



OPEN SESSION

FOR INFORMATION ONLY

(No formal action is requested at this time)

1. Employee Forum Update
Charles Streeter, Chair of the Employee Forum
2. Faculty Update
Bruce Cairns, Chair of the Faculty
3. [Admissions Update](#)
Steve Farmer, Vice Provost for Enrollment and Undergraduate Admissions
4. Task Force on UNC-Chapel Hill History
Winston Crisp, Vice Chancellor for Student Affairs
5. Provost Remarks
Jim Dean, Executive Vice Chancellor and Provost
6. [Arts and Sciences Curriculum Overview](#)
Kevin Guskiewicz, Dean, College of Arts and Sciences
Abigail Panter, Senior Associate Dean for Undergraduate Education

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

Bradley C. Opere

Administrative Liaison:

Jim Dean, Executive Vice Chancellor and Provost

Update on Undergraduate Admissions



THE UNIVERSITY
of NORTH CAROLINA
at CHAPEL HILL

Fall 2016 First-Year Admissions

	2012	2013	2014	2015	2016
Applied	29,497	30,835	31,331	31,953	35,868
Admitted	7,847	8,243	8,930	9,510	9,356
% admitted	26.6%	26.7%	28.5%	29.8%	26.1%
Enrolled	3,914	3,943	3,976	4,073	4,225
% enrolled	49.9%	47.8%	44.5%	42.8%	45.2%



Fall 2016 First-Year Resident Admissions

	2012	2013	2014	2015	2016
Applied	9,979	9,893	9,756	10,287	11,718
Admitted	4,972	5,043	5,138	5,330	5,740
% admitted	49.8%	51.0%	52.7%	51.8%	49.0%
Enrolled	3,265	3,261	3,227	3,277	3,494
% enrolled	65.7%	64.7%	62.8%	61.5%	60.9%
% of class	83.4%	82.7%	81.2%	80.5%	82.7%



Fall 2016 First-Year Non-Resident Admissions

	2012	2013	2014	2015	2016
Applied	19,518	20,942	21,575	21,666	24,150
Admitted	2,875	3,200	3,792	4,180	3,616
% admitted	14.7%	15.3%	17.6%	19.3%	15.0%
Enrolled	649	682	749	796	731
% enrolled	22.6%	21.3%	19.8%	19.0%	20.2%
% of class	16.6%	17.3%	18.8%	19.5%	17.3%



Fall 2016 First-Year Class

Total	4,225		
Resident	3,494	82.7%	<i>97 counties</i>
Non-resident	731	17.3%	<i>42 states</i>
Non-resident alien	95	2.2%	<i>17 countries</i>



Fall 2016 First-Year Class

Child of alumnus/a	18.4%
First-generation college	16.9%
First-generation high school	1.2%
Military dependent	7.4%
Parents married	78.0%
One or more not living	2.0%



Fall 2016 First-Year Class

Business exec or owner	21.1%	Accountant	2.7%
School teacher	7.1%	Clerk	2.2%
Homemaker	6.2%	College teacher	1.8%
Engineer	4.3%	Skilled trades	1.5%
Physician	3.8%	Scientific researcher	1.4%
Salesperson or buyer	3.8%	Unskilled laborer	1.2%
Computer programmer	3.2%	Therapist	1.1%
Nurse	3.1%	Social worker	1.1%
Lawyer or judge	2.8%		



Fall 2016 First-Year Class

Non-resident alien	2.2%
Two or more races	4.1%
Not reported	4.8%
Hispanic or Latino	7.2%
American Indian	0.5%
Asian/Asian American	10.7%
Black/African American	8.0%
Caucasian/White	62.5%
Hawaiian/Pacific Islander	0.0%



Fall 2016 First-Year Class

Non-resident alien	2.2%	
Two or more races	4.1%	
Not reported	4.8%	
Hispanic or Latino	7.2%	7.2%
American Indian	0.5%	1.9%
Asian/Asian American	10.7%	14.7%
Black/African American	8.0%	10.3%
Caucasian/White	62.5%	70.8%
Hawaiian/Pacific Islander	0.0%	0.1%



Fall 2016 First-Year Class

	NC	OOS	All
Born in North Carolina	60.1%	3.6%	49.4%
Born in GA, SC, TN, VA	6.2%	13.8%	7.6%
Born in other US state	25.5%	64.0%	32.8%
Born outside US	8.2%	18.6%	10.2%

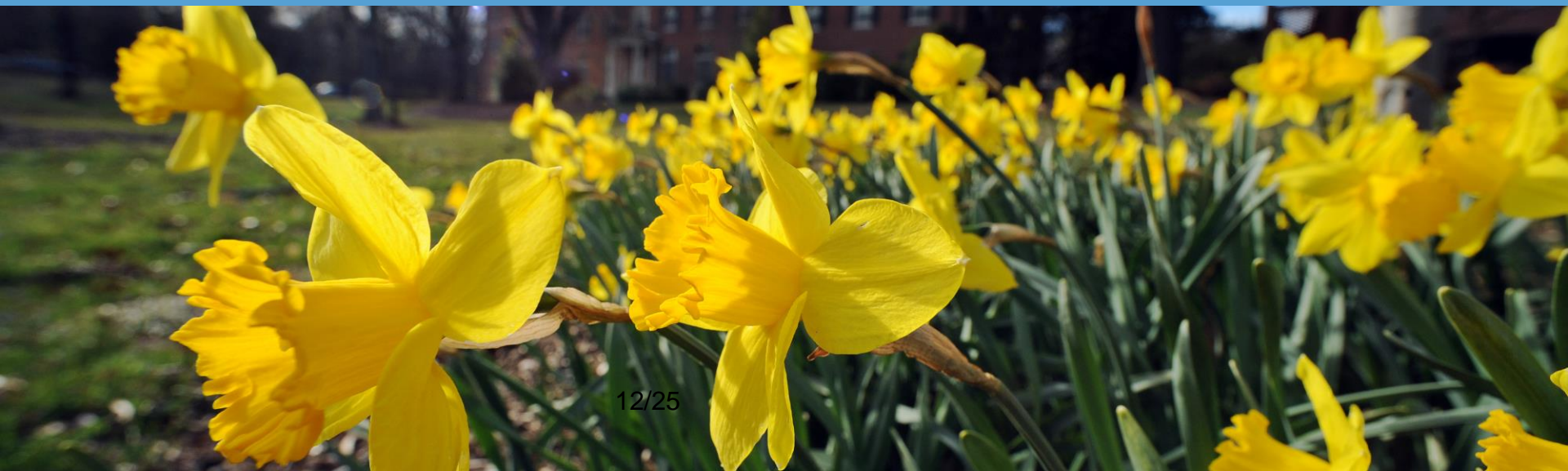




THE UNIVERSITY
of NORTH CAROLINA
at CHAPEL HILL

Reimagining General Education: What Should All Carolina Graduates Know and Be Able to Do?

Kevin Guskiewicz and Abigail Panter | College of Arts & Sciences
University Affairs Committee, Board of Trustees Meeting, 5.18.16



Questions

What is a General Education Curriculum?

What is our General Education Curriculum?

What should all Carolina graduates know and be able to do?

General Education Curriculum

Selection of “high impact” academic experiences, courses, and programs that are designed to increase competencies in pre-determined knowledge areas for all graduates at a given institution.

The faculty are the developers and stewards of the curriculum.

What Is Our Current General Education Curriculum?

“Making Connections”

“Making Connections” Curriculum

UNC-Chapel Hill... “strives to cultivate the range of skills, knowledge, values, and habits that will allow graduates to lead personally enriching and socially responsible lives as effective citizens of rapidly changing, richly diverse, and increasingly interconnected local, national, and worldwide communities.”

2015-2016 Undergraduate Bulletin

Identified Issues from Stakeholders

Students, Academic Advisors, Faculty, Parents, Recent Graduates, Others

Overly complex

Involves "checking off"

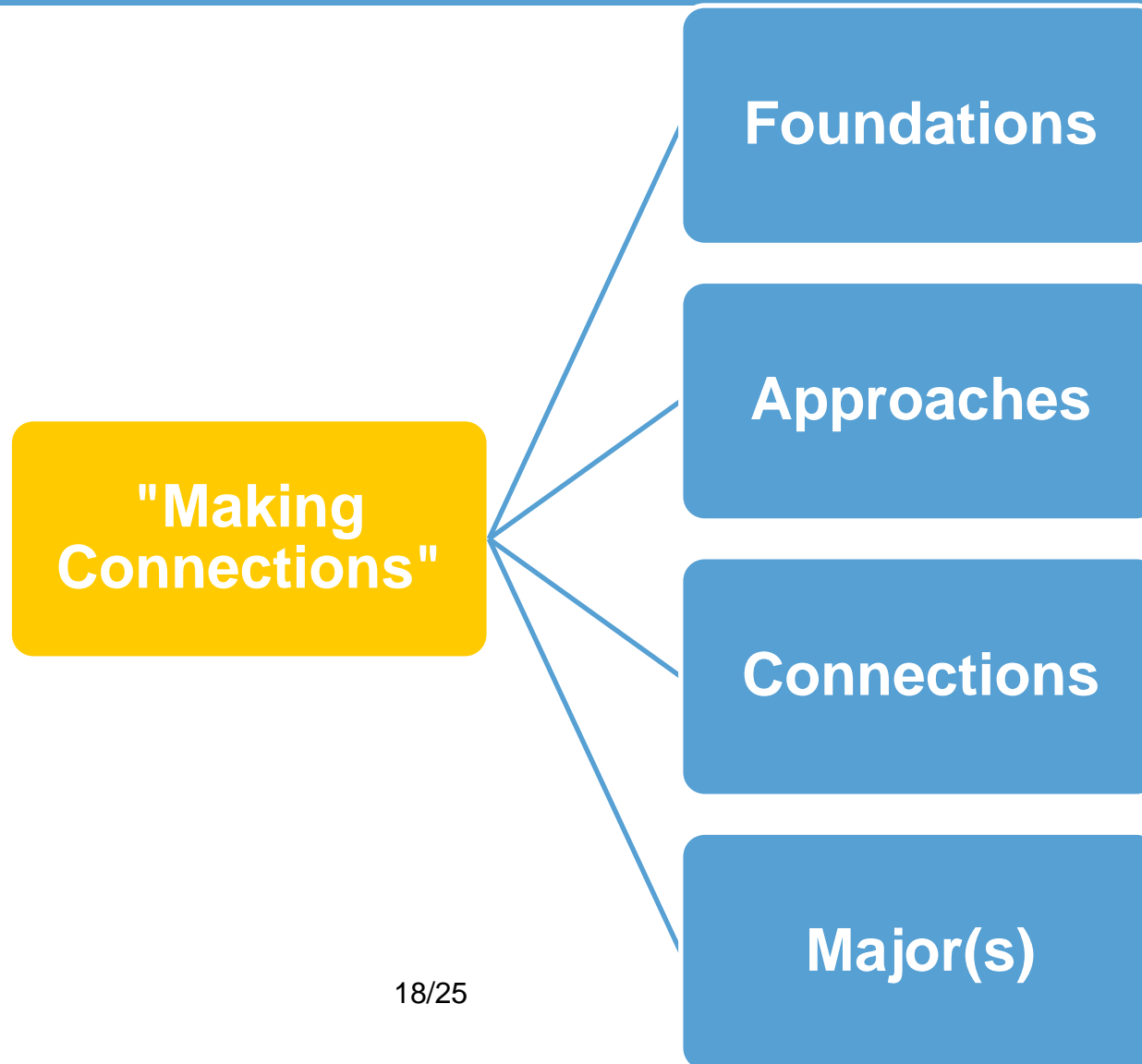
Unclear narrative for students

Lacks modern elements

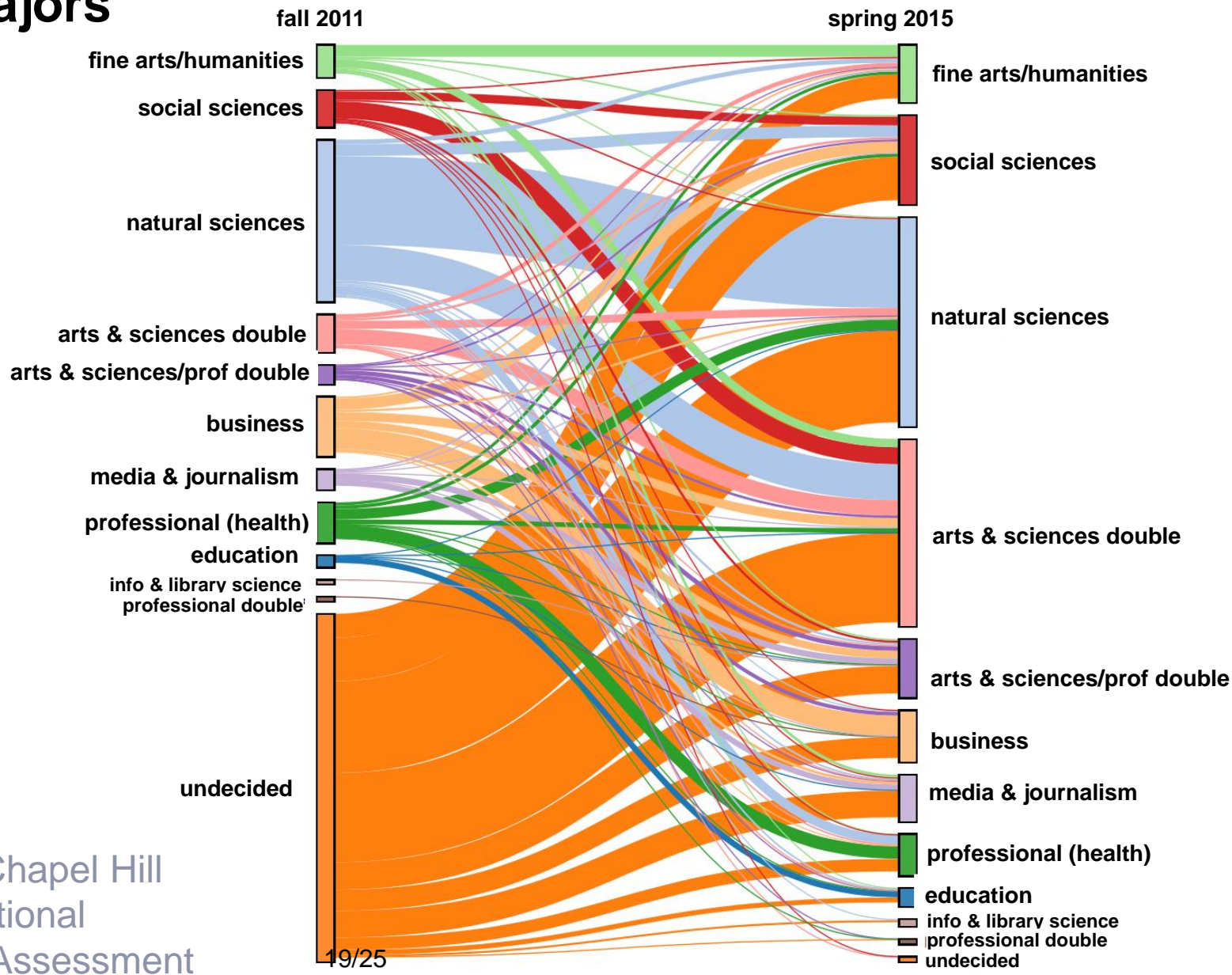
Silent on changing student expectations

Vague link to careers

Gen Ed Components



How Carolina Students Move through Majors



Source. UNC-Chapel Hill
Office of Institutional
Research and Assessment

What Should All Carolina Graduates Know and Be Able to Do?



THE CHRONICLE REVIEW

Rebuilding the Bachelor's Degree

Degrees of Ignorance

CURRICULUM

If Skills Are the New Canon, Are Colleges Teaching Them?

The Case Against Mandating Math for Students

THE CHRONICLE REVIEW

Letter: General Education Is 'a Shared Responsibility'

A Global Education Opens Doors but Leaves Many Shut Out

SPECIAL REPORT
JANUARY 04, 2016

Mapping the New Education Landscape

TECHNOLOGY

Computer Science, Meet Humanities: in New Majors, Opposites Attract

The Atlantic

The Tyranny of the College Major

Colleges should require students to take more courses outside of their discipline.

21/25

THE CHRONICLE REVIEW

What Should Graduates Know?

EDUCATION LIFE

The New York Times

A Brighter Job Market, for Some

Some Orienting Questions

Should Gen Ed courses...

- Teach students how to live a meaningful life?
- Provide a broad exposure to liberal arts courses?
- Emphasize student choice and self-cultivation?
- Prepare students to research and solve grand challenges that have not yet emerged?

Should Emphasis Be Placed on...

1. language requirement?
2. diversity and inclusiveness?
3. authentic research?
4. experiential education?
5. global education?
6. interdisciplinary studies?
7. major study specialization?
8. written and/or verbal communication?
9. critical thinking?

Gen Ed Timeline

Important Dates for the New General Education Curriculum Development

Feb-Oct 2016

CAS Strategic Planning

Budget
Buildings
"Books" -- Curriculum
Branding

May 2016

CAS Think Tank Group

10-member external thought leaders
"Re-Imagining the Carolina Curriculum"

Aug-Dec 2016

Curriculum Working Group

6 CAS faculty members
3 Professional school faculty members
5 Undergraduate students
Assemble evidence related to the
current gen ed curriculum

Jan 2017-June 2018

Major Curriculum Development

Campus Engagement: Forums,
revisions, and specifications

Fall 2018-Spring 2019

Campus Review and Approval

Administrative Boards of the
General College and College of
Arts and Sciences
Educational Policy Committee
Faculty Council

Fall 2019

Start of New Gen Ed Curriculum

Questions, Comments?

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