Charge to the Academic Portfolio Task Force   October, 2018

The Deans will form the steering committee for this task force and may also lead or participate in sub-groups. In some cases, sub-group leaders/participants have been tentatively identified, but there is room for more participants.

A. Pruning the undergraduate curriculum for unproductive programs through discontinuance or restructuring. (Burkhard Englert, Nancy Sileo)

--What can we do in next several months and what will take longer, but that we should start now, or soon?

--How do we create a UNC-wide approach to deciding which programs belong in our academic portfolio?

--How can we use currently available data to help make decisions? E.g.,
       EAB Templates
       Enrollment and completion trend data (incl. time to degree)
       Transfer in and out rates
       # emphasis areas, enrollment in each, capacity to deliver
       Quality measures
       Ability to deliver program with current resources
       Currency of curriculum and capacity for preparing students for careers/success
       Clearly articulated program outcomes and results
       Appropriate rigor for the degree level (e.g., upper-level degree requirements; # of electives)

--Resources for programs that need to restructure, e.g., faculty development, curricular design, converting to or adding an online option

--Explore standard policies and practices for use of TAs, contingent faculty, etc.

B. New or expanded programs. How will we make decisions which ones to approve and/or invest in? (Leo Welch)

--Which current programs could expand enrollment, by how much, given additional resources such as faculty, technology, etc. ? What is the evidence of current student demand not met?

--How do we create a UNC-wide approach to deciding which new programs belong in our academic portfolio?

--How will we use market data?

--Should there be requirements for including online delivery for a proportion of (or all of) new programs?

--Should the creation of new programs be linked in any way to the discontinuation or reduction of current programs?

--How do we resource the instructional needs for delivery of new programs if there are not faculty at UNC with the needed disciplinary expertise?

--How do we deliver professional development for faculty embarking on new programs?

C. LAC   (Laura Connolly, Jason Byrnes)

--How is the LAC curriculum currently functioning? What are current student course enrollment, completion, and academic performance patterns?

--What can transfer data tell us about the LAC curriculum? What percentage of UNC students are completing their LAC requirements at UNC, compared to those who transfer credits in? When are students transferring in courses? Are there certain courses or LAC areas where students are likely to have transfer credit?

--What do our currently available student survey data tell us about the student experience of LAC?

--How much of the LAC is prescribed by major degree programs and how much is truly elective? Should we create recommended pathways through LAC for particular majors?

--How can we ensure that LAC courses are relevant and engaging for non-majors?

--Can we expand online options for the delivery and completion of LAC requirements?

--Could we restructure the LAC to come closer to the state-mandated 31 credits, and still preserve the distinctive UNC emphasis?

--Could we streamline the LAC in some way to preserve academic quality but reduce resources to deliver it?

--How can we improve academic advising for LAC? (Interact with Student Success TF)

D. Active Learning (Deborah Romero, Mike Kimball)

--How can we organize UNC's current active learning resources such as undergraduate research, community engaged learning, service learning, internships, study abroad, work-study, into a powerful suite of opportunities so that every UNC student may engage in one or more activities relative to major and career plans?

E. Graduate Programs (Linda Black, Eugene Sheehan)

--What criteria shall we use to phase out unproductive programs?

--What criteria should we use for adding new programs?

--How can we revise current processes to achieve more effectiveness and efficiency?

F. Extended Campus (Nancy Rubin, Kiki Gilderhus)

--Propose consistent policies and procedures within Extended Campus and in interactions with on-campus programs

--Propose criteria for non-degree programs

--Propose consistent policies and procedures for on-line programs, as stand-alone entities and in conjunction with on-campus programs

G. Academic program support (Paul Bobrowski, Helen Reed)

--Propose comparable and/or appropriate staffing levels across departments

--Examine logistical support across campus and propose efficiencies (e.g., scheduling, budget management)