

GECC Meeting Minutes
September 9, 2022
2:00-3:30pm

Present:

Voting members:

Ross Collin, Adam Ewing, Alena Hampton, Amanda Harris, Mark Meier, Vicki Pallo (chair), Carly Phinizy, Allison Ryals, Andrew Sackman, Dan Salandro, David Shepherd

Non-voting members:

Ryan Cales, Constance Relihan, Roxanne Spindle

Absent/vacant:

Student rep from SGA [vacant]

UUCS rep [vacant]

Honors rep [vacant]

Wilder School rep [vacant]

Madeline Goldman

Whitney Carswell

Emma King

Angela Reynolds

Rohan Kalyan

LaToya Robinson

Meeting notes

Note: Minutes for final meeting of AY 2021-2022 (5/13/22) approved by a vote of 9 yes, 3 abstentions.

- Chair opened the meeting at 2:03 pm and welcomed new and returning members.

- **Chair Updates:**
 - Chair asked that the committee support and communicate the purpose and function of the ConnectED program with their units, students, and across the university.
 - Committee should address the gened program as ConnectED in communications with all communications concerning the GE program.
 - Need to become familiar with the new student-facing website, [ConnectED.vcu.edu](https://connectED.vcu.edu), and share this site with units rather than Provost website info.
 - In reviewing the ConnectED website, a question was raised about the prominence of the literacy work group information, especially given that the new literacies have not been approved by faculty. A recommendation was made to modify language on the site, and that the Chair raise this point with the Provost office. Another option would be to host this information under the "[Initiatives](#)" category of the Provost website.

- Chair shared updates to the [GECC meeting schedule](#) page, and explained the course proposal submission deadline and process. Also now asking units to give two-week notice if they wish to be on the GECC meeting agenda, so members have time to prepare adequately.
- Updates on summer 2022 ConnectED projects:
 - Summer student orientations: The GECC/GEAC leadership spoke at all new-student orientations about the purpose/process of ConnectED with incoming freshmen. This is part of the goal of deepening the understanding and value of ConnectED across campus, especially with students. GECC reps are also welcome to use the presentation slides to assist in communication with units/students.
 - Lamborn-Hughes Institute (Association for Undergraduate Education at Research Universities, or UERU): The Provost office funded a team representing GECC, GEAC, the three literacy work groups, and REAL to attend the LHI institute and work on the question, “How can we fashion our new General Education program to encompass all we would like it to include, while not increasing students’ time to degree?” Chair briefly reviewed some recommendations from the team’s report, which include:
 - Strengthening vision/purpose of general education at VCU
 - Working on communication plan for ConnectED
 - Emphasizing the need for a Director of GE at VCU
 - Literacy work group updates:
 - Chair reviewed charge from the Provost office in April, and the development of 3 work groups: Computational Literacy, Entrepreneurial Literacy, and Structure. Literacy groups asked to focus on definitions and criteria for respective topics; Structure group asked to develop options for how these literacies might fit into plan for student learning at VCU. The work groups worked over the summer to develop proposals, which will be shared with GECC soon.
 - Discussed timeline/process for fall:
 - Draft reports shared with GECC before Oct. meeting
 - Work group chairs/members attend Oct. meeting to share their work and field questions
 - After Oct. meeting: possible vote on definitions and criteria
 - If definitions/criteria approved by GECC, vetting these concepts with other units begins (which would include student, faculty and admin level groups)
 - Discussion of structure continues in Nov./Dec. meetings, possibly into spring (structure will NOT be voted on or vetted this fall)
 - Questions raised about the process: the most important part is the structure; why focus on definitions/criteria first if there is uncertainty over having literacies in GE at all? Response: separating and vetting the definitions/criteria should be more

straightforward, and concepts could be used for multiple purposes regardless of role in gened.

- **New business:** Review/vote on Transfer & Substitutions subcommittee 2021-2022 year-end report. Chair explained the purpose of the report, highlighted key areas, and asked for any questions/concerns. Due to lack of quorum, vote will be conducted electronically.

- **New business:** Course proposal review/vote
 - Chair reviewed criteria for proposal review process for regular and racial literacy course proposals.
 - Discussion moved to three courses currently under review:
 - CSIJ 200: the racial literacy subcommittee approved this course, but suggested that it be made clear that this is an "Introduction to Race and Racism in the United States" rather than a course on "Race and Racism in the United States." GECC will vote to determine final status of the course, including support for the subcommittee's title recommendation.
 - TEDU 211
 - TEDU 212
 - Comment about multiple AOIs referenced on the 212 syllabus, which could cause confusion to students; committee recommends only referencing the one approved
 - For both TEDU courses, selected BOK designation does not meet accreditation expectations; committee recommends removal of BOK.
 - Due to lack of quorum, vote for all three courses will be conducted electronically.

- Meeting concluded at 3:35 pm.