**The University of North Carolina at Greensboro**

*Self-Study Report 2000-2003*

# CHAPTER V

# EDUCATIONAL SUPPORT SERVICES

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## Educational Support Services

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Educational Support Services

**1.      Introduction**

The Mission of UNCG and its educational programs are represented through accurate and up-to-date institutional information and are strongly supported by goal directed, professionally staffed support units.  Jackson Library is staffed by tenure-track professionals with advanced degrees, and is headed by the University Librarian, a member of the Deans Council who reports directly to the Provost.   Faculty are actively involved in the acquisition of materials through a liaison program, ensuring that both the breadth and depth of information is ample for graduate and undergraduate work.  Jackson Library is a national leader in developing user-friendly web-based services.  An additional wide range of facilities and instructional support services, such as Disability Services, the Writing Center, the Speaking Center (opened Fall 2002), Career Services, and the Division of Continual Learning, supports the curriculum at UNCG.  In particular, the centralized instructional support services of the University Teaching and Learning Center and of Instructional and Research Computing provide easy access to classroom technology, training in the use of that technology, student computer labs, and consultation in instructional methodologies and applications of technology to instruction.  UNCG has also been aggressive in integrating technological advances in its operations and planning.

Student development services at UNCG, overseen by the Division of Student Affairs, are also an integral part of the mission of the University.  Students are actively involved in campus activities, government, and media, with appropriate policy statements for these.  Residence Life notes an increase in diversity of those living on campus, as well as strong technology assistance for the residents through the "every pillow has a port" program.  UNCG is also in the process of completing renovations of the Elliott University Center, which will provide the students with wireless technology and hardware ports, and improve the physical facilities for a large number of student centered organizations.  Community life is also supported through the Department of Campus Recreation which offers six program components of fitness and recreation for the students, faculty, staff, and alumni at UNCG.

In Intercollegiate Athletics, UNCG fields eight men's and eight women's teams, all affliated with the NCAA Division I and the Southern Conference.  UNCG promotes the philosophy of the student athlete to foster academic achievement and a successful competitive experience.

**2.      Library and Other Learning Resources (5.1)**

Purpose and Scope (5.1.1)

The Walter Clinton Jackson Library at UNCG provides an extensive array of print, electronic, and service resources in support of the teaching, research, and learning needs of the University's faculty, staff, and students.  Through systematic, coordinated planning with academic units and the University administration, the Library annually budgets approximately $7.6 million for staff, collections, services, and technology-based information infrastructure and programs.  These resources and services are consciously, and conscientiously, developed to meet the educational needs of on-campus as well as distance programs.  The Library's Web site <http://library.uncg.edu> is the best starting point for learning about the Library's collections and services.  It includes the catalog, electronic databases, links to Internet sites, Library information, and news about the Library.  The

Web site is available from computers within the Library building, as well as from any Internet-connected computer on or off-campus, 24 hours a day, 7 days a week.  When combined with its central campus location, this electronic access to Library resources provides convenient and effective access for students and faculty regardless of location.

The Library's current Mission Statement was developed through a broad-based revision process that followed a Library planning retreat in July 2000.  During this retreat, Library department heads and administrative staff discussed key concepts that they believed should be included in a library mission statement that would reflect the University's mission and be forward looking, anticipating future challenges and opportunities.  Following the retreat the University Librarian asked for a group of volunteers to draft a new Library mission statement that was in keeping with the new University Mission (2000) statement.  This was accomplished in early Fall 2000.  The draft was subsequently reviewed and discussed by all departments in the Library and the Library faculty.  After several iterations of this process, the current Library Mission Statement was adopted in October 2001.

### *Jackson Library Mission Statement*

- Jackson Library is committed to advancing and supporting learning, research and service at The University of North Carolina at Greensboro and throughout the state of North Carolina by:
- Providing an information system, services and facilities that make the Library the preferred resource from which the University community will gather information, conduct research and navigate successfully among retrieval options.
- Building and preserving physical and electronic collections of information resources that support the University's mission and programs.
- Developing multifaceted information literacy programs that educate both broadly and at the point of use.
- Providing leadership in the development of informational and instructional technologies that are cornerstones of University activity.
- Evaluating and improving, on a continual basis, the Library's collections, services and programs.

The Library has set 27 specific goals for the period 1998-2003.  These were initially developed through a process of consideration and identification at the departmental level, then refined and further developed through discussion and integration at the library-wide administrative council level.  The Library's Mission Statement acted as a guiding statement of principles throughout the entire process.  Once the goals were developed, they were then integrated into the Division of Academic Affairs portion of the *UNCG Plan* by subsuming them under one of the categories of core values, cornerstones, or strategic directions.  They are presented in this context in the document "UNCG Plan, Division of Academic Affairs, Jackson Library," which is on file in the Library's Administrative Office.  Each year, in its annual report, the Library notes specific accomplishments that support these goals (see Library Annual Reports 1998-99, 1999-00, 2000-2001, 2001-2002).

The Library employs an array of assessment devices and feedback sources to ensure its effectiveness in meeting its and the University's mission.  Collections, services, and personnel are

reviewed, evaluated, and adjusted, when necessary, by the following means:  an annual Statement of Needs Survey distributed to each academic department and program to assess collection adequacy and to identify new areas for resource support; achievements/activities listed in Library departmental/unit Annual Reports submitted annually; Annual Library Faculty Personnel Reports submitted annually by professional librarians; statistics gathered throughout the year and reported annually; Graduating Senior Survey; Sophomore Survey; a comprehensive faculty survey conducted in Spring 2000 (no formal title); a student survey conducted in Spring 2000 (no formal title); an online suggestion box located on the Library Web site; and the Chancellor's Suggestion Box, located in the Library's Main Lobby, all available in the Library's Administrative Office.

Results collected from assessment activities are of a broad and multifaceted nature, ranging from statistical compilations of activities to reactions and suggestions received from the Library's patrons via online and written communications.  As a result of a comprehensive faculty survey conducted in Spring 2000, in which the faculty indicated that building electronic collections was a primary concern, the Library has arduously worked to increase its electronic database, journal, and book holdings (see increases in these numbers reflected in the Library's Annual Reports on file in the Library's Administrative Office).  Also, as a result of communications received through the Chancellor's Suggestion Box, as well as through suggestions received online, gate count analyses and use surveys, the Library added nine hours of operation to its weekly schedule in Spring1998.

Library annual statistics demonstrate a high volume of faculty and student use of resources. In the year ending June 30, 2002, over 812,000 users entered the Library, 337,000 items circulated externally, nearly 96,000 reference questions were answered, and nearly 10,000 contact hours of instruction were provided.  During that same period, the Library's Web pages were accessed over 9.5 million times and 397,000 database searches were conducted, over half of them from locations outside the Library.

Jackson Library's all-inclusive goal is to meet the needs of its patrons, the students and faculty.  Meeting the teaching and research needs of the University's students and faculty with regard to the acquisition of materials and the provision of service  means that librarians must stay abreast of the ever-evolving field of information retrieval and dissemination in order to have information and services available before patrons know they need them.

A related priority is to work closely with the academic units.  Faculty members participate actively in building the Library's collections.  Book funds are allocated annually by the Library to each academic department, program, or school for this purpose.  Each dean or department head appoints a faculty member as a library representative to receive book requests and submit them to the Library.  And as new faculty are employed, the Library determines needed resources and allocates internal funds to support them.  The Library's Liaison Program also assigns a professional librarian to every department, school, or program to serve as a contact person to handle faculty questions, concerns, and requests.  The liaison keeps faculty informed about library resources, services, and procedures and keeps the Library informed about faculty research activities and curricular changes to which it needs to respond.  The liaison is available to work with the faculty on collection development and to assist the departmental library representative with book ordering.  Liaisons work extensively with students by providing numerous library instruction classes, preparing Web sites for specific courses, and offering individual consultations to assist with research.  The current liaison lists are available on the Acquisition Department Web page

<http://library.uncg.edu/depts/acq/collmgnt/liaisons.htm> and from the Assistant Director for Collection Management.

The University of North Carolina System Graduating Senior and Sophomore Surveys 1999-2000 <http://ire.uncg.edu/> reported a 91.3 % satisfaction rating for Library services from sophomores and a 94.6 % satisfaction rating from seniors.  The sophomore rating of Library services was the highest given to any area included in the survey.  The senior rating was the second highest, with the highest rating occurring in the area of instruction, specifically "set high expectations."  Additionally, the Library conducted a comprehensive user survey of teaching faculty in Spring 2000.  Eighty-seven percent of the faculty expressed satisfaction with the Library's overall support.

Another priority is to respond to Library patrons' increasing desire for the option to manipulate data; the Library must provide on-line information and material in electronic format.  Therefore, the Library is committed to building collections and services that include the most recent scholarly databases and online journals.  While all librarians contribute suggestions for new products, the Electronic Resources Subcommittee has primary responsibility for reviewing and recommending products.  The recent addition of electronic books demonstrates the Library's commitment to integrate into its resources access to new information retrieval formats.

To meet the overall goal of service to patrons and the three forms it takes (described above), the Library has two outstanding needs which, if met, would make achieving the service aims much easier.  These are important support requirements that have reached a critical status in the Library's planning.  First, the Library must have additional space, according to minimum professional standards.  In this regard, the assessment data indicates a discrepancy between satisfaction levels with regard to library space.  Because student satisfaction levels are high, the Library space for them *at present* is adequate.  However, many faculty perceive the library space as less than adequate.  The faculty are experiencing some of the initial effects of restricted library space, such as reduced access to professional journals.  This experience is perhaps a reason for the difference between student and faculty perceptions.  Additionally, comparisons with nationally recognized standards and UNCG's peer institutions indicate that the size of the Library at UNCG is beginning to be tested.  For example, UNCG has approximately the same library space as UNC Asheville, an institution with just over two thousand students.  The Library is currently pressed for more room and will, in the near future, not have the facilities necessary to house, service, and make library collections easily available.

The Library is presently housed in Jackson Library, in the Music Division Library in the Music Building, and in a storage facility in Ferguson.  Jackson Library is composed of two connected buildings: a Main building, finished in 1950, and a Tower, completed in 1973.  It provides less than 132,000 square feet of space.  Three years ago selected materials were moved into a storage facility with stacks of approximately 15,000 linear feet.  In 1999 the Music Division Library opened with approximately 8,900 square feet, allowing for the consolidation of all music books, scores, and music recordings in one location.  Even with these space saving changes, the Library is stretched to the limits to house its collections, staff, and services in a manner that provides quality program and service support for teaching, learning, and research on this campus.  The library space is continually challenged by the increasing need to deliver information and instruction electronically and digitally.  Technologies require new and additional types of public areas for their use and access.

Table 5.1 indicates the amount of space in Jackson Library in four different categories and compares that space with planning standards established for libraries by The University of North

Carolina system.  The Library has developed a "Space Program Statement" (Space Program Statement, Library Administrative Offices), which identifies the Library's space needs through 2028 and establishes design principles for any new space provided through that period.  Current discussions have been held about building a connection between the Library and the new Elliott University Center though such a connector would have a virtually negligible effect on library space.  These discussions have not yet resulted in any specific plans or construction schedule.

**Table 5.1.  The University of North Carolina Planning Standards vs. Jackson Library**

| Space Type | UNC Standard | Jackson | Percent of Standard |
|---|---|---|---|
| Office | 15,655 | 10,274 | 65% |
| Study/Reading | 52,795 | 27,114 | 53% |
| Stack | 81,181 | 75,993 | 93.6% |
| Service Areas | 20,096 | 2,543 | 12.6% |

At present, there are no specific projects planned before 2004 to alleviate the Library's space problem.  The University's 10-year Capital Plan, Phase II 2004-2008, lists a capital project for the Library, but this project, even if funded, would not provide space relief for some time into the future.

A second matter related to the Library's ability to adequately serve its patrons is the number of professional librarian positions.  Although satisfaction and performance measures indicate that the number of librarians employed in Jackson Library is adequate in terms of carrying out UNCG's mission and meeting its responsibilities, this figure is the lowest reported among the University's selected peer institutions.  The Library's FTE Professional Staff and the expenditures for their salaries have consistently been last or next-to-last when compared to UNCG peers since the mid-1980s.  Moreover, in a highly competitive recruiting environment, the speed with which vacancies are posted and official job offers tendered sometimes adversely affects whether or not the Library is successful in hiring the candidate of choice.

Jackson Library also has concerns about the salaries, benefits, and start-up packages required for recruiting and retaining qualified professional librarians.  The Library competes at the national and state level for tenure-track librarians.  Candidates must not only possess the knowledge, skills, and abilities required for success in individual positions but must also have the talent and the commitment to make contributions in the areas of scholarship/creative activities and service required by the Library and the University for achieving tenure.  At the national level, recruiting has been especially difficult for the last two years.  The American Library Association has reported that the pool of those seeking jobs at its Placement Center is the lowest in decades.  Among the factors affecting libraries seeking employees is increasing competition from the commercial sector for candidates proficient in information technologies and low salaries.  The experience in Jackson Library in 2000 and 2001 has been very similar to the ALA report in recruiting efforts for all position levels.

Jackson Library also faces stiff recruitment competition within the State, chiefly from UNC Charlotte, East Carolina University, Appalachian State University, and less frequently, UNC Chapel Hill, North Carolina State University, and Wake Forest University.  Recently enacted tuition-based salary increases or enrollment-based increases have benefited several libraries, including ASU, ECU,

UNC CH, NCSU, and UNCC.  Although tuition-based salary increases will benefit teaching faculty at UNCG, they did not apply to library professionals in 2001.

The Library also faces on-campus competition for librarians with expertise in information technology.  Non-professional-librarian positions in the Information Technology and Planning Division as well as the newly created Information Technology Consultant positions offer salaries higher than those earned by library faculty with similar or greater expertise.

### Services (5.1.2)

The Library endeavors to support the University's teaching, research, and learning missions through a host of services that include building hours, electronic access, appropriate collections in all formats, instruction, interlibrary loan and document delivery, virtual and email reference services, borrowing and use privileges, free printing, cooperative borrowing programs with other UNC institutions, and personal assistance with research and learning projects.  The data from UNCG's Self-Study indicates high levels of satisfaction among the faculty with the Library's collection.  Additionally, the yearly sophomore and senior surveys and the Statement of Needs survey that the Library conducts annually for each academic unit demonstrate high levels of satisfaction with the Library's collection over the years.

With regard to instruction for both on- and off-campus constituencies, the Library offers the following learning opportunities:

- Instruction for individual UNCG courses by Reference, Government Documents, ERIT, Music Division, and Special Collections.  Content of sessions tailored to the course.  Hands-on practice for online resources used extensively.  In 2000-2001 over 400 sessions provided. <http://library.uncg.edu/depts/ref/libinstruction/>.
- Instruction provided for Fast Forward classes.
- Training provided for Fast Forward teachers.
- A 3-hour block of training provided for students in all distance education courses. <http://library.uncg.edu/about/distance.html>.
- Staff-led orientation tours scheduled the first few weeks of fall and spring semester.
- Online instructional and resource guides available on a variety of topics including individual courses.  These may be linked to course Web pages <http://library.uncg.edu/depts/ref/ courseguides.html>.
- Research tutorial offered, *First Steps: An Explorer's Guide to Research*, with six chapters that may be used separately or in sequence together.  Print certificates showing the completion of each chapter's quiz are available.  Linked from several locations on the Library homepage <http://library.uncg.edu/depts/ref/tutorial/>.
- Point-of-use instruction on the Web provided for most heavily used databases.
- One-on-one instruction provided at the Reference Desk, Government Documents Desk, and Music Division, which are staffed at all hours the Library is open (Music Division opened fewer hours than Jackson Library).
- Individual consultations offered for students, faculty, others.
- Online chat reference offered 26 hours per week <http://library.uncg.edu/depts/ref/askalib/>.
- Email reference service provided for Reference, Government Documents, and Music.  Linked from several locations on the Library homepage.

Academic faculty work individually with professional librarians to arrange appropriate library-related instruction for courses. In 2001-2002, the Library, in concert with faculty, offered over 420 such subject-specific sessions. In addition to the instructional opportunities listed above, librarians assist students and faculty in the following ways:

- Virtual Reference Shelf provides access to quality Web sites both free and subscription <http://library.uncg.edu/depts/ref/qil/>.
- The Library Web page is designed to guide users to needed resources. To ensure the Web site meets student needs, the Library uses significant student involvement in its web design.
- The Library Reference Department offers immediate assistance in solving research problems, answering related questions, and setting project directions <http://library.uncg.edu/depts/ref/mission.html>.

Jackson Library offers 104 hours of weekly operations during the academic year, and 81 hours during the summer sessions. Hours are available on the Library's Web site <http://library.uncg.edu/hours>. Library hours are set three times a year by the Associate Director in consultation with the department/unit heads within the Library. The hours-setting process involves examining academic class schedules and calendars, usage patterns, and suggestions/recommendations from the campus community. All public service desks are staffed during all hours of Library operation except for the Music Library (see Web site for current Library hours).

The Library's collection consists of print and non-print materials. These materials are well organized bibliographically and the Library follows national standards in cataloging and in classification (Library of Congress, Superintendent of Documents, etc.). Materials are organized logically and methodically. Both print and non-print materials are accessed through the online public catalog (OPAC), which offers author, title, Library of Congress subject heading, keyword, and call number searching. All of the "authority" records (cross-referencing system in the library catalog for controlled list of subject headings) that pertain to bibliographic records receive continual updating to maintain their accuracy as access points. The bibliographic records are also processed for "Table of Contents enrichment," which further accommodates access to topics via keyword searching. The OPAC also contains "on order" information from the Acquisitions module of the DRA (Data Research Associates) system, so it is possible to see when a book has been ordered but not yet received, or has been received, but not yet cataloged. Print materials may also be accessed through browsing the bookstacks that are arranged by Library of Congress classification. Materials are cataloged in almost every format: books, microform, manuscripts, music scores, CDs, sound recordings, videos, DVDs, e-books, computer files, and Web sites. Maps are not cataloged but are available for easy browsing in a special location in the Reference Department.

Materials are cataloged using the Online Computer Library Center (OCLC) cooperative database and bibliographic utility. Records are downloaded from OCLC into the local DRA system's cataloging module, where they are further edited and detailed (piece specific) with local holdings information added. In the OPAC (Online Public Access Catalog), both summary and detailed holdings displays are available for serials. For adding the local holdings, the MARC Format for Holdings Descriptions (MFHD) via the DRA system is used. All local holdings have been converted into MFHD and can be viewed in an online display by classification order. Original records are contributed to OCLC's international database, WorldCat. As an "enhance" library, the Library is also

able to upgrade records in the OCLC database that have been contributed by other libraries.  This means that, while the purchased Library of Congress records are almost always complete and correct, those of other cooperative members are not.  Jackson Library has been granted the authority to make the additions and corrections it deems justified for use by OCLC's international membership base.

E-books purchased from netLibrary and obtained from the SOLINET "Shared Collections" consortium are cataloged.  From the OPAC, bibliographic records provide links to the full-text of these titles and to the full gamut of Jackson Library's other electronic resources that are available to all authorized UNCG constituents.  The Library can also access Web sites through cataloging via the OCLC Cooperative Online Resource Catalog (CORC).  CORC began as an international effort in January 2000 to organize and facilitate access to electronic information resources on the World Wide Web.  Through these resources, students and faculty are provided with authoritative information from the Internet, selected by librarians, on many diverse topics.  The Library provides access from its OPAC to e-journals and CORC resources as well as full-text articles through aggregators in order to meet the information needs of students and faculty expeditiously.

The OPAC also provides bibliographic records for a large number of federal government documents and North Carolina state documents, which are available in the Documents Division.  Bibliographic records for federal documents date back to January 1984.  For the last two years, the Library has also been loading records from MARCIVE that contain URLs with links to government Web sites.  Recently the Library has begun some retrospective cataloging of materials from the North Carolina documents collections and is adding them to the OPAC.

Jackson Library thus offers excellent access to a large number of electronic bibliographic databases.  The largest and most heavily used of these is the online catalog, which includes millions of items.  The catalog runs on a DRA system and integrates such functions as acquisitions, cataloging, requests, electronic reserves, and simply searching for books.  The library catalog is continuously accessible worldwide and is highly customized to improve usability for UNCG's primary user clients.  Jackson Library's Electronic Resources and Information Technology staff (ERIT) are recognized as national leaders in the customization of the DRA interface.

Jackson Library also provides global access to almost 200 other bibliographic databases for UNCG faculty, students, and staff, as well as on-site access for members of the general public.  On- and off-campus access to these databases <http://library.uncg.edu/> is through a user-friendly, seamless system programmed in-house by ERIT staff.  This system has been described at a number of state and national conferences and is widely emulated.

Jackson Library is particularly interested in providing electronic full text to its faculty, students, and staff.  The Library was a national leader in developing a user-friendly approach to online full text access several years ago and is now developing a cutting edge, web-based service that identifies the location of journal articles, regardless of format.  The new service prototype <http://journalfinder.uncg.edu/uncg/> has been patented by the University and is being presented at a half dozen national conferences.

In-house, the Library provides approximately 80 personal computers for library patron use in accessing the above described electronic databases.  Given the proximity of large computing labs, the number of machines provided is more than adequate to meet demand; rarely, if ever, is every machine in use.

Equipment is also available for the other customary needs of patrons.  Self-service photocopiers may be utilized at several locations in Jackson Library and the Music Library and microform copiers in the Documents/Microforms Division.  For visually impaired patrons, there is a Visualtek Low Vision Aid for enlarging reading material and a personal computer with fonts that can be adjusted to various sizes.

Interlibrary Loan (ILL) services are easily available to students, faculty, and staff via online or printed request forms.  ILL is quite technologically advanced.  Most requested articles are now received over the Internet rather than through U.S. Mail, and the Library is now posting them on a secure Web site so that library patrons can access and print the documents over the Web from the comfort of their own office or home.

Group study rooms, graduate student carrels, faculty studies, a seminar room, a bibliographic instruction room, lounges, and lockers are all available.  There is a Current Literature browsing area, a new books display, and revolving racks of paperbacks for leisure reading.  Recent issues of many periodicals and newspapers are kept on display shelves in the Current Periodicals/Reserve Room; other current newspapers are nearby.  In 1999 a storage facility was opened on campus for approximately 85,000 infrequently used volumes.  A weekday courier service assures prompt retrieval of requested items from this facility.

Library Collections (5.1.3)

The Library has a substantial collection of resources in various formats.  These resources have been assembled in collaboration with academic units and meet the information and research needs of degree programs at all levels.  Print volumes in the Library number over one million, representing significant strengths in numerous academic disciplines.  When print volumes are combined with the Library's government documents, reports, microform units, audiovisual materials, and maps, over 2.7 million unique information items are provided for meeting the educational mission of the University.  The Library subscribes to nearly 5,000 print serials, provides access to approximately 150 electronic databases, 18,000 electronic books, and 12,000 electronic journals.  Electronic table-of-contents service, delivered to the desktop, is available to the entire University community free of charge, as is the delivery of any journal article via commercial document delivery providers.  The Library operates 14 computer servers, hosting various electronic services and over 5,000 unique, Library-developed Web pages.  In addition, there are over 80 public workstations in the Library providing access to its information system.  The Library also provides hardware, training, and maintenance support for the University's course management systems, Blackboard and WebCT.

Jackson Library provides excellent access to resources regardless of a student's geographic location.  In addition to an open Library catalog with information about millions of books, electronic books, dissertations, journals, etc., the Library allows remote access to over 140 bibliographic databases, many of which contain a full-text component, enabling off-site students to obtain journal articles real-time.  The Library catalog has been highly customized to promote access to online reserve course readings as well.

Access to full-text journal articles is supplemented by an electronic journals database <http://journalfinder.uncg.edu/uncg/search-subj.asp?subj=1> crafted in-house, which allows off-campus students the ability to immediately access articles from over 12,000 unique journal titles.  Additionally, a collection of approximately 18,000 electronic books is available to students via the

WWW and via remote authentication from any location.  The Library's authentication mechanism for allowing remote access to these resources provides a seamless, user-friendly means of using these resources without having to perform any software configurations.

The Library also works with faculty in academic departments in anticipation of accreditation and program reviews.  Library faculty prepare reports describing library holdings and resources in particular disciplines.  Examples of these reports are filed in the Library Administrative Office.  The Library is apprised of new graduate programs and liaisons work with faculty members to analyze current holdings and determine needs.  One-time or continuing start-up funds may be assigned to new programs to meet faculty and student needs.

Academic departments, usually through the designated faculty library representatives or department heads, also respond to a Library-initiated statement of needs survey each year.  Faculty describe new programs, newly hired faculty members, and additional resources needed.  As new faculty members are employed, the library determines needed resources and allocates internal funds to support them.

The materials budgets for Jackson Library for the past five years are shown in Table 5.2.

**Table 5.2.  Jackson Library Materials Budget, 1996 – 2001**

| Year | Materials Budget |
|------|------------------|
| 2000-01 | $2,711,038 |
| 1999-00 | $2,463,913 |
| 1998-99 | $2,342,413 |
| 1997-98 | $2,257,621 |
| 1996-97 | $2,016,097 |

Funds are allocated to all departments based on need, size, type of program, and degrees offered and conferred.  Librarians reevaluate the criteria in ongoing conversations both with the department and each other.  In this way all departments and degree levels are supported.

The Faculty Senate's Library Committee is charged with reviewing all Library policies, including collection development policies.  This committee advises the University Librarian on collection development and policy matters <http://shadow.uncg.edu/facsen/fscommittees.html>. Policies governing materials selection, elimination, preservation, replacement, and removal are available in the office of the Assistant Director for Collection Management.

Information Technology (5.1.4)

The Library provides access to information in a variety of modes and formats.  In addition to its substantial traditional collection of print and various media, it has, over the past two decades, built an impressive information system to support its services, collections, and programs.  Increasingly, this information system is reliant on computing and information technology and is primarily based on an online OPAC and a Web site that offers access to a host of online full-text databases and services.  In addition to the electronic services listed above, the following services, programs, and collections are

indicative of the progress Jackson Library has made in incorporating information technology into its attempts to meet its mission.

- Instructs students in the use of online resources in a fully equipped lab.  Hands-on practice is emphasized.
- Subscribes to over 150 databases <http://library.uncg.edu/dbs/dbtitle.html>.
- Subscribes to over 12,000 electronic journals <http://library.uncg.edu/ejournals/>.
- Subscribes to numerous online reference sources  (e.g. *Grove Dictionary of Music and Musicians, Encyclopedia Britannica,* etc.).  Has purchased most standard reference works appropriate for curriculum when available online.
- Provides access to quality Web sites, both free and subscription, through Virtual Reference Shelf <http://library.uncg.edu/depts/ref/qil/>.
- Offers seamless remote access.
- Offers full-text article access, first through the A-Z e-journal list, and now through Journal Finder.
- Provides e-reserves (694 lists, 11,252 items, in 2001-2002).
- Offers access to over 18,000 e-books.
- Delivers ILL Web articles through Ariel and Prospero.
- Enables faculty, students, and staff to order at no cost any article requested with direct delivery by CARL/Ingenta or by Infotrieve.
- Offers customized DRA interface and access to full-texts of over 1,000 full-text newspapers via the popular "UNCG News & Newspapers" online.

Cooperative Agreements (5.1.5)

Jackson Library is a member of NC LIVE, a consortium of 187 academic and public libraries in North Carolina.  NC LIVE provides approximately 20% of Jackson Library's accessible commercial databases.  Jackson Library pays for the rest.  The Library was also the first library in the state to support the newly created UNC Consortium for Communication Sciences and Disorders, a collaborative, cohort-model degree program in which each class is comprised of five students each from UNCG, Appalachian State, UNC-CH, Pembroke, and Western Carolina.  Jackson Library maintains open, remote access to its entire array of resources, regardless of a student's campus affiliation.

Similar access to the Library's resources is also extended to UNCG's Fast Forward program, which allows high school students the opportunity to earn college credit hours during their regular school days.  The full array of library resources and services are available to these students, who are located in several counties throughout the state of North Carolina.

In addition to those programs listed above, the Library provides resources through conventional interlibrary loan arrangements with other libraries nationally and internationally.  Also, there is a UNC system-wide cooperative borrowing arrangement, which allows borrowing from any of the 16 UNC system campus libraries.  Overall, approximately 5% of student and faculty needs are met through these cooperative arrangements.

Staff (5.1.6)

The Library is funded for 31 professional librarian positions and 56.5 paraprofessional full and part-time positions.  Vitae for professional librarians are on file in the Library Administrative Offices.  These vitae are updated annually by the Library Personnel Report completed by each librarian, and kept on file in the Library Administrative Office.  The terminal degree for tenure-track library faculty is the ALA accredited Masters degree in Library Science or a variant title such as Masters in Library and Information Studies.  Many professional librarians have second master's degrees in subject disciplines and several have PhDs. A roster of the library faculty that includes their degrees is on file in the Library Administrative Office.

The number of librarians is adequate in terms of the ability of professional librarians to carry out their professional responsibilities, including teaching, as appropriate, service to the University, the Library, the profession, and scholarly/creative activities.  As tenure-track members of the faculty, professional librarians are required to document their achievements in each of these areas annually, for reappointment to a second probationary term, and for the granting of tenure.  Historically, the Library has placed overwhelming emphasis on those aspects of research and creative activities that contribute significantly to excellence in the performance of professional responsibilities.  The emphasis is on applied, practical scholarship that leads to new services, resources, and technologies to support teaching, learning, research, and service rather than on scholarship that results in formal publication.  The contributions that librarians make in these areas are summarized in the Library annual reports available on the Web and described more fully in the annual reports prepared by each department and division and the Annual Personnel Reports, both on file in the Library Administrative Office.

Prior to the invitation to interview for professional positions in the Library, candidates are sent a complete packet of information for their review.  This packet contains institutional policies and other information about faculty status, criteria for promotion and tenure, and conditions regarding employment.  This information is reviewed in a series of formal and informal settings during the interview process and, once again, after a new employee arrives on campus.

Library/Learning Resources for Distance Learning Activities (5.1.7)

It is the Library's goal to provide the same level of access to services and resources to the off-campus students as to the students who are inside the Library.  In addition to the vast array of online resources available via remote access (see also Collections and Information Technology Sections above), table of contents notification services and document delivery is fully underwritten for all UNCG students, faculty, and staff, which provides distance students another means for accessing journal articles.  In turn, document delivery is supplemented by interlibrary loan services for delivery of both books and journal articles. Distance students can choose to fill out an online form to request journal articles and books, which will be delivered at the Library's expense to students enrolled in distance education courses.  Students can also call the Library toll-free to make these same requests.  Moreover, for students participating in an online course, the Library has made available an online textbook site <http://library.uncg.edu/etexts/> so that students can order their textbooks online.  A Distance Education Bibliography <http://library.uncg.edu/de/>, a collaborative effort between Jackson Library and the Division of Continual Learning, is an open resource for UNCG faculty, students, and staff who seek to learn more about distance teaching and learning, including advantages and disadvantages to online learning, faculty tips and advice, and institutional issues.

The Coordinator of Library Services for Distance Education, who is located at the main campus and whose responsibilities include the provision of information resources to students enrolled in any UNCG course regardless of venue, has created a three-hour block of instruction entitled "Achieving Success in an Online Course."  This lesson not only provides library bibliographic instruction, but also incorporates instruction in understanding the technological components necessary to participate successfully in a class taught in an online environment.  This instruction has been provided for several dozen online courses.

UNCG offers a Master's Degree in Social Work jointly with North Carolina Agricultural and Technical University (NC A&T).  The Library has developed an agreement with NC A&T to provide information and program support for all master's level courses taught by UNCG faculty in this program, for this degree.  The type and nature of materials provided are determined in consultation with the course instructors.  NC A&T reciprocates for courses taught on its campus.  Both institutions permit students from either school who are enrolled in the program to borrow material and access services in their respective libraries.  Additionally, UNCG participates in a UNC System-wide cooperative borrowing program that permits faculty, students, and staff from any UNC institution to borrow materials from any one of the other 16 UNC campuses.

Summary by Criteria

(5.1.1, p. 54, ll. 1-6) UNCG both in intent and practice recognizes that adequate library and other learning resources and services are essential to teaching and learning.  Through Jackson Library, UNCG ensures that these learning resources are available to all faculty members and enrolled students wherever the programs or courses are located and however they are delivered.

(5.1.1, p. 54, ll. 6-8) Jackson Library has a Mission Statement that encompasses all the learning resource services it offers.

(5.1.1, p. 54, ll. 8-11) Jackson Library conducts regular systematic evaluations to ensure that it meets the needs of its users and supports the programs and purpose of the University.

(5.1.1, p. 54, ll. 15-16) Regular evaluations indicate that learning resources and services are adequate to support the needs of users; for example, in Spring 2000, 87% of faculty expressed overall satisfaction with Jackson Library.

(5.1.1, p. 54, ll. 16-23) Jackson Library evaluates quality, relevance, accessibility, availability, and delivery of resources and services, and their actual use by students, regardless of location.

(5.1.1, p. 54, ll. 23-25) Jackson Library's priorities for acquiring materials and establishing and providing services are determined with the teaching and learning needs of the faculty and students in mind.

(5.1.2, p. 54, ll. 26-29) Through Jackson Library, UNCG ensures that all students and faculty members have access to a broad range of learning resources to support its purpose and programs at both primary and distance learning sites.

(5.1.2, p. 54, ll. 29-32) Basic library services at UNCG include an orientation program designed to teach new users how to access bibliographic information and other learning resources.

(5.1.2, p. 55, ll. 4-7) Jackson Library provides students with opportunities to learn how to access information in different formats so that they can continue life-long learning.

(5.1.2, p. 55, ll. 7-10) Librarians at UNCG work cooperatively with faculty members and other information providers in assisting students to use resource materials effectively.  Academic faculty work individually with professional librarians to arrange appropriate library-related instruction for courses.

(5.1.2, p. 55, ll. 17-18) Jackson Library maintains adequate hours to ensure accessibility to users.

(5.1.2, p. 55, ll. 21-23) Library collections at UNCG are catalogued and organized in an orderly and easily accessible manner following national bibliographical standards and conventions.

(5.1.2, p. 55, ll. 23-25) Students and faculty at UNCG are provided with convenient, effective access to library resources needed in their programs.

(5.1.2, p. 55, ll. 26-28) At UNCG convenient, effective access to electronic bibliographic databases, whether on-site or remote, is provided to support the academic programs.

(5.1.2, p. 55, ll. 29-35) Jackson Library has adequate physical facilities to house, service and make library collections easily available; modern equipment is in good condition for using print and non-print materials; provision for interlibrary loan services is designed to ensure timely delivery of materials; and an efficient and appropriate circulation system is in place.

(5.1.3, p. 56, ll. 1-3) Through Jackson Library, UNCG provides access to essential references and specialized program resources for each instructional location.

(5.1.3, p. 56, ll. 3-5) Access to Jackson Library collections is sufficient to support the educational, research, and public service programs of the institution.

(5.1.3, p. 56, ll. 5-7) The collections of print and non-print materials in Jackson Library are well organized.

(5.1.3, p. 56, ll. 7-9) Because UNCG offers a number of high caliber graduate programs, the Library resources are substantially beyond those required for baccalaureate programs.

(5.1.3, p. 56, ll. 9-12) At UNCG, librarians, teaching faculty, and researchers all share in the development of collections, and this involvement is specifically defined in stated policies.  See *Handbook for Faculty* <http://shadow.uncg.edu/pvt/publications/fachandbook/section8a.pdf>.

(5.1.3, p. 56, ll. 13-17) Jackson Library has a policy governing resource material selection and elimination, and a procedure providing for the preservation, replacement, or removal of deteriorating materials in the collection.

(5.1.4, p. 56, ll. 27-29) At UNCG technological advances are regularly incorporated into Jackson Library operations.  For several years the Library has been a national leader in developing a user-friendly approach to online full text access and is now developing a cutting edge, web-based service that identifies the location of journal articles, regardless of format.

(5.1.5, p. 56, ll. 33-36) At UNCG, cooperative agreements with other libraries and agencies are not used to avoid responsibility for providing adequate and readily accessible library resources and services.

(5.1.5, p. 56, ll. 36-37) The cooperative agreements that UNCG maintains are formalized and regularly evaluated on a semi-formal basis at regular meetings attended by representatives of the agreeing libraries who review relevant statistical information and modify agreements if necessary.

(5.1.6, p. 57, ll. 1-4) Jackson Library is adequately staffed by professionals who hold graduate degrees in library science or in related fields such as learning resources or information technology.

(5.1.6, p. 57, ll. 4-9) All professional librarians with faculty standing meet preparation guidelines.

(5.1.6, p. 57, ll. 14-15) The number of library support staff members at UNCG is adequate to meet the demands of the users and fulfill the mission of the University.

(5.1.6, p. 57, ll. 18-22) At UNCG, institutional policies concerning faculty status, salary, and contractual security for library personnel are clearly defined and made known to all personnel at the time of employment.

(5.1.7, p. 57, ll. 23-26) UNCG ensures the provision of and ready access to adequate library/learning resources and services to support the courses, programs, and degrees offered for all distance-learning activities.

(5.1.7, p. 57, ll. 26-30) UNCG owns its library/learning resources, and provides access to electronic information available through existing technologies, or arranges for them through formal agreements.

(5.1.7, p. 57, ll. 31-34) UNCG clearly assigns responsibility for providing library/learning resources and services and for ensuring continued access to them at each site.

(5.1.7, p. 57, ll. 35-39; p. 58, ll. 1-2) All formal agreements entered into by UNCG to provide for library resources and services ensure access to library resources specifically pertinent to the programs offered by the institution in the field of study and at the degree level offered.

Examination of Strengths, Weaknesses, Opportunities, and Threats

*Strengths*
- The breadth of Jackson Library's traditional print collections and special collections is widely recognized. (See Proposal 19)
- The quality of Jackson Library's public service is consistently rated high (see Sophomore and Senior surveys, and the Self-Study Faculty Survey of Spring 2001). (See Proposal 19)
- The extent of Jackson Library's electronic offerings such as databases, journals, and books is noteworthy. (See Proposal 19)
- Jackson Library is committed to expanding both its traditional print and its more recently acquired electronic services.  This commitment is clear in the portion of its budget dedicated to this expense and by giving first priority to materials expenditures in its annual requests.  Maintaining a superior collection and services depends, however, on adequate state funding. (See Proposal 19)
- Professional librarians hold tenure track positions which allows them to work closely with the teaching faculty as peers.  They also hold and have held positions of authority in faculty governance, including the Senate, and have served on elected and appointed University-level committees and task forces.
- The University Librarian position is a dean-level position reporting directly to the Provost and serving on the Deans Council. This enables the Library faculty and staff to be informed of impending or projected developments that may affect the demand for resources and services essential to the success of the academic mission of the University.

Weaknesses
- Library space is less than adequate. (See Proposal 23)
- Jackson Library is understaffed for professional librarian positions relative to its peers. (See Proposal 38)

*Opportunities*
- None noted.

*Threats*
- Difficulties persist nationwide and in the state in recruiting and retaining qualified professional librarians due to high demand. (See Proposal 38)

3.     **Instructional Support (5.2)**

Introduction
        A variety of campus agencies provide facilities and instructional support services to UNCG faculty and their students.  These include the University Teaching and Learning Center (UTLC), Instructional, Research, and Client Services (IRCS), Disability Services, the Student Success Center, the Writing Center, the Speaking Center (opened Fall 2002), Career Services, the Division of Continual Learning (DCL), and the University Bookstore.  These services are organized and

administered to provide easy access for faculty and students.  They contribute to the fulfillment of the institution's teaching and learning mission.


The University Teaching and Learning Center <http://www/uncg.edu/tlc>

The University Teaching and Learning Center, housed in the McNutt Building, is the primary provider of video instructional materials, instructional equipment, test and data scanning services, consultation in instructional development, and support to faculty in the use of instructional technology and web-based instruction for use in the classroom and distance learning.

The UTLC video collection, searchable by title, series, and keyword, is listed online at <http://library.uncg.edu/utlc/>, and numbers more than 10,000 tapes.  The staff member responsible for organizing the collection holds a Master's degree in Library and Information Studies.  Trained student staff members are available at all times to instruct new users in the use of the catalog, and the UTLC policies are published on the Web site.  Instructional video materials are purchased at faculty request for use by all faculty and students.  Due to copyright restrictions and Internet bandwidth limitations, video materials are not accessible online for distance learning courses, but within copyright restrictions, video clips may be made available to distance education students in CD format.  The annual report <www.uncg.edu/tlc/annualReport.html> shows that during 2000-2001 faculty members made 4,089 reservations for instructional video materials.  The UTLC utilizes a computer based reservation system allowing the staff to review user statistics for each title, and faculty members are consulted before any materials are removed.

The UTLC provides many types of instructional presentation equipment, from VCRs to data projectors and laptops, for use by instructors and students.  This equipment may be reserved by phone or by email, with timely delivery to a departmental office, although students, faculty, or administrators may pick up the items if so desired.  The UTLC also has equipment on permanent loan to all academic departments with over 1,000 pieces available for circulation.  UTLC staff services all classroom and circulating equipment.  The UTLC annual report shows that during 2000-2001 faculty members made 3093 reservations for circulating equipment, which does not include the use of UTLC equipment on permanent loan to departments.

Through the University Registrar's Office, faculty may reserve any of the 64 technology classrooms equipped and supported by the UTLC <www.uncg.edu/tlc/classroom.html>.  These classrooms each have a data projector, computer with Internet connection, CD/DVD, and a videotape recorder, while some also include a document camera and sound system.  Students have access to this equipment for classroom presentations and University sponsored events, and each faculty member or student using any UTLC equipment or technology equipped classroom receives an individual orientation.  Any faculty member or student encountering problems with classroom technology may obtain immediate assistance from one of the five UTLC technicians assigned to classroom support.

The UTLC provides a variety of other instructional support services to instructors.  In addition to workshops on creating Web pages, using the Blackboard and WebCT course management systems, and using the Merlot and Flashlight Project sites, the UTLC offers workshops, seminars, teleconferences, and brown bag lunch forums for faculty and academic administrators on a variety of instructional issues.  Such issues include copyright and distance education, assessing the impact of technology in the classroom, learning communities, designing distance education courses, creating a syllabus, and testing and grading.   All UTLC events are open to all instructors, graduate teaching

assistants, and administrators.  During the 2000-2001 fiscal year, 103 instructors and administrators attended workshops offered by the UTLC.

Many of these workshops, teleconferences, and presentations are videotaped for later circulation to campus based and distance education instructors, and the UTLC maintains a Web site devoted to distance education issues <www.uncg.edu/tlc/DERes.html>.  Moreover, distance education instructors who cannot come to the UTLC for faculty development consultations may correspond with UTLC staff via email and participate in the distance learning listserv.  Desktop video conferencing and telephone conferencing are also available.

The UTLC has assigned an Instructional Technology Consultant to each academic unit to work individually with instructors to assist them in the creation and support of distance education courses, and instructors may consult with these individuals by email or by telephone.  These Instructional Technology Consultants, in conjunction with the staff of Jackson Library's Electronic Resources for Information Technology, also administer and conduct faculty workshops, and provide user support for the Blackboard and WebCT course management systems.  Additionally, the staff of the SuperLab in Jackson Library is trained to answer questions from students regarding the operation of this software.  Distance education students may call the UTLC to receive assistance.  During the Fall 2001, there were 436 courses using the Blackboard system and five courses using WebCT.  For those faculty who wish to work independently, a Student Technology Consultant in the Faculty Lab partners with an instructor to solve Web site problems, capture video clips, and create digital files from scanned materials.  The UTLC shares with Instructional, Research, and Client Services (IRCS) the use of the Faculty Computer Lab which is devoted entirely to faculty and staff training.  The UTLC has installed a wireless access point in McNutt Building to be used with UTLC owned laptops to create an additional faculty training laboratory.

The staff members in UTLC's Creative Services produce graphic and photographic materials and work closely with the staff videographer to produce video materials.  The resulting products may be used in the classroom, posted on the Web, or copied to CD format for distribution to distance education students.  The UTLC does not charge instructors for the labor costs for most instructional materials.  Campus based and distance education faculty may email project outlines and digital materials to Creative Services staff and completed digital projects can be returned to the instructors in the same manner.

Over 91% of those responding to the Faculty Survey indicated that the services of the UTLC were either "adequate" or "more than adequate" to support their instruction, while more than 84% of the academic departments indicated that the services and resources of the UTLC were "adequate" or "more than adequate" to support the work of faculty and staff.


The Writing Center < www.uncg.edu/cac/site_main.html

The Writing Center was established in 1985 and operates under the auspices of the Department of English. It is now part of the Communication Across the Curriculum (CAC) program, which will begin operations in Fall 2002. The Writing Center contributes to the University Mission by offering services "to enhance the confidence and competence of student writers by providing free, individual assistance at any stage of any writing project."  In the institution's yearly report to the Office of the UNC President, the Writing Center's work is defined as being divided into 1/3 remedial support and 2/3 college-level support.  Students may call for an appointment or simply come in for a

consultation during office hours (fifty hours per week).  In addition to the director, the online schedule lists 15 graduate and advanced undergraduate staff members.

Over 80% of those responding to the Self-Study Academic Department Report Form indicated that the center's support of the "cultural, social, moral, intellectual, and physical development of students" was adequate or more than adequate, and over 87% of those responding to the Self-Study Faculty Survey agreed that the services offered by the Writing Center were either adequate or more than adequate to support their teaching.

The Speaking Center <www.uncg.edu/cac/site_main.html>

As part of the Communication Across the Curriculum program, a Speaking Center will be established in Fall 2002.  It will provide support similar to that provided by the Writing Center for students in Speaking-Intensive courses and other courses with speaking requirements.

Student Success Center  <http://success.uncg.edu/>

The Student Success Center is a division of Enrollment Services and consists of Special Support Services and the Learning Assistance Center.  The Office of Residence Life provides space for both offices.  Student users are asked to complete an evaluation of these services each semester.  The resulting report is used by the staff of these agencies to implement necessary changes to improve their programs.

Special Support Services <www.uncg.edu/spe>, located in Ragsdale Hall, is an educational support program designed to improve academic performance.  The service is sponsored by a grant from the U.S. Department of Education and UNCG.  Because the office is federally funded, a student must make an application to the program to prove eligibility in order to receive assistance.   All offerings are tailored to meet an individual's special needs and are free of charge.

Trained specialists and para-professionals provide a variety of services including instruction in writing and mathematics and tutoring in a number of subjects.  Academic advising as well as personal and career counseling are also available.  The office also houses a skills lab for reading and study skills improvement that is equipped with computers and video materials as well as a resource library.  Over 92% of those responding to the Self-Study Faculty Survey agreed that the services offered by Special Support Services were either adequate or more than adequate to support their teaching activities.

The Learning Assistance Center
<www.uncg.edu:80/reg/Catalog/0001/UnivCommty/LrnAssistCtr.html>

The Learning Assistance Center is located in Reynolds Hall and provides services and programs to promote academic success and increase student retention and graduation rates.  The center offers tutoring for many lower level courses, academic skills assessment, academic skills workshops, information on academic skills topics, and referrals to other campus resources.  The assistance is free to all undergraduates.  Students may visit on a walk-in basis or by appointment.  The Center's Web site offers links to online study skills tutorials.

Over 96% of those responding to the Self-Study Academic Department Report Form agreed that the services of the Center are "adequate" to support the "cultural, social, moral, intellectual, and physical development of students."  Over 85% of those responding to the Self-Study Faculty Survey

agreed that the services offered by the Learning Assistance Center were either "adequate" or "more than adequate" to support their teaching activities.

Disability Services <http://ods.dept.uncg.edu/>

Disability Services offers "assistance to students with disabilities to promote academic success and access to all programs and services."  This office, located in Park Building, includes several services to assist those students who have been verified as having a physical or learning disability.  The assistance encompasses the coordination of alternative testing, attendant care, interpreter and reader services, note taking, and tutoring.  When necessary, students may be referred to the Learning Assistance Center for tutoring.

Disability Services works cooperatively with Instructional, Research, and Client Services (IRCS) to ensure that all computing facilities are accessible.  Handicapped accessible stations are available in five computing labs in addition to an Adaptive Technology room in Jackson library and similar stations in the Disability Services suite.  Several Macintosh and PC format computers as well as assistive listening devices are available for loan from Disability Services.   In addition, the Assistant Director for Student Computing is responsible for providing information to the campus community regarding assistive technologies.  The IRCS Web site <http://www.uncg.edu/irc/labs/at/> contains information on available hardware and software packages.

The Director, two assistant directors, a program assistant, and an interpreter coordinator work with students, administrators, and faculty members to determine and arrange the most appropriate services and accommodations for each student.  The office maintains information regarding community services and will consult with any student or instructor upon request.

The University Bookstore <www.bkstore.com/uncg>

The UNCG Bookstore, located in the Elliott University Center, is administered by the office of Business and Auxiliary Services and operated by Barnes and Noble.  The Bookstore is housed in a new facility that opened in August of 2001 and offers textbooks as well as recreational reading material and student supplies.  Any student may reserve textbooks in advance or order online for home delivery directly from the Barnes and Noble warehouse.  Textbooks available in digital format may be ordered and downloaded directly from the Web site.

The Special Order Department is available to assist in locating hard-to-find books or supplies for students or faculty.  Faculty members may also order course packets as well as textbooks through the Bookstore.   Bookstore staff will assist in obtaining necessary copyright clearances and will have the packets duplicated by UNCG's University Graphics and Printing Office.  In spite of these enhanced services, only 65% of those responding to the Self-Study Faculty Survey agreed that the services offered by the Bookstore were either "adequate" or "more than adequate" to support their teaching activities.

Career Services <http://csc.dept.uncg.edu/>

Career Services offers student career counseling and workshops on developing job skills such as resume writing.  At faculty request, a CSC staff member will also provide an in-class presentation on resume writing, interviewing, internships, or another career-related topic.  Over 82% of those

responding to the Self-Study Faculty Survey agreed that the services offered by Career Services were either "adequate" or "more than adequate" to support their teaching activities.

The Career Services information from the Graduating Senior Survey, summarized in Table 5.3, indicates an overall good to excellent rating.  The number of students who did not know about the service or did not use the service could be an indication of the strong job market at the time of the survey.

**Table 5.3.  Graduating Senior Survey-Career Services**

| Question | Good to Excellent | Did not know/ Did not use |
|---|---|---|
| B4A-Opportunity for career assistance | 54.2% | 32.9% |
| B4B-Information on internships | 50.7% | 31.8% |
| B4C-Resources | 41.4% | 34.7% |
| B4D-Info available through computers & Internet | 60.3% | 29.9% |
| B4E-Career related services-overall | 57.9% | 28% |
| B5A-Resume preparation | 44.1% | 44.5% |
| B5B-Interview preparation | 36.8% | 51.4% |
| B5C-Access to employment opportunities | 49.1% | 36.3% |
| B5D-Employment search overall | 48.4% | 36.9% |

The Career Services Resource Center and computer programs used in career counseling are on the second floor of Foust Building and not accessible to students who use wheelchairs.  This situation will be remedied when Phase II of the Elliott University Center renovation is completed in January 2003.

Division of Continual Learning <www.uncg.edu/dcl>

The Division of Continual Learning is the campus agency charged with the administration of distance education programs.  UNCG's distance learning policies are described at <http://www.uncg. edu/dcl/1adult/distance/disted3.shtml>. DCL offers technical support to faculty for e-learning courses administered by the Division.  The Division also provides distance education students with online registration forms and Web sites that supply technical information necessary for distance learning courses.

Over 78% of those responding to the Self-Study Faculty Survey indicated that the support provided by the Division of Continual Learning was "adequate" or "more than adequate" to support their teaching, while 83% of those responding to the Self-Study Academic Department Report Form

indicated that the division's support of the "cultural, social, moral, intellectual, and physical development of students" was "adequate" or "more than adequate" (see Section 4.5 for additional evaluation of Distance Learning and 4.6 for a more comprehensive view of the activities of the Division of Continual Learning).

Research Services <www.uncg.edu/rss/>

The Office of Research Services provides student researchers with Institutional Review Board form approvals for the use of human subjects.  The Research Services Web site also offers an IRB tutorial that must be completed prior to application, as well as links to other sites containing information on the use of human subjects in research.  Additionally, the office sponsors workshops that are open to any UNCG faculty member or student.

Over 73% of those responding to the Self-Study Faculty Survey indicated that the support provided by the Office of Research Services to their teaching activities was "adequate" or "more than adequate."  Over 71% of those responding to the Self-Study Academic Department Report Form indicated that Research Services was "adequate" or "more than adequate" in supporting the "cultural, social, moral, intellectual, and physical development of students."

Instructional, Research, and Client Services  <www.uncg.edu/irc/> <http://csv.uncg.edu>

The office of Instructional, Research, and Client Services supports and administers the student computer labs.  There are currently 16 open-access computer labs containing approximately 516 computers (370 PC or Windows-based machines, 135 Macintosh, and 11 Sun computers) running more than 100 faculty requested software packages. Approximately 130 trained Student Consultants staff these labs.

The SuperLab, located on the first floor of Jackson Library, contains approximately 140 computers and is the location for the Student Help Center.  The Student Consultants in the SuperLab can assist students with their questions about lab software and hardware.  These consultants are also available for telephone consultation.  The IRCS also provides technology workshops for students, and consults with faculty and students on research and web-related projects.

**Table 5.4.  Sophomore Survey-Technology**

| Question | Good to Excellent | Did not know/ Did not use |
|---|---|---|
| B5A-Access to internet | 88.3% | 3.1% |
| B5B-Hours of lab operation | 77.1% | 8.8% |
| B5C-Up-to-date facilities | 80.3% | 9.0% |
| B5D-Access to trained staff | 68.8% | 10.8% |
| B5E-Tech. training classes | 35.8% | 50.3% |
| B5F-Overall | 82.9% | 6.7% |

Over 78% of those responding to the Self-Study Faculty Survey indicated that the support provided by IRCS to their teaching activities was "adequate" or "more than adequate."  In addition, over 87% of those responding to the Graduating Senior Survey rated access to the Internet as "good" or "excellent."

The responses to the Sophomore Survey, summarized in Table 5.4, show that the majority rated most computer services as "good" or "excellent."  The exception came in the responses to the question regarding technology training classes.  The majority of the respondents either had not attended the classes or did not know they were offered.  Due to the structure of the question, it is not possible to tell if this outcome is a result of a computer literate student body or a lack of information regarding the workshops.

Summary by Criteria

(5.2, p. 58, ll. 3-9) UNCG employs a wide variety of facilities and instructional support services to enhance the delivery of its curriculum.  Facilities such as the University Teaching and Learning Center, Instructional, Research, and Client Services, Learning Assistance Center, Writing Center, Disability Services, Specialized Support Services, Bookstore, Career Services, Continual Learning, and Research Services are organized and administered so as to provide easy access for faculty and student users.

(5.2, p. 58, ll. 9-11) These resources make adequate contributions to fulfilling the University Mission statement with respect to teaching and learning effectiveness as evidenced by responses to the Self-Study Faculty Survey, the Self-Study Academic Department Report Form, the Graduating Senior Survey, and the Sophomore Survey.

(5.2, p. 58, ll. 11-13) All facilities and services are available to all students and faculty.  However, students must meet qualification requirements (income and/or GPA) to use the federally funded services of Special Support Services.  Disability Services provides support to self-identified students with disabilities.

Examination of Strengths, Weaknesses, Opportunities, and Threats

*Strengths*
- All instructional support services at UNCG are guided by the University Mission (2000) statement as evidenced by the mission statements of the support agencies and/or their documented services. UNCG's "Vision for Teaching and Learning", approved by the Faculty Senate, expands on the University Mission statement and focuses particular attention on the instructional process.
- The advancement of student learning drives the instructional support process.  In this effort, technology is seen as a tool that provides faculty with additional ways of creating active learning environments, simplifying peer-to-peer instruction, addressing student learning styles, and improving communication. (See Proposal 2)
- Centralization of instructional support services in the University Teaching and Learning Center and in Instructional, Research, and Client Services allows for easily accessible classroom technology, training in the use of technology, accessible student computer labs, consultation in

instructional methodologies, and applications of technology to instruction.   Centralization also permits an equitable distribution of resources and services across academic units, and better communication among the support services with less duplication of effort.

- Reservations records in the University Teaching and Learning Center indicate a high level of both faculty and student use of the available instructional support services for their teaching and learning.

Weaknesses

- Although 65.7% of those responding to the Faculty Survey rated the Bookstore services as "adequate" or "more than adequate," 34.4% rated the services as "somewhat" or "totally inadequate."  The written complaints were related to an inadequacy of textbooks at the beginning of each semester, the arrival of textbooks after the semester was underway, and the late arrival of course packets. (See Proposal 24)

*Threats*

- None noted.

*Opportunities*

- None noted.

**4.         Information Technology Resources and Systems (5.3)**

Introduction

UNCG has actively encouraged and facilitated the incorporation of technological advances throughout academic and administrative offices, has sought to provide access to up-to-date hardware and software, and offers diverse opportunities for faculty, staff, and students to acquire adequate computer skills.  Five Information Technology (IT) departments, in addition to some academic departments which have their own IT staffs, such as the Bryan School of Business and Economics, support virtually all aspects of faculty, staff, and student computing needs.   All student Residence Halls have been wired for high-speed Internet access.

Long-range goals and progress toward them have been outlined in the April 1998 *Progress Report on Information Technology*.  The report acknowledges the central role of technology at UNCG and identifies new needs and priorities which are expected to emerge and to which IT is prepared to respond.  A major project is currently underway which will replace the campus network "backbone," or wiring infrastructure, with a state-of-the-art fiber optic network that will make UNCG's network exemplary.

Many faculty have incorporated technology in their classes either through the use of curricular software installed in the campus computer labs run by Instructional, Research, and Client Services (IRCS) or through on-line documents, and web-based applications such as Blackboard, TopClass, or WebCT.

Incorporating Technological Advances

Campus computer labs have up-to-date facilities with one-third of  the 16 computer labs upgraded every year to new, high-end equipment (see <www.uncg.edu/irc/labs/labinfo.html>). This means all computers are replaced every three years, guaranteeing that technological innovations and advancements are incorporated into the curriculum.  Students currently have access to fast computers with components such as high-capacity Zip drives, CD burners, and DVD drives.  In the SuperLab, which houses 135 computers, students also have access to scanners.  Software upgrades are done every semester, providing students, faculty, and staff with new programs and new versions of old programs.  Faculty are able to request that new software for their classes be installed in the campus computer labs, although finding funds for curricular software, which for the most part the academic departments must purchase, can inhibit innovation.

The range of accessible software for students with physical impairments and learning disabilities has expanded greatly over the past two years as IRCS has partnered with the Office of Disability Services to provide up-to-date resources.  Some of these programs are networked, providing campus-wide access, and others are installed in particular facilities (such as the Office of Disability Services) that are more conducive to the use of a specific application.

Faculty have access to up-to-date hardware and software, although academic departments must find funds within their constrained budgets to purchase and upgrade faculty desktop computers. Departments vary in how they choose to allocate these resources.  However, according to the Self-Study Academic Department Report Form and the Self-Study Faculty Survey, the majority of respondents report that overall access to resources such as hardware (88.8%) and software (87.9%) is "adequate" to "more than adequate."

Nonacademic offices report the integration of technology into their operations with items such as on-line databases and forms, the institution of Smart Cards, and use of bar-coding for inventory.  In some cases, these items have been supported by the hiring of new technology consultants.  These offices employ a wide array of software and hardware and many have made portions of their operations available online.

Management Information Systems (MIS) works with administrative offices to ensure up-to-date technological support, including the provision of a growing number of web-based resources and forms.  Frequent upgrades to the Banner Student Information System allows for administrative systems to incorporate the most recent advances.  Students register over the Internet where they can access a variety of information such as grades and course availability.  Faculty have access to data concerning their courses and their students.  The UTLC supports on-line course management applications such as TopClass and Blackboard (see Instructional Support 5.2 for further evidence of technological advances at UNCG).


Use of Information Technology in Planning and Pedagogy

Academic departments make widespread use of IT resources in both their planning functions and their educational programs.  Use of the above-noted course management software allows faculty to communicate with students outside of class as well as ensures the distribution of course materials. The Banner Student Information System permits departments to assess more rapidly student demand and registration activity as well as faculty schedules.

Non-academic offices report widespread use of computers and web-based resources to support their planning functions, and access to Banner is a central feature of their work.  Offices work with MIS to obtain the data extraction and maintenance services that are critical to their operations.  The Self-Study unit report from the Office of the Provost acknowledges the central importance of technology in its Academic Affairs Plan.  Other offices, such as the Division of Continual Learning (DCL), also report the centrality of technology.   Functions such as budgeting and the recruitment and retention of students rely heavily on technology resources.  Additionally, University Advancement uses many forms of information technology in its promotion of the University.  All of the information for alumni and the university's constituents are stored as a database.  This database is updated daily using in-house trained professionals and the services of the Office of Information Technology.  Different components of this database are reviewed and evaluated by off campus consultants on a regular basis.  Workshops provided by the University's Banner trainer, Instructional, Research, and Client Services (IRCS), and UTLC assist staff and faculty in using appropriate software to achieve adequate technological support.

The *UNCG Information Technology Plan, 2000-2003* authored by Information Technology and Planning (ITP) and the April *1998 Progress Report on Information Technology* authored by the Division of Administration and Planning (now ITP) discuss the role of IT at UNCG and articulate its central importance in supporting the mission and planning function of the University.

Training for Students, Faculty, and Staff

Free workshops are provided for students throughout the semester in areas such as basic skills, campus email, Web page creation, the MS Access database program, and data analysis programs.  For example, in Spring 2002 the IRCS scheduled 31 student-centered workshops.  The schedule for these workshops is on-line and is publicized via announcements on the campus lab Web page and a faculty lab-user listserv.  IRCS staff also present guest lectures in various classes upon request.  On-line training in several hundred applications and systems is available to faculty and students via the CBTCampus application that is updated on a regular basis.  Since this is web-based, it is also accessible to registered distance education students.  A chart of basic technology competencies identified by UNCG faculty appears on the UTLC Web site <www.uncg.edu/tlc/student_competencies.html>, with a means identified for acquiring each competency including workshops and Web sites.

Faculty and staff workshops are provided by IRCS and UTLC throughout the semester on a wide variety of applications, with additional sections being offered when demand is high.  Nine research centered workshops were offered in Spring 2002.  IRCS provides courses on Web creation and design for faculty and staff in a dedicated training lab.  This facility is also made available to Instructional Technology Consultants in the UTLC who train faculty as part of their support for on-line course delivery.  Recently IRCS has hired new staff to expand its support for web-based research and instruction.

Distance Education

Distance education students are able to make use of much, but not all, of the technology resources available to students taking classes on campus.  The course management software provided by the UTLC is web-based and distance students can engage in discussions and obtain course

materials in the same way as other students.  Students can access the Banner system to register, review grades, and view course schedules.  "Infostation" <http://infostation.uncg.edu>, a new web resource that provides one-stop access to the full array of UNCG student services, is available equally to distance learners as well as on-campus students.

Although student services information previously linked through the Division of Continual Learning Web page is presently not available, the DCL Web page is being improved to permit this capability. Distance learners experience some limitations in their access to student services because, even though the service is available electronically, the language utilized is more geared to the on-campus student.

Access to software available to on-campus students is sometimes problematic for distance learners.   Although these students can obtain copies of certain data analysis programs such as SPSS from IRCS through a special licensing arrangement, the full range of software, which includes over 100 programs, is only available in the campus computer labs, requiring students to either come to campus to use the software, or to purchase it themselves.

Policy Statements

The *UNCG Information Technology Plan, 2000-2003* <www.uncg.edu/apl/Full_IT_Plan.ppt> authored by Information Technology and Planning (ITP) and the April *1998 Progress Report on Information Technology* <www.uncg.edu/apl/REPORTS?IT98.htm> authored by the Division of Administration and Planning (now ITP) are key planning documents that discuss the role of IT in view of the University's goals and plans.  They describe the budgetary and personnel resources being allocated to each of the areas served by IT and how IT supports the *UNCG Plan 1998-2003* approved by the UNCG Board of Trustees which includes the Vision Statement and Strategic Directions for 1998-2003.  These and other planning and policy related documents are available on-line via the ITP Web site.

Allocation of resources for computing provided by Instructional, Research, and Client Services (IRCS) is determined through evaluation by the Student Fee Committee, IT Executive Management, and the Chancellor's Executive Council.  The Computer Lab Advisory Committee, composed of faculty and staff, also evaluates computer lab operations and policy.  Members of all academic and many non-academic departments are also requested to provide a liaison for IRCS to facilitate communication regarding policy and operations.

Security Measures

The primary office responsible for maintaining overall security for the network is the Networks office, an IT department, and Management and Information Systems (MIS), which maintains the Banner system.  All systems are physically secured via locked and monitored facilities, and confidentiality is protected by a system of authenticated logons requiring unique usernames and passwords.  All student data is protected within the Banner system by means of a unique Personal Identification Number (PIN).  Students can only access their own information and staff access to personal data is appropriately limited.

Summary by Criteria

(5.3, p. 58, ll. 15-17) UNCG is aggressive in its efforts to incorporate technological advances into its operations.

(5.3, p. 58, ll. 18-23) The information technology resources at UNCG support the planning function and the educational program component of the institution at appropriate levels.  The resources provided include computer hardware and software, databases, communication networks, and a trained technical and user services staff.

(5.3, p. 59, ll. 3-5) UNCG has identified basic competencies in the use of computers and related information technology resources.  A chart on the UTLC Web site identifies one or more ways to acquire the competency, either through a workshop on campus or a Web site.

(5.3, p. 59,  ll. 9-12) UNCG provides opportunities for faculty and staff software training on an ongoing basis.  This training is specifically geared toward increasing the skills necessary to choose and use appropriate application software.  Training, as well as network availability, is accessible to faculty, staff, and students in all UNCG programs.

(5.3, p. 59, ll. 12-13) Faculty, staff, and student training, as well as network availability, is accessible to all programs at UNCG.

(5.3, p. 59, ll. 14-16) UNCG has clearly stated policies for the allocation and use of information technology resources that are consistent with its purpose and goals.

(5.3, p. 59, ll. 16-18) These policies are evaluated regularly at UNCG to ensure that academic and administrative needs are adequately addressed.

(5.3, p. 59, ll. 18-22) Appropriate security measures are installed and monitored at UNCG to protect the confidentiality and integrity of academic systems, administrative systems, and institutional networks.

Examination of Strengths, Weaknesses, Opportunities, and Threats

*Strengths*
- The current project to upgrade the University's network backbone will provide a state-of-the-art network environment for the campus.  The upgrade of the physical IT infrastructure of the campus (new network backbone and wiring of residence halls) creates an environment in which new research and pedagogical initiatives may flourish.  Students have 24-hour a day access to the Internet and to their personal network file space, and can communicate with their instructors in either a real-time or an asynchronous manner.
- Expanded staff in five Information Technology (IT) departments provides an increased level of support for research, teaching, and administrative functions.
- All residence halls are wired for high-speed internet access.

- Implementation of web-based courseware such as Blackboard and WebCT creates new opportunities for faculty to integrate technology into their classes, including distance education courses.
- One-third of the 16 campus open-access computer labs are upgraded every year on a rotating basis, ensuring up-to-date equipment for student use and classes.
- Partnership between Instructional, Research, and Client Services (IRCS) and the Office of Disability Services (ODS) ensures computing resources are accessible.
- A majority of faculty and staff users report adequate access to appropriate hardware and software.
- Academic and administrative software is updated on campus on a regular basis.
- Computing workshops are offered every semester on a regular basis to students, faculty, and staff by Instructional, Research, and Client Services (IRCS), and the University Teaching and Learning Center (UTLC). (See Proposal 33)
- Increased staff resources within both IRC and the UTLC permit expanded support for Web development.
- Academic and non-academic offices make pervasive use of technological enhancements.

*Weaknesses*
- Distance Education students have limited access to computing resources, notably software which is only available in on-campus labs.   Student services information, previously linked through the Division of Continual Learning Web page, is presently not available, although the Web page is being improved to permit this capability.  Distance education students experience some limitations in their access to student services because, even though the service is available electronically, the language utilized is more geared to the on-campus student. (See Proposals 15, 16, and 17)

*Opportunities*
- None noted.

*Threats*
- None noted.


**5.       Student Development Services (5.4)**

Introduction
        The Division of Student Affairs provides services available to students on the campus of UNCG, and to distance education students through Web sites. The Mission of the Division of Student Affairs is

                to complement excellence in the teaching, research, and service functions of
        the University through the provision of an environment in which the community is
        nurtured.  Within this community, students are encouraged to contribute responsibly
        to the University and the larger society.  Our services and programs integrate
        students into University Life; enhance students' total development with particular

emphasis on intellectual, ethical, aesthetic, social, physical, career, emotional, and personal development; assist students in acquiring greater sensitivity toward others and an appreciation of cultural diversity; and help students develop healthy lifestyles.

This mission statement reflects the University Mission (2000)'s description of a "student-centered university."  Each department within the Division demonstrates a direct connection between the mission of the University and that of the Division of Student Affairs.

Scope and Accountability (5.4.1)

The organizational status of Student Affairs is equivalent to other major administrative areas. The Division is headed by the Vice Chancellor of Student Affairs and two Associate Vice Chancellors (one of the Associate Vice Chancellors left the University in Spring 2002 and has not been replaced due to the budget situation). Each Associate Vice Chancellor is responsible for the directors of four to five departments within the Division.  The Director of Housing and Residence Life, as of October 2001, also reports directly to the Vice Chancellor.

The Division of Student Affairs is committed to the assessment of programs as evidenced by the recent hiring of the Assistant to the Vice Chancellor of Student Affairs.  This person is responsible for providing advice to directors for program assessment and takes an active role on the department review committees.  The Division goals can be found in the July 1999 *UNCG Plan, Division of Student Affairs, 1998-2003*.  Each department in the Division creates, submits, and evaluates goals and objectives annually that are directly connected to identified student needs and the mission of the University.  Surveys from the departments and surveys distributed by the UNC System evaluate student satisfaction and interests throughout the year.  The results of all surveys related to the Division of Student Affairs are openly discussed and evaluated with recommendations to act on the findings. Department programs are evaluated throughout the year with the final results for the year reported in the annual reports.  On a five-to-seven year rotating basis, each department in the Division is comprehensively evaluated by a committee of professionals from outside the department.

Information regarding policies, programs, and services for on and off campus students can be found in the *UNCG Student Calendar/ Handbook*, which is widely distributed to students.  The document is placed in all residence hall rooms annually at the start of fall semester and given to academic departments to distribute to graduate students.  Distance learners have access to the staff in the Division of Student Affairs and the departments in the Division by telephone, email, and correspondence.  The Division Office and the departments also have extensive Web sites for use by distance learners.

Resources (5.4.2)

Human resources in most departments are appropriate to the size and diversity of UNCG's student body.  The Division has been successful over the past four years in hiring additional staff for programs which were lacking adequate staffing.  For example, Student Health Services increased the number of staff in Counseling and Testing Services to a level that more appropriately meets the requests for its services.  Staff members have been hired by the Division to support program evaluation and web development.  The Division currently has a four-to-five year plan in which staff will be hired to bring all departments up to their optimal level of operation.

Physical resources across the Division of Student Affairs vary with the facility construction and renovation occurring over the past ten years.  The Student Recreation Center opened in the fall of 1992.  The two-stage new addition and remodeling of the old Elliott University Center is scheduled for full completion in January, 2003.  The renovation stage of Elliott University Center will improve physical facilities for Student Life, the Office of Disability Services, Multicultural Affairs, the Office of Adult Students, Career Services Center, and the Office of Orientation.  The Gove Health Center is scheduled for renovation in 2004-2006.  Housing and Residence Life has an on-going eight-year renovation plan which is updated and evaluated annually.  Housing and Residence Life has recently completed renovation projects which have included improvements in HVAC, structural issues, technology, access, furniture, and safety.

Equipment needs are generally met in the fee-funded programs through requests from the fund balances.  Campus Recreation receives a modest annual equipment fund.  In the state-funded units, there is little or no equipment money.  Equipment needs have been adequately met through requests from the Chancellor's equipment fund.

The Division of Student Affairs maintains a staff development committee that consists of representatives from the Division who are given the charge of organizing staff development programs.  The Division of Student Affairs meets as a full complement seven times throughout the academic year.  Attendance at the meetings includes professional and support staff with agendas that cover social interaction among division members, student development, common interests across departments, and academic issues that are of interest and concern to student affairs staff members.  Departments offer a wide range of employee training opportunities of a campus wide scope as well as conferences and workshops more closely geared to professional specializations.

Programs and Services (5.4.3)
*Career Services Center (5.4.3.1)*

The Career Services Center (CSC) provides a comprehensive career planning and placement program for the students and graduates of UNCG.  Many of the students are introduced to the Career Services Center in the UNS 101 course where the students are encouraged to begin thinking about resumes, interviews, and career plans as freshmen.  The CSC shares a graduate student counselor with Disability Services who encourages use of the CSC by students with disabilities.  CSC also partners with the Office of Multicultural Affairs, the Black Alumni Association, Alumni Affairs, and various academic and minority campus organizations.

The Career Services Center established a Student Employment Office (SEO) in 1999-2000 in an effort to assist students in finding part-time jobs.  This program also uses Job Trak, an interactive computer program that lists available jobs for both work-study and non-work study students.  The SEO program is a visible part of the summer orientation program for the incoming freshman class.  The Career Services Center hired a counselor in 1999-2000 to work directly with the Bryan School of Business to assist the large number of business majors with career planning and preparation.  The CSC is connected with many academic programs working as the liaison for career days and internship opportunities.

The Career Services Center has created opportunities for students to plan the direction of their careers through personal counseling, mock interviews, resume writing, on-line job searching, on-campus job fairs, internships, and career days.  Each step in the process can be individually evaluated

with suggestions for improvement to ensure that students have the appropriate tools and skills to prepare themselves in the best possible manner for jobs and careers.

*Student Government, Student Activities and Publications (5.4.3.2)*

While the Chancellor has authority and oversight over all student issues regarding roles, activities, government, and publications (see Delegations of Duty and Authority to Boards of Trustees, Section XII: Student Conduct, Activities, and Government, <www.uncg.edu/apl/POLICIES/ iic005.html>), in practice much of the supervision of this responsibility is administered by the Division of Student Affairs through the Office of Student Life and the Office of Student Conduct. The policies and statements regulating student activities and involvement are located at the Division's Web site, <http://saf.dept.uncg.edu/>.  See <http://saf.dept.uncg.edu/studiscp/Manual.html> for specific behavioral policies also contained in the *UNCG Student Calendar/Handbook*, published each academic year.  Specific policies regulating student government are found at <http://saf.dept. uncg.edu/studiscp/Affiliations.html>.

Students' roles and participation in institutional decision-making is stated in various documents.  At the highest level of institutional decision-making is the President of the Student Government Association, who is a voting member of the UNCG Board of Trustees.  The By-Laws of the Faculty Senate <http://shadow.uncg.edu/facsen/> specify student (undergraduate and/or graduate) non-voting membership on the Faculty Senate as well as on a large number of policy advisory committees: Academic Policies and Regulations, Graduate Studies, Commencement and Ceremonies, Enrollment Management, Intercollegiate Athletics, and Library.  Further, the Constitution of the Student Government of UNCG and the Constitution of the University Graduate Student Association specify the roles and power of students in governing themselves.

The Office of Student Life is closely aligned with the mission of the University in its authorization and facilitation of student activities that are designed to enhance their overall educational experience through development of, exposure to, and participation in social, cultural, intellectual, recreational, spiritual, and governance programs.  Professional staff members are in daily contact with student leaders, members of student organizations, student employees, and program participants.  Programs and services are based on a set of national standards with a sound philosophical framework to promote student development.  The national standards are set in accordance with professional organizations such as the Association of College Unions International, the National Association for Campus Activities, and the Association of Performing Arts Presenters. A good example of an activity that enhances the educational experience of students is the Leadership and Service Learning Program. However, this program is currently funded on periodic allocations and will require more permanent funding if it is to continue the strong contribution to student growth that it has provided. The Division has also assigned an associate vice chancellor for the purpose of improving the fundraising for Student Affairs programs and by aggressively encouraging grant writing to help with financial support for future programs.

Students are strongly encouraged and given the opportunity to fully participate in the organization and operation of all aspects of the student activities programs.  UNCG budgets approximately $100,000 to some 17 student organizations, all of which are directed by Student Government.  Many programs are student-run from conception to completion.  Examples of programs sponsored by student organizations which are student managed include the Neo Black Society Gospel

Choir Fall and Spring Extravaganza, Greek Week Activities, Homecoming Night Owl Program, National PanHellenic Stepshow, Science Fiction Fantasy Federation Hexacon and Stellercon, Unity Games, Halloween Greek Treats, Prime Movers Dance Concert, Luminaries Display, NC Challenge Step Show, International Festival, Dance Marathon, and Spring Fling.

Clearly written statements of the institution's responsibilities for student publications and media are contained in the following documents found in the Division of Student Affairs Office: The Operating Procedures of the University Station Advisory Board, The Operating Procedures of the Radio Station—WUAG, The Operating Procedures of the Student Newspaper—*The Carolinian,* and The Operating Procedures of the Literary Magazine—*The Corradi.*

*Student Behavior (5.4.3.3)*

The Division of Student Affairs is responsible for documenting student rights and responsibilities.  Polices and statements are available to students and the public in the *UNCG Student Calendar/Handbook,* which is published yearly, and the Office of Student Conduct Web site <http://saf.dept.uncg.edu/studiscp/oscmain.html>, in particular the "Student Code of Conduct" and the "Academic Integrity Policy."  Jurisdiction of judicial bodies and disciplinary procedures are described in these policies.

The *UNCG Student Calendar/Handbook* summarizes relevant information and informs students of the Web site addresses.  It is placed in all residence hall rooms annually at the start of the fall semester.  New graduate students receive the publication through their academic departments. New undergraduate students entering in spring semester receive the *Student Calendar/Handbook* in their orientation program.  Commuting freshman, off-campus transfer students, and returning students receive a mailed postcard at the start of the fall semester, reminding them to pick up the new edition of the *Student Calendar/Handbook* and informing them of distribution locations.  Copies of the publication are sent to all faculty and staff.  Copies are distributed to presidents of student organizations.

*Residence Halls (5.4.3.4)*

Housing and Residence Life strongly supports the educational mission of the University as seen in its Mission statement: "We will create and maintain an environment that promotes and supports student success, providing highly effective, responsive, and student-centered services that enhance academic achievement, personal effectiveness, and our residents' satisfaction."  In general, *Policies for Students,* found at <http://saf.dept.uncg.edu/studiscp/Manual.html>, applies to residence hall students.  A more complete version of student policies is covered in *The UNCG Policy Manual,* available to students in the Office of Administration and Planning.  Other information specific to residence students—such as Hall Organizations and Online Brochures—may be accessed on the Housing and Residence Life Web site <www.uncg.edu/rli/>.

Residence Life successfully competes with a large local renter market after serious attention in recent years has been given to facility improvement.  The students are now living in healthier facilities and Residence Life is better able to meet the program demands of the students.  These statements are substantiated by the increased number of students living and remaining in the residence halls.

Annual programs are presented to the occupants of the residence halls regarding safety and security.  The facilities are locked 24 hours a day with security officers patrolling the perimeters of the halls at night.  The residence hall buildings have fire extinguishers and smoke detectors, and fire drills are held once a month in each residence hall.  Staff is assigned to each of the residence halls to ensure the students have access to assistance when needed.

Housing and Residence Life works closely with Student Health Services to provide appropriate health related services to the residents.  Health Educators and student peer educators present programs and answers to the students regarding health issues in a student's personal and academic life.  Program topics are diverse and are offered for groups and individuals.  Information regarding health services can be found in the *UNCG Student Calendar/Handbook* and at the Residence Life Homepage <www.uncg.edu/rli/> and the Student Health Services Web site <http://shs.dept.uncg.edu>.

Several learning communities in the Residence Hall system increase students' opportunity for success through academic support in the place of residence.  Residential College, founded in 1970, is one of the first living-learning communities in the Southeast.  Cornelia Strong College (founded 1994) and the Grogan College Learning Communities (1997) have successfully added to UNCG's ability to offer academic-focused residential programs for students.  The International House/Philips-Hawkins provides a residential community for all students interested in living with and learning about people from all parts of the world. International students studying at UNCG as well as American students who wish to participate in study abroad or to improve foreign language skills find that International House offers a rich program of language learning, cultural orientation, and social activities with an international flavor.

Housing and Residence Life has partnered with the Student Success Center <http://success.uncg.edu> to provide space and resources for two programs that aid students who need assistance with their academic work.  The first of these, the Learning Assistance Center <http://success.uncg.edu/lac>, houses programs and services that help undergraduates improve their academic performance and achieve their educational goals.  The LAC is conveniently located in the heart of the residential sector of campus in Reynolds Hall.  This program offers advising/counseling, free tutoring, academic skills assessment, personality profile/learning style assessment, computer-assisted academic skills enhancement, academic workshops, learning assistance materials, and referrals to other academic related support services.  The Special Support Services Center <http://success.uncg.edu/sss>, located in Ragsdale Hall, is funded by a TRIO grant and also focuses on improving academic performance, but is geared toward assisting students with disabilities, low-income students, first generation college students, and minority students.

Additionally, the Housing and Residence Life staff teach sections of UNS 101, a one-semester elective course designed to prepare entering freshmen and transfer students to meet the demands and challenges of the university experience.

The Residence Halls attract an increasing proportion of diversity among their student residents, with a high representation of minority students.  Often minority student organizations grow out of an on-campus population base, demonstrating this diversity, such as the Spanish, American/Latino Student Association, the Gay, Lesbian and Bisexual Student Association, the Chinese Student Association, and Asians for Christ. The renovated Elliott University Center, to be

completed in January 2003, will also house a new Multicultural Center, giving the Office of Multicultural Affairs improved program opportunities and visibility.

Residence Life provides strong technology assistance for the residents through the "every pillow has a port" program that has improved the quality of wiring and allowed each student in his or her room to have a port for computer access.  Additionally, ResNet, UNCG's service provider for Ethernet connections from residence hall rooms to the Internet, is located in the entryway to the main dining hall. With the completion of the new Elliott University Center, students will have wireless technology and hardware ports at their disposal in that facility.

*Financial Aid (5.4.3.5)*

UNCG as an institution requires all funds disbursed to students to be reviewed by the Financial Aid Office.  In all but a few exceptional cases, funds are deposited directly to student accounts.  This includes all standard financial aid programs as well as funding from grants and contracts.  Payroll checks are the only funds students receive that are not processed through the financial aid system.

UNCG is a publicly funded institution and as such is subject to all state and federal audit requirements.  These audits are conducted by the State of North Carolina's audit division and are filed annually with the Federal Government.  UNCG has had no material audit findings in the Financial Aid Office in the past five years.  Additionally, UNCG's federal default rates are well below the 25% rate (1999, 4.9%; 1998, 5.6%; 1997, 5.3%; 1996, 5.3%), above which a school would have to develop a default reduction plan.

*Health Services (5.4.3.6)*

The UNCG Student Health Services (SHS) provides health, counseling, and wellness services to all enrolled UNCG students.  The availability of the services is communicated to the students through various published media (brochures, posters, and pamphlets) beginning at freshman orientation.  The SHS Wellness Center staff delivers presentations at many of the student organizational meetings, in the residence halls, and in campus-wide programs.  Medical Services are available to all enrolled students.  For those students who pay a health fee, there are no charges for the office visit.  Some treatments, lab work, x-rays, and medicines carry a user fee.  The hours of operation are broad and designed to accommodate students who may only be on campus for evening classes and for those whose schedule allows only weekend visits.

Commuter students have the same access to the Student Health Services as the residential students.  For students who are taking classes off-campus there is a Web site <www.uncg.edu/shs> that contains information about the services and programs available.

Student Health Services plays a public health role within the University community. Members of the SHS staff serve on the University Infectious Disease Committee and the University Benefits Committee. The Student Health Services Immunization Office monitors student immunization records and provides vaccines as needed to entering UNCG students in keeping with North Carolina State law.  Other vaccinations recommended by public health policy are made available to faculty, staff, and students through the SHS Immunization Office.  The Student Health Services is also the initial responder to on-the-job injuries, offers OSHA required immunizations, and schedules and administers annual flu shots.  Both medical and counseling staffs provide consultation

to the faculty regarding issues affecting the student experience as well as strategies for handling students with medical or emotional difficulties.

*Intramural Athletics (5.4.3.7)*

The Department of Campus Recreation offers six program components of fitness and recreation for the students, faculty, staff, and alumni at UNCG.  One of the six is intramural sports. The program offers a variety of activities for groups and individuals interested in a competitive atmosphere.  Many real life skills are learned through participation, including group interaction, communication, strategy, sportsmanship, and civility.  Leadership skills are also acquired through a student's experience as a referee, team captain, or sport supervisor.

Health and fitness are of tremendous importance for the strength and emotional well being of the students at UNCG.  Available hours for participation at the Student Recreation Center are extensive, allowing a student to workout and compete at a time that fits his or her schedule.  The programs in the Department of Campus Recreation provide experiential testing settings for all aspects of a college education.  Many skills taught in the classroom are tried, tested, and perfected through participation and work experience in the Department.  Team QUESt is a team-building program that reaches out to the University community as well as the Piedmont Triad.  The Outdoor Adventures program travels locally, nationally, and internationally.

Campus Recreation has made a special effort to balance fitness and recreation with outdoor adventures and team acquiring activities that provide the students with a wide array of experiences conducive to building positive lifelong skills.  The development of the Experiential Campus at Piney Lake provides students, faculty, and staff and the greater Greensboro community with programs to improve communication, group dynamics, and organizational change.

Campus Recreation staff are highly qualified in the field of fitness and recreation, as is evidenced by the quality of programs and the degree of attention to the participants that the professionals extend on a daily basis.  Programs are a clear example of the "student first" philosophy of the University.  Student fees currently fund Campus Recreation adequately.

Summary by Criteria

(5.4.1, p. 59, ll. 25-28)  The Division of Student Affairs makes clear that its role in the campus community includes contributing to the "intellectual, ethical, social, physical, career, emotional, and personal development" of students.

(5.4.1, p. 59, ll. 28-31) UNCG has explicit goals for the student services program consistent with student needs and with the purpose of the institution.

(5.4.1, p. 59, ll. 32-34) Although the presentation of student services through web resources continues to be refined, appropriate student development services are provided for distance learning programs as well as on-campus programs**.**

(5.4.1, p. 60, ll. 1-3) The UNCG Division of Student Affairs is a clearly designated administrative unit responsible for planning and implementing student development services.

(5.4.1, p. 60, ll. 3-5) Appropriate policies and procedures for student development programs and services are established.

(5.4.1, p. 60, ll. 8-10) In almost all cases, services provided by the Division of Student Affairs at UNCG are staffed by individuals who have academic preparation and experience consistent with their assignments.

(5.4.1, p. 60, ll. 13-14) UNCG has justified exceptional cases of work assignments in Student Affairs on an individual basis.

(5.4.1, p. 60, ll. 14-15) Student Affairs services and programs are evaluated regularly.

(5.4.2, p. 60, ll. 16-18) Human, physical, financial, and equipment resources for student development services are adequate at UNCG to support the goals of the institution.

(5.4.3.2, p. 60, ll. 32-34) The student's role and participation in institutional decision-making at UNCG is spelled out in the Bylaws of the Board of Trustees, the Bylaws of the Faculty Senate, and Constitution of the Student Government Association.

(5.4.3.2, p. 60, ll. 35-36) UNCG has an activities program appropriate to its purpose, encompassing student interests.

(5.4.3.2, p. 61, ll. 1-3) UNCG has policies and procedures governing the supervisory role of the institution over student activities.

(5.4.3.2, p. 61, ll. 6-8) UNCG has clearly written statements of the institution's responsibilities regarding student publications and other media.

(5.4.3.3, p. 61, ll. 9-11) The UNCG statement of student rights and responsibilities is available to the campus community.

(5.4.3.3, p. 61, ll. 11-15) At UNCG the jurisdiction of judicial bodies (administrative, faculty, and student), the disciplinary responsibilities of institutional officials, and all disciplinary procedures are clearly defined and broadly distributed.

(5.4.3.4, p. 61, ll. 16-20) UNCG has policies and procedures governing its residence halls and the institution takes reasonable measures to provide a healthful, safe, and secure living environment for the residents.

(5.4.3.4, p. 61, ll. 20-22) The learning environment in the residence halls at UNCG supports the educational mission of the institution.

(5.4.3.5, p.  61, ll. 32-33) UNCG provides for institution-wide coordination of all financial aid awards.

(5.4.3.5, p. 61, ll. 34-35) All funds for financial aid programs at UNCG are audited in compliance with federal and state requirements.

(5.4.3.5, p. 61, ll. 36-39; p. 62, ll. 1-2) As an institution participating in Title IV programs, UNCG complies with regulations in the student loan program as established under Title IV of the 1992 Higher Education Amendments.

(5.4.3.6, p. 62, ll. 3-6) UNCG provides access to an effective program of health services and education consistent with its purpose and reflecting the needs of its constituents.

<u>Examination of Strengths, Weaknesses, Opportunities, and Threats</u>

*Strengths*
- In consonance with the University's Motto, "Service", the Leadership and Service Learning Program is committed to assisting students in gaining access to service learning opportunities.  In the past, the University referred students to outside agencies.  Today the University is able to be pro-active in connecting students directly with a service learning project.  UNCG is positioned to become recognized as a leader in Service Learning by focusing more clearly on student and agency needs.  (See Proposal 2)
- Students live in well-maintained and healthy living environments in the Residence Halls.  The Residence Halls are at maximum use.  They provide exceptional programming for students in support of their academic and quality of life goals. (See Proposal 2)
- There is a high proportion of diversity in student housing, with representation from many minorities. (See Proposal 60)
- Residence Life has provided strong technology assistance for the residents through the "every pillow has a port" program and ResNet (UNCG's service provider for residence hall Ethernet connections).
- UNCG is completing renovations on the Elliott University Center and construction of a new addition.  This facility will immensely improve student programming, support of student organizations, and office space for Student Affairs, as well as the availability of meeting rooms, dining facilities, and the bookstore services.
- The Department of Campus Recreation offers fitness and recreational opportunities which students, faculty, and staff utilize on a daily basis, which in turn strengthens the community, individual skills, and interpersonal relationships.

*Weaknesses*
- None noted.

*Opportunities*
- None noted.

*Threats*
- The budgets in the departments differ depending on the source of funding.  The fee-funded programs receive stronger, more consistent financial support at this time than the State-funded programs.  With staff feeling pressure to keep costs down in the State-funded programs, the State needs to be more attentive to the growth and inflation pressures on the services it is responsible for funding.
- The Leadership and Service Learning Program cited above as a strength is currently funded on periodic allocations and will need permanent funding in the near future. (See Proposal 2)

## 6. Intercollegiate Athletics (5.5)

### Introduction

Intercollegiate athletics is an integral and visible part of student life at The University of North Carolina at Greensboro.  Expectation of success does not rest solely in wins or losses but rather is connected to the mission of the University, especially with respect to the academic and personal development of student-athletes.

Of foremost concern is the quality of the total experience of the student participant.  Every effort is made to provide an environment that supports the learning, maturation, and welfare of the student-athlete. A truly effective athletics program produces student-athletes who succeed in their academic pursuits as well as in their chosen sports.  Athletics provides an individual the opportunity to exercise leadership while developing working relationships with others through the discipline of sustained team practices and training.  Adherence to rules and regulations and understanding and practice of good sportsmanship are key.

### Purpose (5.5.1)

The student-athlete is first and foremost a student.  This is the guiding principle of Division I athletics at UNCG.  The University's goal is for the student-athletes to receive a strong educational experience both in the classroom and in athletics. The University provides numerous academic support programs aimed at assisting the student-athletes' academic growth.  The athletics department, through its Academic Enhancement and Student Life programs, seeks to further assist the student-athletes by providing academic and educational programs not offered by the University.  These programs are designed to stimulate intellectual, social, and personal development of student-athletes.

The University ensures a quality athletics experience by providing excellent athletic facilities, strong coaching, all-around support, sports-related medical care, and highly competitive athletic teams.  The environment is conducive to the student-athlete having a rewarding and successful educational and athletic experience.  It is the responsibility of the University and specifically the Department of Intercollegiate Athletics to adhere to all regulations related to governance of athletics and the State of North Carolina system, the NCAA, our conference affiliation, and any other groups to which the University belongs.

The formally stated Goals of Intercollegiate Athletics at The University of North Carolina at Greensboro are:

1. To operate in full compliance with NCAA Division I, Southern Conference, and University rules and regulations;
2. To strive for regional and national prominence, with all athletic teams finishing in the top half of the Southern Conference standings;
3. To extend opportunities for participation in intercollegiate athletics for both men and women;
4. To schedule other Division I member institutions in order to maintain an appropriate level of competition;
5. To provide an experience for student-athletes and staff that promotes all aspects of responsibility;
6. To recognize that the program serves both the University and the surrounding community;
7. To emphasize that the athlete is a student first and foremost;
8. To increase student awareness of athletic events by focusing on campus marketing and promotion to increase attendance;
9. To achieve an increasingly higher level of external financial support through marketing, ticket sales, and the Spartan Club;
10. To promote and abide by the fundamental values of sportsmanship that are defined by NCAA and Southern Conference rules to include respect, fairness, civility, honesty, and responsibility; and
11. To continue to develop a diverse gender and minority presence in the athletics department.

The senior administrative staff of Intercollegiate Athletics (ICA) initially crafted the mission statement.  Additional improvements were supplied by ICA staff members, the Faculty Athletics Representative, the Faculty Committee on Intercollegiate Athletics, and the Advisory Council on Intercollegiate Athletics.  The Mission of ICA was first approved by the UNCG Board of Trustees on April 27, 1993; a later revision was approved on June 15, 1994.  The mission and goals of Intercollegiate Athletics can be found in the department manual, the student-athlete manual, Jackson Library Reserve, the Faculty Senate Office, and the Provost's and Chancellor's Offices.

Intercollegiate Athletics is part of the UNCG Plan, which further links its mission and goals to those of the University.  Clearly the language of the Intercollegiate Athletics statement ties its activities to the goals of UNCG.  Intercollegiate Athletics is specifically mentioned in the *UNCG 2008 Profile,* included in the *UNCG Plan 1998-2003 and Beyond: A Summary,* where it is stated that by 2008, UNCG will "be a competitive Division I program that is nationally recognized as a leader in the welfare of the student-athlete."  The *UNCG 2008 Profile* statement is included as part of the Intercollegiate Athletics manual.

Administrative Oversight (5.5.2)

Approximately once a month the Chancellor meets with the Director of Athletics to review the Intercollegiate Athletics programs, personnel issues, and policy questions.  The Director of Athletics is also a member of the Chancellor's Executive Staff.  A comprehensive annual report is

submitted to the Chancellor.  The Director of Athletics writes the report with input from members of the department.  Both the Faculty Committee on Intercollegiate Athletics and the Advisory Council on Intercollegiate Athletics are kept abreast of the annual report.  The Chancellor subsequently incorporates this report in her annual report to the University.  Further, the Faculty Committee on Intercollegiate Athletics and the Advisory Council on Intercollegiate Athletics evaluate the Intercollegiate Athletics program, and provide on-going evaluations throughout the year.  Both the committee and the council meet at least twice a semester.  The primary charge of the Faculty Committee on Intercollegiate Athletics is to monitor the academic performance and personal well-being of student-athletes.  The Advisory Council on Intercollegiate Athletics advises the Chancellor on Intercollegiate Athletics and related policies and procedures.

As specified in *The Code of the Board of Trustees of The University of North Carolina at Greensboro,* the Chancellor is responsible for the establishment and supervision of Intercollegiate Athletics, and for ensuring that all actions taken are within the policy guidelines established by the Board of Trustees.   The Faculty Committee on Intercollegiate Athletics is formally constituted by the Faculty Senate and operates under a charge from the Senate.  The Advisory Council on Intercollegiate Athletics is appointed by the Chancellor and operates under a charge written by the Chancellor.  The Board of Trustees has oversight and final approval authority over Intercollegiate Athletics, which usually takes the form of policy approval.  The "Statement of Purpose and Guidelines for Intercollegiate Athletics" was approved by the Board in 1987 and revised in 1991.  In addition, the Board of Trustees reviews actions taken with the Chancellor's approval or items presented by the Chancellor for its action.

All administrative personnel within Intercollegiate Athletics are ultimately responsible to the Chancellor through the Director of Athletics for ensuring that actions taken are within the policy guidelines as established by the Board of Trustees and the implementation of policies as established by the Chancellor.  The Faculty Athletics Representative is appointed by, and is directly responsible, to the Chancellor.  The Faculty Athletics Representative acts on behalf of the Chancellor and works closely with the Director of Athletics as well as other decision-making personnel in Intercollegiate Athletics.

The Director of Athletics holds weekly staff meetings with the Senior Associate Director of Athletics, Associate Athletics Directors, and the Faculty Athletics Representative to ensure that decisions and policies set by the Board of Trustees are appropriately implemented. Once a month, the Director of Athletics has an augmented staff meeting with the individuals listed above but also including the following: the Director of Academic Enhancement Program (AEP), the Director of Sports Information, the Director of External Relations, the Director of Internal Relations, the Assistant Director of Athletics for Special Events and Sports School Operations, the Director of Ticket Operations, the Director of Spartan Club, the Compliance Coordinator, the Health & Human Performance Facility Manager, and the Head Athletics Trainer.  Additionally, a meeting of the entire staff, including coaches, is convened monthly.

Four committees function to oversee and connect the activities of the athletics program to the university as a whole.  The Advisory Council on Intercollegiate Athletics' membership consists of 15 persons appointed by the Chancellor: nine full-time, tenured members of the faculty, one male and one female student-athlete, two members of the Spartan Club and one alumnus.  The Faculty Athletics Representative serves as an ex-officio member.  The Advisory Council on Intercollegiate Athletics

chairperson is a tenured faculty member chosen by the Advisory Council members.  The Director of Athletics and the Chair of the Faculty Committee on Intercollegiate Athletics are informed in advance of Advisory Council on Intercollegiate Athletics meetings and attend these meetings.

The Faculty Committee on Intercollegiate Athletics' membership is composed of one faculty member from each of the eight Senate electoral divisions, one senator appointed by the Faculty Senate to serve as its liaison and three students, one each from the Student-Athletes Committee on Intercollegiate Athletics, the Student Government Association, and the Graduate Student Association. The Faculty Athletics Representative is an ex-officio member and the Director of Athletics is an adjunct member.

The Student Fee Advisory Committee, as appointed by the Chancellor, is comprised of faculty and students and is chaired by the Vice Chancellor for Student Affairs.  This committee advises the Chancellor concerning the level and purpose of each of UNCG's student fees, including the athletic fee.

The Student-Athletes Committee on Intercollegiate Athletics provides a forum for student-athletes to offer input into Intercollegiate Athletics.  This committee serves as the voice of the student-athletes, with special emphasis on the following areas:  NCAA legislation and its effects on student-athletes, academic counseling, the Student Life Program, tutorial help, structured study, ideas to help ensure academic success at UNCG, ideas about enhancing Intercollegiate Athletics, community involvement, and other activities of importance to the committee.  The committee consists of two student-athletes from each team, who are appointed by the head coach at the beginning of the academic year.  The AEP director serves as the liaison between the committee and Intercollegiate Athletics.

Financial Control (5.5.3)

The system of budget preparation clearly involves all key personnel at all stages, including the chief financial officer of the institution.  University administrators outside Intercollegiate Athletics have the most influence over budget preparation.  The step-by-step process is described below.

For the first planning session, the Director of Athletics, Senior Associate Director of Athletics, Vice Chancellor for Business Affairs, and other designees meet during the fall semester (approximately 10-12 months prior to the year being budgeted) to prepare general forecasts for the next fiscal year.  The Vice Chancellor for Business Affairs presents the information and budget predictions he has for the coming year.

During the following spring semester, usually in March, the Vice Chancellor for Business Affairs gives Intercollegiate Athletics the final figures for the next year's budget and the authorization to plan the budget.  Although Intercollegiate Athletics is given the total budget figures available in the spring semester, fiscal planning occurs throughout the year.

Coaches and account managers are requested to provide, in writing, to the Director of Athletics, estimates of all income projections for the next fiscal year.  At the same time, all coaches and account managers are invited to submit in detail, any economic impacts to their programs that will alter their fund needs.  The Director of Athletics and the Senior Associate Director of Athletics construct an operating budget based on the total allocation authorized that is then submitted to the Vice Chancellor for Business Affairs for his approval.

The budget, prepared by the Director of Athletics and approved by the Vice Chancellor for Business Affairs, is based on a formal allocation of student fees.  Each fall semester the Provost and Vice Chancellors meet to determine the fee rates to be proposed.  The fee proposals are then submitted to the Student Fee Advisory Committee chaired by the Vice Chancellor for Student Affairs.  The Student Fee Advisory Committee makes recommendations to the Chancellor.  The fee proposals are then presented to the Board of Trustees for approval.  The approved fee proposals are then submitted to the UNC Board of Governors.  The Board of Governors approves the fee rates for the next fiscal year in the spring.

The budget is then reviewed and approved by the Vice Chancellor for Business Affairs and is discussed with the Chancellor by enumerating the level of expenditures, the allocations of the resources by sport, and other pertinent facts about the budget.  If the Chancellor concurs, the Board of Trustees and the Board of Governors then distribute this budget as the approved budget subject to further approvals of fee levels.

Once the coaches or account managers receive their budgets for the coming year, they have control over how to spend the money within institutional guidelines to best serve their areas.  Areas where the coaches have the most control are the OTP (Other Than Personnel) budget and scholarship funds (i.e., in-state, out-of-state).  Coaches are not permitted to overspend their budgets.  All expenditures must be processed through the usual institutional offices (business, financial aid, etc.), and institutional control is exercised over all expenditures.

The external audit of Intercollegiate Athletics is performed by the State Auditor under a letter of agreement and is a part of the overall University audit.  The Internal Auditor of the University performs some audit work in connection with the State audit, but issues no separate report on the work that is performed in connection with the annual audit by the State.  There have been no reportable findings and no relevant corrective actions required from the three most recent audits.

Expenditures for Intercollegiate Athletics come from a variety of sources including student fees, gifts from the Spartan Fund of the UNCG Excellence Foundation for scholarship support, and sports camps.  UNCG does not use State funds (state appropriations and tuition) to support Intercollegiate Athletics.  While budgets within Intercollegiate Athletics are derived primarily from student fee monies, athletic scholarship monies come from The Spartan Fund and several endowment accounts, as well as from student fees and sports camps.  All of this is subject to the regular, independent audits of the University and Intercollegiate Athletics operations.

Funding of athletic scholarships comes from multiple sources.  These primarily include endowment funds in the UNCG Endowment and the UNCG Excellence Foundation, current restricted gifts to the Spartan fund, and student fees.  The gifts and endowment revenue are given annually to the University through a formal process.  The UNCG Financial Aid Office makes all scholarship awards.  The Cashiers and Student Accounts Office disburses these funds through an automated process to apply financial aid to the student's account.  Similar University procedures govern loans and student employment.

Academic Program (5.5.4)

Academic policies governing recruitment, admission, maintenance of academic standing, and fulfillment of curricular requirements are the same for athletes as for other students.  The University, through the Faculty Athletics Representative, the Faculty Committee on Intercollegiate Athletics, and

the Advisory Council on Intercollegiate Athletics, monitors compliance with those policies.  In particular, the Faculty Committee on Intercollegiate Athletics is closely involved in monitoring continuing academic progress of student-athletes.  At least two times a semester the Faculty Committee on Intercollegiate Athletics randomly selects 15 student-athletes to be reviewed.  Information to the Faculty Committee on Intercollegiate Athletics also comes from the Director of the Academic Enhancement Program and is monitored by the Director of Athletics and the Compliance Officer.

The administration and faculty are responsible for the application of academic policies governing athletics.  As stated in the *Undergraduate Bulletin  2002-2003*: "Direct responsibility for administering academic programs rests within the various academic units."  This academic policy applies equally to all students, whether they are athletes or not.

By special agreement with the Provost's Office, since 1995, Intercollegiate Athletics has been permitted to use up to ten special "admits" each year.  [Under a special "admit" the requirement that a student identified by the program meet the minimum predicted grade point average (PGPA) for admission in that year is waived. (For an explanation of PGPA requirements, see 4.2.1). ]  The Director of Athletics reviews requests from coaches for special "admits" and requests verification of academic records and "Clearinghouse status" from the Compliance Coordinator.  If the Director of Athletics approves the coach's request, the Compliance Coordinator forwards the special "admit" to the Office of Undergraduate Admissions.  Intercollegiate Athletics requires that all special "admits" must meet NCAA bylaw 14.3 requirements.  Any appeal of a special admission is sent to the Office of the Provost.

The only other program at UNCG that is allowed special admissions is the School of Music, which is permitted five special "admits" per year.  Structurally the process for athelete special "admits" is the same, except for the additional proviso that athletes must meet the NCAA bylaw 14.3 requirements.

The same continuing eligibility polices that apply to students in general apply uniformly to student-athletes.  The exception for student-athletes to the regular course load requirements is that those who need less than 12 hours to graduate are permitted to enroll in less than 12 hours in their final semester.

Summary by Criteria

(5.5.1, p. 62, ll. 13-18) The intercollegiate athletics program at UNCG is operated in strict adherence to a written statement of goals and objectives which has been developed by the administration, in consultation with the athletic director, with appropriate input from the faculty, and has been given official institutional approval.

(5.5.1, p. 62, ll. 18-22) The goals and objectives of the intercollegiate athletics program at UNCG is clearly in keeping with, and supportive of, the institutional purpose, and they include explicit reference to the academic success, physical and emotional well-being, and social development of student athletes.

(5.5.1, p. 62, ll. 22-26) The intercollegiate athletics program is evaluated regularly and systematically with specific concern for the education of the athletes and for maintaining institutional integrity, and in keeping with the educational program of the institution.

(5.5.1, p. 62, ll. 26-29) The intercollegiate athletics program was evaluated as part of this SACS self-study.

(5.5.2, p. 63, ll. 1-4) The athletics program is controlled by the administration with participation by faculty and students and appropriate oversight by the governing board.

(5.5.2, p. 63, ll. 4-5) Ultimate responsibility for control of the intercollegiate athletics program rests with the Chancellor.

(5.5.2, p. 63, ll. 5-8)  The responsibility for the governance and conduct of the athletics program is explicitly defined and clearly understood by those involved.

(5.5.3, p. 63, ll. 9-11) The administration, with ultimate responsibility resting with the chief executive, controls all fiscal matters.

(5.5.3, p. 63, ll. 11-16)  All external funds raised or expended for the athletic program are governed by the administration and all units involved are required to submit independent audits.

(5.5.3, p. 63, ll. 16-19)  The administration of scholarships, grants-in-aid, loans, and student employment are included in UNCG's regular planning, budgeting, accounting, and auditing procedures.

(5.5.3, p. 63, ll. 19-22)  An administrative office independent of the athletics program oversees all income for the UNCG athletics program.

(5.5.3, p. 63, ll. 22-23)  All income and expenditures associated with the athletics program is appropriately audited.

(5.5.4, p. 63, ll. 24-28)  UNCG has clearly written policies governing the recruitment, admission, financial aid, and continuing eligibility of athletes.  Adherence to these policies is annually examined with faculty participation.

(5.5.4, p. 63, ll. 28-31)  All academic, admission, and financial aid policies are overseen by administrators and faculty not connected with the athletics program.

(5.5.4, p. 63, ll. 31-34)  All special admissions for athletes are consistent with special admissions for the School of Music, and are under the control of regular academic policies and procedures.

(5.5.4, p. 63, ll. 34-37)  All academic policies concerning maintenance of academic good standing and fulfillment of curricular requirements are the same for athletes as for other students at UNCG.

Examination of Strengths, Weaknesses, Opportunities, and Threats

*Strengths*
- UNCG moved into a NCAA Division I athletics program in Fall 1991, and competes as a member of the Southern Conference in 16 sports:  men's and women's soccer, men's and women's basketball, men's and women's tennis, men's and women's golf, men's and women's cross country and track, men's baseball and wrestling and women's volleyball and softball.
- UNCG's athletic program is institutionally committed to the principle that student-athletes are first and foremost students.
- The Intercollegiate Athletics program resides wholly inside the purview of the institution. Intercollegiate Athletics reports directly to the Chancellor.  The Director of Athletics is a member of the Chancellor's Executive Staff.

*Weaknesses*
- None noted.

*Opportunities*
- None noted.

*Threats*
- None noted.

**7.      Key documents and Their Locations**

*Code of the Board of Trustees of UNCG*: LIB ID 207;
    www.uncg.edu/cha/UNIVERSITY_COUNSEL/POLICIES?PROCEDURES/BOTcode.html
Division of Continual Learning Web site: LIB ID 576; www.uncg.edu/dcl/
Financial Aid Web site:  LIB ID 570;  http://fia.dept.uncg.edu
*Handbook for Faculty*:  LIB ID 24; shadow.uncg.edu/pvt/publications/pvt/faculty/index.html
Housing and Residence Life, (HRL): The Book-2000-2001; LIB ID 194; The Book-2001-2002; LIB
    ID 195; www.uncg.edu/rli
Housing & Residence Life: LIB ID 178; 188-195; www.uncg.edu/rli
Information Technology (IT) Web site:  LIB ID 575; www.uncg.edu/cis
Instructional Research Web site: LIB ID 573;  www.uncg.edu/irc
Jackson Library Web site:  LIB ID 572; http://library.uncg.edu/
Jackson Library Annual Reports for 1998-99, 1999-00, 2000-01, 2001-02: LIB ID 636; located in
    Administrative Offices, 208 Jackson Library
Jackson Library service/access policies: LIB ID 163; http://library.uncg.edu/about/services.html
Jackson Library Library Statement of Needs  :  LIB ID 638; Administrative Offices, 208 Jackson Library

Jackson Library Space Program Document:  LIB ID 639; Administrative Offices, 208 Jackson Library

NCAA Self-Study Document:  LIB ID 646

Policies for Students:  LIB ID 21; saf.dept.uncg.edu/studiscp/Manual.html

"Statement of Purpose and Guidelines for Intercollegiate Athletics":  LIB ID 644

*Student Calendar/Handbook,* Code of Conduct: LIB ID 138

Student Government Association Constitution: LIB ID 640;
    www.uncg.edu/student.groups/stgov/constitution.html

Student Health Services policies: LIB ID 196; http://shs.dept.uncg.edu

Student Life/Elliott Center:  LIB ID 221, 222, 223, 224, 225; http://www.euc.uncg.edu;
    http://studentlife.uncg.edu

UNCG Intercollegiate Athletics Mission and Goals Statement:  LIB ID 643

UNCG Organizational Chart:  LIB ID 164; http://ire.uncg.edu/pages/factbook/2000-01/orgcharts.pdf

*UNCG Plan 1998-2003 and Beyond: A Summary*; *UNCG Profile 2008*:  LIB ID 276

University Teaching and Learning Center (TLC) Web site:  LIB ID 574; www.uncg.edu/tlc