UNIVERSITY CURRICULUM COMMITTEE FOR GENERAL EDUCATION
MEETING MINUTES
FEBRUARY 1, 2023
VIA ZOOM: https://virginiatech.zoom.us/s/84229621673
2:30 PM – 3:45 PM

Present: Angela Anderson, Aaron Ansell, Stephen Biscotte, Briana Ermanni, Aaron Goldstein, Corinne Guimont, Molly Hall, Janet Hilder, Earl Kline, Victoria Lael, Jason Malone, Nicole Pitterson, Annie Ronan, Hannah Shinault, Jeremy Sudweeks, Khanh Ngoc Tran, Sparkle Williams

Absent: Zack Underwood

Guests: Jenni Gallagher, Jennifer Maguire

Call to order by Hannah Shinault at 2:32 pm

Announcements:
- Proposals for Pathways Annual Grants are due Mar 1. Details can be found at https://www.pathways.prov.vt.edu/professional-development/grants/annual-grants.html
- Save the date for the 2023 Summer Institute: May 17-18.

1. Study Abroad Review

The committee unanimously approved ART 3954: Experiential Learning with Creative Technologies: Visualizing the First World War in Europe for Pathways concept 2 (Critical Thinking in the Humanities).

2. Pathways Student Survey

J. Maguire, graduate assistant for the Office of Undergraduate Education, shared a draft of a Pathways student survey for the committee’s feedback (see Appendix). The survey is intended to evaluate students’ experience in the Pathways program, providing data that the committee and the Office of General Education can use to improve the program.

After revisions have been made based on the feedback from today’s meeting, select committee members will pilot the survey with students in their own Pathways courses.

3. Pathways Program Revision

The committee reviewed and approved a letter updating the university community on last semester’s efforts to revise the program. The letter will communicate that, based on the feedback they received, the committee will not pursue streamlining the student learning outcomes. Rather, they will explore other options for simplifying the assessment process.

4. Subcommittee Reports

- Advising
  - V. Lael shared that the advising subcommittee has drafted language for a survey to be sent to academic advisors, which the subcommittee will review that at their next meeting.
  - Z. Underwood will be the advising subcommittee chair for the Spring 2023 semester.
- Pathways Program Review
M. Hall provided an update on Fall 2022 assessment data. The deadline for submitting data was Jan. 31, and while some reports will continue to trickle in over the next weeks, it appears that participation is on par with last semester’s numbers. As is typically the case, participation varies widely by department, with some departments submitting data for zero percent of their sections, others submitting for 100%, and most falling somewhere in between.

Meeting adjourned by Hannah Shinault at 3:11 pm

Minutes compiled by Jenni Gallagher
Thank you for taking this survey related to your experiences with Pathways. Before beginning the survey, please log in to Hokie SPA and find your DARS. Look at ALL of the classes you have taken to meet Pathways requirements.

1) While answering questions on this survey, please focus on Pathways courses that you took here at VT (not that you transferred in or got credit for from AP, etc.)

2) If you took any courses that met Pathways requirements but also met major requirements, please consider those on this survey as well, as long as you took those courses here at VT.

If you have any questions about this survey, please contact Jenni Gallagher, jennigal@vt.edu

Please complete the survey before Thursday, December 15, 2022.

Thank you for your input, we appreciate it.

What is your primary major?

- Accounting and Information Systems
- Advertising
- Aerospace Engineering
- Agribusiness
- Agricultural Sciences
- Agricultural Technology
- Animal and Poultry Sciences
- Applied Economic Management
- Arabic
- Architecture
- Art
- Automotive Engineering
- Biochemistry
- Biological Sciences
- Biological Systems Engineering
- Biomedical Engineering
- Building Construction
- Business Information Technology
- Career and Technical Education
- Chemical Engineering
- Chemistry
- Childhood Pre-Education
- Chip Scale Integration
- Cinema
- Civil Engineering
- Classical Studies
- Clinical Neuroscience
- Cognitive and Behavioral Neuroscience
Commercial Development and Investment
Communication
Communication Science and Social Inquiry
Community Economic Development
Communications and Networking
Computational and Systems Neuroscience
Computational Modeling and Data Analytics
Computer Engineering
Computer Science
Construction Engineering and Management
Consumer Studies
Controls, Robotics, and Autonomy
Criminology
Creative Technologies
Creative Writing
Crop and Soil Sciences
Cybersecurity Management and Analytics
Dairy Science
Data-Centric Computing
Economics
Electrical Engineering
Elementary Education
- Energy and Power Electronics Systems
- Engineering Science and Mechanics
- English
- English Language Arts Education
- Environmental Conservation and Society
- Environmental Data Science
- Environmental Economics, Management, and Policy
- Environmental Horticulture
- Environmental Informatics
- Environmental Policy and Planning
- Environmental Resources Management
- Environmental Science
- Entrepreneurship, Innovation, and Technology Management
- European and Transatlantic Studies
- Experimental Neuroscience
- Family and Consumer Sciences
- Fashion Merchandising and Design
- Finance
- Financial Planning and Wealth Management
- FinTech and Big Data Analytics
- Fish Conservation
- Food and Health Systems Economics
- Food Science and Technology
Forestry
French
Geography
Geosciences
German
Graphic Design
History
History and Social Sciences Education
Hospitality and Tourism Management
Human Development
Human Nutrition, Foods, and Exercise
Human Resource Management
Humanities for Public Service
Industrial and Systems Engineering
Industrial Design
Interior Design
Integrated Agricultural Technologies
International Public Policy
International Relations
International Studies
International Trade and Development
Landscape Architecture
Packaging Systems and Design
Philosophy
Philosophy, Politics, and Economics
Photonics
Physics
Plant Science
Political Science
Polymer Chemistry
Professional and Technical Writing
Property Management
Psychology
Public Health
Public Relations
Radio Frequency and Microwave
Real Estate
Real Estate Finance
Religion and Culture
Residential Development and Investment
Residential Environments and Design
Robotics and Mechatronics
Russian
Secure Computing
What is your secondary major? (if applicable)

- Accounting and Information Systems
- Advertising
- Aerospace Engineering
- Agribusiness
- Agricultural Sciences
- Agricultural Technology
- Animal and Poultry Sciences
- Applied Economic Management
Arabic
Architecture
Art
Automotive Engineering
Biochemistry
Biological Sciences
Biological Systems Engineering
Biomedical Engineering
Building Construction
Business Information Technology
Career and Technical Education
Chemical Engineering
Chemistry
Childhood Pre-Education
Chip Scale Integration
Cinema
Civil Engineering
Classical Studies
Clinical Neuroscience
Cognitive and Behavioral Neuroscience
Commercial Development and Investment
Communication
Communication Science and Social Inquiry
Community Economic Development
Communications and Networking
Computational and Systems Neuroscience
Computational Modeling and Data Analytics
Computer Engineering
Computer Science
Construction Engineering and Management
Consumer Studies
Controls, Robotics, and Autonomy
Criminology
Creative Technologies
Creative Writing
Crop and Soil Sciences
Cybersecurity Management and Analytics
Dairy Science
Data-Centric Computing
Economics
Electrical Engineering
Elementary Education
Energy and Power Electronics Systems
Engineering Science and Mechanics
English
English Language Arts Education
Environmental Conservation and Society
Environmental Data Science
Environmental Economics, Management, and Policy
Environmental Horticulture
Environmental Informatics
Environmental Policy and Planning
Environmental Resources Management
Environmental Science
Entrepreneurship, Innovation, and Technology Management
European and Transatlantic Studies
Experimental Neuroscience
Family and Consumer Sciences
Fashion Merchandising and Design
Finance
Financial Planning and Wealth Management
FinTech and Big Data Analytics
Fish Conservation
Food and Health Systems Economics
Food Science and Technology
Forestry
French
Geography
Management
Management Consulting and Analytics
Marketing Management
Materials Science and Engineering
Mathematics
Mathematics Education
Mechanical Engineering
Medicinal Chemistry
Meteorology
Microbiology
Micro/Nano Systems
Mining Engineering
Multimedia Journalism
Music
Nanomedicine
Nanoscience
National Security and Foreign Affairs
Natural Resources Conservation
Networking and Cybersecurity
Ocean Engineering
Packaging Systems and Design
Philosophy
Philosophy, Politics, and Economics
Photonics
Physics
Plant Science
Political Science
Polymer Chemistry
Professional and Technical Writing
Property Management
Psychology
Public Health
Public Relations
Radio Frequency and Microwave
Real Estate
Real Estate Finance
Religion and Culture
Residential Development and Investment
Residential Environments and Design
Robotics and Mechatronics
Russian
Secure Computing
Smart and Sustainable Cities
Sociology
Software Systems
**2022-2023 Pathways Gen Ed Student Survey**

How many courses did you take here at VT that have met a Pathways requirement? (enter a whole number only) Concentrate on your experience in only these courses for the remainder of this survey.

How many Pathways courses do you expect to still take from VT? Enter a whole number only.

Keeping all of your Pathways courses in mind, answer the following questions:

<table>
<thead>
<tr>
<th>My learning needs were addressed.</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Somewhat Disagree</th>
<th>Somewhat Agree</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>My courses involved making real-world connections.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Strongly Disagree</td>
<td>Disagree</td>
<td>Somewhat Disagree</td>
<td>Somewhat Agree</td>
<td>Agree</td>
<td>Strongly Agree</td>
</tr>
<tr>
<td>-----------------------------------------------------------------</td>
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</tr>
<tr>
<td>My courses supported making connections across a variety of different perspectives.</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>I experienced bias or exclusion in my courses.</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>My courses encouraged integrating content from multiple courses.</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>My courses encouraged me to identify and consider ethical issues related to the content.</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>These questions are about course choice and access. Remember to concentrate on the Pathways courses that you have taken at VT.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I was able to enroll in Pathways Courses that aligned with my interests, goals, etc.</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>I was satisfied with the availability of Pathways courses being offered in the semester I wanted to take them.</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Rate the following. Keep all of your Pathways courses in mind.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pathways gave me a different perspective on my major/field of study.</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Pathways makes me more marketable for my future career.</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Pathways helped me decide what field of study/future career I am interested in.</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Pathways helped make me more aware of multiculturalism, diversity, and inclusion at VT.</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
</tbody>
</table>
Pathways helped me consider issues, ideas, and problems in new or interdisciplinary ways.

Pathways encouraged me to get involved as an active citizen of my community.

Who/what did you consult with regarding which courses to take to meet your Pathways requirements? Select all that apply.

- [ ] Advisor
- [ ] Professor in my major
- [ ] Professor not in my major
- [ ] Classmate/friend
- [ ] Pathways Website
- [ ] VT Timetable
- [ ] Popular advice websites (ex. reddit, etc.)

Did you change your major or minor, or add a new major or minor, due to an experience in a Pathways course?

- [ ] Yes
- [ ] No

Please describe how your experience in Pathways influenced your change of major or minor.
What are 2-3 positive takeaways from your experience in Pathways? (e.g. a new skill or experience, content knowledge, awareness of a global issue, etc.)


What suggestions for improvement do you have for Pathways?


A list of the Pathways Minors can be found here. https://www.pathways.prov.vt.edu/minors.html

At any time, were you interested in pursuing one of these thirty Pathways Minors?

☐ Yes
☐ No

Did you declare one or more of the Pathways Minor you were interested in?

☐ Yes
☐ No

Why did you not pursue the Pathways Minor you were interested in?


The following section consists of demographic questions. Please select "prefer not to answer" for any questions you are not comfortable answering for any reason. Answering demographic questions helps us improve the student experience in Pathways.
How would you describe the sex you were assigned at birth?

- Male
- Female
- Intersex
- Prefer not to answer
- Prefer to self-identify:

Prefer to self-identify:_comment

How would you describe your gender identity?

- Man
- Woman
- Non-Binary
- Prefer not to answer
- Prefer to self-identify:

Prefer to self-identify:_comment

How would you describe your race and/or ethnicity?

- Black
- Latino/a
Prefer to self-identify

Have you ever been diagnosed with a disability/disabilities?

Are you an international student?

Are you a transfer student?
Do you consider yourself a first-generation college student? (For example, your parent(s) did not complete a four-year college degree).

- Yes
- No
- Prefer not to answer

What is your age?

- Younger than 18
- 18-22
- 23-27
- 28 or older
- Prefer not to answer

Which of the following describes you?

- Live on campus
- Live off campus, with family
- Live off campus, not with family
- Prefer not to answer
Do you identify as a member of the LGBTQ+ community?

- Yes
- No
- Not sure
- Prefer not to answer

How would you describe your financial well-being or the financial well-being of your family?

- Never stressful
- Sometimes stressful
- Often stressful
- Always stressful
- Prefer not to answer

Would you be interested in participating in a focus group that would meet sometime next semester? A focus group is a small group of students who would meet together and tell us more about their Pathways experiences. If yes, please enter your email address so we may contact you.

- No
- Yes (please enter email)
February 1, 2023

Dear Pathways Constituents,

Happy New Year! We hope you all had a restful and restorative winter break. As we begin a new semester, we wanted to reach out to share an update about the Pathways program revision.

First, thank you all so much for providing feedback on the proposed changes. We received questions and comments from folks across the university, from graduate students and instructors of Pathways courses to unit chairs and deans of colleges. Your feedback represents governance in action, which provides valuable guidance to the work we do. Your responses indicated general support for our effort to reduce the administrative burden Pathways places on faculty. At the same time, however, many responses indicated that reducing the number of concept outcomes may not be the way to pursue that goal.

Next, based on that feedback, the committee has decided not to move forward with streamlining the Pathways outcomes at this time. The current outcomes for each concept will stay the same. Instead, will we explore other changes to the program that will decrease the burden of assessment on faculty, provide faculty with valuable information about their students’ learning, and produce data that meets SACSCOC and SCHEV requirements for general education assessment.

As this work moves ahead, we will communicate new proposals with the Pathways community through the committee representatives (see attached roster to find your rep) and look forward to working with the broader Pathways community to strengthen students’ general education experience here at Virginia Tech.

Please feel free to reach out to your committee representative with any questions or concerns, and we hope your spring semester has begun well!

Respectfully,
The University Curriculum Committee for General Education
University Curriculum Committee for General Education
2022-2023 Members

**CHARGE**: To give leadership to the Pathways General Education curriculum through program evaluation, advising support, dissemination of information, alignment of transfer credit, and other actions, including curricular proposal review, as needed. Reports to Commission on Undergraduate Studies and Policies.

**Chair** - Faculty member of the committee, elected by the committee and having previously served as vice-chair of the committee

| Hannah Shinault | Chair | 2023 |

**Ex Officio**

| Stephen Biscotte | Executive Vice President and Provost or designee | ex officio |
| Bethany Bodo | Director of Institutional Effectiveness | ex officio |

**Division of Student Affairs Representative selected by the Vice President for Student Affairs**

| Janet Hilder | Office of Learning Partnerships | 2025 |

**Two faculty members selected by the Executive Vice President and Provost**

| Aaron Ansell | Religion and Culture | 2024 |
| Victoria Lael | Human Development and Family Life Science | 2024 |

**One AP faculty representative from the University Libraries elected by the Library Faculty Association**

| Corinne Guimont | University Libraries | 2025 |

**One faculty representative selected by each undergraduate college curriculum committee**

| Hannah Shinauld | Liberal Arts and Human Sciences | 2023 |
| Annie Ronan | Architecture, Arts, and Design | 2023 |
| Laurel Travis | Business | 2025 |
| Aaron Goldstein | Engineering | 2025 |
| Sparkle Williams | Science | 2024 |
| Earl Kline | Natural Resources and Environment | 2024 |
| Angela Anderson | Agriculture and Life Sciences | 2024 |

**Two faculty representatives elected by the Faculty Senate**

<p>| Jason Malone | Finance, Insurance, and Business Law | 2025 |
| Nicole Pitterson | Engineering Education | 2024 |</p>
<table>
<thead>
<tr>
<th>Position</th>
<th>Name</th>
<th>Department/Program</th>
<th>Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>One faculty representative from Commission on Undergraduate Studies and Policies elected annually by the Commission</td>
<td>Khan Ngoc Tran</td>
<td>Finance, Insurance, and Business Law</td>
<td>2023</td>
</tr>
<tr>
<td>One faculty representative from Commission on Equal Opportunity and Diversity elected annually by the Commission</td>
<td>Vacant</td>
<td></td>
<td>2023</td>
</tr>
<tr>
<td>One representative from University Studies who is a professional academic advisor appointed by the Director of Academic Advising Initiatives</td>
<td>Zack Underwood</td>
<td>University Studies and Scholarship Support</td>
<td>2025</td>
</tr>
<tr>
<td>Two undergraduate student senators elected by the Undergraduate Student Senate</td>
<td>Joshae Gordon</td>
<td>Computer Engineering</td>
<td>2023</td>
</tr>
<tr>
<td></td>
<td>Mollie Coogan</td>
<td>Environmental Conservation and Society</td>
<td>2023</td>
</tr>
<tr>
<td>Two graduate or professional student teaching assistants or instructors of record elected by the Graduate and Professional Student Senate</td>
<td>Briana Ermanni</td>
<td>Psychology</td>
<td>2023</td>
</tr>
<tr>
<td></td>
<td>Vacant</td>
<td></td>
<td>2023</td>
</tr>
</tbody>
</table>