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UNIVERSITY COUNCIL MEETING
February 23, 2015
3:00 p.m.
The Cascades Room at The Inn at Virginia Tech
AGENDA

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1. <u>Adoption of Agenda</u>   Dr. Mark McNamee

2. <u>Announcement of approval and posting of minutes of February 2, 2015</u>   Dr. Mark McNamee

    These minutes have been voted on electronically and will be posted on the University web.

3. <u>Announcement of acceptance and posting of Commission Minutes</u>   Dr. Mark McNamee
    These minutes have been accepted for filing by electronic vote and will be posted on the University web. Note that the purpose of voting on Commission minutes is to accept them for filing. University Council By-laws require that policy items be brought forward in resolution form for University Council action.

    Commission on Undergraduate Studies and Policies
    January 26, 2015

4. <u>Old Business</u>   Dr. Mark McNamee

    Commission on Graduate Studies and Policies   Dr. Hans Robinson
    Resolution CGSP 2014-15F
    Resolution to Establish a Doctor of Philosophy Degree in Executive Business Research

5. <u>New Business</u>   Dr. Mark McNamee

    Commission on Graduate Studies and Policies   Dr. Hans Robinson
    Resolution CGSP 2014-15G
    Resolution to Amend Presidential Policy Memorandum No. 230, Awarding of a Graduate Certificate

    Commission on Undergraduate Studies and Policies   Dr. Stephen Martin
    Resolution CUSP 2014-15H
    Resolution to Revise Presidential Policy Memorandum No. 125 (University Core Curriculum/Curriculum for Liberal Education (CLE) (PPM 240))

    Pathways: General Education at Virginia Tech   Dr. Rachel Holloway
    (Presentation)

6. <u>Adjournment</u>   Dr. Mark McNamee

University Council Minutes
February 23, 2015
3:00 PM
1045 Pamplin Hall

Present: Mark McNamee (presiding), Richard Benson, Lay Nam Chang, Cyril Clarke, Sonia Hirt for Jack Davis, Susan Short for Guru Ghosh, Ed Jones for Alan Grant, Scott Midkiff, Kim O'Rourke, Patricia Perillo, Robert Stephens for Elizabeth Spiller, Robert Sumichrast, Brian Matthews for Tyler Walters, Sherwood Wilson, Paul Winistorfer, France Bélanger, Rami Dalloul, Joseph Edens, Stephen Martin, Hans Robinson, Susan Volkmar, Deborah Smith for Susan Anderson, Charlene Eska, Joe Merola, Monty Abbas for Corinne Noirot, Daniel Breslau for Anita Puckett, Susanna Rinehart, Bob Rogers for Christopher Beattie, Tom Fox, Paul Herr, Joan Hirt, Nanda Nanthakumar, Cyndy Graham, Melissa Means, Stacey Poertner, Sue Teel, Larry Cox, Kyrille Goldbeck DeBose, Matthew Chan, Greg Purdy, Taylor Fix, Kylie Gilbert, Elizabeth Lazor, Warren Nooger, Andrew Schoka, Tanushri Shankar, Bernice Hausman

Absent: Tim Sands (with notice), Dennis Dean, Karen DePauw, Elizabeth Flanagan, Dwight Shelton (with notice), Tom Tillar, Pam White, Aaron Bond, Reed Kennedy, Maxine Lyons, Alex Parrish, Bruce Pencek, Kathrine Carter, David Dillard, Dave Dugas, Ana Agud, Lynn Short, Tom Tucker, Brett Besag (with notice), Raifu Durodoye (with notice), Alphonso Garrett, Michael Martin, De'Ashley Spain, Samantha Erwin, Alexa Parsley, Dan Cook (with notice), Austin Larrowe, Ashley Francis

Guests: Stephen Biscotte, Steve Culver, Peter Doolittle, Rick Ferraro, Jack Finney, Natalie Hart, Rachel Holloway, Hal Irvin, Ann-Marie Knoblauch, Gary Long, Kate McConnell, Carolyn Meier, April Myers, Cheryl Peterson, Marlene Preston, David Travis

Dr. McNamee called the meeting to order at 3:00 p.m. A quorum was present.

1. Adoption of Agenda

A motion was made and seconded to adopt the agenda. The motion carried.

2. Announcement of approval and posting of minutes of February 2, 2015

Dr. McNamee noted that these minutes have been voted on electronically and can be publicly accessed on the Governance Information System on the Web (http://www.governance.vt.edu).

Note: The meeting scheduled for February 16, 2015, was canceled due to inclement weather and re-scheduled to February 23, 2015.

3. Announcement of Approval and Posting of Commission Minutes

These minutes have been voted on electronically and will be posted on the University web (http://www.governance.vt.edu). Note that the purpose of voting on Commission minutes is to accept them for filing. University Council By-laws require that policy items be brought forward in resolution form for University Council action.

- Commission on Undergraduate Studies and Policies
  January 26, 2015

4. Old Business

Commission on Graduate Studies and Policies
CGSP Resolution 2014-15F
Resolution to Establish a Doctor of Philosophy Degree in Executive Business Research

Dr. Hans Robinson presented the resolution for second reading and made a motion to approve. The motion was seconded, and the motion passed.

5. New Business

Commission on Graduate Studies and Policies
CGSP Resolution 2014-15G
Resolution to Amend Presidential Policy Memorandum No. 230, Awarding of a Graduate Certificate

Dr. Hans Robinson presented the resolution for first reading. Dr. Robinson indicated that currently there is not a procedure to discontinue graduate certificates. This resolution will amend Presidential Policy Memorandum No. 230 to include periodic review of the awarding of graduate certificates and to allow for the removal of certificates that have no pending applications or awards in the past five years. Communication will be sent out to departments when the certificate has not been awarded in four years so that they can inform their students that the certificate may be discontinued. This will allow students an opportunity to apply for the certificate prior to its removal.

Commission on Undergraduate Studies and Policies
CUSP Resolution 2014-15H
Resolution to Revise Presidential Policy Memorandum No. 125 (University Core Curriculum/Curriculum for Liberal Education (CLE) (PPM 240))

Dr. Stephen Martin presented the resolution for first reading. Dr. Martin indicated that this is a culmination of a number of years of work by the University Core Curriculum Committee for Liberal Education and a number of other bodies on campus. Dr. Martin introduced Dr. Rachel Holloway, Vice Provost for Undergraduate Academic Affairs, to give a presentation on Pathways: General Education at Virginia Tech (attached).

After a lengthy discussion, Dr. McNamee announced that this resolution will be brought back to University Council for a second reading and a vote at the March 2, 2015, meeting.

6. Adjournment

There being no further business, a motion was made to adjourn the meeting at 4:35 p.m.

Office of the
SENIOR VICE PRESIDENT AND PROVOST

Academic Implementation Strategy for
A PLAN FOR A NEW HORIZON
ENVISIONING VIRGINIA TECH **2013-2018**

Improve Core and Liberal Education, Including the Incorporation of Computational Thinking

Anticipated Actions and Related Investments During the Planning Period

- The university will launch a new general education curriculum that provides foundational learning in discourse and computational thinking; a capstone experience; and interdisciplinary programs across the sciences, social sciences, arts, and humanities to complement a student's major field of study with a coherent and substantive course of study. This curriculum will engage students in self-authorship, deep reflection, and ethics.

- We will both identify and realign resources from the current general education curriculum to support the new curriculum and will invest in professional development for faculty, staff, advisors, and graduate students to support the new initiatives in general education.

- The university will construct new facilities with state-of-the-art learning environments that will showcase the very best teaching and learning experiences on campus, and we will continue to refurbish and improve existing general assignment classrooms and instructional laboratories.

- Virginia Tech will create new foundational courses in computational thinking required for fulfillment of the general education curriculum and will facilitate the development and implementation of advanced courses that focus on computational thinking for all upper-level undergraduate students.

3

What is a 21st Century Liberal Education?

- Empowers individuals to deal with complexity, diversity, and change.

- Provides students with broad knowledge of the wider world as well as in-depth study in a specific area of interest.

- Helps students develop a sense of social responsibility.

- Builds strong and transferable intellectual and practical skills and a demonstrated ability to apply knowledge and skills in real-world settings.

What Employers Say . . .

80% "regardless of their major, **all college students should acquire broad knowledge in the liberal arts and sciences."**

90% demonstrate **ethical judgment and integrity; intercultural skills; and the capacity for continued new learning."**

93% Ability to **think critically, communicate clearly, and solve complex problems** is <u>more important</u> than [a candidate's] undergraduate major."

It Takes More than a Major: Employer Priorities for College Learning and Student Success. 2013. Washington, DC: Association of American Colleges and Universities and Hart Research Associates.

What Our Students Say . . .

"*m...... an interdisciplinary path, but these area views tend to promote tunnel vision. **What is the big picture? Why is it important? How do I fit into the scheme of things?** I think the ability to link different areas and see a connection is very important."*

*stronger incorporation of themed courses from different areas. I can it very helpful to **see how different viewpoints and approaches can tackle the same problems,** and what different methods are used in doing so. I think this might help students to be more comfortable and willing to look beyond their major and attempt to take a greater variety of courses.*

Source: 2010 student survey conducted during SGA elections

What Research Tells Us . . .

- *Build curricula and courses focused on meaningful learning outcomes.*

- *Create a curricular framework to promote both foundational and integrated learning.*

- *Infuse active and inclusive pedagogy across the curriculum.*

Virginia Tech's mission and structure require us to . . .

- *retain and expand opportunities for exploration.*

- *insure access for all students.*

- *respect time to degree.*

- *ensure flexibility, scalability, and continuous improvement.*

Pathways: General Education at Virginia Tech
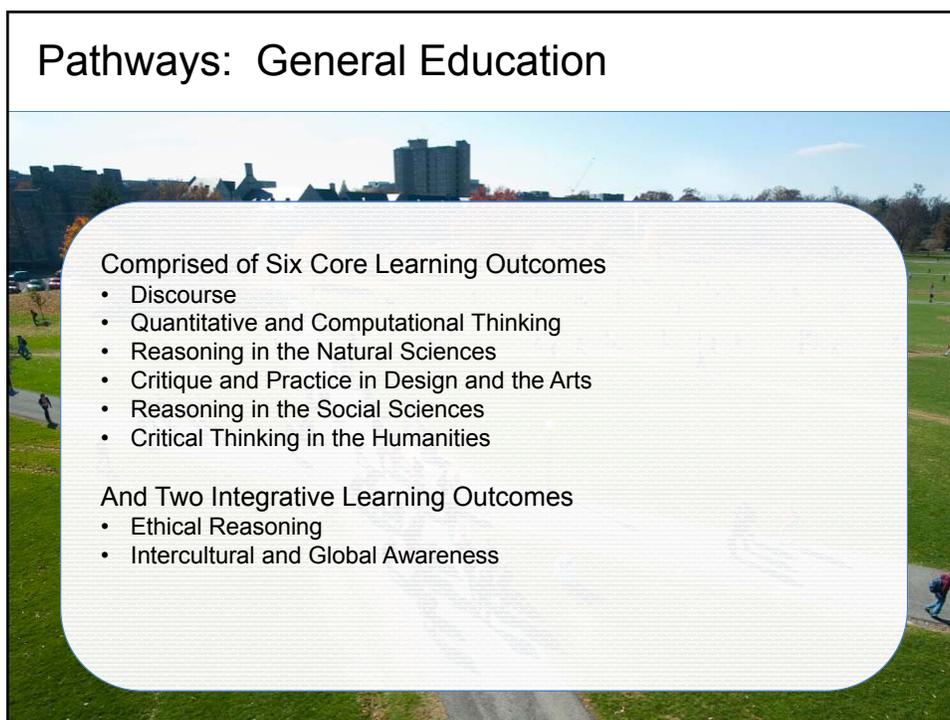
Pathways: General Education

Comprised of Six Core Learning Outcomes
* Discourse
* Quantitative and Computational Thinking
* Reasoning in the Natural Sciences
* Critique and Practice in Design and the Arts
* Reasoning in the Social Sciences
* Critical Thinking in the Humanities

And Two Integrative Learning Outcomes
* Ethical Reasoning
* Intercultural and Global Awareness

Pathways: General Education

Comprised of Six Core Learning Outcomes
- **Discourse:**
  9 credits—6 foundational and 3 advanced/applied
- **Quantitative and Computational Thinking**
  9 credits—6 Foundational + 3 advanced/applied
- **Reasoning in the Natural Sciences**
  6 credits with an additional 2 lab credits for some majors
- **Critique and Practice in Design and the Arts**
  6 credits—3 design + 3 arts or 6 integrated design and arts
- **Reasoning in the Social Sciences**
  6 credits
- **Critical Thinking in the Humanities**
  6 credits

Pathways: General Education

Two Integrative Outcomes

- Ethical Reasoning

- Intercultural and Global Awareness

Pathways: General Education

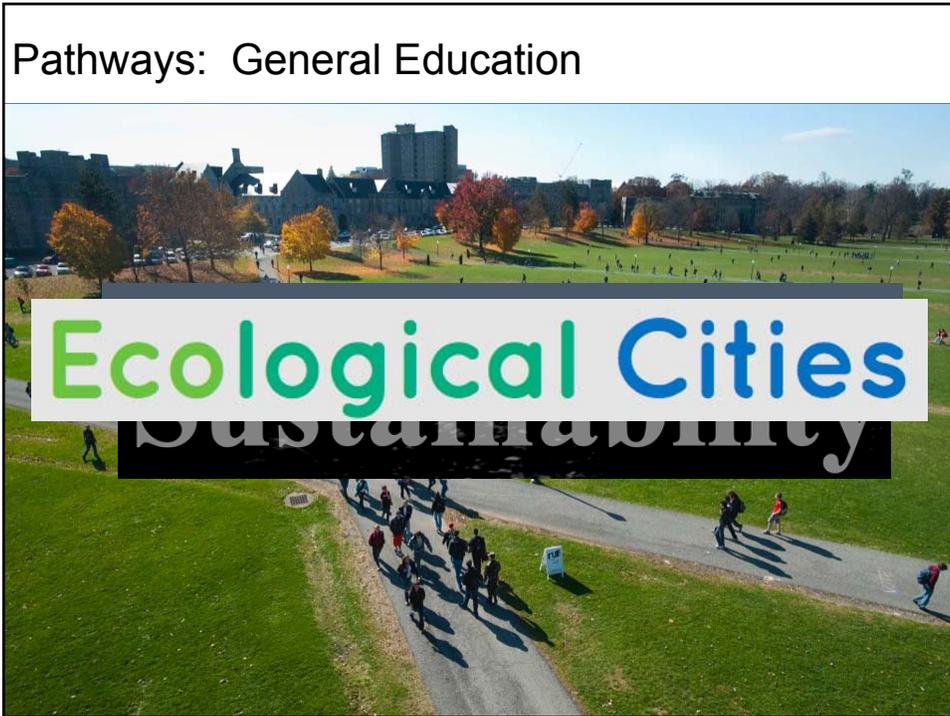Pathway I: Distribution Model

Pathway II: Pathways Minors

Pathway III: Alternative Pathways

Pathways: General Education

Ecological Cities

Pathways: General Education

Alternate Pathways might include . . .
- Education Abroad
- Undergraduate Research
- Service-Learning
- Internships
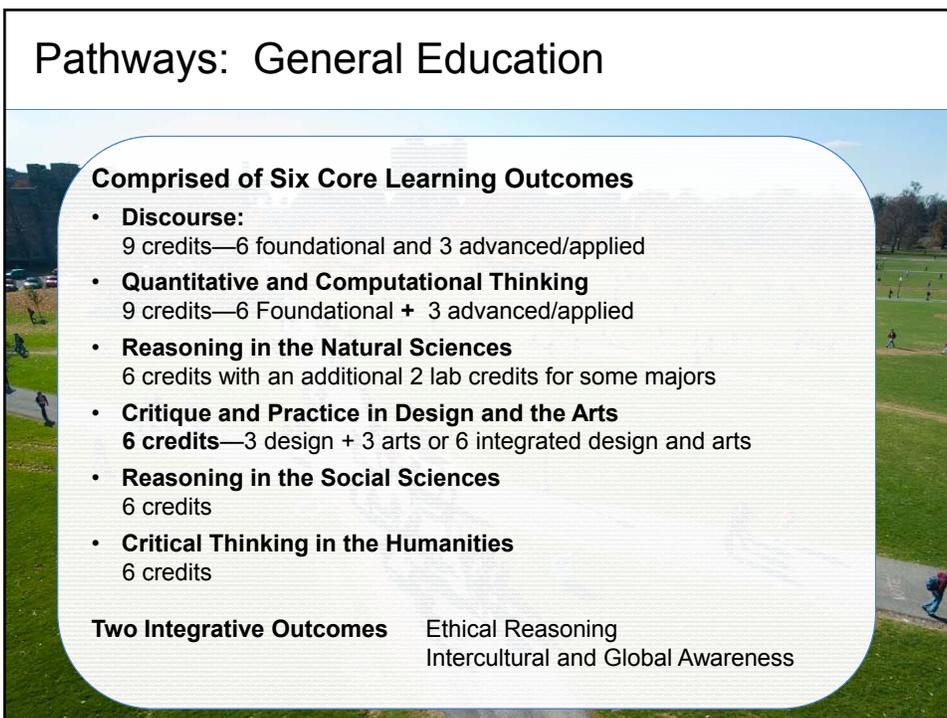- Co-Curricular Experiences
- And more.

Pathways: General Education

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Two Integrative Outcomes   Ethical Reasoning
                                  Intercultural and Global Awareness

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Two Integrative Outcomes   Ethical Reasoning
                                       Intercultural and Global Awareness

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Two Integrative Outcomes   Ethical Reasoning
                                       Intercultural and Global Awareness

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Two Integrative Outcomes   Ethical Reasoning
                                  Intercultural and Global Awareness

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Two Integrative Outcomes   **Ethical Reasoning**
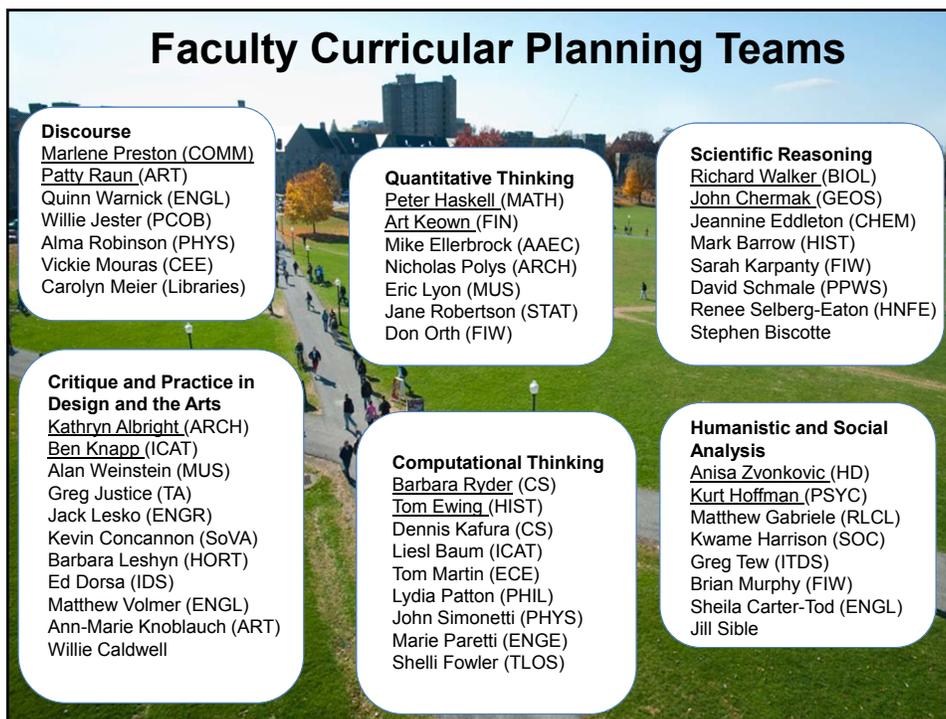   **Intercultural and Global Awareness**

## Pathways: General Education

Pathways: Curriculum Development

2002   Provost Working Group recommended consideration of purpose, structure, and approach.

2004   University-wide Mini-Retreat to Review, Refine and Revitalize the Core Curriculum led to integrative pilots for general education.

2005   Ad Hoc Committee on the Core Curriculum called for greater integration and synthesis among educational experiences.

2010   Undergraduate Strategic Plan Task Force called for the university to the value of general education, to create alternate paths, and to focus greater attention on assessment.

2013   Proposal for Integrative General Education shared with the university community.

Faculty Curricular Planning Teams

Discourse
Marlene Preston (COMM)
Patty Raun (ART)
Quinn Warnick (ENGL)
Willie Jester (PCOB)
Alma Robinson (PHYS)
Vickie Mouras (CEE)
Carolyn Meier (Libraries)

Quantitative Thinking
Peter Haskell (MATH)
Art Keown (FIN)
Mike Ellerbrock (AAEC)
Nicholas Polys (ARCH)
Eric Lyon (MUS)
Jane Robertson (STAT)
Don Orth (FIW)

Scientific Reasoning
Richard Walker (BIOL)
John Chermak (GEOS)
Jeannine Eddleton (CHEM)
Mark Barrow (HIST)
Sarah Karpanty (FIW)
David Schmale (PPWS)
Renee Selberg-Eaton (HNFE)
Stephen Biscotte

Critique and Practice in Design and the Arts
Kathryn Albright (ARCH)
Ben Knapp (ICAT)
Alan Weinstein (MUS)
Greg Justice (TA)
Jack Lesko (ENGR)
Kevin Concannon (SoVA)
Barbara Leshyn (HORT)
Ed Dorsa (IDS)
Matthew Volmer (ENGL)
Ann-Marie Knoblauch (ART)
Willie Caldwell

Computational Thinking
Barbara Ryder (CS)
Tom Ewing (HIST)
Dennis Kafura (CS)
Liesl Baum (ICAT)
Tom Martin (ECE)
Lydia Patton (PHIL)
John Simonetti (PHYS)
Marie Paretti (ENGE)
Shelli Fowler (TLOS)

Humanistic and Social Analysis
Anisa Zvonkovic (HD)
Kurt Hoffman (PSYC)
Matthew Gabriele (RLCL)
Kwame Harrison (SOC)
Greg Tew (ITDS)
Brian Murphy (FIW)
Sheila Carter-Tod (ENGL)
Jill Sible

Pathways: Curriculum Development
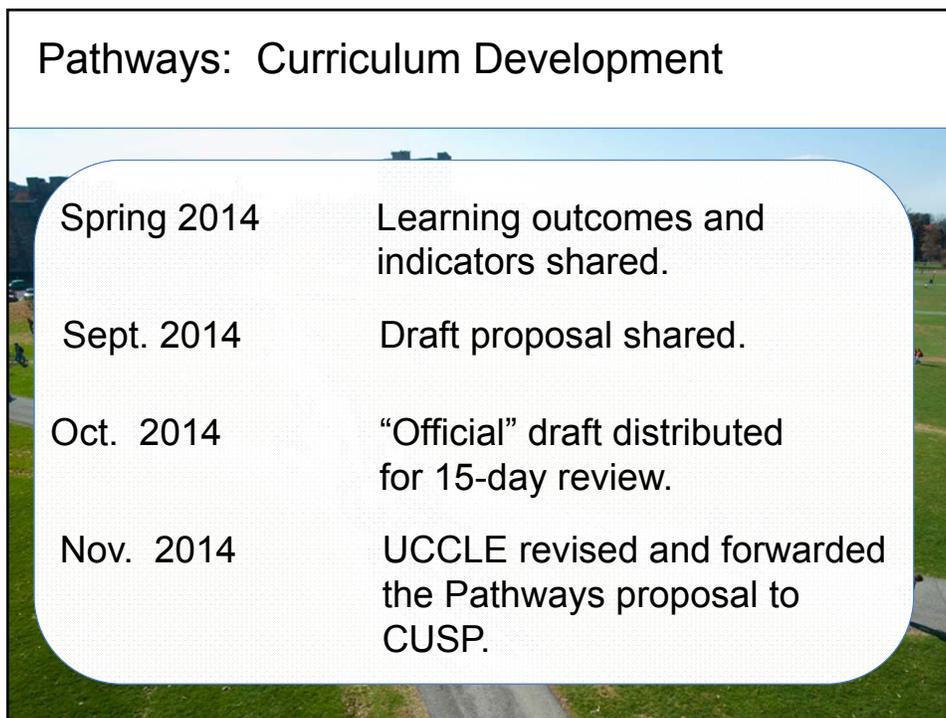
Spring 2014	Learning outcomes and indicators shared.
Sept. 2014	Draft proposal shared.
Oct. 2014	"Official" draft distributed for 15-day review.
Nov. 2014	UCCLE revised and forwarded the Pathways proposal to CUSP.

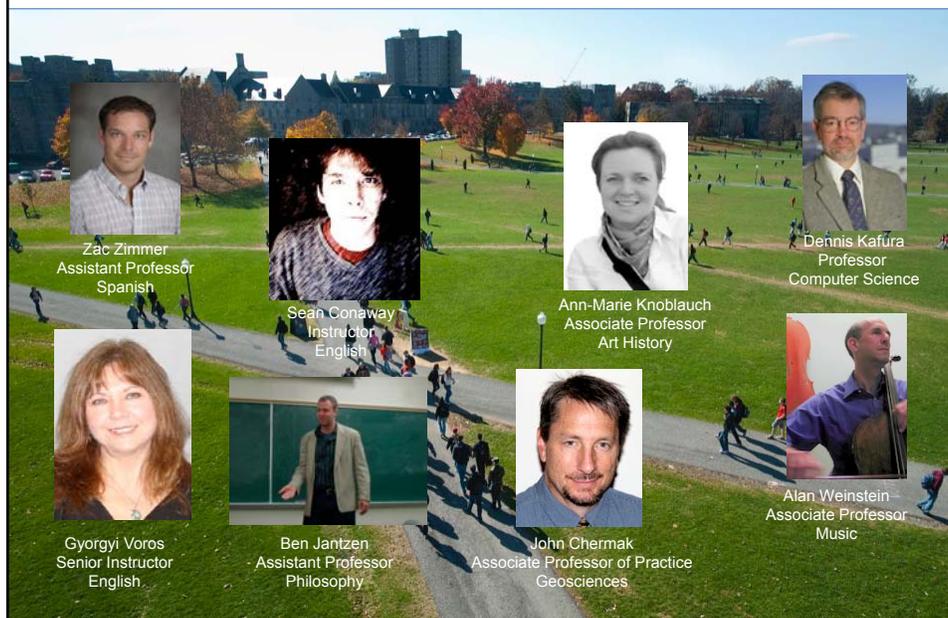# Pathways: Curriculum Development

- Changed from one learning outcome to two – social sciences and humanities—and revised learning indicators.
- Specified that ANY course could be included general education, including foreign language, if it meets the guidelines.
- Renamed outcomes to differentiate natural science and social science.
- Determined a phase-in period for identifying every course in general education as meeting indicators for Ethical Reasoning or Intercultural and Global Awareness.
- Defined "advanced/applied" courses.
- Clarified the number of indicators to be met by each outcome
- Included statement of breadth for Critique and Practice in Design and the Arts.
- Added indication that labs may be required of some students in science courses.
- Adopted suggested changes in indicators in for several outcomes.
- Moved requirement for English proficiency from one learning outcome to the section describing all learning outcomes.
- Added information about assessment.
- Reframed emphasis on pedagogy.
- Added information about rationale for change.
- Changed name of "comprehensive" outcomes to "integrative" in order to emphasize overall purpose of those outcomes.
- Added statement to rationale for credit hours.
- Listed overall goals for course proposals.
- Clarified relationship of Office of General Education to UCCLE.

Pathways: Curriculum Development

Implementation Plan:

- To be developed by UCCLE and vetted through 15-Day Review.

- Recommendation from UCCLE to CUSP for approval.

Pathways Faculty Scholars

Zac Zimmer
Assistant Professor
Spanish

Sean Conaway
Instructor
English

Ann-Marie Knoblauch
Associate Professor
Art History

Dennis Kafura
Professor
Computer Science

Gyorgyi Voros
Senior Instructor
English

Ben Jantzen
Assistant Professor
Philosophy

John Chermak
Associate Professor of Practice
Geosciences

Alan Weinstein
Associate Professor
Music

Minors

Pathways Minor Matchmaking Events, Courses & Event Posters

Join us:

December 3, 2014 9:00 a.m.-10:30 a.m. - Newman Library Multipurpose room
IPUGE workshop, minor teams will complete the IPUGE document during this workshop.

Registration for IPUGE Workshop
Wednesday, December 3, 2014
9-10:30 AM
Newman Library Multipurpose Room

Register here

This workshop is for people working on Pathways minors that are at the stage of development where they are seeking departmental and college endorsement. By the end of the workshop, participants should have a solid draft of the IPUGE (Institutional Plan for Undergraduate and Graduate Education) pre-approval form to share with their departmental and college leadership. We will work on writing the i) justification and ii) relevance sections of the IPUGE to align with Virginia Tech's strategic plan and proposed Pathways curriculum. We will complete a matrix to determine resources that might be needed and share information about the sources and procedures to acquiring those resources. Those who participated in the Oct.

Proposed Pathways Courses

Archaeology Pathways Course
COMM Pathways Courses
Creativity Pathways Course
Digital Sound Manipulation Pathways Course
Dynamics of Leadership Pathways Course
Elements of Team Leadership Pathways Course
Environmental Geosciences Pathways Course
Exploring Citizen Leadership Pathways Course
Food and War Pathways Course
Global Science Fiction Pathways Course
HTM Various Pathways Courses
Latino Studies Pathways Course
Principles of Peer Leadership Pathways Course
Resources and Environment Pathways Course
Science Writing for Public Pathways Course
Western Art History Pathways Course

Proposed Minor Pathways

Pathways: General Education

Pathways: General Education at Virginia Tech