

MINUTES
MEETING OF THE ADMINISTRATIVE BOARDS
of the General College and the College of Arts and Sciences
Tuesday, September 21, 2021
3:30pm – 5:00pm, Zoom

Attendees: Amy Cooke, Lauren DiGrazia, Nicole Else-Quest, Louise Fleming, Li-ling Hsiao, Jennifer Larson, Lauren Leve, Aaron Moody, Barbara Osbourne, Abigail Panter, Valerie Pruvost, Chloe Russell, Keith Sawyer, Nick Siedentop, James Thompson, Jonathan Weiler

Guests: Jason Kinnear, Troy Blackburn

Staff: Genevieve Cecil

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

Dean Panter welcomed everyone to the first meeting of the fall 2021 semester and asked for a short round of introductions. Following introductions, Panter provided a brief summary of two major initiatives for this fall: first, the upcoming fall 2022 launch of the new IDEAs in Action curriculum and second, the transition to a holistic “hub” advising model for all students. Panter reminded the group that these initiatives are intrinsically linked, and integral to the university’s goal of supporting student success. She then mentioned that at the end of the meeting she would be presenting some additional initiatives and calling for volunteers from the Boards. Before introducing the first guest, Panter paused for questions from the group. Several members had questions related to the instructional modes and enrollment capacity for the spring 2022 semester. Panter confirmed that the instructional modes for spring are still being discussed between Dean Rhodes and the chancellor but that they will likely remain the same as the fall 2021 semester. Early seat projections provided by departments indicate sufficient capacity for all students. Panter encouraged departments interested in adding additional courses or sections for spring to do so, but to wait until the Registrar has provided a more detailed breakdown of the early projections to ensure additional seats meet student needs. Panter concluded her opening remarks by reminding the group she is available to answer questions at any point, and that she is happy to share any information that comes across her desk. She then formally welcomed Jason Kinnear, the Assistant Dean of Study Abroad, and invited him to present a brief summary of the three Study Abroad proposals on the agenda.

Study Abroad Proposals (3:40pm)

Guest: Jason Kinnear

Kinnear informed the Boards that these three proposals were reviewed and approved by the Study Abroad advisory board in spring 2021, but weren’t finalized in time to be presented to the College’s Boards in that semester. These proposals are likely to be the only ones reviewed this year due to the pandemic and reduced staffing in Study Abroad. These proposals are also different from programs put forward in the past; two are in new locations and one is a new program model.

[Following the meeting, Kinnear confirmed that the start dates for all 3 programs will be 2023, a year later than what was included on the proposals.]

1. UNC Marine Physiological Ecology in Belize (spring 2023 start date)

- a. This proposal is for a nine day international field experience as an optional spring break 2023 component of a three-credit hour UNC course (MASC 441) offered by Dr. Karl Castillo, Associate Professor of Marine Sciences. This is an entirely new model for Study Abroad, as well as a new location. While the spring break research component is optional, Dr. Castillo will livestream lectures, field activities, and excursions so that enrolled students who are unable to travel can participate virtually. The course will both strengthen scientific collaboration between UNC and the University of Belize and expose students to the largest coral reef system in the western hemisphere. The course fits within the new IDEAs in Action curriculum, and can be applied towards both the Marine Sciences minor and the Biology major.
2. UNC Political Science in London: Nationalism, Immigration, and the Politics of Identity (summer 2023 start date)
 - a. This proposal is for a four week, three-credit hour UNC faculty-led summer program in London, England led by Dr. Jeff Spinner-Halev, Kenan Eminent Professor of Political Ethics in the Department of Philosophy. The aim of the course is to understand the justifications of nationalism, how immigrants integrate into a nation and why they are seen by some as a threat, and how citizens perceive and react to globalization and cosmopolitanism. This course will utilize an interactive component where students interview citizens in London, Kent, and Scotland, and will satisfy political science major requirements, as well as the PH and NA Making Connections requirements.
3. UNC in Northern Ireland: Apology, Forgiveness, and Reconciliation – The Case of Northern Ireland (summer 2023 start date)
 - a. This proposal is for a three-week, three-credit UNC faculty-led summer program in Belfast, Northern Ireland led by Dr. Shai Tamari, Professor of the Practice and Director of the Conflict Management Initiative at UNC. Professor Tamari's work both as a teacher and practitioner of conflict resolution makes him exceptionally well suited to teach this program. In collaboration with faculty at Queen's University in Belfast, students will develop an understanding of the culture, history, and societies of Northern Ireland and a nuanced understanding of apology, forgiveness, reconciliation and the impact, if any, these have played and continue to play on individuals and groups in the region. The program is aimed primarily at conflict minors, but any interested student is welcome to apply. This will be the first faculty-led UNC program in this region.

Kinnear confirmed that Study Abroad has continued to function during the pandemic, sending students abroad every semester except for spring and summer 2020. Currently, over 240 students are abroad or off-campus in the state of North Carolina. SA has over 450 applicants for the spring 2022 semester, which is well above the usual threshold. He then paused to take questions from the Boards. Several members had questions related to the credit students will receive for the spring break program in Belize. Kinnear confirmed that students who travel will automatically fulfill their Experiential Education (EE) Connections gen ed or their High-Impact Experience (HI-ABROAD) IDEAs in Action gen ed, but students who do not travel will not. Kinnear will also confirm and follow up with Dean Panter regarding whether students enrolled in the spring break experience will receive course credit or just the gen ed. He also confirmed that the program in Northern Ireland was put together prior to the finalization of IDEAs in Action curriculum, and that therefore the course does not currently fulfill any specific gen eds, but that Study Abroad will work with all their faculty leads to ensure courses are tagged for the appropriate gen eds in both curriculums going forward. Several members had questions regarding the Study Abroad internal review and approval process for these proposals. Kinnear confirmed that all three proposals presented to the Boards were reviewed and approved in Study Abroad by the program

advisory board prior to being presented. A final question concerned mechanisms for students who may need financial support, particularly with the Belize spring break program. Kinnear noted that this was a strong consideration in the program development process, and that any students who are interested in participating will be eligible for scholarship funding. Part of the reason Study Abroad is excited to be offering these spring break opportunities is because they come at a reduced cost for students, and are therefore more accessible to more students. Members praised the proposals overall, and the move towards greater student accessibility to global experiences in particular. Kinnear indicated Study Abroad will be happy to provide updates on these program models at a future meeting, and that they are in talks with UNC Global about adding such an experiential element to existing COIL courses as well. Dean Panter thanked Kinnear for his time, and encouraged any members who had not previously considered developing a study abroad course to do so. Kinnear left the call, and Dean Panter called for a vote of approval. All proposals were approved.

Undergraduate Research, “URES *95” Proposal (4:00pm)

Guest: Troy Blackburn

Dean Panter welcomed Professor Troy Blackburn of Exercise and Sports Science in his capacity as Associate Dean and Director of the Office of Undergraduate Research. Blackburn provided a short overview of a new proposal aimed at addressing the needs of students who are conducting research at the undergraduate level but are unable to receive academic credit for it in the current system. The URES *95 proposal aims to address this concern before the launch of the IDEAs in Action curriculum, where undergraduate research is a requirement. Blackburn mentioned that Undergraduate Research has consistently heard from students involved in experiences that meet the spirit of the requirement who struggle to receive academic credit for their experiences. He laid out three scenarios that were considered in the development of the proposal: one, a student conducting research under the supervision of a UNC faculty member who cannot award undergraduate credit due to program or unit constraints. Two, cases where a student is conducting research with a mentor who is not UNC faculty. And three, cases where students are engaged in research but are not currently enrolled in classes at UNC (for instance, during the summer). Lauren DiGrazia, Assistant Provost and University Registrar, expressed some concern regarding the logistics of granting credit to such students, particularly those in the third group. Blackburn confirmed that in all three scenarios, students would be responsible for completing a learning contract with their mentor prior to beginning the work. DiGrazia recommended an offline conversation about technical support and logistics to ensure that the University is properly tracking students in this third group. Associate Dean of Undergraduate Curricula James Thompson reminded the group that retroactive credit has never been awarded for any non-academic experience at UNC, and Blackburn confirmed URES *95 would not change this. Another suggestion made by members was for Undergraduate Research to regularly provide the Registrar with a list of students who have fulfilled their Research credit via the third scenario, as is done by the language departments with placement credit. Associate Dean of Academic Advising Chloë Russell concurred with other members in applauding the spirit of the proposal, but wanting to be sure we follow a consistent policy in awarding credit. Dean Panter thanked Blackburn for his time and the members for their discussion and thoughts. After a call for last minute questions or comments, Blackburn left the call and Dean Panter called for a vote of approval. The proposal was approved.

New Yoruba Language Course Prefix (YORU) (4:15pm)

At Dean Panter’s behest, Curriculum Director Nick Siedentop presented a proposal to create a new Yoruba language subject code in the Department of African, African American and Diaspora Studies (AAAD). The proposal is part of a joint initiative between the department and the African Studies Center (ASC) and is also part of their commitment under a Title VI Award to expand offerings of Less Commonly

Taught Languages (LCTL) at UNC. Yoruba I was offered to UNC students through the Language Exchange course taught by Fayetteville State University in the 2020-2021 academic year, and the creation of a new subject code (YORU) will enable UNC to offer Yoruba II in spring 2022. The center has requested and been assigned a Foreign Language Teaching Assistant (FLTA) through Fulbright who is qualified to teach the course. With the loss of the only instructor qualified to teach Lingala at UNC, expanding and offering Yoruba is critical to a competitive Title VI reapplication in spring 2022. Dean Panter called for a vote of approval on the creation of the new subject code. The proposal was approved.

Course Committee Reports: August 31, 2021 & September 14, 2021 (4:20pm)

Presenter: James Thompson

Thompson, as chair of the Course Committee of the Administrative Boards was called on next to present the committee's report. The committee has met twice already in fall 2021 and has approved 97 new or revised courses and 17 miscellaneous course changes. Most courses included in the report were submitted during the previous cycle, but reviews were delayed due to the volume of submissions. Thompson confirmed that the committee is now reviewing requests for general education requirements (gen eds) for both the IDEAs in Action and Making Connections curriculums. Dean Panter thanked Thompson and members of the committee for their continued hard work and dedication.

IDEAs in Action Implementation Updates (4:25pm)

Presenter: Nick Siedentop

Dean Panter asked Siedentop to present updates on the implementation of the new IDEAs in Action curriculum. Siedentop walked the Boards through a PowerPoint detailing high-level projects and priorities, before providing some targeted updates. The implementation group has met consistently since April 2019 and has been diligent in addressing the four main foci (Curriculum Development & Pilots, Policies & Procedures, Communication & Marketing, and Technology & Systems) and in updating faculty and other stakeholders. Siedentop provided a brief overview of current projects for each focus area, highlighting several for each area. Highlighted Curriculum Development elements include the new College Thriving course, which focuses on the science of learning, mental health and wellbeing; the Triple-I Data Literacy component, which is in the final pilot stages; the production of additional resources for the Communication Beyond Carolina gen ed to support faculty course development; and Campus Life Experience, management of which will likely be handed over to Student Affairs. Highlighted elements for the other foci include a joint project with the Office of Undergraduate Admissions to update transfer tables with the new IDEAs in Action gen eds, the launch of the IDEAs in Action website (<https://ideasinaction.unc.edu>), and the completion or near completion of several tools and dashboards designed to help faculty, staff and students navigate the new curriculum on a practical level. Siedentop then shared a timeline previously shown at a recent meeting for department chairs and directors of undergraduate studies, which covers upcoming events and deadlines related to the fall 2022 curriculum launch. Several members provided positive feedback on the website design, layout, and components; of particular note was the addition of a searchable table tool for approved IDEAs in Action gen eds. Dean Panter thanked Siedentop for the comprehensive update and encouraged anyone with questions or concerns to reach out to him or the Office of Undergraduate Curricula.

Program Proposals (4:35pm)

Presenter: Nick Siedentop

Siedentop then presented the program proposal summary report. The report covers changes managed over the summer with a fall 2021 effective date. Environmental Studies made several revisions and edits to their B.A. and B.S. track degree requirements, and the Data Science Minor revised their elective list to better align with the nature of the program.

Academic Policies (4:40pm)

Panter once again thanked Siedentop for his work and promised to be succinct. This academic year she would like to form two working groups within the Administrative Boards to review two existing academic policies. She encouraged members who were interested in either group, or in taking a lead role in the review and discussion, to contact her.

4. Working Group on [Advanced Placement \(AP\) Test Credit Policy](#)
 - a. Under the current Advanced Placement (AP) Test Credit Policy, some students can receive a significant amount of UNC credit for courses taken while in high school. While the System Office maintains certain requirements, such as conveying credit for AP scores of 3 or higher, Panter would like to ensure that every department that provides these credit equivalents is cognizant of the impact this may be having on their course and major enrollments. Panter confirmed there is the potential that a discussion of this policy will lead to no changes, but would like a working group of Boards members to open the dialogue.
5. Working Group on Online Course Limits for the College (see "[Distance-Learning Courses](#)" in 2021-22 Catalog)
 - a. The pandemic and the shift to remote teaching has called into question the relevancy of existing Online Course Limits for the College of Arts and Sciences. Dean Panter would like this working group to review and consider an appropriate level of distance learning credit for students in the College in a post-pandemic world.

Panter would like to see thoughtful discussions about these topics in light of lessons learned from the pandemic and ongoing efforts to improve transparency, clarity, and equity. After a final request for members to consider joining these groups, she invited Russell to speak. Russell confirmed that she and DiGrazia recently convened a group to discuss the current grade appeals process. This working group predominantly consists of academic advisors, but Russell highlighted that they have also involved the professional schools, before confirming the Boards should expect a proposal for grade appeal process revisions sometime this academic year. Several members inquired whether a review of this policy is within the Boards' mandate and Panter confirmed this was the case, although she noted that previous discussion had focused on appeals within the College rather than across the university. With no additional questions or comments, Dean Panter thanked everyone and the meeting adjourned at 4:57pm.