

MINUTES
THE UNIVERSITY OF NORTH CAROLINA AT GREENSBORO
BOARD OF TRUSTEES
Academic Affairs Committee
September 12, 2017

MEMBERS PRESENT: Dean Priddy, Chair; Brad Hayes; Betsy Oakley; Holly Shields

MEMBERS NOT PRESENT: Kathy Manning, Elizabeth Phillips

OTHERS PRESENT: Susan Safran, Board of Trustees; Chancellor Frank Gilliam; Dana Dunn, Provost and Executive Vice Chancellor; Cherry Callahan, Vice Chancellor for Student Affairs; Bryan Terry, Vice Chancellor for Enrollment Management; Terri Shelton, Vice Chancellor for Research and Engagement; Charlie Maimone, Vice Chancellor for Business Affairs; Julia Jackson-Newsom, Associate Vice Chancellor for Strategy and Policy; Jim Settle, Associate Vice Chancellor for Student Affairs; Kelly Burke, Vice Provost for Graduate Education; Jerry Blakemore, General Counsel; Malcolm Schug, Department of Biology; Lynn Sametz, UNCG RISE; Waiyi Tse, Chancellor's Chief of Staff and Interim Assistant Secretary to the Board; and other members of the administration, faculty, staff, and general public.

PROCEEDINGS:

Chair Priddy called the meeting to order at 1:00 P.M. and reminded members of the Conflict of Interest (COI) statement from the State Government Ethics Act and their duty to avoid COI and appearances of COI, if any should be identified. None were identified.

The roll call was read by Waiyi Tse and a quorum was confirmed.

The Minutes for May 9, 2017, were approved with no additions or corrections.

DISCUSSION ITEMS:

AAC-1 Discussion of Future Agenda Items (Priddy)

Chair Priddy opened discussion soliciting proposed items for Committee future agendas. Hayes asked for an annual walkthrough of the Data Dashboard, especially in relation to the new Strategic Plan and how UNC GA metrics relate to the campus plan. Oakley suggested presentations about the various Schools and Colleges, their enrollment and how it breaks down; perhaps highlighting two units during each meeting, sharing what's happening in each of the disciplines. Safran recommended resurrecting the "cheat sheets" that were previously available to the Board that included not only enrollment data but accolades for each unit. Provost Dunn agreed to provide updated versions in advance of the next meeting.

AAC-2 Provost's Report: Major Initiatives and Updates (Dunn)
AAC-2.1 Provost's Report

Dunn mentioned that this is the fourth consecutive year of student enrollment growth—the comprehensive enrollment growth report will be presented at the full Board meeting on the 15th. Growth has generated resources for much needed faculty expansion. Thirty-four faculty searches have been authorized for the current year, twenty-six of which are tenure stream searches. This is the third consecutive year that the number of faculty has been expanded. A total of ninety-six new faculty were welcomed to campus this fall. Many were replacement faculty and some were new lines.

Nine endowed professorships were filled this year, some by faculty new to the University. The Sullivan Distinguished Professorship is being filled for the first time, by two chemists from the Department of Chemistry and Biochemistry, Nadja Cech and Nicholas Oberlies.

A year-long review of the General Education curriculum is under way. The following year will be spent redesigning the curriculum in response to any recommendations that emerge. Oakley asked for a summary of red flags in the current Gen Ed curriculum. Dunn listed 1) students find the current curriculum challenging to navigate, 2) too many choices, which is costly and inefficient, and 3) some features of the current curriculum are not friendly to transfer students. There is some exciting new work nationally looking at mathematics preparation for students in the Gen Ed curriculum showing that, depending upon the disciplinary major, distinct mathematics pathways will serve them best and will enable the University to retain them. Math courses in general are termed “gateway courses” and have very high drop and fail rates for many students. In the new pathways curriculum, students going into the STEM fields are given one set of math courses and students going into the social sciences are given another set. Assessment data is available that shows what students are learning from the Gen Ed curriculum.

During 2018–19, a new online system, CourseLeaf (<https://www.leepfrog.com/courseleaf>), will allow the University to produce both undergraduate and graduate catalogs and manage the curriculum more efficiently, including the expected changes made to the Gen Ed curriculum.

For the second year in a row, the University has committed to an increased research goal for external funding. Last year the 5% increase goal was met and exceeded at a time when the external funding environment is becoming increasingly competitive. Recently, a request for proposals was submitted where seed funding will be tied to the Strategic Plan for projects that have a high probability of success for major external funding after the University investment.

AAC-3 New Initiatives to Drive Enrollment Growth (Dunn)
AAC-3.1 New Initiatives to Drive Enrollment Growth (Terry/Burke)

Dunn introduced the presentation that highlights two initiatives, one at the undergraduate level and one at the graduate level, designed to ensure future enrollment growth.

Terry spoke about the new co-admission programs with Guilford Technical Community College (GTCC) and Alamance Community College (ACC). Several of the area community colleges have reached out to UNCG after learning about the co-admission programs and meetings are scheduled with Rockingham and Forsyth. This initiative is in response to the declining high school graduate population and the need to increase transfer student enrollment. Transfers are a large part of the undergraduate population—40% in 2016–17—but a smoother transition into the University is needed. Terry stressed that the goal is a 2+2 situation, two years at the community college and two years at UNCG. Highlights of the co-admission program include over fifty-five degree offerings from thirty-five academic programs in five Colleges and Schools; coordinated federal financial aid disbursement; waived UNCG application fee; and onsite admission and academic advising. The requirements for progression are 1) completion of 15–17 (ACC) or 16–17 (GTCC) credit hours of course work per term with a minimum GPA of 2.0; 2) completion of the requirements for an Associate in Arts (AA) or an Associate in Science (AS) degree at ACC or GTCC; and good conduct standing. Admitted students will have access to campus facilities, events, activities and services, including the UNCG Library, and the Kaplan Center for Wellness while still enrolled at ACC or GTCC. Transfer students have a slightly higher rate of degree completion than native students. Roughly one-third of transfer students are from four-year schools.

Information about the Global Academy Pathway Program, which will begin in January 2018, was presented by Burke. The program was a recommendation of the McKinsey Project. At 3.4%, UNCG currently falls within the bottom half of international student enrollment among peer universities. Burke has been collaborating with New Mind Education, a pioneering educational experience providing cultural, linguistic, and academic programs to prepare students for life in the US. The Pathway Program allows UNCG to conditionally admit students directly into their master's program. The students come here to study English, for three months to one year, and when their English meets the proficiency standard they move seamlessly into master's degree programs. This process is much less cumbersome than the current INTERLINK (<https://nc.interlink.edu/>) process.

The revenue from this program will be targeted at growing graduate enrollment through increased assistantship funds. The break-even point for the coming year is twenty students and twenty are in the pipeline scheduled to begin in January 2018. The courses offered in the program are Academic Listening, Academic Speaking, Academic Reading, Academic Writing, and the final course, which is a part of the master's program curriculum, Academic Discourse. Each international student in the Pathway will be paired with a conversation partner from their intended major. The goal of the Pathway Program includes seamless articulation into the master's program, the ability to move through the curriculum more quickly, and higher rates of success. UNCG has several hundred international students—some full-paying, some embassy sponsored—who do not require this sort of Pathway, which is a recruitment tool to give more students access to a UNCG education and to provide direct revenue to UNCG while students are enrolled in the Pathway. After three years, the program should generate over one million dollars annually.

AAC-4 SpartanConnect Student Engagement Platform (Settle)
 AAC-4.1 SpartanConnect

SpartanConnect, which brings together many critical pieces of the student extracurricular experience, is in place. The software platform collects data about student engagement outside of the classroom and provides a tool for voting for student government leaders. It also provides a platform for managing student organizations, enables communication with students via text, social media, and email. Most important, SpartanConnect enables Student Affairs to create a student involvement/cocurricular transcript, which should aid students in applying to graduate schools and finding jobs. There are six foundational elements of the transcript: 1) Intercultural and global understanding, 2) Civic literacy and social responsibility, 3) Leadership and ethical development, 4) Career, professional, and financial development, 5) Interpersonal skill and intrapersonal competence, and 6) Health and wellness, which were based on student learning outcomes. The four assessment methods include attendance—generated by swiping/tapping student ID card—reflection and application, active participation, and competency development.

To celebrate the University's 125th anniversary, Student Affairs has challenged each of the 288 student organizations to donate 125 hours of community service, which SpartanConnect can track.

SpartanConnect also helps Student Affairs identify students who are not engaged and/or who have challenging grades, allowing Student Affairs to intervene in hopes of retaining them at the University.

AAC-5 The UNCG Wetlands Project (Schug/Sametz)

AAC-5.1 The UNCG Wetlands Project: A Living Laboratory for Research and Education

Malcolm Schug of the Biology Department and Lynn Sametz of RISE (Research and Instruction in STEM Education) presented the UNCG Wetlands Project, which is under the umbrella of the UNCG RISE network, a group of faculty interested in enhancing and expanding the partnership between research educators and science, mathematics, and technology educators in the community and at UNCG. The mission of the wetlands committee, which includes faculty, staff and students, is to promote the construction of campus wetlands suitable for aesthetic, ecological, educational, and research purposes. Wetlands are important environments, second only to rain forests in their biological productivity, and restoring even the small pockets of wetlands on UNCG's campus provides an increase in biological diversity and the opportunity to study the effects of water quality as it runs off and is purified by the wetlands.

The Biology Department has its first doctoral student who is working on wetlands, in particular methylmercury production and water quality improvement in the wetlands, and the department has had undergraduates involved in related research projects, even before the wetlands were restored, adding audio and video equipment to nearby trees to monitor activity. The motion-activated cameras have detected gray and red foxes, groundhogs, a box turtle, bats, 'possums, racoons, and a coyote.

Faculty in other disciplines—English, Geography, Education, Social Work, Therapeutic Recreation—are using the sites for different purposes, showing that it is a living-learning lab.

ACTION ITEM:

AAC-6 Candidates Awarded Degrees and Certificates August 2017 (Dunn)
 AAC-6.1 Official Transmittal Form and Candidates Awarded Degrees and
 Certificates August 2107

Approved unanimously.

INFORMATION ITEMS:

AAC-7 Report of Additions to and Deletions from the May 2017 Degree Candidates List
 (Dunn)
 AAC-7.1 Additions to and Deletions from the May 2017 Degree Candidates List

AAC-8 Update on Research and Engagement (Dunn/Shelton)

No action; information only.

ADJOURN:

Meeting adjourned at 1:57 P.M.

Respectfully submitted,



Kelly Harris

Associate Chief of Staff

Assistant Secretary to the Board of Trustees