

Directors of Undergraduate Study Meetings Minutes

Monday, September 11, 2017, 3:30 – 4:30pm, Graham Memorial 039

Tuesday, September 12, 2017, 3:30 – 4:30pm, Toy Lounge, Dey Hall

Welcome, Introductions, and Academic Progress Reports

Abigail Panter, Senior Associate Dean for Undergraduate Education

Katie Cartmell, Interim Associate Director for Retention

Dean Panter plans to distribute a survey to DUS, Abbey Fellows, and lecturer advisors to get a sense of what these positions do; the goal is to learn how they are spending their time. Panter is co-chairing a group to modernize student affairs (Blue Sky Advising). One of the goals is to provide students with the advice and support services that they need to be successful in their academic endeavors and postgraduate pursuits.

The new Program Profile Dashboard to share data about student populations in majors is now available. There is some information about what students are doing after graduation. Panter is piloting an exit survey for graduates which will include the first destination after graduation. DUS can find more information about the Dashboard in [this quick guide](#). The Dashboard shows fall census data (not real-time data). Fall 2017 census data has not yet been populated as of these meeting dates, so only data from 2016 is visible. Historical data is available on some portions of the Dashboard.

SACSCOC – The College will be coordinating assessment report deadlines moving forward. The College and Institutional Research and Assessment are making sure that certain kinds of Student Learning Outcomes (SLO) data are being collected and assessed, and that a pattern of learning gains emerges. Panter thanked all participants in this process for their excellent work.

Katie Cartmell discussed academic progress reports. The reports can be filled out and turned in between September 1 and October 31. The final deadline still gives 5-6 weeks in the term for students to act on feedback. It also gives student affairs offices time to reach out to students. If faculty are concerned about a student, they can follow up directly with Cartmell or the Dean of the Students. Cartmell expressed that while she expects faculty to be experts in their content area, they don't have to be experts in support and whole-student wellness, which is where her office can support faculty and students.

Questions:

Will faculty be able to do more than two reports?

Yes, with the future tool there will be a more continuous reporting option, where faculty can submit as many as needed. Faculty can still reach out to the student, the Office of Retention, or the Dean of Students if they have already used the two reports.

Can faculty opt out of the “see your professor” email?

Not currently, but the future tool will allow faculty to tailor the message to the student. Katie hears this feedback (with 400 students, faculty may not have time to meet with 40 they are making a report on), and she is working on how to design this differently for the future.

Distinguished Scholarship Opportunities for Students

Inger Brodey, Director of the Office of Distinguished Scholarships

Maggie Douglas, Program Assistant

The Office of Distinguished Scholarship resides within Honors Carolina. The mission of the office is to help students find scholarships, fellowships, internships, and teaching opportunities. The Office also supports students during the application process so students can put their best foot forward. This can include advise on how to present activities, assistance preparing personal statements, and help preparing for interviews.

Brodey and Douglas distributed folders that should be helpful in advising students interested in pursuing scholarships. They also distributed a poster chart, which provides a broad overview of many opportunities available to students, arranged by subject matter, which presents the year(s) students can apply; GPA requirements; target populations; whether or not the scholarship is needs-based (must demonstrate financial need); whether or not students can apply as non-US citizens; the type of award, location, and additional notes.

Students should not wait to pursue these opportunities, as some begin as early as the first year of an undergraduate's career.

On the [ODS website](#), there is a search box to assist students and faculty in searching for scholarships by subject matter. There is also a funding search available on the [Embark Carolina website](#).

The Office is also trying to reach students who are not familiar with these opportunities or may not have the confidence to put themselves forward for such awards. The Office encourages faculty to support students in seeking out these opportunities, as a suggestion from faculty can be a boost to their confidence or the push they need to apply.

Questions:

Are there similar resources for internal funding sources?

Not currently, but Panter feels that we should develop something for this. The suggestion was made to create a poster similar to ODS's for internal funding. The [Embark Carolina website](#) includes internal sources in it's search.

2019 General Education Curriculum

Andy Perrin, Professor of Sociology and Special Assistant to the Provost and Dean for Accreditation and Curricular Innovation

Please refer to the [full proposal](#) on the [Curriculum 2019 website](#) for complete details. Below is a brief summary.

The 2019 Curriculum Coordinating Committee began by asking what they wanted students to be like after completing the Gen Ed curriculum. This is where the identify, explore, decide, and

apply model came from. It is a model that can be applied across all aspects of a student's life (career, entrepreneurship, civic, artistic, and personal). Groups of capacities that will encourage this development were then identified.

The focus on the first-year experience is based on research that suggests students enter very enthusiastic but this enthusiasm wanes at the end of their first semester. The Committee also wanted a focus on vertical integration throughout the four years at UNC.

Streamlining of distribution requirements was done through a process of identifying what pieces should be present in all Gen Ed courses, not just one distribution point.

The Ideas, Information, and Inquiry (III) course is an idea for what a core course at our university would look like. This would provide some uniformity across the first-year experience, since a truly uniform experience is not possible. The course would be themed in some way, for example "death and dying" examined from a variety of disciplines and perspectives (biological, literary, sociological, engineering, philosophical, etc.).

Since the number of specific criteria to be met has been drastically reduced, the new model will ask that all Gen Ed courses meet a minimum core set of criteria.

The vertical integration will be implemented through the e-Portfolio, the junior/senior communication and integration course, integrated advising and career planning, experiential and co-curricular requirements, and examination of general and supplemental education alongside the major. Campus life experience would be an on-going requirement throughout a student's career.

E-Portfolio is a platform where students can store, curate, and make connections between their academic and related experiences. The e-Portfolio as a whole would not be evaluated, but it would be used to evaluate what experiences students are having and how they are making connections between them. The e-Portfolio would be used by OIRA in evaluating effectiveness of curriculum.

Several Working Groups have been identified for Fall 2017 to help address pending questions and provide further details on key elements of the proposal (see the [Curriculum 2019 website for a complete list](#)). Andy Perrin and Dean Panter encourages DUS to volunteer for a Working Group, or to recommend colleagues to volunteer.

Questions and comments were taken at both meetings and will be distributed to the Committee.

Website: <http://curriculum2019.web.unc.edu>

Coordinating Committee's email address: curriculum2019@unc.edu