Faculty meeting notes (3.22.23)

1. **Discussion with Ken Nesbett and Bob Noffsinger from the Study Abroad Office about new and revived options for faculty-led programs abroad**

Ken & Bob’s presentation

* 1. The focus is on faculty-led programming
	2. The Study Abroad Office (SAO) is broken up into four regions/coordinators
	3. Ken is a good first person to contact to help develop faculty-led programs
		1. These are typically held during the summers (approx. 55 this summer)
	4. There is an emerging focus on first-year seminars and internships, in addition to faculty-led programs
	5. There is a concern among students about how credits would transfer from study-abroad programs, but these courses are technically UNC courses, so it works out
	6. How can we teach abroad? 1) Develop a new program; 2) Add a course to an established program; or, 3) Join a rotation on existing programs (+ work with the coordinator who oversees these)
	7. The proposal will be released around the end of April (looking for summer ’25 applications, as there is a backlog of COVID-era applications)
	8. We are encouraged to begin thinking and planning early (it takes about 18 mos. in total, from conceptualization to execution)
	9. Important criteria: how does a program fit into the SAO’s current portfolio (which can be found on their website)?
	10. The SAO offers $1-1.5m of scholarships for students to get abroad
	11. The summer courses are between 2-6 weeks long (3-6 credits over the summer is to be expected); these courses typically align with the summer sessions on campus here
	12. The SAO does collaborate with other study-abroad organizations (e.g., housing) to make the process as smooth as possible
	13. The SAO will help us with forming our program budgets
	14. The cost ranges for students between $8-10K (these are credit-bearing experiences), which includes health insurance and airfare
	15. In about one month, we can find the proposal requirements; again, we can contact Ken and Bob with any preliminary questions; this point seems to be particularly emphasized

Q&A

a. We have an internal study-abroad committee, as well, who can review and provide feedback on the academic aspects of proposals (Dorothea is in charge of this)

b. There is a question of the possibility of 5-year dual degrees (Jason Kinnear would be a good point person here); the SAO is interested in this idea

c. Some programs abroad do come over as transfer credits

d. These can be new or old courses

1. **Undergraduate research committee**
	1. Chloe gave an announcement that April 27th will be an opportunity for undergraduate students to share research they’ve conducted this year
	2. She will send us an email this afternoon with the template to send our students
	3. There will be panels, refreshments, etc.
	4. We are encouraged to encourage our students to participate
2. **Class visit reports have to be done by March 31st**
	1. Mentors only need to review class visit reports if there is an issue that needs improvement
3. **Setting priorities for our departmental DEI plan**

Kristine’s presentation

* 1. We have been invited to send a plan of DEI goals to Karla Slocum by October ‘23
	2. What are 1-3 goals for DEI work in our department?
	3. Our committee is one of the oldest on campus at three years (so, we’re a bit ahead of the curve here)
	4. What we’ve discussed in the past: diversity among faculty, pronouns, classroom inclusivity, and mental health in the classroom
	5. We’ve also updated the Intranet page with DEI resources, such as a DEI questionnaire for students, and put together the internal DEI grant
		1. The deadline for the grant has been extended to 3/27
	6. The goal is to cultivate a shared departmental language around DEI
	7. Some ideas that other departments have implemented: review of graduate-student retention; self-guided, individual syllabus review for faculty members; and, definition of undergrad requirements to include non-western traditions

Q&A

a. There is a question of justifying DEI in the face of growing pressure

b. Can we write down how precisely our department already meets DEI principles?

c. Can we identify areas that are ignored?

d. Can we anticipate objections, creating well-rounded course offerings

e. How do we teach DEI issues?

f. Some of us have already involved other organs on campus / feature these alliances to the rest of the campus community

g. How do we already hook onto existing DEI initiatives on campus?

h. Newsletter is an option, highlighting community engagement

i. How do we advertise our commitment to DEI principles?

j. Some ideas for augmentation include curriculum development, teaching methods, faculty composition/profiles, student recruitment (what, in other words, do our student populations look like?)

k. We have settled on the development of a rubric to concatenate all this

l. The internal DEI committee will work on this and reach out to the department for feedback

m. The Intranet DEI webpage is a good resource