

MINUTES
MEETING OF THE ADMINISTRATIVE BOARDS
of the General College and the College of Arts and Sciences
Tuesday, March 16, 2021
3:30pm – 5:00pm

due to the continuing impact of the COVID-19 Pandemic, this meeting was held over Zoom

Attendees: Claude Clegg, Lauren DiGrazia, Nicole Else-Quest, Mara Evans, Beverly Foster, Li-ling Hsiao, Jennifer Larson, Aaron Moody, Ted Mouw, Barbara Osborne, Abigail Panter, Valerie Pruvost, Chloë Russell, Keith Sawyer, Nick Siedentop, James Thompson, Jonathan Weiler

Guests: Jason Kinnear, Mariana Olvera-Cravioto, Heather Ward, Elaine Yeh

Staff: Genevieve Cecil

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Updates and Remarks by Senior Associate Dean Abigail Panter (3:30pm)

Dean Panter began by welcoming members of the Boards and guests and providing updates on several key topics. The university is transitioning to planning for the fall 2021 semester and the vaccination program for faculty and staff. There are currently two working groups – one at the university level and one at the college level – that are advising leadership regarding the fall term. Members who are interested in serving on either committee should contact Dean Panter directly. A second major conversation happening at the moment regards the budget and impending budget cuts. Dean Panter acknowledged that this is a tough but necessary conversation, and that both short and long-term solutions must be developed across all units. She emphasized the need for the creative utilization of existing resources, and reiterated leadership’s commitment to protecting the instructional mission of the university. Members of the Board were encouraged to consider areas in which they could more effectively leverage existing resources within their home units, and to contact Dean Panter directly with questions or concerns.

The next update related to the new IDEAs in Action curriculum and its upcoming implementation. Various components of the curriculum are under review in light of the aforementioned budget cuts, but the implementation team and other advisory groups are working hard to ensure we are on track for the fall 2022 launch. This update rolled directly into the next, regarding the university’s strategic plan and critical initiatives. Current initiatives include building an inclusive community and boosting student success (objective 2.1 of the strategic plan), implementing the new curriculum and increasing high-impact experiences available on and off campus (objective 2.2) and increasing the number of high-quality remote experiences available to students (objective 2.3). The latter objective was moved forward by the pandemic, and Dean Panter encouraged anyone with ideas, feedback, or a desire to engage with these initiatives to reach out.

Dean Panter closed her remarks by suggesting that the Board review the Advanced Placement (AP) and By Examination (BE) credit rules at their next meeting. Since the pandemic has thrown the world of standardized testing into a tailspin, this is an opportune moment to review the credit rules for consistency and equity. Following this recommendation, Dean Panter opened the floor to questions or general updates from members. Several members mentioned various professional development programs aimed at increasing diversity, equity and inclusivity in the workplace that are free and

available to the public. Both members promised to provide further details so these resources could be shared with colleagues. One member of the Board inquired about the fall 2021 instructional modes; Dean Panter confirmed that the university is supposed to return to pre-pandemic models of instruction, prioritizing in-person instruction, but that there is an understanding that some instructors may have developed new methodologies that are better suited to remote instruction. Given this, one of the tasks of the advisory group is to develop a curricular rationale for cases where remote learning might be more beneficial to students even after a return to in-person instruction. With no further comments or questions, Dean Panter then introduced the team from Study Abroad.

Study Abroad Advisory Board Report and Proposals (3:50pm)

Presenters: Jason Kinnear, Heather Ward, Elaine Yeh

Heather Ward introduced herself and her colleagues Jason and Elaine before launching into a short overview of the study abroad advisory report presented to the Boards. She focused particularly on adaptations and improvements the group has made in light of the operational challenges posed by the pandemic, as well as a broad overview of the current program portfolio. The prevailing ethos is to achieve diversity in programming, as outlined in pillar 7 of the Carolina Strategic Plan, which guarantees that global education will be available to all Carolina students. During the pandemic, the team's focus shifted from taking students abroad to finding creative and rigorous ways to extend a global education to students unable to physically travel.

Active programs in the study abroad portfolio are curated according to disciplinary focus, length, language, location, price, and type. Ward commented that since 2018 the Boards will have seen an uptick in faculty-led program proposals as a direct result of this portfolio management. The team also tracks student participation and enrollment as part of their best practices, both to monitor equity gaps and to ensure that enrollment in study abroad programs mirrors enrollment at the university. Kinnear stepped in to speak about the team's assessment criteria when it comes to curating their programs, noting that a wide spectrum of factors are leveraged – including academic courses, COVID response, administrative practices and response, partner support, overall cost to students, and other benchmarks. He confirmed that while the Board mostly sees the new proposals, the team does in fact continually review and winnow their offerings to ensure students receive the best available programs for their stated needs and budgets. Kinnear noted that they have cancelled roughly 250 programs since 2008 for a variety of reasons, but that interested parties can always find the most current listings on the main Study Abroad website. A novel initiative that has gained traction recently is remote-only participation in global programs, which the team feels could be a good addition to the portfolio even after the pandemic is controlled.

Elaine Yeh then presented the current batch of proposals, which includes four faculty-led programs for summer 2022 and one virtual program. The first of these faculty-led experiences, UNC Creating the Video Essay in Israel, is a three week, three credit hour course that provides a wide array of students with the tools and opportunity to explore the diverse and culturally dense city of Jerusalem via creative audio-visual means. The second, UNC in Germany: Performance, Drama, Translation, Adaptation, is a joint four week, three credit hour proposal that will enable students from a variety of departments and majors to directly interact and collaborate with students at Humboldt University in Germany. One of the goals of this program is to boost underrepresented student participation through the participation of a faculty instructor who is himself part of such a minority group. The third faculty-led experience, UNC Chemistry in Japan: Introduction to Inorganic Chemistry (CHEM 251), has been approved by the Chemistry Department as a four week, three credit hour experience. The course has received department approval to be increased to 3 credits based on the amount of work involved; the course change will be submitted in CIM-Courses by the department. The goal of the program is to

provide chemistry majors with the opportunity to enrich their connections within the STEM field in Asia, as well as the opportunity to delve into the major at a higher level than current programs permit. The fourth and final faculty-led course, UNC Exercise Physiology in Australia (EXSS 376), is a three week, three credit hour experience that will enable students, particularly underserved or underrepresented populations, to take advantage of field-specific facilities while fulfilling requests for more EXSS study abroad opportunities. Students will also have the option to stay on after the course is completed for an eight week for-credit internship with a local partner.

The final proposal is for a two week, three credit hour virtual summer seminar in Polish Culture, offered via faculty at the Adam Mickiewicz University in Poznan, Poland. While no UNC faculty will be involved in instruction, enrolled students will participate remotely in Polish language classes and seminars and interact with native speakers and Polish students. The study abroad team has determined that the course will transfer in as general elective credit, and allow students interested in pursuing Polish to take courses in the language at a more advanced level than UNC currently offers.

The team closed by encouraging members to review the Study Abroad Impact Report for 2019-2020, and then paused for questions. Several members complimented the team on the clarity of the report, and a lively discussion regarding the pros and cons of offering a purely virtual global education experience ensued. With no specific questions for the guests, the Boards voted to approve all proposals.

Data Science Minor (4:10pm)

Guests: Mariana Olvera-Cravioto

Mariana Olvera-Cravioto, Associate Professor in Statistics and Operational Research, joined the group next to present a proposed new minor in Data Science. She began with a brief overview of the background and rationale, noting that with the increasing demands for data science across a variety of majors it was felt a minor could serve a large number of diverse students. The minor was designed to be inclusive of students outside STEM fields, with the three core requirements emphasizing mathematics, computational design, and the culture and ethics of data equally. The two elective courses can be selected from a broad range of units across campus, allowing students to customize the minor focus to suit their degree.

The members had a variety of questions for Olvera-Cravioto and she confirmed that the core courses were selected to ensure students with prior knowledge of the field weren't unfairly advantaged, and that the development team envisioned enrolling a large number of students within the first few years of the program due to the demand for data science and the marketability of such a program. Several members suggested tracking the backgrounds of enrolled students during the first few years of the minor, and Dean Panter concurred with a formal request to include such benchmark assessments in the proposal. It was generally felt that such tracking would enable the minor developers to adjust the course to meet demand, as the original design of the minor was left flexible in order to accommodate as wide a range of students as possible.

Additional discussion centered around the field of data science at UNC in general, and how the proposed minor would fit within future programs of this sort, whether at the school or department level. Olvera-Cravioto noted that the minor was designed to be administered in a variety of units, and that while it would be ideal to have it live within a school or department dedicated to data science, it could just as easily be administered by an existing academic unit outside the STEM fields, such as sociology. The members agreed that marketing would play a large role in ensuring that non-STEM students are aware of the program and its intentional design, and Olvera-Cravioto agreed to communicate this feedback to the development team. With no additional questions or concerns, the Boards voted to approve the minor proposal.

Hours of C policy for majors and minors (4:20pm)

Presenters: Nick Siedentop and Chloë Russell

Curriculum Director Nick Siedentop and Associate Dean of Academic Advising Chloë Russell next presented proposed revisions to the Hours of C policy for majors and minors at the university. The policy itself has been in place for some time, but in its current form the presenters (and others) feel it is out of date and an impediment to student success rather than a benefit. Currently, the policy requires 18 hours of C or better in the major core courses and 12 hours of C or better in the minor core; students who bring in transfer or other forms of credit (AP, BE, etc.) are required to have a C or better in 75% of core courses in both the major and minor. Given the range of core credit hours in various majors within the College, this rule creates huge variation in terms of the required percentage of C or better for students.

The proposed policy will instead require a 2.0 GPA minimum average in the UNC-Chapel Hill major and minor core. This is consistent not only with the degree requirements for students seeking a bachelor's at UNC-Chapel Hill, but also is a more consistent, fair, and equitable policy that won't change depending on an individual student's transfer credit.

Russell spoke about some of the challenges the current policy presents for students, faculty, and staff. The current policy is difficult for students and advisers to interpret, and requires a manual calculation of hours, which is the number one cause for adviser error. This also creates inequalities across student populations, given the wide variation between and even within majors. Finally, it was noted that the current policy is not in line with those at peer institutions across the country, and that it is difficult to implement bureaucratically. Russell and Siedentop noted that when they took a look at pre-pandemic data, implementing the proposed policy negatively impacted only a small number of students and most of those were concentrated within specific units. Members of the Boards then voiced their thoughts, with many noting that this policy had come up in discussions regarding equity and barriers to success for years, and that the revisions were a huge step forward for transparency and clarity. Lauren DiGrazia, speaking on behalf of the Registrar's Office, noted that from the technical standpoint the current policy is incredibly difficult to program and maintain, and that explaining it to students is frequently a challenge. Several members from professional schools noted that the change is one they have frequently seen, and that far from causing issues, it allows them to be more equitable while still maintaining their accreditation standards.

With no additional questions the Boards voted to approve the proposal.

Undergraduate Programs (4:53pm)

Presenter: Nick Siedentop

Siedentop then shared the undergraduate program summary report. There were four changes on the report for this meeting, including changes made to two major programs and two minor programs. Given the group was pressed for time, Siedentop agreed to defer a status update on recently approved programs until the April 2021 meeting. Members were encouraged to consider ways the Boards can best support departments with newly launched undergraduate programs in the meantime.

Course Committee Report (4:55pm)

Presenter: James Thompson

Associate Dean James Thompson then gave the course committee report, noting that the Committee was slowly becoming more fluent with the general education requirements in the new curriculum, and had seen some excellent examples of courses submitted for IDEAs in Action requirements among the fifty courses reviewed at their most recent meeting.

Dean Panter closed the meeting by thanking everyone for their time, and encouraging them to be in touch if anything comes up prior to the April meeting. The meeting adjourned at 4:58pm.