

Committee on General Education 9/21/2020  
4pm--5:50pm

## Meeting Minutes

### In Attendance:

W. Martin, D. Espinosa, C. Falangola, J. Zornado (chair), S. Costa, K. Almeida, D. Gill, T. Ender, J. Capece, M. Michaud, B. Caouette, H. Tate, S. Pearlmutter, S. Brown (for Maureen Reddy).

### Excused:

M. Baker, J. Wu, J. Fagre

### Absent:

Earl Simson

The chair called the meeting to order at 4:00pm via Zoom chat.

### Provost Introductions

H. Tate opened the meeting with a charge to COGE to consider the question if now is the time to explore the possibility of revising our current General Education program. She asked the COGE consider going forward at a deliberate pace that would be transparent and led by faculty. She indicated that the AAC&U might support our process either with information, or consultants. Academic practice and accrediting requirements encourage us to reflect on current programs, and for General Education, she offered, "it's time." She went on to explain that such a project is difficult even under the best of circumstances, which underscored the need for a transparent, faculty-led process that would begin with wide faculty input on the current Gen Ed program.

### COGE Member Introductions

Each member introduced themselves and discussed their connection to Gen Ed courses and programs.

### Chair's Statement

The chair thanked the members for attending and reiterated the Provost's remarks. COGE would begin the process by discussing the question, in the hope that we might reach an agreement on how best to go forward with the process. Perhaps in the midst of our current crisis we might find the possibility to improve on what we do in the hopes of serving our students for the world after graduation. Brief discussion followed. The chair announced that the Zoom meeting was being recorded and that minutes would be taken in efforts towards transparency.

### Discussion: Crisis and Possibility

The question of whether COGE should embark on a process that would reflect on the current Gen Ed program with an aim to improving it, re-imagining it, or simply tinkering with it to correct it. The chair raised the issue of transfer students, and the hypothesis that RIC's Gen Ed program served as a barrier to students. Discussion followed. S. Costa remarked that faculty felt unsure and nervous about possible changes to come, including changes to the General Education program, and how that might impact faculty. Discussion followed. B. Caouette remarked on the question of data and resources—already existing as well as the collection of new—that while the AAC&U is one resource, individual disciplines have many of their own resources for teaching Gen Ed, best practices, and so on. S. Pearlmutter reminded the committee that the college's ten year accreditation was due under NECHE guidelines, and while the pandemic had delayed their visit, members of an accreditation team would visit campus in early 2021. NECHE requires a 40 credit General Education program, while offering flexibility in how a program is organized. NECHE's primary concern is to see that Gen Ed programs are designed to produce "the educated person." S. Pearlmutter also remarked that should consider changes to General Education that would make it more inclusive of other departments so that they might create and offer General Education courses. D. Gill remarked that the transfer process is difficult for students and Gen Ed expectations are not made clear to them via the transfer process. J. Capece agreed that barriers to transfer students were a significant issue that needed to be addressed. Discussion followed related to Gen Ed and advising, along with how transfer students receive credit towards Gen Ed requirements. H. Tate remarked that there was a risk in going forward with plans to try and lower transfer barriers when an opportunity to reimagine Gen Ed might be missed. We should separate the issue into two separate, though related, issues: 1) the process by which we explore General Education reform, and 2) possible corrections to the current Gen Ed program related to transfers, advising, and so on. C. Falangola raised the issue of advising and academic credit for student work done previously, and that the college only has one individual responsible for this, and the process does not serve students well at all. H. Tate agreed that our process for transfer students did not honor the student's work done. We discussed the need for communication with Lucy Saunders among other campus resources, including maybe Sara Reilly, RIC's transfer admissions person along with ways to improve working with potential transfer students. "Credit loss" students experience when transferring is significant. D. Espinosa remarked that the transfer problems having to do with Gen Ed were urgent and would be neglected if we prioritized Gen Ed reform, which he described as a multi-year project even in the best of times. Discussion followed. H. Tate reiterated that she believed fixing the systemic issues with Gen Ed would work directly against pursuing a "big picture" assessment of RIC's Gen Ed needs. K. Almeida suggested that we should find out if the current Gen Ed program is meeting its own stated goals for students. Discussion of resources followed, including existing assessment reports completed by COGE last year and before, along with the need for more information gathering. Discussion followed. H. Tate encouraged COGE to take the pulse of Gen Ed at RIC.

### Plans Going Forward

The chair asked if the committee was ready to offer suggestions for a way forward. He suggested a survey might be sent to faculty. S. Costa suggested we reach out to faculty via departmental chairs to begin gathering information about key concerns and issues that might

inform a survey. Discussion followed. It was agreed that COGE should develop relationships with department chairs, seek feedback from faculty, from students, and administer a survey as a way to pursue the process of a faculty-led, transparent dialogue about Gen Ed and the possible reform efforts that might grow out of the process. The committee should also ask for feedback from students and alums. Meanwhile, the committee will also research current “best practices” related to the AAC&U’s work on General Education as a way to frame and inform our discussions going forward.

The meeting concluded at 5:50pm.

Respectfully submitted,

J. Zornado  
Chair, COGE