



The State University
of New York

H. Carl McCall SUNY Building
353 Broadway, Albany, New York

www.suny.edu

MEMORANDUM

November 10, 2021

TO: Members of the Board of Trustees

FROM: Dr. Jim Malatras, Chancellor

SUBJECT: State University of New York General Education Policy

Action Requested

The proposed resolution establishes a new SUNY General Education Framework applicable to all students pursuing a SUNY undergraduate degree. It directs the Chancellor or designee to work with campus leadership and faculty to implement local general education and undergraduate degree program requirements that are consistent with the SUNY General Education Framework, effective fall 2023 for A.A., A.S., and all baccalaureate degree programs and no later than fall 2024 for A.A.S. and A.O.S. degree programs.

Resolution

I recommend that the Board of Trustees adopt the following resolution:

Whereas the mission of the State University of New York is to provide a comprehensive program of higher education, to meet the needs of both traditional and non-traditional students and to address local, regional and state needs and goals; and

Whereas the State University is directed to exercise care to develop and maintain a balance of its human and physical resources in meeting its obligation to provide undergraduate education that reflects the opportunity for individual choice and the needs of society, and promotes appropriate program articulation between its State-operated institutions and community colleges; and

Whereas by Resolution 98-241, adopted on December 15, 1998, the SUNY Board of Trustees established a SUNY General Education Requirement for all baccalaureate students; and

Whereas by Resolution 2010-006, adopted on January 19, 2010, the SUNY Board of Trustees enhanced flexibility in the SUNY General Education Requirement; and

Whereas by Resolution 2012-089, adopted on December 17, 2012, the SUNY Board of Trustees included each curriculum leading to an A.A. and A.S. degree in the SUNY General Education Requirement; and

Whereas in May 2017, the SUNY Provost convened a broadly representative advisory group, to determine if the SUNY General Education Requirement (SUNY GER) needed review, and that group recommended moving forward with such review and offered initial suggestions for a three-phase process; and

Whereas Phase I of the SUNY GER review was co-led by the presidents of the University Faculty Senate and Faculty Council of Community Colleges, charged with conducting an environmental scan of national, state, and system models of general education, and accreditation requirements, producing research papers that reported on the general context and made recommendations for consideration in the revision process;

Whereas Phase II was led by the SUNY Provost who empaneled the General Education Advisory Committee, broadly representative and co-chaired by a SUNY Chief Academic Officer and a SUNY Distinguished Faculty Professor, charged with developing initial recommendations for a general education framework in the context of a proposed policy revision, informed by the faculty governance-led work in Phase I; and

Whereas the General Education Advisory Committee's initial recommendations for a SUNY General Education Framework was distributed for System-wide comment, and extensive feedback was received and then analyzed in collaboration with faculty governance leaders and other experts, to inform refinements and final recommendations to the SUNY Provost; and

Whereas the current SUNY General Education Requirement does not include A.A.S. and A.O.S. degrees, align fully with Middle States Accreditation Standards or NYS Commissioner's Regulations, address Diversity, Equity, inclusion, and Social Justice; and is outdated in other ways; and

Whereas the SUNY Board of Trustees has elevated the importance of diversity, equity, inclusion, and social justice in SUNY by creating a standing Board Committee, and the Chancellor has made it a top priority for all campuses, faculty, staff, and students by initiating the 25-step Diversity, Equity, and Inclusion Action Plan that includes general education; and

Whereas the proposed SUNY General Education Framework aligns with the Middle States Commission on Higher Education accreditation Standards for general education and New York State Education Department liberal arts and sciences requirements for degrees; and

Whereas the proposed SUNY General Education Framework's updated knowledge, skills, and core competencies are necessitated by increasingly rapid change in academia, business, and social discourse; and

Whereas the proposed SUNY General Education Framework continues to ensure seamless transfer, and successful transfer for SUNY students continues to be consistent with SUNY's strategic and master plans since 1972 and is of central importance to increasing degree completion and closing New York State's degree attainment gap; and

Whereas the SUNY General Education Framework should be applicable to all SUNY undergraduate degree programs, address the fundamental goals of higher education, including proficiency with essential skills, familiarization with disciplinary and interdisciplinary ways of knowing, and enhancement of the values and disposition of an engaged 21st century global citizenry; now, therefore, be it

Resolved that the Board of Trustees recognizes the broadly representative individuals who participated in the research and design phases of the general education policy revision process and applauds their hard work and dedication; and, be it further

Resolved that the Chancellor or designee be, and hereby is, directed to implement the new SUNY General Education Framework (Phase III), which includes the updated knowledge and skills categories of Communication – written and oral; Diversity: Equity, Inclusion, and Social Justice; Mathematics (and quantitative reasoning); Natural Sciences (and scientific reasoning); Humanities; Social Sciences; The Arts; US History and Civic Engagement; World History and Global Awareness; and World Languages; as well as the Core Competencies of Critical Thinking and Reasoning; and Information Literacy (see Attachment A); and be it further

Resolved that the SUNY Provost develop additional guidance and procedures for implementation in consultation with college presidents, chief academic officers, the University Faculty Senate, the Faculty Council of Community Colleges, the SUNY Student Assembly, and other appropriate stakeholders, effective fall 2023 for new students entering A.A., A.S., and all baccalaureate degree programs, and no later than fall 2024 for new students entering A.A.S. and A.O.S. degree programs; and, be it further

Resolved that SUNY System Administration will work with campuses to ensure that faculty have the training and resources to support the teaching and learning needs in the Diversity: Equity, Inclusion, and Social Justice category; and, be it further

Resolved that consistent with the SUNY Assessment policy (Trustees Resolution 2010-039), each campus' regular assessment of its general education curriculum (or curricula) shall include the assessment of student learning in terms of the student learning outcomes associated with the SUNY General Education Framework, such that the assessment meets or exceeds Middle States expectations and the results are used to improve teaching and learning; and, be it further

Resolved that the Chancellor or designee be, and hereby is, directed to assess periodically the SUNY General Education Framework, in consultation with presidents, chief academic officers, the University Faculty Senate, the Faculty Council of Community Colleges, the SUNY Student Assembly, and other appropriate stakeholders, to ensure it remains relevant to changing conditions and the needs of students and businesses;

and provide periodic reports of such activity to the SUNY Board of Trustees.

Attachment A. SUNY General Education Framework

Attachment B. Provost's General Education Advisory Committee (GEAC) Charge, and Committee and Subcommittee Composition

Background

I. SUNY General Education Requirement History

The SUNY Board of Trustees established a 30-credit SUNY General Education Requirement (SUNY GER) for all baccalaureate students, including ten required academic areas and two required competency areas, by adopting Resolution 98-241 on December 15, 1998. The purpose was to provide an intellectual foundation, ensure curricular depth, and encourage academic exploration across disciplines.

On January 19, 2010, the Board enhanced flexibility in the SUNY General Education Requirement by adopting Resolution 2010-006. This maintained the required 30-credits but reduced the number of required academic areas from ten to seven, with mathematics and basic communication required, as well as at least five of the following eight academic areas: natural science, social science, American history, Western Civilization, Other World Civilizations, humanities, the arts, and foreign languages. This enabled students to take multiple courses in some academic areas.

Consistent with SUNY's long-standing commitment to transfer student success and because A.A. and A.S. programs are designed as transfer degrees, in 2012 the Board added those degrees to the current SUNY General Education Requirement by adopting Resolution 2012-089. Thereby, each curriculum leading to an A.A., A.S., and bachelor's degree shall enable students to complete seven of ten SUNY General Education Requirement academic areas (including mathematics and basic communication), two competency areas, and 30 credits of SUNY General Education courses. These requirements are to be completed in the first two years of full-time study (or 60 credits, whichever is greater), so that associate degree students make progress equal to baccalaureate students.

II. SUNY General Education Requirement Revision Process

Recognizing that the SUNY General Education Requirement included outdated language, did not include some degrees, was out of alignment with accreditation requirements, and that some campuses were revising their local requirements, the SUNY Provost convened a shared governance advisory group, comprised of 12 UFS, FCCC, and SA governance representatives; six SUNY provosts, three System administrators, and a Distinguished Academy member, to a one-day

SUNY General Education Requirement Retreat (on 5/23/17), to consider whether SUNY GER needed to be revised. The broadly representative participants at this pre-planning retreat advised that it was time to revisit the SUNY General Education Requirement and offered suggestions for a three-phase comprehensive review process and initial guiding principles.

Phase I of the SUNY GER review was led by the presidents of the University Faculty Senate and the Faculty Council of Community Colleges. This working group was composed predominately of faculty selected by the co-chairs and charged with the analysis of national, system, accreditation, and SUNY campus models of general education. After two years of study, the working group produced a White Paper that reported on the larger issues and a Green Paper that made recommendations; and

Phase II was led by the SUNY Provost's General Education Advisory Committee (GEAC), co-chaired by a Chief Academic Officer and a Distinguished Teaching Professor, comprised of ten faculty members and a broad representation of other impacted stakeholders, charged with developing initial recommendations for a general education framework in the context of a proposed policy revision (see Attachment B). Informed by the faculty-governance work from Phase 1, the full membership of GEAC reviewed its subcommittee work and prepared a draft General Education Framework which the Provost disseminated throughout the SUNY System, resulting in robust campus feedback. Working collaboratively with faculty governance leaders and other experts, the Provost's team analyzed the voluminous feedback to refine the Framework for the Provost's consideration. On September 8, 2021, Provost-in-Charge Sandvik distributed the refined SUNY General Education Framework and draft guidance, and invited campus feedback on draft implementation guidance.

Phase III is implementation of the new SUNY General Education Framework (Attachment A). Through local shared governance processes, campuses shall implement the SUNY General Education framework in accordance with all applicable SUNY policies, Middle States Commission on Higher Education accreditation standards, and New York State Education Department regulations and procedures. SUNY System Administration will publish implementation guidance in the form of a Provost's Memorandum to Presidents. Campuses shall refer to these guidelines, which will establish the consistency needed to ensure seamless transfer, while allowing the flexibility for campuses to meet the needs of their students. SUNY Provost Office staff will provide ongoing guidance and continuing oversight of general education policy implementation.

SUNY GENERAL EDUCATION FRAMEWORK

SUNY GENERAL EDUCATION VISION STATEMENT

The State University of New York's overarching goal is to empower students to meet the changing demands of the 21st-century. Embedded in this goal are SUNY's commitment to broad access to the highest quality education, deep and engaged learning, and overall student success.

SUNY General Education supports these goals by creating a system-wide framework—applicable to all SUNY undergraduate degree programs—that addresses the fundamental aims of postsecondary undergraduate education, including proficiency with essential skills and competencies, familiarization with disciplinary and interdisciplinary ways of knowing, and enhancement of the values and disposition of an engaged 21st century global citizenry.

Moreover, SUNY General Education promotes equity by equipping SUNY undergraduates, regardless of background, program of study, or campus, with foundational capacities fostered through a broad liberal education to prepare them for further study, work, life, and global citizenship. It encourages students to explore subjects and learning experiences beyond their intended major and fosters a commitment to personal growth and life-long learning.

Importantly, SUNY General Education supports seamless transfer of students between and among SUNY institutions and it ensures consistency in expected system-level learning outcomes while enabling individual campuses to develop unique signature features, including their respective array of educational offerings and pedagogical approaches.

STATEMENT OF VALUES AND GUIDING PRINCIPLES

SUNY General Education (GE) is a system-wide framework applicable to all SUNY undergraduate degree programs that addresses the fundamental goals of higher education, including proficiency with essential skills, familiarization with disciplinary and interdisciplinary ways of knowing, and enhancement of the values and disposition of an engaged 21st century global citizenry.

SUNY's General Education rests on the following guiding principles:

1. SUNY GE promotes equity by equipping all SUNY undergraduates—regardless of background, program of study, or campus—with foundational capacities fostered through a broad liberal education to prepare them for further study, work, life, and global citizenship.
2. SUNY GE encourages students to explore subjects and learning experiences beyond their intended major and fosters a commitment to personal growth and life-long learning.
3. SUNY GE aligns with SUNY's commitment to deep and engaged learning and encourages persistence, completion, and success.
4. SUNY GE supports seamless transfer of students between and among SUNY institutions; it ensures consistency in expected learning outcomes while enabling individual campuses to develop unique signature features, including their respective array of educational offerings and pedagogical approaches.

5. SUNY GE specifies minimum requirements; campuses may set additional expectations, as long as those expectations remain consistent with SUNY policy, NYS regulation and education law, and institutional accreditation standards and expectations.
6. SUNY GE is internally consistent and coherent, and readily understood by students, faculty, staff, and other internal and external stakeholders.
7. SUNY GE includes clear and measurable student learning outcomes, assessed by campuses on an ongoing basis to ensure high-quality educational experiences for all undergraduate students; similarly, SUNY GE policy is reviewed regularly to ensure that it is effective, relevant, and up-to-date.

OVERVIEW OF THE SUNY GENERAL EDUCATION FRAMEWORK

The SUNY GE framework includes twelve categories of knowledge, skills and competencies—ten knowledge and skills areas expose students to different ways of knowing so that they can make reasoned judgements outside as well as inside their academic field, and enabling them to develop diverse perspectives and global understanding; and two core competencies that extend beyond discipline-specific knowledge and skills. Among the specific knowledge and skills categories is a new requirement, *Diversity: Equity, Inclusion, and Social Justice*. This requirement aligns with the SUNY Board of Trustees' *Policy on Diversity, Equity, and Inclusion* (adopted September 10, 2015) as well as SUNY's *Diversity, Equity, and Inclusion Phase I Action Plan* (2021), which recommends including a diversity category in the general education requirements. In addition, explicitly delineated skills and competencies in quantitative reasoning, scientific reasoning, oral and written communication, critical thinking and reasoning, and information literacy help to ensure SUNY graduates have the 21st century knowledge, skills, and competencies they need, while also satisfying institutional accreditation expectations. Finally, the framework provides flexibility for campuses to develop innovative and robust local general education programs for their respective undergraduate degrees.

SUNY GENERAL EDUCATION KNOWLEDGE AND SKILLS AREAS, AND COMPETENCIES

1. Knowledge and Skills Areas (**a minimum of 7 of 10 categories of knowledge and skills are required**)
The following four are required
 Communication – written and oral
 Diversity: Equity, Inclusion, and Social Justice
 Mathematics (and quantitative reasoning)
 Natural Sciences (and scientific reasoning)¹
In addition, a minimum of three of the following six are required
 Humanities
 Social Sciences
 The Arts
 US History and Civic Engagement
 World History and Global Awareness
 World Languages
2. Core Competencies – **both required**
 Critical Thinking and Reasoning
 Information Literacy

SUNY GENERAL EDUCATION CREDIT AND CATEGORY REQUIREMENTS

The SUNY General Education framework is foundational in nature and relevant to *every* student seeking a SUNY undergraduate degree; it is also consistent with institutional accreditation requirements² and applicable New York State Education Department Commissioner Regulations and curriculum expectations.³

In both associate-degree transfer and baccalaureate-degree programs, SUNY General Education helps prepare students for upper-division study across the liberal arts and sciences as well as in the major. Consistent with SUNY's commitment to seamless transfer and student completion and success, campuses must ensure that students can complete the SUNY GE requirements within the first 60 credits of all AA-, AS-, and baccalaureate-degree programs.

For AA-, AS-, and baccalaureate-degree programs, the following credit and category requirements apply:

- At least 30 credits of SUNY GE-approved Liberal Arts and Sciences
- A minimum of seven (of ten) Knowledge and Skills Areas, including the four specifically required
- The two core competencies

Consistent with SUNY's commitment to establish a strong foundation for every SUNY student seeking an undergraduate degree, along with institutional accreditation expectations and NYSED degree requirements, the campus' required general education program must also be included in AAS degrees.

For AAS-degree programs, the following credit and category requirements apply:

- At least 20 credits of SUNY GE-approved Liberal Arts and Sciences
- A minimum of the four (of ten) specifically required Knowledge and Skills Areas
- The two core competencies

Students in AOS-degree programs must also meet the campus general education program's required knowledge, skills, and competencies. Whether accomplished by designating freestanding SUNY GE-approved liberal arts and sciences courses and/or embedding required general education content into applied courses, curriculum mapping will help ensure the institution can demonstrate where required general education instruction is taking place and assessed.

For AOS-degree programs, the following credit and category requirements apply:

- A minimum of zero credits of SUNY GE-approved Liberal Arts and Sciences.
- A minimum of the four (of ten) specifically required SUNY GE Knowledge and Skills Areas (freestanding or embedded)
- The two core competencies (freestanding or embedded)

SUNY GENERAL EDUCATION KNOWLEDGE AND SKILLS, AND CORE COMPETENCIES

The 12 categories of the SUNY General Education Framework—ten Knowledge and Skills Areas and two Core Competencies—are detailed in the pages that follow. Note that student learning outcomes for each category are intentionally broad, to ensure seamless transfer as well as faculty flexibility. (See also separate draft *Implementation Guidance for SUNY General Education* for more detail.)

SUNY GENERAL EDUCATION KNOWLEDGE AND SKILLS AREAS

Communication – Written and Oral

(Required)

I. Label

Communication – Written and Oral

II. Student Learning Outcomes

Students will

- research a topic, develop an argument, and organize supporting details;
- demonstrate coherent college-level communication (written and oral) that informs, persuades, or otherwise engages with an audience;
- evaluate communication for substance, bias, and intended effect; and
- demonstrate the ability to revise and improve written and oral communication.

Diversity: Equity, Inclusion, and Social Justice

(Required)

I. Label

Diversity: Equity, Inclusion, and Social Justice

II. Student Learning Outcomes

Students will

- describe the historical and contemporary societal factors that shape the development of individual and group identity involving race, class, and gender;
- analyze the role that complex networks of social structures and systems play in the creation and perpetuation of the dynamics of power, privilege, oppression, and opportunity; and
- apply the principles of rights, access, equity, and autonomous participation to past, current, or future social justice action.

Mathematics (and Quantitative Reasoning)

(Required)

I. Label

Mathematics (and Quantitative Reasoning)

II. Student Learning Outcomes

Students will demonstrate mathematical skills and quantitative reasoning, including the ability to

- interpret and draw inferences from appropriate mathematical models such as formulas, graphs, tables, or schematics;
- represent mathematical information symbolically, visually, numerically, or verbally as appropriate; and
- employ quantitative methods such as arithmetic, algebra, geometry, or statistics to solve problems.

Natural Sciences (and Scientific Reasoning)

(Required)

I. Label

Natural Sciences (and Scientific Reasoning)

II. Student Learning Outcomes

Students will demonstrate scientific reasoning applied to the natural world, including

- an understanding of the methods scientists use to explore natural phenomena, including observation, hypothesis development, measurement and data collection, experimentation, evaluation of evidence, and employment of data analysis or mathematical modeling; and
- application of scientific data, concepts, and models in one of the natural (or physical) sciences.

Humanities

I. Label

Humanities

II. Student Learning Outcomes

Students will

- demonstrate knowledge of the conventions and methods of at least one of the humanities; and
- recognize and analyze nuance and complexity of meaning through critical reflections on text, visual images, or artifacts.

Social Sciences

I. Label

Social Sciences

II. Student Learning Outcomes

Students will

- describe major concepts and theories of at least one discipline in the social sciences; and
- demonstrate an understanding of the methods social scientists use to explore social phenomena.

The Arts

I. Label

The Arts

II. Student Learning Outcomes

Students will

- demonstrate an understanding of at least one principal form of artistic expression and the creative process inherent therein.

US History and Civic Engagement

I. Label

US History and Civic Engagement

II. Student Learning Outcomes

Students will

- demonstrate understanding of United States' society and/or history, including the diversity of individuals and communities that make up the nation;
- understand the role of individual participation in US communities and government; and
- apply historical and contemporary evidence to draw, support, or verify conclusions.

World History and Global Awareness

I. Label

World History and Global Awareness

II. Student Learning Outcomes

Students will

- demonstrate knowledge of a broad outline of world history and/or the development of the distinctive features of at least one civilization or culture in relation to other regions of the world; and
- demonstrate an understanding of the structures, systems, and interrelationships among civilizations and cultures within historical and/or contemporary contexts, and their impact on wellbeing and sustainability.

World Languages

I. Label

World Languages

II. Student Learning Outcomes

Students will

- exhibit basic proficiency in the understanding and use of a world language; and
- demonstrate knowledge of the distinctive features of culture(s) associated with the language they are studying.

SUNY GENERAL EDUCATION CORE COMPETENCIES

Critical Thinking and Reasoning

(Required)

I. Label

Critical Thinking and Reasoning

II. Student Learning Outcomes

Students will

- clearly articulate an issue or problem;
- identify, analyze, and evaluate ideas, data, and arguments as they occur in their own or others' work;
- acknowledge limitations such as perspective and bias; and
- develop well-reasoned (logical) arguments to form judgments and/or draw conclusions.

Information Literacy
(Required)

I. Label

Information Literacy

II. Student Learning Outcomes

Students will

- locate information effectively using tools appropriate to their need and discipline;
- evaluate information with an awareness of authority, validity, and bias; and
- demonstrate an understanding of the ethical dimensions of information use, creation, and dissemination.

**SUNY General Education Framework Compared to Current SUNY General Education Requirement (SUNY-GER)
and Middle States Commission on Higher Education Identified Skills and Proficiencies**

SUNY General Education Framework	Current SUNY-GER	MSCHES Skills and Proficiencies
	Basic Communication	Written and Oral Communication
	n/a	Diverse Perspectives, Cultural Sensitivity, Values & Ethics
	Mathematics	Quantitative Reasoning
	Natural Sciences	Scientific Reasoning
	Humanities	Values & Ethics, Diverse Perspectives, Global Awareness, Cultural Sen
	Social Sciences	Cultural Sensitivity, Diverse Perspectives, Global Awareness, Quantita
	The Arts	Reasoning, Scientific Reasoning
	American History	Diverse Perspectives, Global Awareness, Cultural Sensitivity, Values a
	Western Civilization	Cultural Sensitivity, Diverse Perspectives, Critical Analysis and Reason
	Other World Civilizations	Cultural Sensitivity, Diverse Perspectives, Global Awareness, Values &
	Foreign Language	Cultural Sensitivity, Diverse Perspectives, Global Awareness, Values &
	Critical Thinking (Reasoning)	Critical Analysis and Reasoning
	Information Management	Information Literacy

[REDACTED]

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PROVOST'S GENERAL EDUCATION ADVISORY COMMITTEE (GEAC)

SUNY General Education for the 21st Century Provost's General Education Advisory Committee Charge

The Provost's General Education Advisory Committee (GEAC) shall be a shared-governance committee that advises the SUNY Provost on SUNY's General Education Requirements for baccalaureate- and associate-degree students. Building on SUNY Board of Trustees' policy and the environmental scan and recommendations of the Phase I Working Group (summarized in the White Paper and in the Green Paper), the GEAC will prepare a broad SUNY general education vision statement that reflects SUNY's overarching goal of empowering students to meet the changing demands of a 21st-century global citizen. The vision should align with SUNY's statutory mission to broadly educate its students and accord with key priorities, including diversity, sustainability, individualized education, innovation, and partnerships. Based on this vision, the GEAC will develop policy recommendations for a cohesive University-wide general education framework by spring 2021, with intermediate reporting requirements in the spring of 2020 and fall of 2020. The framework shall align with the MSCHE's criteria for general education by offering sufficient scope to draw students into new areas of intellectual experience. The General Education plan must be flexible to allow for individual campus innovation and reinforcement of their distinctive missions, goals, and cultures. Innovative GE approaches approved by the campus and SUNY must be fully transferable as GE completed components to other SUNY institutions. These general principles shall guide GEAC's endeavors.

As recommended by the Phase I Working Group in the Green Paper, particular attention should be given to the following topics and issues:

- Reconsideration of the designation of the Information Management category as an infused competency and revision of the accompanying learning outcomes;
- Development of more culturally sensitive language in the titles of knowledge and skills areas and their related learning outcomes, with urgent reconsideration of the "Other World Civilizations" and "Foreign Language" category titles;
- Cross-disciplinary examination of the (MSCHE) scientific reasoning requirement and its relationship to a possible natural sciences general education requirement for all;
- Stipulation that a student may use a general education course to fulfill a maximum of two SUNY general education categories;
- Consideration of methods for addressing general education in AAS and AOS degrees;
- Reconsideration of SUNY general education categories and their related student learning outcomes, including whether to maintain the number of content categories at ten and the seven-category requirement for all SUNY students;
- Consideration of the options for required general education credits for AA/AS degrees (e.g., maintain the 30-credit requirement or reduce the number of required credits);
- Development of a sustainable plan for cyclical review and assessment of the SUNY general education program.

Allowing for substantive stakeholder feedback to revise and inform the work (as detailed in the proposed General Education Phase II Timeline), the GEAC shall complete its work by the first quarter of 2021, with important intermediate progress updates due by April 2020 and October 2020.

COMMITTEE AND SUBCOMMITTEE COMPOSITION

General Education Advisory Committee (GEAC)

Co-Chairs

Dr. Kathleen M. Schiefen, Provost and Executive Vice President for Academic Affairs, Genesee Community College

Dr. Joseph C. Hoffman, Interim Dean, School of Business, Science and Humanities, SUNY Distinguished Teaching Professor, Professor of Mathematics and Computer Science, SUNY Maritime College

Members

Dr. Shadi Shahedipour-Sandvik, Provost-in-Charge, SUNY System Administration

Dr. Farhad Ameen, SUNY Distinguished Teaching Professor, Professor of Economics, Westchester Community College

Dr. Elizabeth Bringsjord, Vice Provost and Vice Chancellor for Academic Affairs, SUNY System Administration

Ms. Sally Crimmins Villela, Associate Vice Chancellor for Global Affairs, SUNY System Administration

Ms. Christy Woods (Fogal), President, Faculty Council of Community Colleges, Monroe Community College

Dr. Wendy Gordon, Professor of History, SUNY Plattsburgh

Ms. Andrea Hemmerich, Transfer Coordinator, Finger Lakes Community College

Dr. Fred Hildebrand, Associate Provost, Academic Affairs, SUNY System Administration

Dr. Gwen Kay, President, University Faculty Senate, SUNY Oswego

Dr. Carol Kim, Provost and Senior Vice President for Academic Affairs, University at Albany

Dr. Daniel Knox, Assistant Provost for Academic Planning and Student Success, SUNY System Administration

Dr. Keith Landa, Director of the Teaching, Learning, and Technology Center, Purchase College

Dr. JoAnne Malatesta, Dean for Undergraduate Education, University at Albany

Dr. Nigel Marriner, President, SUNY Registrar's Association, Buffalo State

Dr. Ronald Milon, Chief Diversity Officer, Fashion Institute of Technology

Dr. Deborah Moeckel, Assistant Provost for Assessment and Community College Education, SUNY System Administration

Dr. Barbara Morris, Associate Vice Provost and Associate Vice Chancellor for Academic Affairs, SUNY System Administration

Mr. Bruce Rowe, Humanities Department Chair, North Country Community College

Dr. Ronald Sarnier, Distinguished Service Professor, Computer Science, SUNY Polytechnic Institute

Ms. Nina Tamrowski, Professor, Onondaga Community College

Dr. George Timmons, Vice President and Dean of Academic Affairs, Columbia-Greene Community College

Ms. Cynthia Tysick, Associate Librarian, SUNY Buffalo

Mr. Omar van Reenen, Vice President, Student Assembly, University at Albany

Dr. Julie Woodworth, Professor of Nursing, Niagara County Community College

GEAC Compliance Subcommittee

Chair

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GEAC Cultural Sensitivity Subcommittee

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Dr. Carol Kim, Provost and Senior Vice President for Academic Affairs, University at Albany
Mr. Bruce Rowe, Humanities Department Chair, North Country Community College

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Professor of Economics, Westchester Community College
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GEAC Values Subcommittee

Chair

Dr. Barbara Morris, Associate Vice Provost and Associate Vice Chancellor for Academic Affairs, SUNY System Administration

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Ms. Christy Woods (Fogal), President, Faculty Council of Community Colleges, Monroe Community College
Dr. Wendy Gordon, Professor of History, SUNY Plattsburgh
Ms. Andrea Hemmerich, Transfer Coordinator, Finger Lakes Community College
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Dr. Keith Landa, Director of the Teaching, Learning, and Technology Center, Purchase College
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GEAC Basic Communications Subcommittee

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GEAC Critical Thinking Subcommittee

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GEAC Diversity Subcommittee

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Mr. Omar van Reenen, Vice President, Student Assembly, University at Albany

GEAC Global Learning Subcommittee

Chair

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GEAC History Subcommittee

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Dr. Deborah Moeckel, Assistant Provost for Assessment and Community College Education, SUNY System Administration

Ms. Cynthia Tysick, Associate Librarian, SUNY Buffalo

GEAC Humanities Subcommittee

Chair

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Dr. Gwen Kay, President, University Faculty Senate, SUNY Oswego

Dr. Barbara Morris, GEAC Advisory Member, SUNY System Administration

Dr. George Timmons, Vice President and Dean of Academic Affairs, Columbia-Greene Community College

GEAC Mathematics Subcommittee

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GEAC Natural Sciences Subcommittee

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GEAC Social Sciences Subcommittee

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GEAC World Language Subcommittee

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Dr. Nigel Marriner, President, SUNY Registrar's Association, Buffalo State

Dr. Deborah Moeckel, Assistant Provost for Assessment and Community College Education, SUNY System Administration

SUNY GENERAL EDUCATION DIVERSITY WORKING GROUP CHARGE AND MEMBERSHIP

Charge

- Review Provost's General Education Advisory Committee (GEAC) recommendations for Diversity
- Review summary of comments received through open comment period
- Review data gathered from campus CAOs regarding local diversity requirements
- Develop proposed refinements for the category title and student learning outcomes; these should be sufficiently broad to allow for both preservation of already developed campus efforts, and campus flexibility and creativity

Co-Chairs

Dr. Keith Landa, President, University Faculty Senate, Purchase College

Ms. Christy Woods (Fogal), President, Faculty Council of Community Colleges, Monroe Community College

Members

Dr. Seth N. Asumah, Distinguished Teaching Professor; Professor of Political Science; Chairperson, Africana Studies Department, SUNY Cortland

Dr. Kristopher Baker, Professor of Biology, Rockland Community College

Dr. Jennifer Hildebrand, Chair, UFS Academic Affairs Committee, Ethnic Studies program coordinator, SUNY Fredonia

Dr. Rodmon King, Chief Diversity & Inclusion Officer, SUNY Oswego; Deputy Chief Diversity Officer, SUNY System Administration

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Dr. Jacqueline Snyder, Associate Dean of Academic Affairs, Fulton-Montgomery Community College

Ms. Candice Vacin, Professor of Psychology, Genesee Community College