name is Brid Nicholson. I am the Chair of the Department of History, and I come today on behalf of the department faculty, students and alumni, first to support the much-needed update of our General Education Program, and also to affirm why Kean students need a foundational history course as a required part of that GE experience – now, more than ever.

Why?

In short, we are living in unprecedented times.

The Constitution and its protections are being questioned, debated, and undermined. Executive Orders are being mistaken for laws, and the very principles on which this country was established are being taken away and then written out of the historical record. National Parks are removing any references to the Enslaved and long-established exhibits at the Smithsonian have been taken down. Both are part of several notable efforts to erase some of the most important moments of our history – moments when we confronted our collective sins and sought the will to do better.

History is the study of causes and consequences.

History is, as our retired colleague Dr Brian Regal wrote, the “search for knowledge. Knowledge can elevate and it can infuriate. It can challenge the status quo and undermine deeply held convictions. It can unmask criminals and topple empires. It can support the voiceless and accuse the loud and oppressive.”

History can disturb, It can make people uncomfortable. It can create new questions. But history also explains. History also understands. History, indeed, clarifies. History makes connections.

Consider Dr. Daniela Shebitz’s recent reflection, recalling a Travelearn experience, Dr. Shebitz explained that she wept, thinking about the degradation of the coral reef and the inability of her students to fully appreciate what had been lost. “They couldn’t comprehend the destruction of the reefs over time,” she said. “They didn’t understand what they couldn’t see.”

History can help all our students see. History offers students a lens into that past and provides a pathway to the future. History is after all at the core of all other disciplines.

For example, as Kean, joins educational institutions across the globe in seeking to understand more about A.I., we can let history be our guide. History provides the context to understand how we arrived here — it gives our students the toolkit to understand where we’ve been, so that they can help navigate where we’re going.

The printing press changed the way we communicate across time and space.



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The cotton gin remapped the means of production, and with it our understandings of labor, capital, and power.

The telephone revolutionized our ability to spread information.

The internet, even more.

How do we navigate an AI world?

By drawing lessons from our past, our students can understand our present and with this knowledge, they can shape our future.

You see, not requiring a history course – and a world history course at that – is counter to Kean’s stated mission and core values. A degree without a mandated history course is an abdication of our responsibility to educate informed – and empathetic – citizens. A university without an understanding of history is a university without an understanding of its identity. Kean’s unique mission and values demand that we must educate our students about why concepts such as equity, and access matter, and why they always have.

The final assignment in the History 1062 course is one where students are asked to interview an immigrant, and their story in historical context – their history. Along with many of my colleagues here, I have read those stories with tears running down my face:

The mother and grandmother who walked more than 3,000 miles from Peru to the US border.

The mother who protected her daughter by allowing abominations to be forced upon herself, as they crossed deserts to come here.

The father who, after two failed attempts, finally escaped to the US from Cuba. On his first journey, his raft sank. On his second, he was turned in by a fellow emigre and spent years in jail in Castro’s Cuba. Then, finally, alone on a raft, he arrived on the shores of Florida. Among his first stops was a movie theater, where he ordered a large popcorn and soda. He was a free person in America, after all!

The mother of one of our students – who works in a shirt factory from 5am until nightfall so that her child can come to Kean to get a degree, to have a better life.

Imagine the impact on the students in the room – of hearing these stories, of sharing these stores. The recognition of a common experience – the struggles and the triumphs, from around the world, joining together in a classroom on our campus. Imagine a world where we taught everyone not to see differences between classmates whose stories originated in so many different countries, but instead to see a common experience. And imagine the impact of helping a student find their place in the world, their place in the arc of history. Wrote one student after completing the assignment, “Now I understand why I am here.”



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Now imagine erasing that from our curriculum.

One of the fundamental charges of Kean's General Education program is to support students in developing the essential skills to prepare them for success in their major and in their chosen career. History guides them through that process by teaching them about the deliberate decisions made by individuals and the intended and unintended consequences that emerge as a result of those decisions. And it readies them to become historical actors themselves, with agency in shaping the world around them, by equipping them with the skills to make arguments, evaluate evidence, and communicate their ideas effectively.

We in the history department recognize that streamlining the GE curriculum at Kean is vital for our students: they must graduate on time, and they must be more prepared for the marketplace. We support these goals, and we are ready and **eager to work more** with the university to create the best outcome for our current and future students.

We recognize and support the revised program learning outcomes articulated in the "Proposal to Revise General Education," around critical and creative thinking, ethical reasoning, intercultural knowledge, critical reading, and inquiry and analysis. These outcomes demonstrate Kean's commitment to helping students grow into well-rounded, skillful, thought leaders in their communities.

We see a mandated foundational history course as critical to achieving those outcomes, and we ask the GE Task Force, and the University Senate to reconsider its inclusion in the new vision for general education at Kean. Let the history department **continue to work** with you (as I have done and am doing, as Dr Perkiss has done and is doing, as Dr Hyde has done, as Dr Schroeder has done, as Dr Bellitto has done, as Dr. Argote-Freyre has done, as Dr. Kong has done, as Dr Pelling is doing, as Dr Flaws is doing) and let us all work together to set our students up for success. Session ended at 4:20.



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OCTOBER 3, 2025

- I. Call to Order/Welcome – 21 attendees – CK reminded guests that, per the UCC manual for revision to General Education, our purpose for the open hearings is to collect recommendations for the GE Task Force.
- II. GE Task Force Introductory Remarks – Provost shares his rationale for changing GE. [See notes above under October 2.] Professors Chapman and Evans provided an executive summary of the current proposal [See Oct 2 notes above]
- III. Guest Comments
 - a. Jacqueline (Jackie) Keil – questioned the lack of active citizenship – citing page 38 of the document, noting that active citizenship is not included – suggested that there might be a missed message. Professor Chapman explained how active citizenship is intended to be part of a number of courses, and within rubrics for those courses, but has not been identified as a separate PLO. Provost Birdsell pointed to the themes that will certainly include experiences in civil society and active citizenship. Dr. Keil asked whether community service is being considered the equivalent of active citizenship. Dr. Birdsell suggested that the two are parallel, but not identical. Dr. K asked for more guaranteed/featured/elevated citizenship for each student experience.
 - b. Eunice Nkansah – GE lecturer – commended the task force for the work and the direction of the new GE, and asked about the passion project, seeking to determine who will teach these courses? GE faculty? Major faculty? Also noted that Inquiry and Research has been changed to Inquiry and Analysis, wondering what the name of the course would be. Professor Chapman expressed a desire for more FT faculty to be involved and indicated an expectation that the implementation committees will make some of these decisions. Professor Nkansah asked for clarification concerning what was written concerning the passion project and travelearn opportunities. Dr. Birdsell illustrated the travelearn construct that includes study of a topic prior to and after the travel. He used one of the Brazilian projects as an example.
 - c. Dr. J Nevarez additional questions about the passion project and about quantitative reasoning – not having seen much spelled out about this. Dr. B noted that statistics will be the basic math requirement for all majors unless their major requires a higher-level math. Statistics is expected to provide the foundation for quantitative reasoning. He referenced his teaching in SP 24 and the evidence of student earning he experienced.
 - d. Chair CK reminded guests about the Senate Website Suggestion Box as another means of sharing comments and questions. Session ended at 1:00 pm.



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OCTOBER 9, 2025

- I. Call to Order/Welcome at 3:20 by Chair Konyk – 31 attendees – CK reminded guests that, per the UCC manual for revision to General Education, our purpose for the open hearings is to collect recommendations for the GE Task Force. Chair Konyk reminded attendees of the anonymous Senate suggestion box, which will close tomorrow, Oct 10, at midnight.
- II. GE Task Force Introductory Remarks – Professors Chapman and Evans provided an executive summary of the current proposal [See Oct 2 notes above]
- III. Guest Comments
 - a. Daniella Shebitz acknowledged the work of the Task Force and asked how passion projects are mentored, whether they are major facing or GE facing. Prof Chapman described it as focused on inquiry and analysis, GE based, offering a deeper, richer research experience, a 2000-level project. She noted that the implementation committee will be the group to flesh out this course and encouraged people to volunteer for this committee.
 - b. Dr. Del Risco offered a comment about the value of collaborative course design.
 - c. Dr. Halper asked about the mechanics of degree programs that are tightly constrained with a high number of credits, single sections, noting that the 31-32 credits of GE is not a problem, but the freshman scheduling may impact the sequencing of the freshmen music major. He asked what can be done on the implementation side to assure that freshmen can get the GE courses they need? Prof Evans suggested pairing a music survey MUS 1000 course with ENG 1030 or COMM 1402. She also noted that courses need to be offered across the schedule grid. Dr. Halper asked whether certain GE sections can be dedicated to music (or other) majors that will correspond with their major requirements? Dr. Chapman indicates that will have to happen.
 - d. Dr. D. Joiner asked whether cohorts/learning communities can be developed within a major. Similar to the GE 1000 that some programs run in the summer prior to freshman year, the bonding and success rate in terms of retention and GPA is high. Like Dr. Halper, Dr. Joiner noted that the first semester of the STEM programs require that majors begin their content courses. Dr. Joiner asked how students will be advised and how pairing of courses that will work for his majors and students be determined? Another member of the faculty supported the notion of a structure that established learning communities, paired courses, all of which occur in parallel to the major. Dr. Chapman again suggests that more faculty get involved and provided examples of learning communities that could work well shaped to a specific need or time block. She warned that we are trying not to encumber major courses to be sure that a change of major does not end up requiring additional GE coursework. Dr Joiner expressed a desire to have CAPS embedded in colleges so that advising can be tailored versus generalized. Rosa Paulino, Asst Dir of CAPS, shared that moving CAPS into majors presents some logistical challenges, but indicates that



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advisors *can* potentially be assigned by colleges or majors if staff are able to support the students in the best possible way.

- e. Dr. Juyoung Hai expressed confusion on the thematic topics. Once the change is implemented, will the themes be imposed on, for example, *all* sections of World Lit? Dr. Chapman described the pilot with the migration theme being focused on a specific cohort, not on all sections of the paired courses.
- f. Dr. Shebitz asked how the schedule for GE would work for an undecided major. Dr. Chapman explained that an undecided major could take additional GE courses.
- g. Dr. Halper asked a question about the 3rd year. Prof Evans showed on a slide that semesters 5-6 could be filled with major courses I the GE competencies have been met.
- h. Dr. Hai asked about the timelines for implementation. Prof Evans indicates that the task force aims for Senate approval this semester, Board approval in March, which would allow a FA 26 start. However, there are courses that still need to be developed (for Wellness area, for example) and the passion project needs to be developed. Dr. Chapman shared that departments would be asked for courses with which the new learning outcomes would align well. Dr. Hai asked for further detail on how pairing occurs, noting that some courses will need to cross colleges. Dr. Chapman described current activities in pairing (using current foundation and distribution courses) that do cross colleges. Dr. Hai suggests that this work is a massive, ambitious undertaking to get done by FA 26. Dr. Chapman reminded all that many of the current GE courses will remain. Dr. Hai suggested that a calendar (even tentative) for the implementation steps/road map to allow the faculty to include these tasks in their schedules.
- i. Dr. Halper asked about the plans for the formation of the implementation committee. Will there be release time? Prof. Evans noted that negotiated compensation is an issue that has not been part of the plan thus far.
- j. Dr. Tom Abraham asked how a skill such as excel will be taught as CPS is not required.
- k. Dr. Chapman reminded all that the document has yet to be approved and some further changes are expected.
- l. Dr. D Joiner asked about AI skills and whether GE is considering embedding this in the curriculum. Dr. Chapman expressed a desire to have a Gen AI policy that could be incorporated into the new GE.

Chair Konyk adjourned the meeting at 4:12 pm after again reminding all about the suggestion box on the senate website.



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**Recommendations Received from the Senate Website Suggestion Box
throughout the Open Hearing Timeline:**

Kean Faculty Senate Suggestion Box Entry:

Date of Entry: September 17, 2025, at 10:49 am

Suggestion:

I would love to meet with other faculty from the humanities and GE (English, math, philosophy, finance, history) to know how to incorporate what students have been learning into my lectures of Design. I touch on business, philosophy, historical events, and using geometry in my classes. Would love for my students to make cross-disciplinary connections.

Kean Faculty Senate Suggestion Box Entry:

Date of Entry: September 22, 2025, at 8:33 AM

Suggestion:

The staffing responds does not address the issue that we do not have in our department. The faculty to maintain these cohorts. In addition, there is a request to increase GE credits while also asking majors and departments to decrease their credits. We are being told that this is to promote students being able to move through their degree. But what's good in share is that they want more of their specialization rather than less.

Kean Faculty Senate Suggestion Box Entry:

Date of Entry: September 29, 2025, at 2:43 PM

Suggestion:

Students need college specific course support. Most introductory courses require fast access to online assignments and strong class attendance-and many students struggle with both!

Kean Faculty Senate Suggestion Box Entry:

Date of Entry: October 2, 2025, at 8:42 AM

Suggestion

We in the College of Education are greatly appreciative of the time and energy devoted to the development of the proposed GE revisions. As you know we our programs are governed by the State Department of Education and we have to accede to their requirements to attain teacher certification for our students. We are committed to working collaboratively to achieve the objectives of the proposed GE revisions and continue to meet State mandated requirements.



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Kean Faculty Senate Suggestion Box Entry:

Date of Entry: October 2, 2025, at 6:17 PM

Suggestion

Although the History dept was compelling in their desire to have Hist 1062 encumbered, almost all programs would like this as well and so I think it should remain optional. History is required throughout middle and high school curriculums already.

Kean Faculty Senate Suggestion Box Entry:

Date of Entry: October 3, 2025, at 10:09 AM

Suggestion

This message was uploaded at the request of Dr. Nicholson, History dept. chair, who read it aloud at the meeting on October 2. *[NOTE: See the full text of Dr. Nicholson's remarks in the Minutes of the October 2nd Open hearing above].*

Kean Faculty Senate Suggestion Box Entry:

Date of Entry: October 4, 2025, at 3:04PM

Suggestion

It seems from the responses to recommendations on page 12 and the revised language in the Report on page 25, that the DGEIS is now considered an administrative structure that gathers diverse interdisciplinary academic faculty, who are housed in various colleges/departments, to fulfill the important GE & IS administration. Is this now true?

Kean Faculty Senate Suggestion Box Entry:

Date of Entry: October 4, 2025, at 3:05PM

Suggestion

And while a Director of DGEIS to administer DGEIS seems appropriate (who would reside in, say, CLA as their academic home), an acting Associate Dean should perhaps likewise reside in, say, CLA as their academic home, while still maintaining an administrative role in DGEIS as part of their responsibilities. In this way DGEIS functions not unlike CTL or CAS in its support and administration, a collective of academic specialists for a specific administrative function.



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Kean Faculty Senate Suggestion Box Entry:

Date of Entry: October 4, 2025, at 3:06PM

Suggestion:

Similarly, if DGEIS is solely an administrative unit, the nine courses and BA in Liberal Arts program (page 25) should nominally remain in CLA, as academic courses/ program, not in DGEIS. However, administrative support for these could come from DGEIS, similar to the GE and IS courses.

Kean Faculty Senate Suggestion Box Entry:

Date of Entry: October 6, 2025, at 6:49 PM

Suggestion:

Caps weren't mentioned but ENG 1025 and 1030 have a cap of 20 while other courses have a cap of 25 or more. This will create a problem for cohort pairing, and it's well known that the provost wants a minimum cap of 25 even for writing emphasis courses.

Kean Faculty Senate Suggestion Box Entry:

Date of Entry: October 6, 2025, at 6:50 PM

Suggestion:

Field trips: At least half of the ENG 1025/1030 courses are taught by adjunct faculty who teach at more than one campus. They won't be able to take a course on a field trip. Even if they can, will they be compensated for the extra time/work involved?

Kean Faculty Senate Suggestion Box Entry:

Date of Entry: October 6, 2025, at 6:52 PM

Suggestion:

Themes: Even the proposal said that students find them boring. In addition, if faculty teach sections that have different themes, then they need to create additional exercises for the same course. Will they be compensated for the extra work they do?

Kean Faculty Senate Suggestion Box Entry:

Date of Entry: October 6, 2025, at 6:53 PM

Suggestion:

Syllabi: Adjuncts aren't required to turn in Syllabi until the beginning of the semester. How can they coordinate with their cohort partners in creating activities on the same them?



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Kean Faculty Senate Suggestion Box Entry:

Date of Entry: October 6, 2025, at 6:54 PM

Suggestion:

Reassignment of full-time faculty: Who will teach the major courses? The provost said to discuss new lines with our deans, but ESL has been trying to get an additional line for several years, and it's stopped at the provost level, not the dean's.

Kean Faculty Senate Suggestion Box Entry:

Date of Entry: October 6, 2025, at 6:56 PM

Suggestion:

Writing emphasis course in 2nd semester: Many freshmen are undecided. This seems problematic if it's to be in their major.

Kean Faculty Senate Suggestion Box Entry:

Date of Entry: October 6, 2025, at 7:03 PM

Suggestion:

Aligning activities: English instructors have informed me that cohort partners in other disciplines expect the English courses to change the sequence of their essays and types of writing activities to meet the expectations of the cohort course. This is unacceptable. Composition has its own rationale for sequencing of essays and writing activities.

Kean Faculty Senate Suggestion Box Entry:

Date of Entry: October 6, 2025, at 7:16 PM

Suggestion:

HIST 1062: The response said that no one discipline owns a PLO. That response doesn't deal with the question of whether or not the content of HIST 1062 (or any other course) is important enough to be required. Although skills are important, some knowledge should be required of all citizens (and residents) concerning the history of their country.

Kean Faculty Senate Suggestion Box Entry:

Date of Entry: October 6, 2025, at 7:19 PM

Suggestion:

Ethical reasoning: What research exists that shows that learning ethical reasoning leads to ethical behavior? If there is little or none, then this should not become a GE PLO.



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Kean Faculty Senate Suggestion Box Entry:

Date of Entry: October 7, 2025, at 8:59 PM

Suggestion:

Any thoughts on how we will modify the online GE courses? Thank you.

Kean Faculty Senate Suggestion Box Entry:

Date of Entry: October 7, 2025, at 11:54 AM

Suggestion:

Can PA1001 Civic Engagement course be listed on the GESS distribution (Critical and creative thinking)? PA1001 is GE SS distribution now and was part of the GE pilot but not listed as a possible course.

Kean Faculty Senate Suggestion Box Entry:

Date of Entry: October 7, 2025, at 4:43 PM

Suggestion:

How is this achieved: decreasing achievement gaps and DFW rates across General Education courses. While data analytics is dominating every aspect of the society, the proposal waters down the math curriculum.

Kean Faculty Senate Suggestion Box Entry:

Date of Entry: October 9, 2025, at 9:07 AM

Suggestion:

I am disappointed with the provost's constant reference to GE programming at Harvard and other elite institutions while discussing GE Revision. Our students are vastly different than those at these elite institutions, and so are the resources at Kean. It would be more appropriate to compare and benchmark against similar institutions and could even include some aspirational ones. Please provide a comparison with other institutions.



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Kean Faculty Senate Suggestion Box Entry:

Date of Entry: October 9, 2025, at 9:10 AM

Suggestion:

GE curriculum should be designed to assist students in improving reading, writing, creative thinking and analytical skills. It would be more helpful to revise and strengthen courses such as ENG 1030, COMM 1402, HIST 1062 Math 1000/1044/1054, and ENG 2403. A redesigned CPS 1032 or a similar course is critical for students to develop the technical skills essential for securing jobs. PLO6 and PLO9 are nice but not essential.

Kean Faculty Senate Suggestion Box Entry:

Date of Entry: October 9, 2025, at 11:22 AM

Suggestion:

Why is Physics (with Lab) now no longer offered as a GE under Quantitative/Scientific Reasoning? Physics is an essential supporting Science for some Majors.

Kean Faculty Senate Suggestion Box Entry:

Date of Entry: October 9, 2025, at 2:09 PM

Suggestion:

Concerns - the Learning Communities The overall vision for the learning communities is a great idea. Our students are less prepared when they come to college. By giving them a sense of belonging and a community the first week of class will help with their success in the first semester. There are no concerns with the learning community model, the concerns stem from the requirements of faculty. Reliance on Lecturers Right now, ENG 1025, ENG 1030, and COMM 1402 have been chosen as "anchor course".

Kean Faculty Senate Suggestion Box Entry:

Date of Entry: October 9, 2025, at 2:09 PM

Suggestion:

It seems that the reduction to 31-32 CH in the proposed GE Revision comes by having HIST 1063, ENG 2403 & CPS 1032 not required, but rather in menu as choices amongst dozens of others. Where do those faculty in those course sections now teach?



KEAN

GE REVISION OPEN HEARINGS #1, 2 & 3 MINUTES
OCTOBER 2, 3, and 9, 2025
+ SUGGESTION BOX RECOMMENDATIONS

Kean Faculty Senate Suggestion Box Entry:

Date of Entry: October 9, 2025, at 4:14 PM

Suggestion:

The 30 credits per major should not be a one size fits all. Theatre majors have to audition to get into the major. They already know what they want to major in. They want more credits in theatre, not less. Reducing our credits to 30 would make recruiting almost impossible.

Kean Faculty Senate Suggestion Box Entry:

Date of Entry: October 10, 2025, at 4:22 PM

Suggestion:

Thank you for your excellent work on the new GE program. We reviewed its impact on Biology majors and found one concern: the QSR component allows choice, but Biology students must take MATH 1054 and CHEM 1083 early, as they are prerequisites for advanced courses. Delaying them affects graduation timelines and grad school readiness. We respectfully request these be locked as QSR courses for Biology majors. I will be happy to discuss further by email.