Agenda

UCCGE and supporting units will provide

• an updated timeline for governance and implementation

• a response to feedback related to resources,

• a synopsis of the feedback collected during 15-day review broken down by topic, and

• stations for continued feedback collection.
Latest Process Timeline

15-day review: ended 11/16

Feedback presentation: 12/14

Final draft posted: mid-January

Final UCCGE vote: early February

CUSP readings/vote: Feb-Mar

UC readings/vote: Mar-Apr

Pathways official start: Fall 2018
Curriculum Plan vs Implementation Plan

1. Integrative outcomes: ‘and’ or ‘or’
2. Gen Ed requirements: Alt/Minor/Distributive
3. Language of indicators
4. Indicators: majority required
5. Honor articulation for core outcomes
Resources

Jill Sible w/ Rachel Holloway
Resource feedback

- Transparency of the funding model
- Additional funding for Pathways instruction
- Transitional funding
- Professional development for faculty and graduate students
How general education is funded:

University

College

Department

base allocations
$??
Faculty lines
(T&R and instructional)
lab fees
How general education is funded:

University

- enrollment support
  - $4M annual
  - SCH, CLE, etc.

College

- enrollment support

Department

- base allocations
  - $??
  - Faculty lines (T&R and instructional)
  - lab fees
How general education is funded:

**University**
- **enrollment support**
  - $4M annual
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**College**
- **enrollment support**

**Department**
- **base allocations**
  - $??
  - Faculty lines
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  - lab fees

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**Pathways grants**
- $500K
- 1-2 years
- Development and Delivery
How general education is funded:

University:
- **enrollment support**
  - $4M annual
  - SCH, CLE, etc.

College:
- **enrollment support**

Department:
- **base allocations**
  - $??
  - Faculty lines
  - (T&R and instructional)
  - lab fees

Pathways grants:
- **$500K**
- 1-2 years
- Development and Delivery

Pathways Courses and Minors
How general education is funded:

**University**
- **enrollment support**
  - $4M annual
  - SCH, CLE, etc.

**College**
- **enrollment support**

**Department**
- **base allocations**
  - $??
  - Faculty lines
    - (T&R and instructional)
  - lab fees

**Pathways grants**
- $500K
- 1-2 years
- Development and Delivery

**new base allocations**

**Pathways Courses and Minors**

**Summer School & Winter Term revenues**

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pathways.prov.vt.edu
Transitional funding

- Bulk of work in colleges and departments for proposal writing and approval and check sheet revisions
- Requests to Vice Provost Rachel Holloway
- Form will be posted on Pathways website
Professional Development

- Support from Office of Gen Ed, CIDER, TLOS, Assessment & Evaluation, Diversity and Inclusion
- Grad students welcome, plus...
- Training through GTA Workshops, Grad Teaching Scholars, TGE program
- Partnerships: offices, faculty, etc.
Integration

Stephen Biscotte
Expertise for teaching integration?

How do we support faculty in meeting the integrative outcomes? Training/resources/examples, etc.

How much integration is enough? What counts? Proposal stage, syllabus, assessment, recertification, etc.

How do I cover both core and integrative outcomes and all of the other things?
Assessment

Steve Culver w/ Molly Hall
Assessment Process

- Academic Freedom / disciplinary differences
- When do you designate the assignments?
- Where and how do you submit the ratings of competent, advanced competent, not competent?
- How will these ratings be collected / reported?
- How do you handle large classes?
- How will integrative outcomes be assessed?
Rubric Creation

- Who will create these rubrics?
- Will those not in the creation process have a chance to comment on the rubrics?
- How will rubrics be created without assignments?
- How will rubrics be disseminated?
Data

• What data needs to be kept?
• Who will keep the data?
• How will the data be collected?
• Who has access to the data?
• What will be identified in the data – student number, course number?
• Need to have technology in place?
Improvement Cycle

- What is the cycle time frame?
- What needs to be kept?
- Who keeps it?
- How will it work?
Training Cycle and Compensation

- Examples of workshops?
- How will it be funded?
- Compensation for those attending?
- Better understanding of assessment?
- Compensation / resources for departments? Compensation for faculty?
Pathways Minors and Alternative Pathways

Jill Sible
Number of Pathways Credits

- number of Pathways credits required to be a Pathways minor (currently proposed as minimum of 9): two considerations somewhat at odds:

  • how many credits a student would be guaranteed from a Pathways minor
  
  • flexibility in development of minors with room for depth or learning outside of Pathways
Forms

• Make the forms unambiguous, not redundant and overall easier to complete
• Suggestions about providing examples such as for checksheets
Advising

- Concerns about burden of advising and resources to support
- Particular concern about advising for the Alt Pathways
Approval Process

- Need specifics and clarification
Course Proposals:
College and Department Responsibilities?

- Who approves and at what level (especially with cross-discipline courses)
- How will info about approved courses/options be disseminated to departments (and students)?
Course Proposals:
Ad Hoc Committee?

- What is the composition and charge?
- What will be the timeline for getting courses approved?
- Clarify the relationship between UCC and UCCGE
Course Proposals: Timing, Transition and Renewal?

- Typical (& transition) approval time?
- Clarify CLE and Pathways overlap?
- How will we handle volume?
- How does 5 year review work?
- What will the review cycle look like?
Feedback Stations

Did we miss feedback?
Did we misinterpret something?
Are you afraid something has fallen through the cracks?

If you answered yes, please drop by the different feedback stations to submit your question/concern/clarification.