OPEN SESSION

FOR INFORMATION ONLY
(No formal action is requested at this time)

1. Graduate and Professional Student Federation Update
   Brandon Linz, GPSF President

2. Employee Forum Update
   Charles Streeter, Chair of the Employee Forum

3. Faculty Update
   TBD

4. Campus Update
   Winston Crisp, Vice Chancellor for Student Affairs

5. Intercollegiate Athletics Report
   Jim Dean, Executive Vice Chancellor and Provost (Attachment A)

6. STEM Quality Enhancement Plan
   Ron Strauss, Executive Vice Provost and Chief International Officer
   Kevin Guskiewicz, Senior Associate Dean for Natural Sciences, College of
   Arts and Sciences, and Kenan Distinguished Professor of Exercise and
   Sport Science
   Leslie Parise, Professor and Chair, Biochemistry and Biophysics

*Some of the business to be conducted is authorized by the N.C. Open Meetings Law to be
conducted in closed session.
What We Do

**Advocate**
policies for improved campus and community resources

**Connect**
with graduate and professional students both socially and intellectually across disciplines.

**Collaborate**
to create policies that respond to the particular needs and interests of all graduate and professional students.
GPSF Structure

Legislative → Senate
Executive Board → Executive
Executive Board → Judicial
Executive Board → Cabinet
Executive Board → External Appointments

All Grad/Prof students are all members!
- Funded by student fees
GPSF Funding Opportunities

• Registered Student Organizations
  – Events/Program Appropriations
  – Social Events

• Travel Grants
  – for Individuals and small Groups

• Senate Allocations

• Emergency Fund
Recent Accomplishments

• RA/TA Health Insurance Enrollment

• TA Summer School Pay

• Minimum Stipend Increase

• Grad Games, Orientations, and Socials (Dog Park!)
Student Advocates for Graduate Education (SAGE)

• National advocacy organization of AAU member institution graduate student organizations

• Discuss best practices and advocate for graduate education at the federal level
Center for the Integration of Teaching, Research and Learning

• NSF Funded Program

• UNC has been asked to apply

• Advancing teaching in STEM and Social Sciences fields in higher education
Role of Grad Students in Master Plan

• Creation of a space for grad/prof research, socialization, and entrepreneurship
Questions?

Brandon Linz
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gpsf.unc.edu
Background

• Annual Intercollegiate Athletics Report required by UNC Board of Governors policy.

• Contents:
  • Admissions and academic success of student-athletes
  • Academic integrity policy implementation
  • Financial data on athletics department
  • “Booster club” relationships

• Purposes:
  – Accountability
  – Transparency
  – Assurance of institutional oversight for athletics
Student-Athlete Admissions

• **Undergraduate Student Athletes:**
  – Of the 157 first-year recruited student-athletes in 2014-15:
    • 0 received exceptions to the UNC Minimum Course Requirements (MCR)
    • 3 received exceptions to the UNC Minimum Admissions Requirements (MAR): 2 with high school GPA less than 2.5; one with an SAT/ACT score below the minimum 800/17.

• **Graduate Student-Athletes:**
  – BOG now requested information on these students
  – UNC-Chapel Hill student-athletes follow the same admission policies as all graduate students; there are no policies regarding exceptions.
  – In Fall 2014, there were 6 graduate student-athletes enrolled
# Top Five Choices of Majors

Enrolled Juniors and Seniors

<table>
<thead>
<tr>
<th>Student-Athletes</th>
<th>All Students</th>
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<tbody>
<tr>
<td>2. Communication Studies</td>
<td>2. Psychology</td>
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NCAA Academic Progress Rate (APR)

- APR metric tracks the academic achievement of teams.
  - Each student-athlete receiving athletics aid earns points for retention and remaining academically eligible.
  - Team score must be greater than 930 (out of 1,000) to be eligible for championships.

- UNC-Chapel Hill’s latest APR (2013) for the entire athletics program = 981

- Above ACC median; below median for other comparators.
# Graduation Rates

## Student-Athlete Six-Year Graduation Rates

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<tr>
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<th>All Students</th>
<th>Student-Athletes</th>
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<tbody>
<tr>
<td></td>
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<tr>
<td>2008 Cohort Graduation Rate</td>
<td>90%</td>
<td>72%</td>
</tr>
<tr>
<td>Four-Class Average Graduation Rate</td>
<td>90%</td>
<td>72%</td>
</tr>
<tr>
<td>(entered 2005 to 2008)</td>
<td></td>
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<tr>
<td>Graduation Success Rate (GSR):</td>
<td>NA</td>
<td>85%</td>
</tr>
<tr>
<td>Includes transfers; excludes students who left with athletics eligibility and are academically eligible to return</td>
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Academic Integrity Regulations

Campus review of class sections for “clustering” of student-athletes:

- UNC BOG guidelines:  25% enrollment of student-athletes in a class section triggers a required review
- UNC-Chapel Hill’s reviews include a more rigorous standard of 20% student-athlete enrollments in fall/spring terms
- Review team: Senior Associate Dean for Undergraduate Education, University Registrar, Faculty Athletics Representative (FAR), and 2 representatives from the Faculty Athletics Committee
  - Examines syllabus of flagged class sections for rigor of assignments and compliance with credit hour policy for in- and out-of-class learning activities
  - Follow-ups with chairs as needed
- For 2014-15:
  - 145 class sections reviewed under UNC BOG’s 25% threshold
  - An additional 87 reviewed under UNC-Chapel Hill’s 20% threshold
  - No irregularities found, regardless of standard used
Other Academic Integrity Policy Reporting Requirements

• Average Cumulative GPAs, Spring 2015

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<tbody>
<tr>
<td>Student-Athletes</td>
<td>2.950</td>
</tr>
<tr>
<td>Non-Student-Athletes</td>
<td>3.206</td>
</tr>
<tr>
<td>All Undergraduates</td>
<td>3.196</td>
</tr>
</tbody>
</table>

• Effective Practices Employed at UNC-Chapel Hill to Reinforce the Connection Between Academics and Athletics:
  • Comprehensive list of reforms and new practices implemented: [http://carolinacommitment.unc.edu/reforms/](http://carolinacommitment.unc.edu/reforms/)
  • Process and other improvements related to student-athlete success through the Student-Athlete Academic Initiative Working Group
Athletics Financial Indicators

Based on data reported to NCAA by individual institutions. Examples from UNC-Chapel Hill’s Department of Athletics:

 UNC-Chapel Hill’s net revenues of $308,692 are below the median values for all four comparators.

 UNC-Chapel Hill’s athletics expenditures per student athlete value of $98,192 is well below the median values for all four comparators.
Other Required Information

• “Booster Clubs”:
  – Annual financial statements and audit reports from the Educational Foundation
  – Signed agreement between the University and the Educational Foundation concerning operating procedures.

• Equity in Athletics Disclosure Act (EADA) Annual Report to the Office of Postsecondary Education, U.S. Dept. of Education.

• NCAA Annual Report submitted by the UNC-Chapel Hill
WHAT IS A QEP?

Reaccreditation from the *Southern Association of Colleges and Schools (SACS)* requires a **Quality Enhancement Plan (QEP)**.

A 5-year focused plan that:

- makes a measurable improvement of student learning
- is aligned with UNC’s mission and strategic priorities
- involves broad-based campus participation
VARIOUS DATA INDICATE

- **60% increase** in intended/declared science majors since 2004
- **Course redesigns** help all students and diminish achievement gaps in large gateway science courses
- Weaknesses in **quantitative skills** as reported by alumni and graduating seniors
- Alumni preferred **more experiential learning** (research and internship) as undergraduates
- Science majors are less likely to **study abroad** vs. all other student groups
QEP STEERING COMMITTEE

Carolina Performing Arts
College of Arts and Sciences
- Art
- Biology
- Chemistry
- Communication Studies
- Computer Science
- Exercise & Sport Science
- Math
- Public Policy

School of Journalism and Mass Communication

School of Medicine
- Biochemistry & Biophysics
- Medicine, Burn Center
- Microbiology & Immunology

School of Pharmacy

School of Public Health

Undergraduates
CAMPUS-WIDE INVOLVEMENT

- Dean’s Council
- Chancellor’s Advisory Committee (students)
- Student Government Association
- Faculty Executive Committee
- Academic support services staff (advising, retention, counseling)
- Provost’s senior staff
- College of Arts and Sciences
  - Administration
  - Department Chairs
- SACS Leadership Team
- QEP Town Hall Meeting (March 2015)
- Study Abroad Office
- MakerSpace Network
- Board of Trustees
HIGH-STRUCTURE ACTIVE LEARNING

Our recent data show:
Large lecture classes in the sciences with active learning techniques close achievement gaps for underrepresented minorities and first-generation students.

Expanding on our success:
We propose to expand active/experiential learning opportunities on campus and abroad.

Active learning in a large lecture Biology class
ONE EXAMPLE—BIOLOGY 101

Data from male student in same term (Spring), with a combined SAT math and reading score of 1257 (the mean score across the 6 terms).

~24% of student are first generation

~14% of students are black
Expanding Upon Active Learning Success

UNC’s demonstrated success with *high-structure active learning* can serve as a model for improving science learning through experiential/research learning here and abroad:

**LOCAL**
- CURE
- Directed research experiences
  - Faculty grants
  - Senior Honor’s Thesis
- Integrated First Year Seminars
  - STEAM
  - Scientific writing
  - IDST 184—visiting RTP scientists
- MakerSpace

**GLOBAL**
- Study Abroad
  - Classroom
  - Research Lab and field based
  - Burch Fellowships & SURF
- Entrepreneurship abroad
- Community-based Internships

*UNC-Chapel Hill: “A Leading Global Public Research University”*
Traditional Laboratory Classes

- **Cookbook**: Professor knows answer and there is a “right” outcome

- **Inquiry**: Professor knows answer but student is given a discovery framework. “Failure” an important part of the process.
CURE
Course-Related Undergraduate Research Experiences

CURE Laboratory Classes

• Students design projects around novel questions not yet answered, learn from failure, and benefit from collaboration.

• In sum, these are not “cook-book” labs that have been in place for decades!
CURE Example

SEAFOOD FORENSICS

John Bruno, Blaire Steinwand, Kelly Hogan

Department of Biology, UNC Chapel Hill

Research Goal(s)

• Use genetic analysis to determine frequency of seafood mislabeling, which affects ecosystems & consumer decisions.

Research Products

• Students produce a group report to the general public about their experimental design, findings, and implications. The purpose may be to invoke change, depending on the specific results.

• Students may collaboratively write (with faculty oversight), a manuscript to be submitted to a peer-reviewed journal.
RESEARCH OPPORTUNITIES

- Provide more research opportunities with course credit
  - Faculty mentored/directed research
  - Industry-sponsored internships
  - Study abroad

- Expand Carolina Research Scholars Learning Communities

- Stimulate STEAM (Science, Technology, Engineering, Arts, and Math)

*Fluids Lab experiment in Chapman Hall*
INTEGRATED FIRST-YEAR SEMINARS

- Increase first-year seminars with a STEAM theme
- Include professional school faculty
- Create a science writing seminar
- Develop MakerSpace courses

First-year Seminar
“Math, Art, and the Human Experience”
ENTREPRENEURIAL OPPORTUNITIES

- Create new opportunities by merging sciences, arts, humanities, and social sciences
- Develop an *Entrepreneur in Residence Program*
- Use UNC MakerSpace to generate new ideas
- Leverage local launch incubators as 1789 Venture Lab

*BME student using 3-D printer to create a prosthetic hand*
“MAKING” MAKES ENTREPRENEURS

Digital Manufacturing:
“In the future, 90% of all products will be developed virtually”

Courtesy of Dr. Rich Superfine
EXPAND GLOBAL OPPORTUNITIES

Science majors less likely to travel abroad due to curricular demands

Solutions:

- Increase science courses abroad for credit
- Increase lab or field research abroad for credit

*Geology students studying in Chile*
The world we live in today is defined by two great forces:

GLOBALIZATION ...needing to understand the rest of the world

TECHNOLOGY ...our future rests on our ability to master how technology interacts with how humans live, work, and play


UNC’s QEP aims to answer this challenge by creating scientists who can apply scientific knowledge to solve real-world problems amid changing societal contexts.