

GECCo Meeting- Minutes

Venue: Virtual WEBEX meeting, 3.30-4.30 pm

Date: April 20, 2022

Members Present: Sarah Carberry (Chair), Lisa Cassidy, Chris Reali, Emily Leskinen, Christina Connor, Michael Unger, Desislava Budeva, Todd Barnes, Yvette Kisor, Rebecca Leung, Leah Warner, Roark Atkinson, Monika Giacompe, Malavika Sundararajan

1. Country Music class syllabus was submitted and approved. Update: Trying to run the class in Fall. But two weeks before the schedule was to go live, it was not included. Students could not find it. Needed to revise the word course for class. FAEC was also informed about this. It is now available (a week after registration dates). It was also one of the courses that was sent early.
2. Seeking suggestions for some constructive changes which will help streamline from our end. Maybe we could have the first meeting for 2-3 hours to review everything to streamline the schedules. Provost mentioned the adoption of an app. We can focus on the GECCo items, ARC on their items but given the dissatisfaction shown maybe a software solution (highland?) or a template to help with some small changes. Structurally, if ARC doesn't get all the syllabi by November it is fine, since we divide up the work, we get to GECCo only in January. From the Registrar's perspective it is before a certain date but ARC is fine if others need more time to get it to ARC it will not be a problem. We are also talking about a syllabi management system. The Vice Provost is supposed to sit as ex-officio to ARC, GECCo, and WAC. Since we currently have no Vice Provost, a designee(s) is supposed to sit on the committees to coordinate. The Registrar's office may be short staffed, which could lead to these issues as well. If we just added timing of when the class would be taught would indicate the importance of getting the courses approved. We could all have a date by which all of these can be finalized. Another suggestion is to move the deadlines to an earlier date. An absolute deadline could control the problem of late submissions. And also a deadline for the Provost's final approvals. We could have the Provost be on ARC so it is all mentioned in one go, without additional emails. In the past the Provost's designee would state the details and the Provost would just sign off on it. The current trend appears to be increasing the bureaucracy and slowing down many processes that used to be very simple to carry out earlier. If there are any GenEd issues on her desk- if it comes up at ARC, let the designee at ARC be trusted to make the final decisions. It appears we are not aware of how the extra step got added.
3. Request for suggestions on how to assess the following areas: Send language, rubric, suggestions to people if you have anything. Start conversations about these learning outcomes.
 - a. Logic and Reasoning
 - b. Intrapersonal and Interpersonal (would essays always not include this?- we are not sure students may not always be doing this. When these were introduced, it was not clearly fleshed out. With essay prompts that ask for reflection then yes, but if not, it may not be what students actually engage in). We could write a rubric in the form of pitching an idea to an audience but it has not yet been defined that way. When defined first, the objectives became the outcomes to avoid another layer. Intrapersonal could include time management but we have never really defined them. We looked at some lists of inter and intra personal skills and how they match in some courses. We need to define these skills in the context of our problem else it is tricky to assess as it may not be good evidence of what we are assessing. Where does a review of peer thinkers or if you are challenging a person who has

written before you stand? Would that be interpersonal? Do we want to benchmark and just check best practices that are already out there? That way we do not have to invent it from scratch. You can assess using a quick three point rubric to assess it. Nobody knows for certain what the rubrics are. We could translate definitions for different disciplines. We could assess it in oral presentations. For example, experiential was assessed by reviewing their journaling of their participation in events at Ramapo. Would that be applicable to intra and inter personal? Or reflective writing. Reflections- are good but we may be getting our students to do things because we are assessing. We should not let assessments drive our curriculum. It would be good if we just assess what we already do.

4. We are also looking for the following positions to be filled: 1) ASB at large, 2) Global Awareness Rep and 3) Scientific Reasoning Rep. We need to check if we need to consider eligibility criteria for GECCo

Meeting Concluded