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**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](#) (Attachment A)  
*Jim Dean, Executive Vice Chancellor and Provost*
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.

**COMMITTEE MEMBERS**

**Charles (Chuck) G. Duckett, Chair**

**William (Bill) Keyes IV, Vice Chair**

**Donald Williams Curtis**

**Julia Sprunt Grumbles**

**Allie Ray McCullen**

**Houston L. Summers**

***Administrative Liaison:***

***Jim Dean, Executive Vice Chancellor and Provost***



# GRADUATE AND PROFESSIONAL STUDENT FEDERATION

UNC BOT, University Affairs Committee

September 30<sup>th</sup>

Brandon Linz

2015-16 President

# What We Do

## Advocate

policies for improved  
campus and community  
resources



## Connect

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



## Collaborate

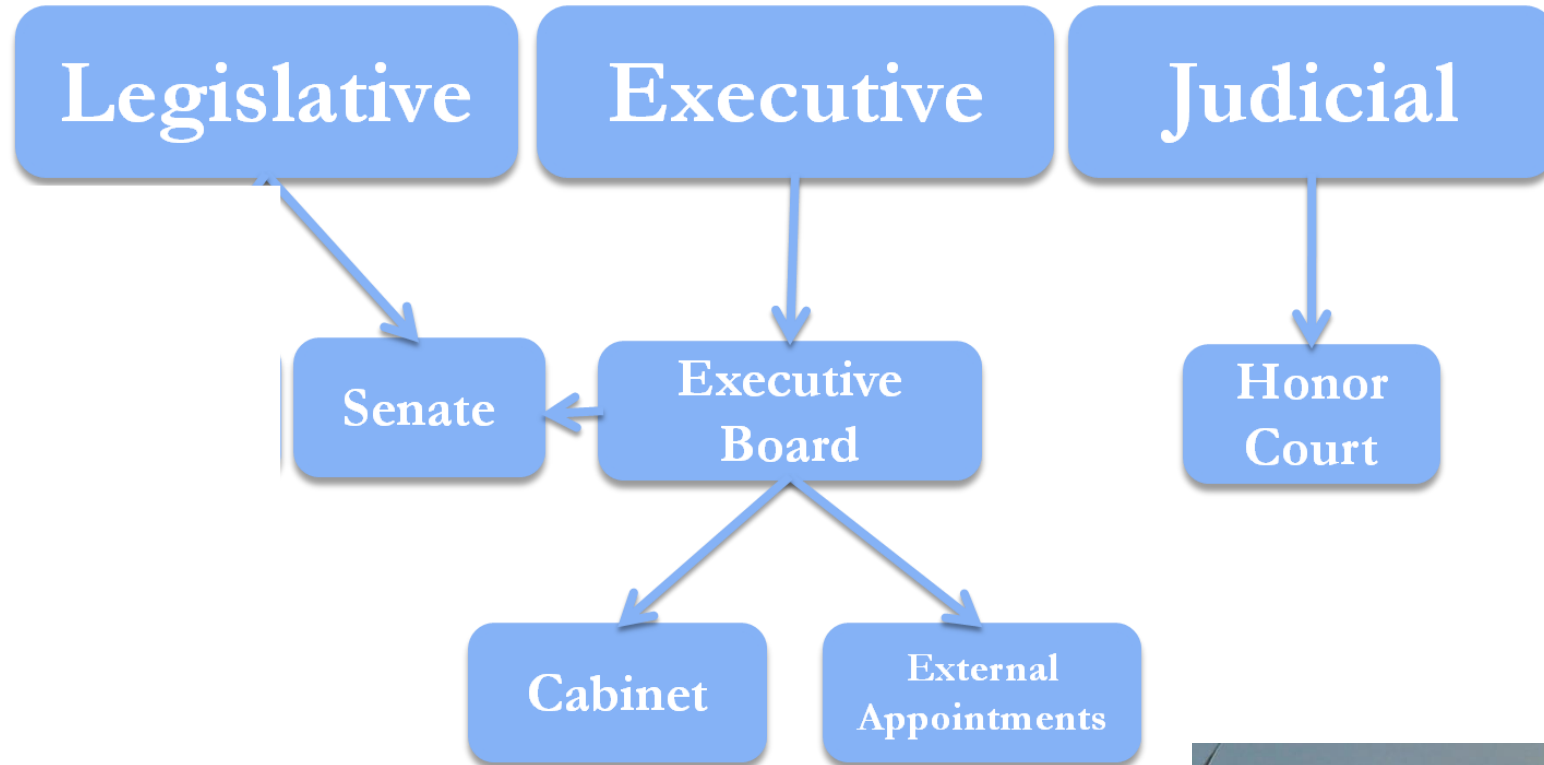
to create policies that respond  
to the particular needs and  
interests of all graduate and  
professional students.



GPSF



# GPSF Structure



**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**



## GPSF Travel Award Application

Please keep the following dates and deadlines in mind when applying:

If Travel Occurs....	You Must Apply By.....
July 1–September 30	September 1 (Fall 1 Cycle)
October 1–December 31	November 1 (Fall 2 Cycle)
January 1–March 31	February 1 (Spring 1 Cycle)
April 1–June 30	March 15 (Spring 2 Cycle)

GPSF Travel Awards are used to assist with conference and research travel expenses for graduate and professional students who have no other source of funding or financial support. Travel Awards are competitive; we receive more qualified applications than we can fund every cycle.

If you have any questions, please e-mail the GPSF Travel Awards Chair at [gpsf-travel@unc.edu](mailto:gpsf-travel@unc.edu).

\* Required

# 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

[linzbm@med.unc.edu](mailto:linzbm@med.unc.edu)

gpsf.unc.edu



GRADUATE AND PROFESSIONAL  
STUDENT FEDERATION

# 2014-15 Intercollegiate Athletics Report

Presented to the UNC-Chapel Hill  
Board of Trustees

September 30, 2015

James W. Dean, Jr.  
Executive Vice Chancellor & Provost

# 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

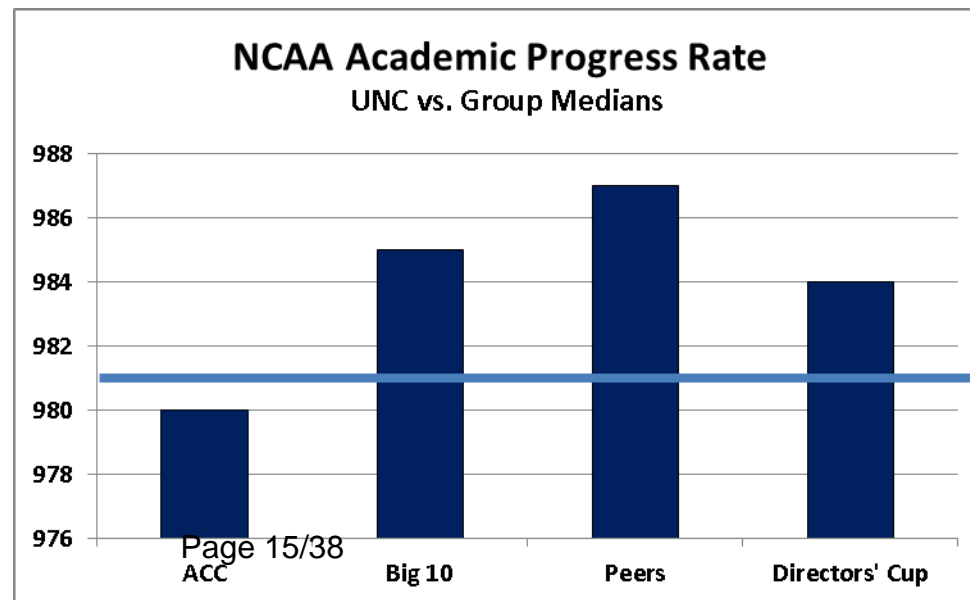
# Top Five Choices of Majors

Enrolled Juniors and Seniors

Student-Athletes	All Students
1. Exercise & Sports Science	1. Biology
2. Communication Studies	2. Psychology
3. Business Administration	3. Economics
4. Economics	4. Journalism & Mass Comm.
5. Journalism & Mass Comm.	5. Exercise & Sports Science

# 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

<b>Student-Athlete Six-Year Graduation Rates</b> <b>First-Year Cohorts Only</b>		
	All Students	Student-Athletes
<b>2008 Cohort Graduation Rate</b>	90%	72%
<b>Four-Class Average Graduation Rate (entered 2005 to 2008)</b>	90%	72%
<b>Graduation Success Rate (GSR):</b> Includes transfers; excludes students who left with athletics eligibility and are academically eligible to return	NA	85%



# 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

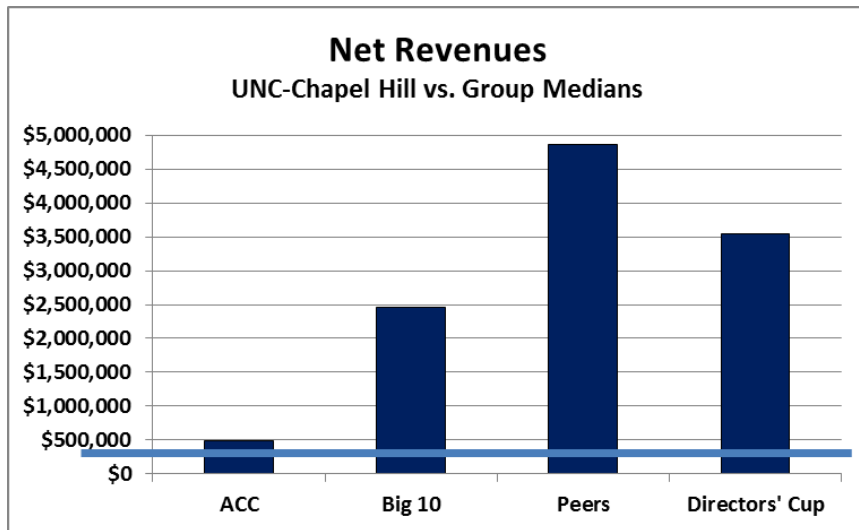
- Average Cumulative GPAs, Spring 2015

<b>Student-Athletes</b>	<b>2.950</b>
<b>Non-Student-Athletes</b>	<b>3.206</b>
<b>All Undergraduates</b>	<b>3.196</b>

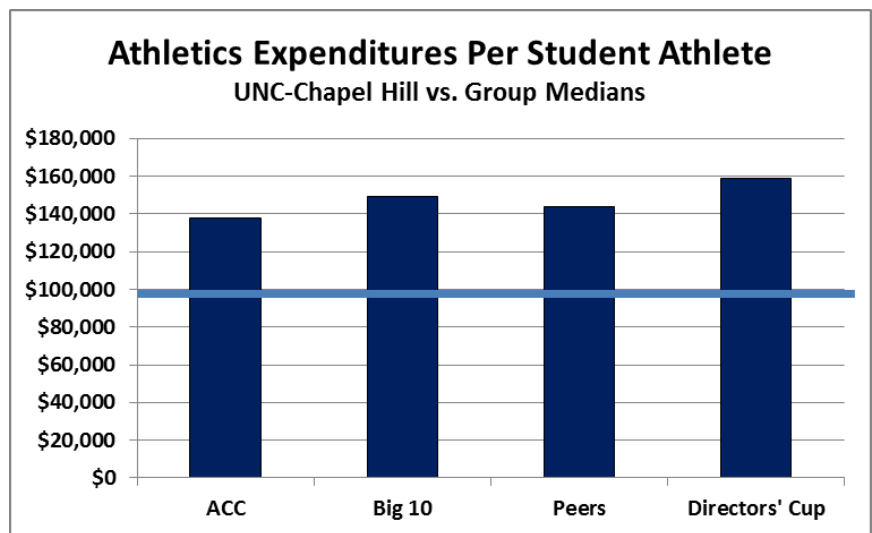
- Effective Practices Employed at UNC-Chapel Hill to Reinforce the Connection Between Academics and Athletics:
  - Comprehensive list of reforms and new practices implemented:  
<http://carolinacommitment.unc.edu/reforms/>
  - Process and other improvements related to student-athlete success through 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

# UNC's Quality Enhancement Plan (QEP):

# CREATING SCIENTISTS

*Improving Learning in the Sciences*



Photo credit: Sam Kittner '85

**Leslie Parise, Professor and Chair Biochemistry and Biophysics**

**Kevin Guskiewicz, Senior Associate Dean, Natural Sciences, College of Arts and Sciences**

September 30, 2015

Page 21/38



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# 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 diminishes 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.



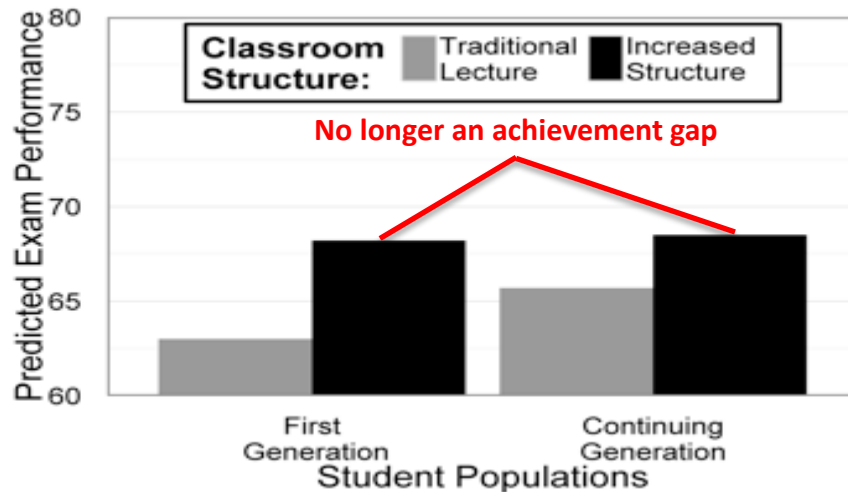
*Active learning in a large lecture Biology class*



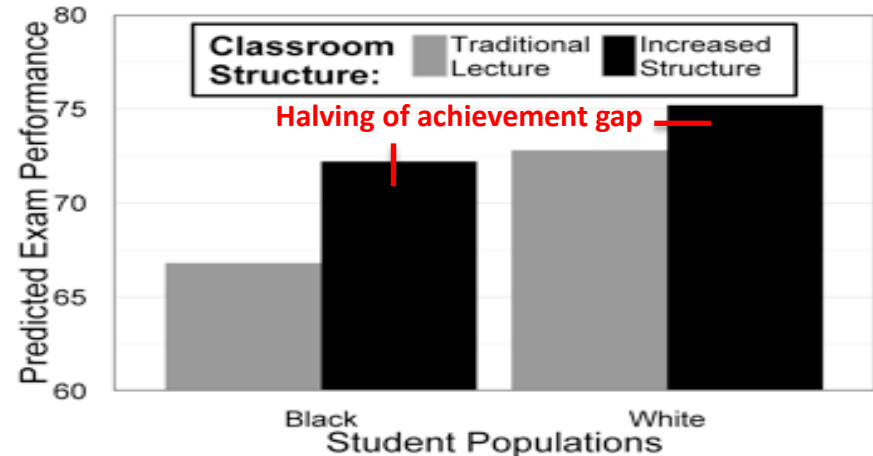
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# ONE EXAMPLE—BIOLOGY 101



~24% of student are first generation



~14% of students are black

*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)*



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# 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”*



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# CURE

## *Course-Related Undergraduate Research Experiences*

### 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

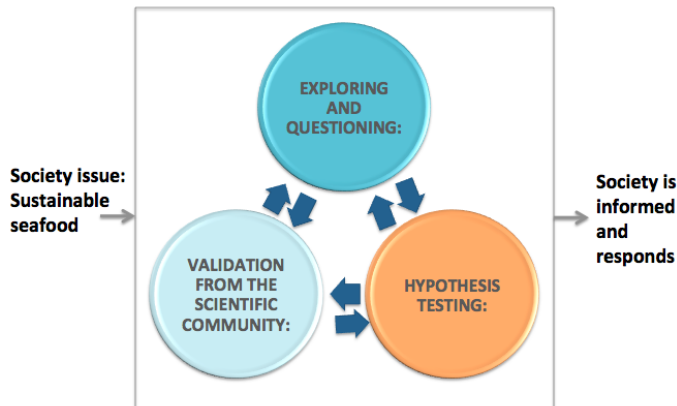
John Bruno, Blaire Steinwand, Kelly Hogan<sup>†\*</sup>

<sup>†</sup>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.



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# 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

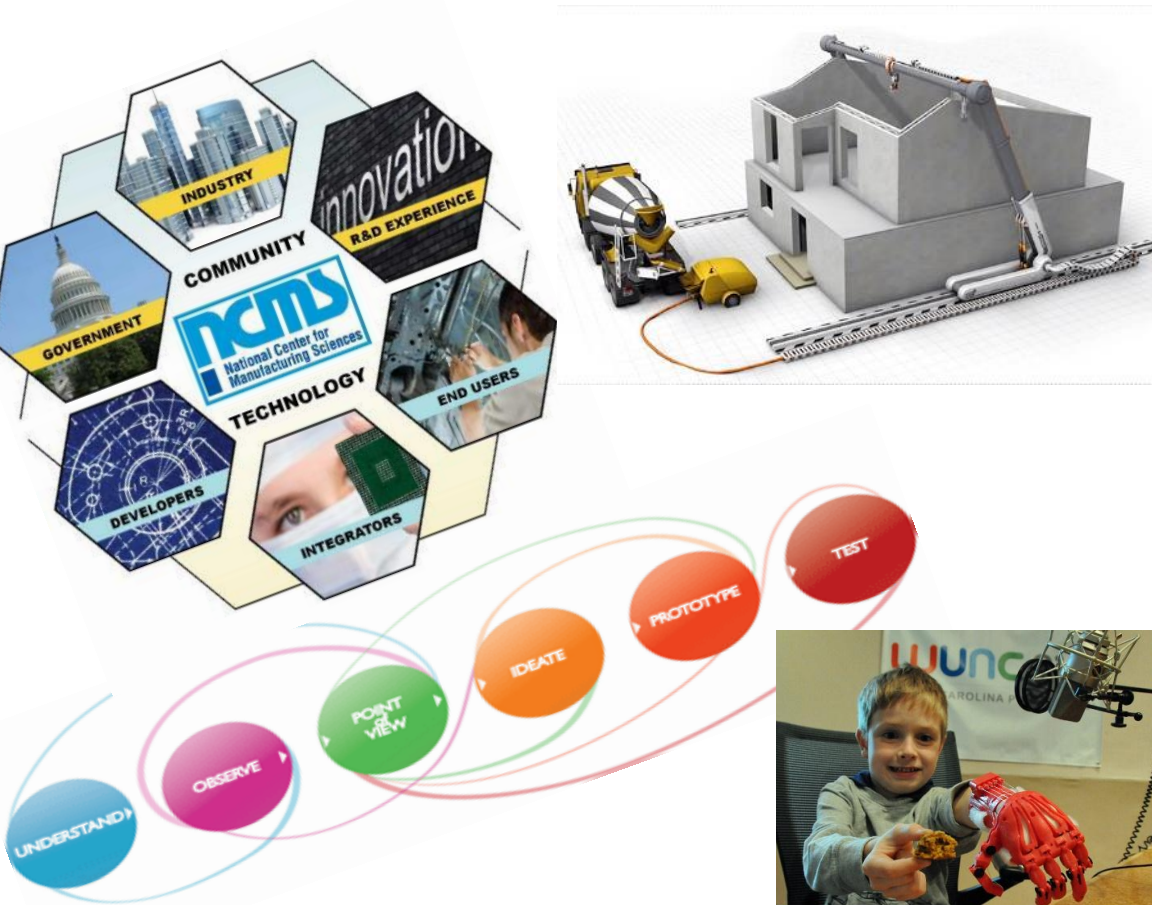


*BME student using 3-D printer to create a prosthetic hand*





# “MAKING” MAKES ENTREPRENEURS



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



*Courtesy of Dr. Rich Superfine*



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# 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

*Fareed Zakaria; In Defense of a Liberal Education (2015)*

***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.***



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Page 37/38



# THANK YOU

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# QUESTIONS?



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Page 38/38

