

UND's Lessons Learned

Key players

- Involve the standing committee for general education early, often.
- One-on-one outreach, conversation, explanation (done respectfully) with members of key constituencies is very helpful.
- Opinion leaders may be important within the University Senate.
- Administrative support matters but perception of administrative ownership is harmful.

General campus involvement

- Reach out to campus constituencies in every way you can – newsletters, Internet, meetings, presentations, departmental discussions, brief updates, department-specific Q&As sessions, etc.
- Don't assume that faculty across campus are paying attention just because you're providing information in multiple venues and media.
- Be prepared to make all work products public, especially documents listing all people who have been involved, all materials that were reviewed, all decision-making, all public events, etc.
- You're never "done" with outreach and people are never adequately informed.

Task Force membership

- Careful selection of task force members to include representation from across campus, respected faculty, variety of constituencies is key to accomplishing work.
- Persuade your team members to drop their departmental affiliations for the purposes of this work, and instead focus on student learning.
- Recognize that no one else on campus will be willing/able to drop THEIR dept affiliations.

Next steps

- Having a program administrator lends "moral suasion."
- Recruit good people to serve on the committee that provides program oversight.
- Build in assessment and plan for future conversations and change, rather than waiting for a massive program revision 20 more years down the road.
- Find a way to create a "general education faculty" with program ownership.
- Create positive opportunities for involvement with general education, focused on teaching and learning, teachers and students, so it's not always about who wins/who loses credits, what is/isn't privileged as a "requirement," etc.

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