UGC meeting
9/9/24
Present: Hanna Nekvasil, Michael Mooney, Michael Boerner, Kara De Senna,
Deborah Serlin, Jennifer DeVito, Christine Pitocco, Tina Abbate, Jennifer Dellaposte,
Kevin Mc Donnell, Srinivas Pentyala, Madeline Turan

1. Hanna was unanimously re-elected Chair
2. Hanna explained that the GEAC is working on the equivalencies from the SBCs and doing so in conjunction with the UGC
3. UGC Long-Term objectives: look at the administrative process to see how we meet the needs of ALL New Yorkers; can all students take advantage of all the offerings no matter what their economic status?
   a. E.g. Scholars in Nursing and Medicine – can it be an indicator?
   b. Can we look at Pell and 1st generation students legally
   c. Check for statistics from Braden and Rich (Beatty)
   d. FAFSA issues
4. UGC Short-Term Objectives: handle them as they appear
5. CORE COMPETENCIES:
   a. Need to be sequenced in during the first 60 credits
   b. Don't necessarily need to be course based – can be bench-marked.
6. PREVIOUS CORE COMPETENCIES:
   a. CRITICAL THINKING AND REASONING – tied previously to WRT 102
   b. INFORMATIONAL LITERACY - tied to ESI
7. NEW COMPETENCIES
   a. AI COMPETENCY added to INFORMATIONAL LITERACY
   b. CIVIC DISCOURSE IN DEMOCRACY (previously called C IVIL DISCOURSE)
8. AI COMPETENCY (from discussions): students should have some understanding of AI as it relates to INFORMATIONAL LITERACY
   Draft Language SUNY
   Information Literacy
   Students will
   • locate information effectively using tools appropriate to their need and discipline;
   • evaluate information from a variety of sources, including but not limited to artificial intelligence, with an awareness of authority, validity, and bias, and origin;
   • demonstrate an understanding of the ethical dimensions of information use, creation, and dissemination, whether from traditional sources or emerging technologies, such as artificial intelligence.

   a. Can it be integrated into WRT 102? Further discussion with Peter (Khost)
   b. Can it be tied into ESI?
   c. Can the ethical dimensions be set with CER courses?
   d. Can it be benchmarked within the first 60 credits?
   e. Graduate Council has taken up the AI question
9. CIVIC DISCOURSE IN DEMOCRACY (from discussions)
   Civic Discourse in Democracy (previously announced as Civil Discourse) Draft language from SUNY
   Students will
   • Identify the features of discourse in a functioning pluralistic democracy, including the role of collaborative decision-making and dissent.

• Demonstrate the discourse skills necessary to ○ be informed, engaged, and ethical contributors to a pluralistic society;
○ navigate discourse and disagreement, given their importance as essential parts of civic practice.

10.

a. Dynamic discussion of whether this is a reaction to the current political climate or a necessary skill for students to learn
b. Features of this competency seem to tie to SPK
c. Link to article from SUNY: www.suny.edu/suny-news/presss-releases/6-24/6-4-24-civil-discourse
d. Link to : allinchallenge.org
e. Discussion of using the word "democracy" – unanimous decision that the word used should be "society" – this would change the wording from: "SWBAT: identify the features of discourse in a functioning pluralistic democracy" to "students will identify the features of discourse in a pluralistic society". This makes it more inclusive
f. This will all be presented to the Senate (done 9/20 by HN)