



THE UNIVERSITY
of NORTH CAROLINA
at CHAPEL HILL

BOARD OF TRUSTEES
UNIVERSITY AFFAIRS COMMITTEE

JULY 26, 2017, 2:10PM
ALUMNI HALL II,
GEORGE WATTS HILL ALUMNI CENTER

OPEN SESSION

FOR ACTION

1. [Centers and Institutes Update](#) (Attachment A)
Jim Dean, Executive Vice Chancellor and Provost

FOR INFORMATION ONLY

(No formal action is requested at this time)

1. Provost Update
Jim Dean, Executive Vice Chancellor and Provost
2. Faculty Update
Leslie Parise, Chair
3. Employee Forum Update
Shayna Hill, Chair
4. [Undergraduate Curriculum Update](#)
Andy Perrin, Professor, Department of Sociology

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
Jefferson W. Brown, Vice Chair
Kelly Matthews Hopkins
William (Bill) A. Keyes IV
Hari H. Nath
Elizabeth M. Adkins

Administrative Liaison:


Jim Dean, Executive Vice Chancellor and Provost



MEMORANDUM

TO: Dwight Stone
Chair, UNC-Chapel Hill Board of Trustees

Chuck Duckett
Chair, UNC-Chapel Hill Board of Trustees University Affairs Committee

FROM: James W. Dean Jr. 
Executive Vice Chancellor and Provost

DATE: June 14, 2017

RE: Recommendation to Reclassify the Center for Sustainable Enterprise

According to governing policies, the Centers and Institutes Review Committee may recommend discontinuation of a center or institute to the Executive Vice Chancellor and Provost following a periodic review of the unit or a formal written request from the administrative officer to whom the center or institute reports. If the Executive Vice Chancellor and Provost determines that discontinuation is warranted, he or she will ask the Chancellor and Board of Trustees to approve this action.

The Centers and Institutes Review Committee recently considered a request to decommission and reclassify the Center for Sustainable Enterprise in the Kenan-Flagler Business School. This request was initiated following the periodic review of the CSE and is in line with UNC General Administration's *Regulations on Planning, Establishing, and Reviewing Centers and Institutes in the University of North Carolina* and UNC-Chapel Hill's *Policies and Procedures Governing Centers and Institutes*. These policies provide clear definitions of the term "center," specifying that its primary purpose is to facilitate cross-disciplinary or cross-unit collaboration. The policies stipulate that coordinating entities within single departments or disciplines may be considered exempt from these regulations, with final determination to be made by the University regarding whether to classify them as centers or institutes subject to the policies mentioned above.

The Committee recommends, and the Chancellor and I agree, that the Center for Sustainable Enterprise no longer be classified as a center but as a "coordinating entity" as described in the UNC Policy Manual section 400.5[R].

I look forward to discussing this recommendation with you and your colleagues at the next Board of Trustees meeting.

cc: Clayton Somers, Vice Chancellor for Public Affairs and Secretary of the University
Carol Tresolini, Vice Provost for Academic Initiatives and Chair, Centers and Institutes Review Committee

Attachments: Center for Sustainable Enterprise Decommission Request



UNC
KENAN-FLAGLER
BUSINESS SCHOOL

David A. Hofmann, Ph.D.
Senior Associate Dean for Academic Affairs and
Hugh L. McColl Distinguished Professor

May 15, 2017

Carol Tresolini, PhD
Vice Provost for Academic Initiatives
104 South Building, 3000
University of North Carolina at Chapel Hill
Chapel Hill, North Carolina

Dear Dr. Tresolini:

I am writing to request that the University begin the decommissioning process for the Center for Sustainable Enterprise (CSE) and re-classify it as a coordinating entity within the Kenan-Flagler Business School. The CSE does not meet the definition of a Center or Institute as described in Section II of the *Policies and Procedures Governing Centers and Institutes*.

Instead, the CSE serves as a Coordinating Entity within the Kenan-Flagler Business School. The goal of the CSE is to assemble and share thought leadership in research, education and practice with both business leaders and students in our various academic programs. In addition, the CSE helps to integrate and coordinate sustainable academic content into both our undergraduate and MBA program. Thus, it serves as a hub both gathering and disseminating academic content, career opportunities and advice, and research all focus on sustainable business practices. All of these activities seem to fit with the definition of a coordinating entity.

If you need any additional information, please let me know,

Sincerely,

David A. Hofmann, Ph.D.

Curriculum 2019

Wednesday, July 26, 2017



Photo credit: Sam Kittner '85





UNC College of Arts & Sciences Strategic Planning

February – November 2016

UNC College of Arts & Sciences Mission Statement

Think. Communicate. Collaborate. Create.

...for meaningful lives.

Think	Cognition, connection, analysis, and reflection
Communicate	Written, oral, visual, and digital
Collaborate	Understanding of self, interacting with diverse groups and active listening
Create	Producing knowledge or its equivalent in performance and creative activity

UNC College of Arts & Sciences Vision Statement

Reimagining the Arts & Sciences for the public good

Reimagining

Striving for changes that will positively disrupt how things are done

Arts & Sciences

Strategically advancing the College and the value of a liberal arts education

Public

Fulfilling our destiny as the first public institution for NC and beyond

Good

Benefiting everyone

UNC College of Arts & Sciences Values Statement

Student Focus

Scholarly Excellence

Strategically Bold

**Student
Focus**

Act for the good of students

**Scholarly
Excellence**

Aspire to lead the world in research, scholarship, and creative endeavors

**Strategically
Bold**

Adopt a mindset that reflects our strategy in daily decisions
and works for courageous change

College of Arts & Sciences
Synergy Unleashed

Priority 1

Develop a contemporary, innovative, inclusive & global curriculum

A Reinvent General Education

1. Develop a planning process and timeline for curriculum development and campus-wide review/approval; implement by AY2019
2. Identify key guiding principles based on current literature, national models of excellence, and key stakeholder input
3. Evaluate and prioritize knowledge areas and student outcomes for potential inclusion in the curriculum
4. Consult with a wide range of user groups on inclusiveness, implementation, feasibility (e.g., students, faculty, advisors, registrar)
5. Develop an annual general education assessment plan for each included component

B Expand and develop instructional methods based on evidence-based inquiry

1. Maintain student focus
2. Increase instructor professional development about student learning
3. Leverage and integrate new technologies
4. Secure appropriate spaces
5. Introduce new ways of measuring student learning

C Generate interdisciplinary, experiential, and global learning opportunities

1. Increase public and private partnerships for student learning
2. Expand credit and non-credit bearing global learning opportunities for all students
3. Provide interdisciplinary courses in hybrid (in-person-online) and other formats

Undergraduate Curriculum

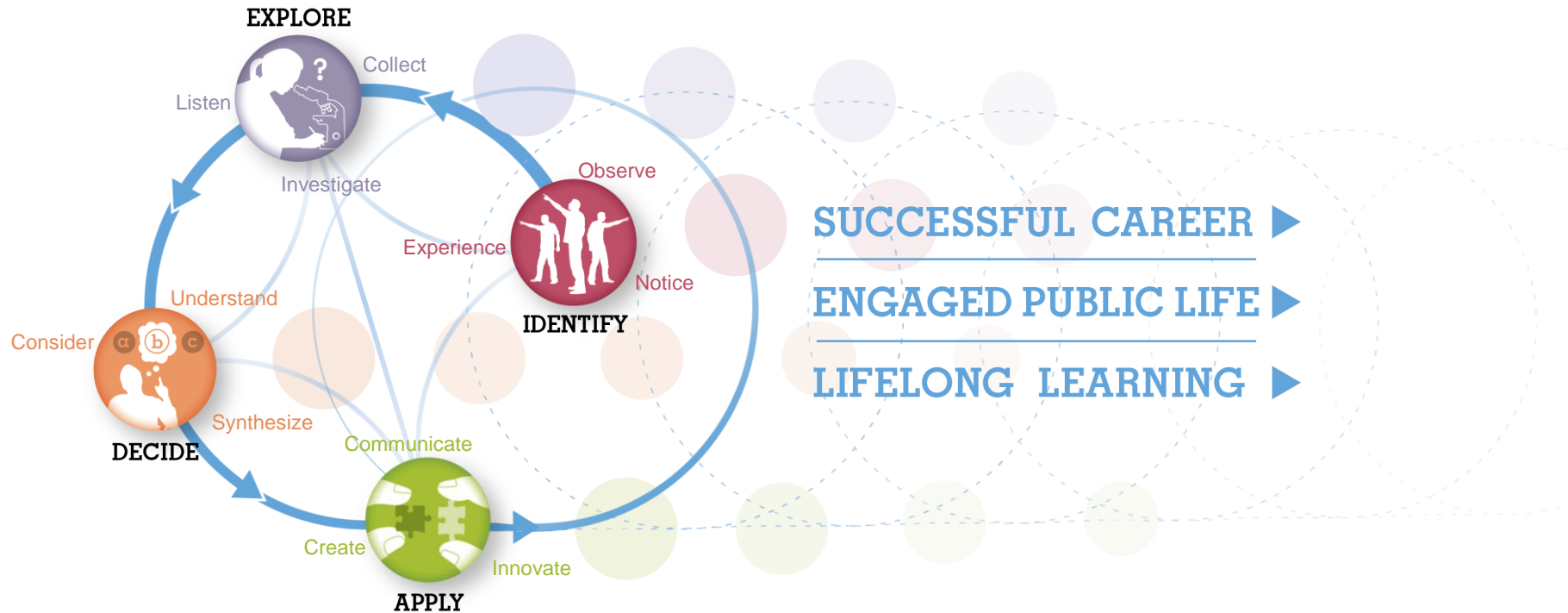
General Education	Major	Supplemental Education	Co-Curricular/ Experiential
Broad, Foundational Knowledge and Skills	In-depth Knowledge in a Field	Advanced Understanding Outside the Major	Global, Community, Research, Work, Campus Experiences



THE UNIVERSITY
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at CHAPEL HILL

10/20





THE UNIVERSITY
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11/20



Capacities for Success

Evidence-Based Reasoning	Communication and Collaboration	Principled Engagement	Impact
Quantitative Analysis	Written communication	Ethics	Creativity
Qualitative Interpretation	Oral communication	Engagement with diverse cultures, ideas, viewpoints, and practices	Change
Inquiry	Effective listening	Empathy	Engagement
Judgment under uncertainty	Collaboration/Working with Others	Critical self-reflection	Leadership



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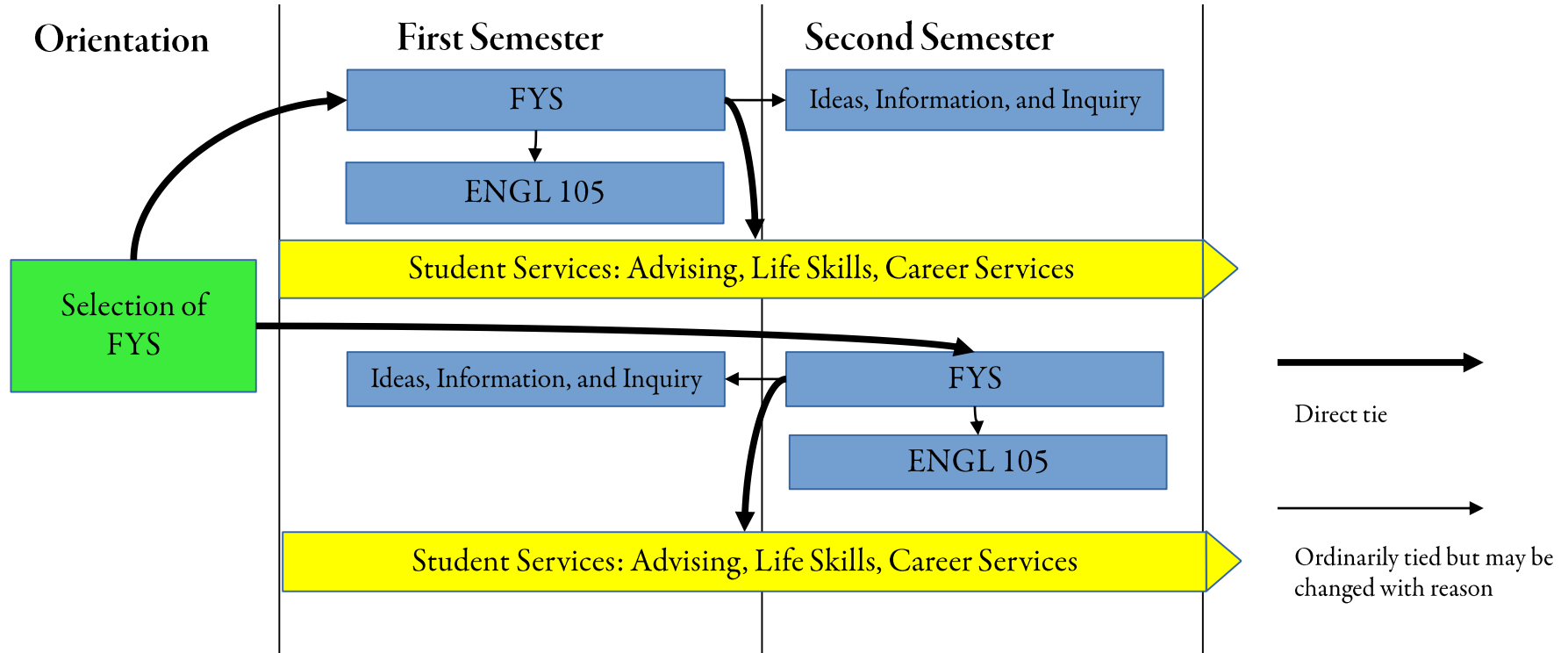


Curriculum 2019 Innovations

- Focus on the First Year
- Emphasis on Inquiry, Evidence, and Judgment
- Experiential Education: Access, Participation, Quality, Integration
- Vertical Integration
- Communication, Collaboration, Reflection
- Streamlined Distribution Requirements
- Blue-Sky Advising and Career Focus
- Assessment, Amendment, Continuous Improvement



Focus on the First Year



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14/20



Ideas, Information, and Inquiry Course

- Required for all first-year students
- Large course, team-taught by faculty groups
- The idea of a university as a place for active and dynamic inquiry, discovery, and innovation across all domains of human knowledge
- Different kinds of, sources of, and approaches to, evidence and data
- Diverse (locally and globally) understandings of what questions are asked, how they are asked, and what kind of evidence is brought to bear on them
- Principles of interpretation (quantitative, qualitative, and interpretive) and threats to validity of such interpretations
- Identification of faulty reasoning and bias (of all kinds) and appropriate conclusions from claims and information in media accounts.



General Education Courses

- 3 Science & Math
- 3 Social Science
- 3 Fine Arts/Humanities
- 1 Ethics
- 1 Quantitative Reasoning
- 1 Lab or CURE
- 1 US & Global Diversity



General Education Courses - Criteria

- Cover substantive content representing a **significant field, subfield, or topic** consistent with the department or unit offering the course
- Provide sufficient **diversity of ideas**, approaches, viewpoints, and frameworks to allow students to evaluate and judge among the legitimate debates in the field
- Engage students in the **active processes of inquiry**, evidence, and discovery appropriate to the field
- Foster **creativity, judgment, and sound conclusions** under ambiguity and uncertainty using the evidence and analytic traditions of the field
- Require **writing and oral communication** work
- Require **collaboration**
- Be taught using **instructional techniques based on evidence** about student learning appropriate to the field.



Experiential & Co-Curricular Education

- High-Impact Experiences
 - Internships
 - Study Abroad
 - Mentored Research
 - Creativity/Making
- Community-Based Learning
 - Service Learning
 - Social Innovation
- Connection to Academic Work



Vertical Integration

- Campus Life Integration
- e-Portfolios
- Junior/Senior Communication and Integration Course
- Integrated Advising and Career Planning Throughout



Timeline

- **August 2016:** Faculty Working Group began work
- **December 2016:** Faculty Working Group report submitted to Dean
- **February 2017:** 8 Task Forces appointed; composed of ~70 faculty and advisors & 10 students
- **June 2017:** Task Force reports submitted
- **August/Sept. 2017:** Draft curriculum released to campus; Implementation Working Groups appointed
- **Fall 2017:** Input and discussions from stakeholders; Implementation Working Groups convene
- **January 2018:** Seek Faculty Council approval of new curriculum
- **Academic Year 2018-19:** Academic and administrative preparation; ensure curriculum content is in place
- **August 2019:** Implementation for incoming class of 2023

