



Funding Models and Resources for GE

GE Symposium—CUHK

June 3, 2009

Steve Friedman

Presentation Outcomes

Participants will be able to . . .

- identify the unique characteristic of GE that might make funding and resource allocation problematic.
- give examples of funding models for GE.
- recognize the resources needed by faculty to deliver good GE.

Funding Models

One implication of including this session on the program is that funding GE somehow differs from other programs—i.e. majors and professional. Is GE different?

Uniquely GE

- Owned by everyone . . . and no one.
- For the most part, GE courses are offered by faculty from a range of disciplines.
- Responsibility for GE is often not distributed evenly within departments.
- GE is not valued in the same way as traditional academic disciplines.
- GE can become an “after thought”.

Focus on Resources

Assuming GE has some unique characteristics, what are the implications for funding and resources? The literature is replete with references to the kinds of resources necessary for faculty to succeed. For example . . .

What Do Faculty Need to Succeed?

- Perceived support from administration yet the autonomy needed for innovation
- Faculty development opportunities
- Collaboration among and between disciplines
- Adequate time to think about what they were doing—i.e. course design, research, etc.
- Rewards for their efforts

--from "Problem-based learning in General Education at Samford University: A case study of changing faculty culture through targeted improvement efforts" by Clair H. Major (2002) in *The Journal of General Education*, 51(4).

Funding Approaches

Often, funding is channeled to individual departments which, as we have seen, likely do not see GE as a priority. There is seldom any accountability for how funds are used. Generally, there is greater potential for funding to have an impact on GE if administered by a GE center or an office of faculty development, focusing on . . .



Supporting GE Programs & Faculty

- **Programmatic autonomy**
- **Administrative support at high levels**
- **Faculty development opportunities**
- **Collaboration among and between disciplines**
- **Time for faculty to think about what they were doing—i.e. course design, research, etc.**
- **Rewards for their efforts**

Final Thoughts

- Use sound principles of OBA and assessment.
- Keep interest in GE in the forefront and ongoing.
- Realize that many faculty enjoy the opportunities and challenges presented by GE.
- Show that faculty work in GE is valued.
- Cultivate a cadre of key GE faculty.
- Centralize funding and resources for GE.