Directors of Undergraduate Studies
Fall 2019 Meeting #1

Tuesday, Sep 3, 2019	Wednesday, Sep 4, 2019	Monday, Sep 9, 2019
3:30 – 5:00pm	2:30 – 4:00pm	3:00 – 4:30pm
Pleasants Room, Wilson Library	Pleasants Room, Wilson Library	Pleasants Room, Wilson Library

Welcome, Introductions, and Announcements from Undergraduate Education
Abigail Panter, Senior Associate Dean for Undergraduate Education

Please be mindful of the effects of Hurricane Dorian when talking to students; they could be affected in ways that faculty, administrators, and staff may not see. The recommendation is to error on the side of compassion. The University is considering opening a hub similar to the one-stop model, which was so successful in fall of last year to aid students affected by Hurricane Florence.

The Office of the Provost is now implementing the Chancellor's strategic plan to modernize student support. The Modernizing Student Support group has developed the following initiatives to improve how we serve and assist students.

- The group is recommending that Academic Advising move to a caseload model to bring the student to advisor ratio down from 400+/1 to 280/1. This would enable advisors to develop consistent support across the student's undergraduate career. It is also possible this model will allow student affairs staff (advisors) who teach First-Year Thriving (EDUC 101) to become advisors for the students in their classes.
- There is some reshuffling of certain programs. The campus has invested in the Hardin hub for a holistic care model. As a result, there may be more elements incorporated into academic advising in the hub, including eligibility/retention, and other areas. The transfer coordinator and the Look-Out Scholars Program will be moving to Center for Student Success and Academic Counseling (CSSAC). Undergraduate Research is moving to Steele and out of the Honors building to emphasize that research is for all students.
- To meet the goal of removing barriers to success, the Modernizing group is assembling a list of policies that make navigating undergraduate academics difficult and working through them. Please follow up directly with Dean Panter if you find new barriers.

Outcomes Assessment Reports (see handout for details)
Lynn Williford, Assistant Provost for Institutional Research and Assessment
Bryant Hutson, Director of Assessment, Institutional Research and Assessment

The purpose of these assessments are to examine the impact we have in the classroom and student learning at the program level. During this process, we ask the following: 1) What do we want students to learn when they graduate from this program? 2) What are students expected to know or do? 3) How do we measure these outcomes? 4) Are there things we want to change? This process should be student-centered and faculty-driven. In other words, what elements do faculty think are important for their majors?

Contact Bryant Hutson (bhutson@email.unc.edu) with questions. Institutional Research and Assessment (IRA) can support departments in developing outcomes and assessment methods. December 31 is the due date. Please note this is a soft deadline if departments are still assessing immediately following the end of the fall semester.

After you prepare the report, send this to your academic senior associate dean, but if possible, please copy Bryant in the message as well so that IRA can track and follow up with you if needed. Bryant will also be holding some small workshops in the near future. Information will be forthcoming.

Grade Distribution Dashboard, demo (Monday, Sep 9 meeting)
Rob Ricks, Director of External Reporting, Institutional Research and Assessment

IRA, collaborating with Undergraduate Education and Media and Journalism, has developed a course analytics dashboard. We now have curriculum level dashboards, but with some modifications, IRA will soon be able to distribute the data to departments. This dashboard is only at the department level, not program level.

- You can break out by student level (career), grading scale, and instructional format, method of delivery, and whether or not it is a department or Friday center section. It automatically breaks by century (e.g., 100s, 200s, 300s, etc.), and you can drill in to break out by course. You can see historical trends and limited demographics. The demo data is linked to the time they took the class (for class level/student level). You can also see undergraduate course completion rates by term.
- This becomes a public record if you print it or make a copy. It is not a public record if it stays dynamic.
- DUS will have access to these dashboards. Let IRA and Undergraduate Education know if your Associate Chair needs access.

Nick will send out something to the DUS listserv when access is available. Once the dashboard is live, send recommendations to the Office of Undergraduate Curricula, which will go to the steering committee. IRA expects to be able to distribute to units in November. Department Profile reports are also being updated, and should be available later this semester.

Quality Enhancement Plan (QEP) Updates
Kelly Hogan, Associate Dean for Instructional Innovation

The University is halfway through the Quality Enhancement Plan (QEP), which is part of our SACS-COC requirements for accreditation.
- There will be an Instructional innovation summit on October 23 to discuss the CURE courses (see handout for details). Some of the elements within the CURE courses may translate well into the new IDEAs in Action Curriculum. Please RSVP in advance of this summit.
- At the end of the fall semester, there will be an Instructional Innovation Expo. The Office of Instructional Innovation will send out the Expo dates.

- The Summit and Expo will be after the October 15 IDEAs in Action Phase 1 submission deadline, but there is a second phase and there will be other opportunities to submit new Gen Ed course proposals in the next academic year.

IDEAs in Action General Education Curriculum Implementation and Course Submissions (See [presentation](#) for details)
Abigail Panter, Senior Associate Dean for Undergraduate Education
Nick Siedentop, Curriculum Director, Office of Undergraduate Curricula
- Information about the IDEAs in Action Triple-I pilot courses is available on the OUC website.
  - Contact Cary Levine with questions about creating a Triple-I.
  - Proposals for fall 2020 are due November 1, 2019. Proposals for spring 2021 due April 15, 2020.
  - Target to create 30 Triple-I courses; goal to offer 19 per academic year. Hoping to get models where there are alternate instructors that can swap in if needed.
- The Gen Ed Implementation Committee is seeking nominations for two Gen Ed committees: 1) IDEAS in Action Course Review Committee, 2) General Education Oversight Committee. Please provide nominations by September 9, 2019.
- IDEAs in Action Course Approval Timeline
  - Departments were given access to the One-Drive folder; includes resources for the course submission process; contact Nick if you don't have access and are supposed to have it
  - Please submit new proposal spreadsheet and syllabi to OneDrive by Oct 15 Phase 1 or Feb 1 Phase 2 submission deadlines.
  - Prioritize first-year oriented courses and required courses in your major for Phase 1 submissions; upper-level courses can wait until spring.
- Steps for IDEAs in Action Course Submission Process
  - Liaison will be the first point of contact for this process rather than the instructors of the courses.
  - There are different processes for each unit; some liaisons work directly with instructors to submit these, others have an internal curriculum committee that reviews these courses before they are submitted by the liaison.
  - Liaisons, please share information with your faculty: all of the provided information is in the OneDrive folder (which includes sample syllabus template).
  - Set an internal deadline for advance review in time for the October 15 deadline.
  - Review the rubric in development. Nick will send out the draft, and he will share the final rubric with units before the October 15 deadline.
  - In presentation, Nick shared samples of how departments are showing each recurring capacity reflected in their syllabi. Some departments provide a justification statement, others highlight key information in the syllabus to focus on the reviewed FC. There are also a few presentation strategies that allow any size class to demonstrate the public presentation recurring capacity.
  - Before you submit, double-check to ensure all required elements are in the syllabi and that the syllabi files have the proper naming convention (=SUBJ NUM).
  - The Office of Undergraduate Curricula will send out a quick survey soon to see how many submissions each unit expects to submit in Phase 1 and Phase 2.

- Be sure to use CIM for new/revised courses that do not involve the IDEAs in Action Gen Eds. Please be sure to only submit necessary proposals as the focus of the Office of Undergraduate Curricula and the review committees will be the new curriculum proposals.

Update from Joy Renner: the University has approved an absence coordinator. Additionally, the University has rolled out a [quick form](#) so that students can submit a form to request approval of an absence from class. A more robust form will be implemented in AY 2020-2021.

Upcoming Meeting: November 6, 2019, 3:30-5pm, Pleasants Room, Wilson Library

DUS Website: https://curricula.unc.edu/faculty/directors-of-undergraduate-studies/