

## Questions for the September 21 Faculty Assembly Roundtable Discussions

Articulation Issues (FAEC Facilitators: Sarah Russell and Jim Martin) (GA participants: Suzanne Ortega, Bruce Mallette, Alisa Chapman, Maggie O'Hara)

- What are the concerns about articulation in the UNC system or within specific campuses?
- What courses and majors are most affected/at issue in the articulation process? How and why are they at issue?
- How does the UNC system ensure that transfer students and online students are given a high quality education, while respecting the academic rights of faculty and subsidiary units?
- How can we address these concerns within the system and on our campuses? (How can we approach investigating the process?)

International Programs (FAEC Facilitators: Margery Coulson-Clark and Hans Kellner) (GA participants: Leslie Boney)

- What is the purpose of university level international programs (economic development? International/global knowledge? profit? something else?)?
- When considering course credits, what international activities and courses are equivalent?
- What best practices are available? Is language acquisition or immersion a significant requirement?
- Should international programs offices be able to start their own programs?
- How is the US government involved in international programs in general? Is there awareness of the imbalance of knowledge exchange and how that impacts university programs?
- What is the role of the foreign government in determining program goals, etc. (and teachers and curriculum)? Consider, for example, the Confucius Institute.
- What other disciplines/research/technical details and questions are important to developing sound international program policy?
- Are the unintended consequences of our international programs? If there are, how can we develop policies to avoid them?

Student Success and the Performance Funding Model (FAEC Facilitator: Andrew Morehead) (GA participants: Kerri Dixon, Kate Henz, Dan Vogel)

- What are the primary faculty concerns with the current set of performance criteria?
- Which of the current "counting" criteria give the best measurement of student success?
- What are alternative quality criteria that will measure student success?
- Which of the above alternatives may be reasonably captured?
- Are there politically viable alternatives to the performance funding model we should explore?