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GREENSBORO

OFFICE OF THE PROVOST
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ACTIVITIES IN SUPPORT OF THE 1998 UNCG PLAN

CORNERSTONES

Cornerstone: Technology

For improvements to classrooms and new instructional technology equipment, see SD 1-4-2.
For purchases in equipment to support student and faculty research, see SD 2-1-0.

- T-0 **Weatherspoon Art Gallery** installed a Multi-MIMSY 2000 collections management software system and related equipment.
- T-1 New telephone and/or voice mail systems were installed in thirteen academic departments: Biology, Psychology, Philosophy, Geography, Physics/Astronomy, Religious Studies, Sociology, Broadcasting/Cinema/Theatre (A&S), Economics, Information Systems/Operations Management (B&E), Specialized Educational Services (Edu), Social Work (HES), Nursing and the Division of Continual Learning. In addition, the relocation of the Padeia Center to UNCG necessitated an office setup with phone system and computer network.
- T-3 Work of **Information and Technology Section** in the Provost's Office focused on three parallel activities during 1998-99: 1) creation of an office internet to make information available to internal and external users, 2) enhancing that internet, and 3) empowering current office systems. With the support of the Section, all Academic Affairs units will be Y2K compliant by the end of 1999.

The **Graduate School** purchased a scanner and color laser printer.

Jackson Library converted public and office workstations from Windows 95 to Windows NT operating system, installed two new platform systems and other system support, installed two new Windows NT servers and a proxy server to enhance service, and installed 12 new public stations. The Library also installed five additional closed circuit television cameras to enhance building safety.

The **University Teaching and Learning Center** purchased an advanced digital imaging system for Creative Services to continue the conversion of photographic services to digital technology.

A searchable catalog of the complete instructional and video collection of the **TLC** is now on-line.

Enrollment Management completed the third year of the SCT Banner project. Modules implemented were: Financial Aid, Cashier, Recruitment, Academic History, and Transfer Articulation. Module implementations in progress include: Continual Learning using Accounts Receivable, CAPP degree audit, Document Imaging, SPEEDE Electronic Transcript Exchange, Campus, and Mail Station Module Developed.

By January 1999, students had Web access to their academic transcripts, grades, financial aid status, and surface mail and email addresses for update. Voice response services included admission application status, financial aid status, fee payment by credit card, and grade

reporting. Faculty services included class lists on the Web and Unique Training offered from 100 faculty and staff. Reporting is improving as users become more familiar with the system.

By May 1999, services added included 1098-T tax reporting and academic standing inquiry through UNCGenie. Banner was set up to process SOAR and Financial Aid for summer 1999. The Academic History Conversion was completed with 150,000 transcripts manually verified.

T-5 There were 136 faculty computer upgrades in the units, as follows:

A&S: 47
 B&E: 23
 Edu: 12
 HES: 11
 HHP: 7
 Mus: 6
 Nur: 30

Cornerstone: Facilities

New facilities brought on during the year :

SOM: Completion June 1999 of a state-of-the-art \$25.7 million Music facility

SOE: Suite #250 of the National Bank building renovation to house the national PAIDEIA Center

Major repairs:

HES: new roof, repair of major water damage to Stone

Facility conversions:

A&S: Graham storeroom converted to Cultural Anthropology Laboratory; Graham 424 to storage area (Anthropology)
 Graham seminar room converted to 3 faculty offices, map storage room to Climatology Laboratory (Geography)
 Multiuse copier room created (Philosophy)

HES: Infant classroom with observation booths in Curry (HDFS)
 Stone 305 converted to house new equipment: flow cytometer, fluorescent microscope, cryostat unit (FNS)
 Stone 303A into food supply/equipment storage area

HHP: Ferguson 331 into clinical test booth with clinical audiometer, sound field system

SON: Moore 201, 202 to large meeting room space with kitchenette

Weatherspoon: hallway space into office for accounting technician

Classroom/office renovations (paint, carpet, minor carpentry and/or furniture, etc.):

A&S: Sculpture storage shed
 Graham 106
 McIver 59, 132, 132A-B, 133, 135, 138, 139 A-B, 140, 222, 225, 226, 227, 228, 251, 337 A,
 341, 342
 Eberhart 301, 343, 427; all psychology research areas on 4th and 5th floors
 Bryan 328, 329, 336, 384, 335
 Petty 219
 Ferguson 113, 118

B&E: Bryan 104, 105, 111, 122, 128 160; some faculty offices

SOE: Ferguson 214
 Curry 335, all hallways and stairwells, departmental offices
 Counseling and Consulting Clinic

HES: Carter Child Care Center (lead containment renovation)

HHP: Ferguson: most of the third floor

Graduate School: The organizational space within the Graduate School was redesigned to improve efficiency of the work space.

Jackson Library: New carpeting throughout, extensive painting, renovation of office suite, and new alarm system in Special Collections/University Archives.

International Programs: In April, 1999, renovation of 127 McIver Street which will serve as the new home of the Office of International Programs begun.

Enrollment Services: Park 102, 103 (Special Student Services)
 New furniture for some offices (Admissions, Registrar)

The Office of Enrollment Services conducted a review of all campus classroom facilities and updated the local area database with such characteristics as number of seats, maps, sinks, chalkboards.

Cornerstone: Public and Private Support

A report on Academic Fiscal Resources is provided in the Appendix (Report A).

Academic Affairs units received \$44 million in pledges and gifts during the Second Century Campaign. Table A in the Appendix gives details by unit. Uses of these funds will include professorships, scholarships, and program enrichment. Other fund-raising efforts are described below.

College of Arts & Sciences: Gifts and pledges raised to benefit the College of Arts and Sciences in the fiscal year ending June 30, 1999, include the establishment of 14 new funds.

The fundraising effort to establish a Jewish Studies Program within the Religious Studies Department continued this year. By May 21, 1999, \$917, 385 (including a state match) had been

raised towards the \$1 million goal to establish the Zelda and Herman Bernard Professorship in Jewish Studies.

The Henry Samuel Levinson Endowment established by a lead gift of \$100,000 will provide programmatic support for a biennial conference and educational activities. By May 21, 1999, a total of \$169,923 had been raised in support of this Endowment.

A fundraising effort to establish a Creative Writing Fellowship to honor Fred Chappell was announced by the Chancellor this year. A committee of alumni and friends, guided by the development office, has raised a total of \$124,700 to establish the \$200,000 endowment. When the total reaches \$150,000, the Joseph M. Bryan Foundation will make a matching gift of \$50,000 to complete the endowment.

The Class of 1949 concluded their fundraising effort this year raising \$625,000 to establish a Professorship in the Humanities. The Class of 1952 has raised a total of \$119,847 towards their goal of establishing a \$1 million Distinguished Professorship in English.

Counseling and Educational Development's annual auction, conducted by two student groups in the Department, brought in approximately \$3,000 to support departmental activities and scholarships of those groups.

Funding was secured for two scholarships for the Patricia Roos Cross Scholarship and the Martha Carroll Scholarship in the **Department of Specialized Education Services**.

Scholarships offered through the **Department of Educational Leadership and Cultural Foundations** received over \$12,500 in donations.

The **Human Environmental Sciences** Foundation received \$76,000 in gifts and \$96,766 from investment income. The HES Foundation endowment rose from 3.8 to 4.6 million dollars in 1998. These dollars fund special programs, including scholarships, faculty and student research, outreach, leadership initiatives, professorships, international exchanges, student recognition events, and other activities. **TDM**: Industry and private donors raised scholarship awards from 9 to 23 through gifts from five new corporate donors and two individuals. Among these, the VF Corporation pledged \$100,000 over 5 years for scholarships and technology improvements. **HDF**: Received the Cheryl Sosnik Scholarship of \$55,000 and the first award was given in March 1999. **NFS**: received two new scholarships this year, one of which was from the International Food Service Executive Association.

Health and Human Performance: Communication Sciences and Disorders: The Beverly Babcock Dodson & Mariana Newton Continuing Education Fund in Communication Sciences and Disorders was established. Earnings from the fund will be used to provide continuing education activities for students, faculty, and alumni in CSD.

Dance: As of April 16, 1999, revenue from the Box Office was approximately \$10, 140. There have been two additional concerts which we anticipate will bring in another \$1500-2000.

In addition, Ann Dils raised \$2,656 from the Greater Greensboro Korean Association and other sources, which was used to support the Korean Traditional Dance and Music Project.

Exercise and Sport Science: The Betsy Umstead Undergraduate Scholarship Fund was established to support a rising junior/senior in ESS.

The Kate R. Barrett Student Professional Development Fund was established to support professional development activities for undergraduate/graduate students in ESS.

The HUMARTS Award for Faculty in the Department of ESS was established to support faculty in the department who have demonstrated, over a period of two years or longer, a commitment to significant service that is clearly supported by good teaching and professional publication.

Public Health Education: The Marian K. Solleder Student Professional Development Fund was established to support professional development activities for undergraduate students in PHE.

School of Music: \$666,496 of the Second Century Campaign funds for the SOM will be used for equipment for the new Music building. A significant portion of this money came through naming opportunities and the name-a-seat campaign.

School of Nursing: Renovation of the clinical teaching laboratory, the first priority of the School of Nursing was accomplished with funds outside of the Second Century Campaign. An endowment for ongoing enhancement and upkeep for the laboratory which was renamed in honor of Dr. Eloise Lewis, founding dean of the School, was generously given as part of the campaign.

Several scholarships for undergraduates and associate degree nurses returning for their baccalaureates were established. Among these recent scholarship endowments are the Moses Cone Hospital Volunteers, Cathy Curtis Moore, Hazel Nixon Brown and Marilyn Lang Evans. A graduate fellowship was given by ConvaTec, A division of Bristol Myers Squibb.

Jackson Library developed priorities for Friends of the Library solicitation, and hired a Special Projects Librarian to develop a Library publications program, assist in outreach efforts, and seek external funding.

International Programs: During 1998-99, two new funds in support of UNCG students on Study Abroad were added to the Endowment for International Programs. The International Programs Endowment is now capitalized at little under \$4 million.

Weatherspoon Art Gallery: Second Century Campaign donations included: \$1,577,817 in art acquisition endowments; \$25,000 for an art education endowment; \$18,867 to endow lectures in contemporary art. A gift of \$120,000 was made for a current acquisition.

Jane Levy, to date, has raised \$108,498 (with additional contributions expected) to support the exhibition and catalogue for *Bert Carpenter: A Retrospective*.

The Weatherspoon received the following grants: \$5,000 from the J. F. Kirby Foundation; \$20,000 from the North Carolina Arts Council; \$750 from the NCAC Grassroots Arts Program; \$970 from Exhibits USA; and \$1500 from the Community Foundation of Greater Greensboro.

Enrollment Services: Federal funding from the Department of Education for the second year of a five year grant period totaled \$220,901. The Class of 1948 collected \$216,000 for a record-breaking class gift to fund scholarships for adult students

Cornerstone: Administrative Systems

AS-2 The **College of Arts & Sciences** implemented a new Teaching Assignment Policy, developed in a broadly consultative process during the 1997-1998 academic year, and approved by College faculty in April 1998. The College also developed and began implementation of a comprehensive set of internal guidelines for the conduct of post-tenure review.

The **Bryan School** and its Departments adopted a new policy on differentiated faculty roles in keeping with the policy change by UNCG. Faculty adopted a revised course evaluation form for the undergraduate courses in the Bryan School based on the "Seven Principles for Good Practice in Undergraduate Education."

In the School of Education, the **Specialized Education Services Department** was established at the beginning of the academic year, 1998-99. Dr. Marilyn Friend was hired as the new Department chair beginning the 1999-00 academic year. In addition, the Department has drafted a new mission statement. The **Director of the National Paideia Center** now reports to the Dean of the School of Education at UNC Greensboro rather than to the Dean at UNC-Chapel Hill, as a result of the Center's relocation to Greensboro. The **Office of Student Information and Advising (OSIA)** was renamed the **Student Advising and Recruitment Center (SARC)**. The **Teachers Academy** was restructured and a new Plan of Governance was developed. The Plan was implemented the 1998-99 academic year and the aim of this Plan is to solidify the Council of Program Coordinators as the policy-making body of the Teachers Academy. In addition, the position of Director was elevated to an Associate Deanship.

School of Health and Human Performance: Faculty were invited to give a written response to the HHP Committees on Promotion and Tenure and Post-tenure Review Guidelines and to the Faculty Workload documents. **Dance:** Faculty approved a procedure for annual peer review, which will be piloted in May 1999. The Department changed the procedures for reimbursing faculty and MFA candidates for expenses incurred for production of their concerts, allowing them to use more of the Box Office proceeds for their expenses.

The Associate Deanship of the **School of Music** was combined with Director of Graduate Studies responsibilities to form a full-time administrative position. Concurrently, the Director of Undergraduate Studies responsibilities were reassigned on a part-time basis to a continuing faculty member.

Human Environmental Sciences changed SPA position (Social Research Assistant II, supported by NCARS) to EPA non-tenure track position (Senior Statistician/Data Manager) to better meet the needs of ARS faculty and projects. Both Annual Review and Post-tenure (Cumulative) Review forms were developed for use in the School of HES, and used in the 1998-99 year. In addition, Promotion and Tenure policies were refined in the departments of HID and SWK.

Jackson Library integrated the Serials Department into the Acquisition Department.

The **Division of Continual Learning** has established separate sub-budgets to manage these funds. Since these funds are related to student credit hour (SCH) production in their respective departments, sub-budgets have been set up to permit these departments to have access to these funds, when appropriate.

In 1998-99, the Office of International Programs assumed several new administrative duties. We are now admitting a unit for all undergraduate exchange students, performing the academic credential review and admission decisions for undergraduate students. In addition, we are now the central office for responding to international student application inquiries.

AS-3 The **University Registrar 's Office** staff has provided tremendous service to the greater campus community since the inception of Banner, in the forms of training, advice in technical acquisitions, providing hard copy and electronic data, and in overall support of Banner in the academic units. While the hiring of a Banner trainer has enabled a number of campus users to begin their own reporting and data retrieval, the Registrar's Office will continue to be responsible for overall management of student information and will continue to serve in a supporting role to the campus in this regard.

AS-4 **Enrollment Services:** Available January, 1999, student services on the web, include: Academic Transcripts, Grade Reporting, Financial Aid Status, Updating Mailing Address, and Updating E-Mail Address.. Voice response services included: Grade Reporting, Admission Application Status Inquiry, Financial Aid Status, and Fee Payment by Credit Card.

In Spring 1999, services added include: 1098-T Tax Reporting, Use of UNCGenie for Academic Standing Inquiry. Processing setup of Banner for summer 1999, include: Financial Aid and SOAR. The Academic History Conversion was completed with 150,000 transcripts manually verified.

Faculty services improvements include class lists on the web and Unique Training available to 100 faculty and staff. Reporting is improving as users become more familiar with system.

The **Registrar's Office and Student Academic Services (SAS)** have worked collaboratively to review shared process functions. The Dean's certification process for former students to transfer institutions has been streamlined. The **Registrar's Office** has assumed responsibility for processing transfer credit requests for continuing students.

Critical process teams in **SAS** reviewed major departmental processes to improve efficiency and effectiveness. As a result, SAS eliminated sending notification letters to students who were not in academic good standing, students could access their academic standing via the web and voice response, the suspension appeal process was simplified to remove advisors from the review process, and the Academic Appeals Committee and the Director now review all suspension appeals. This last change enabled advisors to assist students in academic difficulty at a critical time.

As-6 **Undergraduate Education and Special Academic Initiatives:** In spring 1999 the Associate Provost was appointed to serve as the Director of the 2000-2003 SACS Self-Study. A close partnership with Institutional Technology and Planning will ensure that the Self-Study builds on and complements the University planning process.

STRATEGIC DIRECTIONS

Strategic Direction 1: UNCG will provide exemplary learning environments.

Table B in the Appendix provides information on faculty teaching awards.

- 1.1 *A program of undergraduate liberal education requirements that reflects student learning goals will be in place by fall 2001.*

1.1.1 **The AULER Commission**, a group appointed in Spring 1998 by the Provost and the Chair of the Faculty Senate with representation from each academic unit, presented a Conceptual Framework for Reviewing AULER" to the campus in fall 1998 through forums in each unit. The Faculty Senate endorsed the document in principle November 4, 1998.

1.1.2 **The AULER Commission** and the **Undergraduate Curriculum Committee (UCC)** utilized faculty Task Force reports, student and alumni satisfaction data, unit surveys, and courses surveys to review the current general education program in terms of the Student Learning Goals in the "Conceptual Framework." They worked to develop a revised program based on this review for presentation to the faculty in fall 1999. This comprehensive general education proposal will also include a student outcomes assessment program (1-1-5) and a plan for ongoing evaluation and revision of the entire general education program (1-1-6).

- 1.2 *A campus-wide vision for teaching and learning will be developed and adopted.*

1.2.1 **Teaching, Learning, Technology Roundtable (TLTR)**: The TLTR Vision Statement Working Group presented a "Vision for Teaching and Learning" to the campus. Faculty Senate forums led to discussion and revisions. The Faculty Senate approved the Statement on December 6, 1999.

Jackson Library: UNCG's Vision for Teaching and Learning presented to Deans Council for review and report (June 1998); circulated to the University community in September 1998 (complete)

Vision Statement presented to and approved by Senate (completed December 1998). Director served on the TLTR Vision Working Group and participated in drafting vision statement. (completed December 1998).

1.2.2 **TLTR**: After its adoption, the "Vision for Teaching and Learning" statement was placed on the Teaching Learning Center Web homepage, circulated in *Campus Weekly*, and distributed for study and implementation to several faculty committees, including the Undergraduate Studies Committee and the TLTR Curricular Issues Working Group.

- 1.3 *Learning environments (on campus and off-campus) will be evaluated and improved using student learning outcome data and the vision for teaching and learning as a benchmark.*

1.3.0 The Division of **Continual Learning** designed an on-line assessment instrument to collect feedback from students who participated in classes using Distance Learning technologies. This questionnaire targeted such questions as electronic access to the library, help desk, bookstore, etc.

1.3.1 **The Institutional Effectiveness Committee** reviewed changes regarding student outcomes assessment in the SACS Criteria. Members are charged to review procedures in their units for the collection of student data and its use for program improvement.

Improvements in courses and degree programs based on student learning outcome data:

A&S: Biology changed the exam score requirement for AP credit in general biology from 3 to 4 because students scoring a 3 displayed insufficient preparation for upper level courses.

A preliminary result of assessment in the **Department of History** is the desire to increase students' ability to conduct primary source historical research.

Philosophy is experimenting with smaller, writing-intensive sections of PHI 115 to see if the change will enhance student learning.

Political Science has determined that students need additional guidance in career counseling and computer literacy. To address the first issue, the Department is creating an Undergraduate Program Director. Strategies for the second issue are under consideration.

Religious Studies is considering additional upper level courses for more advanced students based on the results of exit interviews with seniors.

HES: Ninety percent of **Social Work** BS graduates reported feeling adequately prepared in key generalist skills such as, problem solving, working as a member of a team, being able to conduct client interviews, linking clients with needed services, utilizing research, working effectively with diverse groups and demonstrating effective writing and public speaking skills. In another survey at least 90% of agency field instructors reported that MSW students conducted themselves adequately as beginning professionals. Faculty responded to these and other findings of these surveys by strengthening career advising and placement services, providing workshops on SWK certification and graduate school opportunities, developing an annual MSW alumni survey, reviewing the curricula to ensure relevance of content to SWK practice in community agencies, and expanding the peer review program to assess the quality of teaching in the department.

SON: In **Nursing**, outcome data on critical thinking, communication abilities, and therapeutic nursing interventions are generated each year by the graduates of all programs with feedback given to all faculty. Changes in delivery of content are made in response to these evaluations. In the past year, the revised RN-BSN program was implemented at the undergraduate level and the ANP/GNP concentration was introduced at the masters level. Both of these program revisions were based on outcome data and evaluation by faculty.

Improvements in courses and degree programs reflecting the Vision Statement, "best practices" research, professional guidelines, employer needs, or student preferences:

A&S: Anthropology continues to develop capstone Senior Seminar on "Contemporary Issues in Anthropological Theory," which was formally offered in the Fall 1998 semester. The

structure of the course was influenced by the results of focus groups held with anthropology majors.

Biology increased the number of upper level lab core courses required of majors to 2 to provide additional lab experience.

Chemistry revised the seminar and the lab manual for Quantitative Analysis Laboratory (CHE 333). In addition, the Physical Chemistry Lab sequence has been changed to one lab each semester, rather both labs in spring semester.

Classical Studies revised its degree requirements and instituted a new core curriculum for each of its four tracks in Latin, Greek, Classical Civilization, and Classical Archaeology.

Geography added a new Introduction to Geographic Information Sciences course to next fall's schedule. Both actions will strengthen the GIS/cartography/remote sensing aspect of both bachelor's and master's programs.

Psychology added several new upper-level lab courses this year.

B&E: **ISOM** implemented the new Operations and Systems Management (OSM) program which was approved in spring 1998. This new program replaced the two programs in Operations Management and the program in Office Systems. The change was made to better address needs of industry based upon survey results the previous year. Faculty in the ISOM Department developed and taught and four new electives for undergraduate students to address contemporary information systems topics requested by employers.

The **International Business Studies Program** was revised to provide better opportunities for students to acquire business skills while retaining the fundamental aspects of a liberal education and language competency.

SOE: **Educational Leadership and Cultural Foundations** held a retreat at the beginning of the 1998-99 academic year followed by monthly mini-retreats, all focused on program improvement.

HES: Using feedback from the Birth-Kindergarten advisory committee, supervising teachers in the community, and student teachers themselves, **Human Development and Family Studies** made several changes in required courses in the BK program, including a reduction in class size of teaching methods courses. When possible, these courses with are team taught by faculty from HDF and Specialized Education Services.

Housing and Interior Design has added eight computer carrels to allow the incorporation of digital design and graphics in HID 101 & 102, Basic Environmental Design I & II; and HID 111 & 112, Perception & Communication I & II. Additionally, greater emphasis on the use of digital technology, design and graphics has been added to HID 301 & 302, Interior Design I & II.

Nutrition and Foodservice Systems has changed the content and the name of NFS 403, now Food Science and Safety, to meet new competencies established by The American

Dietetic Association and the increased need for students to comprehend food safety issues. This change also allows students to qualify for National Restaurant Association certification in Food Safety.

HHP: **Dance** added an undergraduate concentration in Community Dance and changed the numbering system for several courses to provide clarity and more challenging experiences for students. The Department also added a new course in Dance Production Technology, available to both graduate and undergraduate students, to provide important career skills.

In **Public Health Education**, the undergraduate community health education curriculum was completely revised based partly upon input from alumni and students. The new curriculum now incorporates competencies and skills recommended by national professional associations.

HHP: **Recreation, Parks, and Tourism** revised the master's degree curriculum to include two new 600-level content courses based on an ongoing evaluation of the graduate curriculum to meet student needs: RPT 611, Advanced Concepts in Recreation, Parks, and Tourism, and RPT 646, Seminar: Leisure Services Management. Independent study and directed readings courses were also added.

SOM: In response to a state mandate, **Music** completely overhauled the M.M. in Music Education curriculum to include new advanced competencies.

Enhancements of student outcomes measures:

A&S: **Art** implemented an exit survey for graduate students to assess their educational experiences in the following areas: MFA Program as a course of study, Studio Area, Art History, Advising, Facilities, Weatherspoon Art Gallery, Assistantships, and Thesis Process.

German and Russian used SOPs to place incoming students. The department plans to further refine these placement and assessment tools (including online media) through use of the Multimedia Language Center (MLC). MLC equipment and commercial online programs should function as virtual placement, assessment, advising, and career planning tools. Improvements were made in methods of peer review of teaching and student evaluation of teaching.

In **Psychology**, the first stage of portfolio process is working well; next year the department will design a procedure for extracting information from portfolios. A senior survey will be added this year.

International Studies has begun preliminary discussions to develop a process for outcome assessment. This is difficult because students often come to the program late and INS 400, a seminar which would be the logical vehicle to implement assessment, is not offered regularly.

Women's Studies has developed a portfolio approach for assessment.

HES: **Nutrition and Foodservice Systems** offered NFS 550, Nutrition Assessment, for the first time in Fall 1998. This course was developed to meet competency skills developed by the American Dietetic Association which accredits the program, and to enhance the knowledge base of dietetics and graduate students before enrollment in NFS 573.

HHP: In **Recreation, Parks, and Tourism**, an "Undergraduate Program Coordinator" was appointed to spearhead curriculum assessment and revision efforts.

1.3.2 Improvements based on University Departmental Undergraduate Review process from reviews initiated during the 1997-98 cycle:

A&S: **Classical Studies** hired a full-time lecturer and held extensive faculty discussions of issues and concerns.

History reviewed undergraduate and graduate curriculum, increased emphasis on public history, and published a new alumni newsletter.

Mathematical Sciences placed a new emphasis on graduate recruitment trips.

B&E: **Accounting** placed the B.S. program under review and added ACC 540 (Auditing) as a requirement.

Economics revised the B.A. and B.S. programs to make clearer distinctions between them.

HES: **Textile Product Design & Marketing** developed a Five-Year Plan for change of departmental leadership and strengthening both undergraduate and graduate programs. A hold was placed on admissions to the doctoral program for 1999 due to difficulty in filling faculty positions.

Human Development & Family Studies worked toward meeting six recommendations, mostly in the areas of space, funding, and diversity.

Work in progress in response to later departmental reviews and special program reviews:

A&S: **African-American Studies** completed a program self-study recommending expansion of program and additional university support.

Biology prepared a response for UNC General Administration productivity review of medical technology program.

German & Russian and **Romance Languages** prepared a Self-study for a special UNC General Administration review of foreign language programs.

International Studies completed a preliminary self-study in 1998-99, with recommendation for full review in 1999-2000.

Mathematical Sciences prepared a response for a UNC General Administration productivity review of M.S. program

SOE: **Curriculum & Instruction** prepared a response for UNC General Administration productivity review of M.Ed. In Educational Supervision and Specialist's in Education Administration.

Educational Leadership & Cultural Foundations is waiting for a report from external reviewers for 1998-99 Program Review.

- HES: **Housing & Interior Design** prepared a response for a UNC General Administration productivity review of the M.S. program. The review by an external reviewer in spring 98 recommended some strategies for building enrollments in the program, including a track in Historic Preservation and Museum Studies offered jointly with the History Department. **Human Development & Family Studies'** birth-kindergarten licensure program was reviewed by the NC Department of Public Instruction in April 1998. The positive report cited no weakness. **Nutrition & Foodservice Systems** prepared a response for UNC General Administration productivity review of Ph.D. program. **Textile Products Design & Marketing** received a positive five-year program approval by the American Apparel Manufacturers Association. It prepared a response for UNC General Administration productivity review of the Ph.D. program.
- HHP: **Exercise & Sport Science** is in the 98-99 cycle of UNCG Departmental Review. The development of the Sports Medicine proposal has raised curricular issues for whole program.
- SON: **Nursing** is in the 98-99 cycle of UNCG Departmental Review.

Program accreditation activity:

- A&S: **Broadcasting, Cinema & Theatre** programs were reaccredited by the National Association of Schools of Theatre. **Mathematical Sciences'** Computer Science program was reaccredited by the Computing Science Accreditation Board. **Political Science** is preparing a self-study for reaccreditation for submission to the National Association of Schools of Public Administration and Affairs in September 1999.
- B&E: The **Bryan School** submitted its Self-evaluation Report for reaccreditation AACSB-The International Association for Management Education in spring 1999. A visit is scheduled November 1999.
- SOE: **Library & Information Studies** will submit a Presentation for reaccreditation in draft form to the Committee on Accreditation of the American Library Association in summer 1999, with a site visit scheduled for September 1999.
- HES: **Human Development & Family Studies'** Child Care Education program was reaccredited by the National Academy of Early Childhood Programs in 1998. **Housing & Interior Design** is currently preparing a report for reaccreditation by the Foundation for Interior Design Education Research. The site visit will be in fall 1999. **Social Work's** joint Master's in Social Work with NCA&T will submit its self-study for initial accreditation from the council of Social Work Education in August 1999, with a site visit in spring 2000.

- HHP: **Communication Science & Disorders'** graduate program was reaccredited by the Council on Academic Programs of the American Speech-Language-Hearing Association through 2006.
Dance presented a self-study to the National Association of Schools of Dance for reaccreditation. The site visit will be in fall 1999.
Public Health Education submitted the First draft of a self-study for initial accreditation of the graduate program to the Council on Education for Public Health, with final draft and site visit in fall 1999. Self-study for initial accreditation of the undergraduate program has been postponed until 1999-2000.
Recreation, Parks, & Tourism is initiating a self-study for reaccreditation (report due in 2000) by engaging in a thorough review of the relationship between undergraduate program goals and NRPA/AALR Council on Accreditation Standards.
- SON: **Nursing** submitted an annual report to the National League for Nursing Accrediting Commission and the Commission on Collegiate Nursing Education.

1.3.3 Several improvements were made in student service areas to improve learning environments.

During the past year, several **Enrollment Services** offices have extended hours until 6:00 p.m., two nights per week, to better accommodate evening students.

The staff of the **University Registrar's Office** continues to encourage and provide more widespread use of web applications for communicating with commuter and international students. The **Office of the Registrar** introduced block registration for **Grogan College** classes.

The **Learning Assistance Center** (LAC) experienced a 143% increase in students served from Spring 1998 to Fall 1998. Details are provided in Appendix.

Expanded services during 1998-99 included: tutoring on-site during the Athletic Enhancement Program study hall; individual and walk-in tutoring in Grogan Hall; walk-in tutoring in Weil-Winfield and Mary Foust Residence Halls; a study group for 15 students enrolled in Chemistry 104 in Spring 1999.

Each year **Special Support Services** is evaluated by 1) Program Staff, 2) Program Students, 3) Student Outcomes and, 4) for Total Program Outcomes. Findings from evaluation are used to refine, modify and upgrade the student services approach during the school year and for the next program period. Student grade point averages are reviewed for each grading period and where necessary, a response is made to students for increased performance. Graduation rates for 1998-99 for present and former Special Support Services students are 65 for August - December and an expected 66 (on the graduation list) for May. As of April 30, 178 students are enrolled.

Jackson Library: Worked with Management Information Systems to develop process for updating Library patron information (completed spring 1999).

1.3.5 **Jackson** Library database pages were reorganized by academic discipline and annotated to improve student access and use (ongoing).

1.4 *Instructional/informational technologies will be used to facilitate learning where appropriate*

1.4.0 Many academic departments have enhanced current courses through technology or developed new courses that are web-based or have a technology component.

College of Arts and Sciences: In Anthropology, undergraduate researchers conducted projects involving scientific visualization and digital imaging. Students enrolled in the NSF-funded project to provide research experiences in physical anthropology completed research investigations that involved the use of digital photography, PowerPoint and Adobe PhotoShop. ATY 460 used a web application while the course on Data Collection & Analysis in Cultural Anthropology utilized computerized data entry & analysis.

The **Department of Art** added ART 589 (Digital Visualization & Methods) as an experimental course. ART 565 (Issues in Art Education & Technology) was prepared as a distance learning course with online delivery and advertised to teachers statewide. It will be taught in Summer 1999. ART 557 (Site Specific Sculpture) required a digital component where 3 dimensional projects were designed and scanned into slides to assist jurors in determining suitability of the sculpture to the site.

In the **Department of Biology**, web pages are used in following courses (BIO 280, 111, 271, 105, 112, 341w, 341L, 472L). Also, BIO 503 involves the incorporation of computer modeling of protein structure, while students use PowerPoint in BIO 280. BIO 277 incorporate Internet animation sequences and news reports.

Department of Chemistry: New experiments using the Gas Chromatograph/Mass Spectrometer (GC/MS) instrument were incorporated into CHE 333 & 533, and new experiments using the Electron Spin Resonance (ESR) spectrometer were implemented in CHE 463 & 464. The computer LCD projector is used extensively in seminar program, while CHE 558 utilizes many instruments, all of which were purchased for this lab. These instruments include UV/Vis spectrometers, thermocyclers, and PCR synthesizers.

Courses in **Communication Studies** with instructional technology component include: FMS 108W, CST 299 (use of online research strategies & databases, virtual pages); CST 309 (on-line syllabus, PowerPoint, use of government & media links); CST 341 (PowerPoint & interactive websites); CST 342W (used instructional session in CITI); CST 561 (interactive web page); CST 563W (on-line syllabus, presidential addresses linked for reading, PowerPoint); CST 694 (on-line syllabus, student papers attached to emails, comments & revisions emailed to students).

In the **Department of English**, ENG 101, 105, 106, 252, 321, 324, 331, 339, 340, 524, 537, and 551 use combinations of web pages, electronic reserve systems, listserves, Top Class, PowerPoint, and Corel Draw.

German: GER 306 (German Culture & the Internet), focuses on WWW and various Internet applications to provide bases for variety of classroom applications. In addition, RUS 493 was taught as a distance education course over the web.

History courses with instructional technology applications include three courses that use web application: HIS 211, 211W, and 610.

Many of courses in **Mathematical Sciences** have had technological component for years. This year the department began teaching a sequence of 1 hour lab courses in System Administration (CSC 563, 564, 667, 668).

Philosophy: Some sections of PHI 111 & 119 incorporated web materials. In addition, some sections of PHI 115 have computer applications.

Political Science: An extensive web page component is included in PSC 100.

In the **Department of Psychology**, a number of courses, including PSY 121, 230, 250, 260, 300, 456, and 481, incorporate PowerPoint and the World Wide Web.

In **Religious Studies**, a model web-based course (RS 207) was developed for undergraduates, while REL 365W used an online list. A distance learning, web-based course was developed for MALS. Online course web-pages are used for other courses.

In the **Department of Romance Languages**, FRE 102, 315, and 553 added computer mailing lists, and SPA 301, SPA 405, & FMS 107 added a web page.

In the **Department of Sociology**, technology components are part of SOC 301, 302, 616, 618.

In the **African American Studies** Program, students in AFS 100 and 305W used the internet for researching material on African-Americans. Also, several lectures in AFS 100 used PowerPoint.

Bryan School of Business and Economics: In **Accounting**, ACC 430 (Cost Accounting) has been switched to a project based course in which students complete several spreadsheet problems. All of the Accounting classes now require the completion of at least one technology-based project.

In **Business Administration**, some sections of MKT 320 (Principles of Marketing) and BUS 220 (Field Experience in Business) have developed Web pages containing the syllabi and chat rooms.

All courses in the **ISOM Department** include information technology usage. Most of the courses are designed to prepare students to work in the profession.

Additionally, ISM 603 (Business Applications Programming) was one of the first distance learning courses to be offered by the School. It includes Web-based interaction with students and use of CD ROM materials.

A recent survey of Bryan School faculty shows information technology is used in at least 36 undergraduate courses and 23 MBA courses.

School of Education: The **Department of Library and Information Studies** has reviewed its five technology-based courses (LIS 584 series) and made recommendations to move these courses to the 600 level and change the credit hours from 1 credit to two credits. In addition, the **Curriculum Committee of LIS** has established a review cycle for all core courses including a review of technology requirements in each of the courses. LIS offers two courses over the Internet, LIS 647 and LIS 583.

The **Department of Specialized Education Services** offers nine courses, which have a technology component.

SES 240 Communication Development in Children
 SES 243 History and Psychology of the Deaf
 SES 688A Introduction to Learning Disabilities (offered on-line)
 SES 688B Introduction to Behavioral and Emotional Disabilities (offered on-line)
 SES 688C Methods of Teaching Students with LD (offered on-line)
 SES 688D Educational Interventions for BED (offered on-line)
 SES 461 Internship in Teaching the Deaf
 SES 577 Teaching Speech to the Deaf
 SES 578 Teaching Language to the Deaf

The **Department of Educational Leadership and Cultural Foundations** has added components to several of their courses that require students to access the internet and/or to interact with each other or the professor via e-mail.

The **Department of Curriculum and Instruction** has added a technology recommendation that students take CUL/LIS 120 in order to meet the technology requirement. In addition, department faculty continue to add Information Technology (IT) components to their courses.

Human Environmental Sciences: In **Housing and Interior Design**, HID 101, 102, Basic Environmental Design I & II, HID 111, 112, Perception and Communication I & II, and HID 301, 302, Interior Design I & II, have technological components.

In **Human Development and Family Studies**, students in HDF 557 review internship resources using a multimedia database, give power point presentations, and make presentations using the Distance TeleLearning Center in McNutt.

Faculty in HDF 532, 610, and 652 collaborated to use a course-specific E-mail system that allows for all comments to be read and commented on by everyone in the class.

Hundreds of students in HDF 211 are able to download from the Web the syllabus, assignments, and lecture outlines.

HSS 208W: power point is used to teach several courses in the department, and was introduced in an Honors course co-taught with the English department.

NFS 532: An emergency mini-computer lab was set up in 303 Stone for students to use three software programs (Food Processor, Nutritionist V, and Nutrikids) for assignments in several Nutrition classes. There had been problems with computer classroom access to this software. Next year because of these problems a classroom in Stone that will be renovated as a computer annex to the current computer lab in Stone.

In **Social Work**, SWK 595, Information Technology in the Human Services, includes instruction in spreadsheet and database management, communications and internet use, web page design, and using the computer to manage information in human service agencies.

Textile Products Design and Marketing faculty obtained Software programs from key NC retailers to incorporate into TDM 361, Textile Products Buying and Merchandising. This enables students to work with actual data and develop competencies in information systems. Also, several faculty and graduate students participated in instructional development using the new computer aided design laboratory (CAD). On two occasions industry trainers were brought to campus to conduct multi-day sessions on the use of software programs. Faculty from both marketing and design participated in this training and discussed ways that new software could be incorporated into existing curricula.

In **Communication Sciences and Disorders**, CSD 550 was restructured as a distance education course, including web support. CSD 600, CSD 609, and CSD 551 all have web pages, links, and e-mail discussion groups and/or threaded discussions. Power point presentations are utilized in both CSD 339 Fluency Disorders and CSD 558 Neurology for Speech, Language and Hearing. Each student in CSD 605F-01 developed lesson plans in Reading, Writing, and Phonological Disorders in Adolescents and incorporated this information into their own web sites.

Health and Human Performance: Dance: DCE 200: Four sections have a web-based syllabus and access to course readings and course notes. Also using email to help build community in that large class. Powerpoint presentations also implemented this year. DCE 345/346: Required use of e-mail communication between faculty and students. DCE 446: Syllabus on the web; selected required readings accessible only on the web. DCE 463: Required development of technology portfolio and a web page. DCE 610: Included a hands-on workshop on internet research.

Exercise and Sport Science: Teacher education program requires competency in computer and instructional technology. Several faculty use technology and web pages in courses and others continue to use and upgrade web pages.

Public Health Education: HEA 603, 611 added significant web-based instructional activities this year. HEA 611 included instruction on webpage construction for the graduate students.

HEA 340 was offered to Raleigh area students as a web-based course. Course materials were developed by an Indiana State University faculty member in community health education and leased by Instructional Systems in New Jersey. HEA 260 incorporated the Top Class program to permit web-based e-mail, testing and discussion groups through computer access.

School of Music: MUS 364 (Teaching Brass Methods) incorporated a final project which required the use of a music notation software program. Several studio teachers began to intensively utilize the Smart Studio accompanying system.

School of Nursing: Instructional/informational technology has been used in a number of School of Nursing course offerings. Computer and WEB assisted technology have been used to offer NUR320, NUR370, NUR471, NUR505, NUR601, NUR614, NUR616, and NUR620. NUR550 has been offered as a telecommunication course.

Jackson Library: Appointed a Liaison to Distance Learning to assist faculty and to facilitate access to and delivery of services for this student population; Bibliographies of print and Internet resources made available on the web in support of 41 courses (ongoing); Tutorials for instruction in research skills will be mounted on the Web in a pilot project (ongoing); Almost

7000 full-text online journals available in numerous Library databases were identified and made available through a user-friendly web interface (ongoing); Provided a free document delivery service for the entire campus community through CARL, an online database and service; Initiated a pilot project for electronic reserves to make the full-text of selected course readings available online to authorized users, no matter where they are located, 24 hours a day, 7 days a week (fall 1999); Added a dozen new database subscriptions to improve coverage of discipline-specific areas and supplement the many general academic databases provided (ongoing).

Continual Learning: Employed a full time instructional designer to assist faculty in design of distance learning/courses. Signed contract with Real Education for the development and support of 10 web-based credit courses for off-campus delivery. Collaboration with TLC and IRC continues to maximize efficiency and effectiveness in distance learning. Continue to explore on-line course development products and service companies to determine best direction(s) for UNCG.

The **Teaching and Learning Center** offered 26 workshops on Creating Web Pages with Netscape Composer and 18 workshops on using the TopClass Web Course Development Software. Eight additional workshops on a variety of technology related topics were also offered. Five of the ten teleconferences offered by the TLC were technology related.

The TLC co-sponsored the Instructional and Informational Technology Expo 99. This event featured technology efforts by UNCG faculty and staff, and gave faculty members an opportunity to see creative uses of technology in teaching. Also, vendors exhibited classroom instructional equipment.

The **Weatherspoon Art Gallery's** new collection management software system will be fully integrated into the University's network so that information about the collection will be accessible by students and faculty from various sites on campus and, eventually, by the public via a web browser.

1.4.2 The following classrooms received major upgrades in the categories indicated:

Installation/upgrade of student computer workstations/student support equipment:

Graham 405, McIver 254, McIver 251, Eberhart 554, Bryan 330 (A&S), Bryan 204, Bryan 221, Bryan 442 (B&E), Stone 127, TDM CAD laboratory (HES)

Networking and/or electronic teaching station:

Graham 313, Graham 423 (A&S), Bryan 104, Bryan 105, Bryan 111, Bryan 202, Bryan 205 (B&E), high resolution computer/projectors in all major classrooms in Moore (Nur)

In addition, the following major equipment purchases (in addition to smaller items and software) enhanced instructional capabilities:

- A&S: Weather station equipment (Geography), several mobile computing and projecting systems
- B&E: Mobile computing/projection system
- HES: Digital cameras and projection system

- HHP: Computer equipment and telephone lines to support the distance earning initiative in Communication Sciences and Disorders
- SOM: Technological equipment to upgrade electronic music studio

1.4.3 Continual Learning: DCL offered stipends to faculty to facilitate distance learning and course/program development.

1.4.4 TLTR: The Curricular Issues Working Group used departmental surveys to develop a draft "Basic Technology Competencies" for UNCG students and faculty. The draft will be expanded to include learning opportunities and circulated to the campus in fall 1999.

1.4.5 Jackson Library: Added to the online catalog the titles of full-text journals available through a myriad of databases so that users may link directly to relevant titles (complete winter '99)

1.5 *Best practices for diverse learning environments will be specified and professional development programs designed and offered to faculty.*

1.5.0 Table C in the Appendix provides information on UNCG grants to improve teaching. Faculty in the units who participated in "Best practice" workshops at TLC or conferences or applied for a TLC grant to improve instruction during the current year are as follows:

College of Arts & Sciences: Throughout the twenty departments of the College of Arts & Sciences, 42 faculty members attended TLC workshops or conferences and 2 faculty members applied for, and received, TLC grants to improve instruction.

Bryan School of Business and Economics: Two of the faculty in the **Economics Department** participated in Real Education's long distance learning presentation, February 18, 1999. Eight of the **Accounting** faculty participated in TLC workshops during the past year. Several of these faculty attended more than one workshop. In the **Department of Information Systems and Operations Management**, at least five faculty participated in programs offered by the TLC. At least 10 faculty attended conferences and other programs (several sponsored by industry groups) to update technical knowledge, to learn about new developments in the field, and to learn new technical skills related to their teaching responsibilities. All ISOM faculty are expected to learn new technical skills each year and to update courses to reflect current technology practices.

School of Education: Five faculty in the **Department of Specialized Education Services** participated in "Best Practice" workshops or conference. Three faculty in the **Department of Educational Leadership and Cultural Foundations** attended workshops for enhancing their instructional capabilities.

School of Human Environmental Sciences: About 18% (9 out of 51) faculty took advantage of TLC opportunities. Seven attended workshops and two received ACT grants. **HID:** Steve Temple (3 conferences); Steve Temple and David Matthews (awarded ACT grant, Sp.'99); Steve Temple and Novem Mason (awarded ACT grant, Sp. '99); David Matthews (awarded ACT grant, Fall 98); **SWK:** Jacalyn Claes, Elizabeth Lindsey; **TDM:** Nancy Cassill, Betty Feather, Maureen Grasso, Charles Kim.

School of Health and Human Performance: Communication Sciences and Disorders: The entire faculty attended “Best Practice” workshops at either TLC or professional conferences during the current year. Susan Dietrich received the John and Mary Hamil Innovations in Undergraduate Education Grant, Fall, 1999. **Dance:** Four faculty attended one or more workshops at TLC : Dils, Green, McCullough, Stinson. **Public Health Education:** One faculty member attended several workshops at TLC on topics including Student Behavior and Teaching Environments of the Future.

Technology Seminar instructors: Lyn Lawrance (HHP) and Mark Patton (Teaching and Learning Center) provided a thirty-minute instructional seminar concerning new technology in the classroom (3).

School of Nursing: 20 Faculty attended a total of 46 sessions. Two faculty received ACT grants.

Jackson Library: Sixteen members of the Library faculty attended 26 TLC workshops; Twenty-one librarians attended 32 state conferences/workshops; Eight librarians attended 12 regional conferences/workshops; Seventeen librarians attended 27 national conferences/workshops

1.5.1 **TLTR:** The Curricular Issues Working Group studied the issue and advised the Teaching Learning Center on appropriate best-practices workshops for 1999-2000.

The **University Teaching and Learning Committee** worked this year with Faculty Welfare and Professional Development Committee to develop a recommendation on the evaluation of teaching. The committee’s recommendation will be presented to a Faculty Senate Forum in the fall 1999 semester.

1.5.2 **Jackson Library:** Offered 33 instructional or consultation sessions for teaching faculty (completed spring 1999).

1.5.3 **Continual Learning:** Summer workshop offered in instructional design to faculty preparing to offer off-campus credit courses.

Faculty support for distance learning initiatives included workshops, instructional design and technical support. As more 107 money becomes available, support for faculty and course development will increase. In addition human resources, support services and physical plant/infrastructure needs must be addressed if distance learning and delivery are to be successful. DCL has met with deans and faculty members to assess needs, identify programs for development and make clear the complexity of this enterprise. Interest and support across campus will grow, and hybrid delivery models encompassing multiple technologies and teaching methods will be developed. It is understood that models will evolve influenced by the technology, the needs of the students, and the methodologies required by academic content. DCL is committed to increased professional development opportunities for faculty.

The Director of the Teaching Learning Center and the Dean of the Division of Continual Learning meet on a regular basis to coordinate faculty development programs. A joint effort to intensify the application of technology to instruction is currently being planned. Increased coordination with IRC is planned.

- 1.6 *Special academic programs such as honors, teaching fellows, living/learning communities, and international student exchanges that can demonstrate effectiveness relative to student learning outcomes and retention will be enhanced and/or expanded.*

1.6.0 New exchange agreements and other opportunities for international study in the **Bryan School** include the following:

Eighteen UNCG students and 12 Otterbein students traveled to Paris as part of the "Experience France" program conducted by the **Center for Global Business Education and Research** in the fall. Eighteen UNCG students and two individuals from the Triad community traveled to Berlin for the "Experience Germany" program in the spring. A cooperative agreement was reached to have UNCG students and students from ITESM, Monterrey, organize and present the International Business Congress in Monterrey, Mexico, and at UNCG in 2000. An exchange agreement has been completed between the **Bryan School** and Universite Jean Moulin Lyon 3 in France. Three students have been accepted to study there next year.

The **UNCG International Business Society** President, her successor, and sixteen UNCG students helped organize and attended the International Marketing Congress at ITESM, Monterrey, in the spring of 1999.

The **Center for Global Business Education and Research** supported and assisted seventeen students studying abroad in 1998-99. The Center also negotiated reciprocal internship agreements in Mexico and Germany. One student is already taking advantage of the program with an internship at Rheinland Pfalz Landesbank in Mainz, Germany.

The **Dance Department** initiated its first international student exchange, with Western Australian Academy of Performing Arts (WAAPA) in Perth. Two UNCG dance students are currently studying in Perth, and the Department Head, who did the preparation for this exchange, has been corresponding with a WAAPA student planning to attend UNCG in the fall. The Department Head in Dance also participated in OIP interviews in fall 1999 and has begun discussions toward an exchange with the Theatre Academy in Helsinki.

Exercise and Sport Science has developed an agreement with Democritus University in Greece for faculty and graduate program cooperation. Several other faculty have contacts with other international universities. We have several international graduate students and we hosted international faculty.

In **Public Health Education**, one undergraduate major was selected to do an internship at Ballarat University in Australia.

The **School of Music** Honors Program inaugurated an annual Honors Recital. (MUS)

1.6.1 **UE/SAI**: A pilot effectiveness study of selected items on the Sophomore Survey was conducted for students in Residential College and Strong College. This study indicated that

sophomores in these programs display higher satisfaction in most key areas (faculty interaction, sense of community, and commitment to the institution). The study will be expanded to more programs in 1999-2000 and beyond.

1.6.2 Jackson Library: Hired new Reference Librarian to work with freshman English, UNS, and special programs (completed January 1999).

1.6.3 **Grogan College:** In April 1999 the Board of Trustees approved use of the name Grogan College for the learning communities program in Grogan Residence Hall. This program completed its first year of full operation, with 280 freshmen in 15 separate learning communities, each headed by a Faculty Fellow. The Senior Faculty Fellow led the faculty in development of a Governance Document and extracurricular activities. The Provost's Office supported development of better recruitment and registration strategies and the production of recruitment materials.

The transformation of the **Reynolds Scholars** program into a living/learning program for Reynolds scholarship recipients completed its first year; the ten freshmen Reynolds Scholars enrolled in a UNS 101 class taught by the Faculty Coordinator of the program, took educational trips and completed service projects together.

- 1.7 *Diversity and Global Awareness will be promoted by increasing the number of international students on campus and by developing new international programing.*

College of Arts and Sciences: The **Department of Communication** established a student exchange program with Vaxjo University in Sweden.

School of Education: The **LIS Department** is negotiating with the OULU University in Finland for exchange of graduate students. An application from a student in Finland has been received for the Fall 1999 academic year.

Bryan School of Business and Economics: Emphasis upon international business is one of two primary foci of the Bryan School. All School faculty identify specific ways in which international dimensions are incorporated into classes they teach. Last year the faculty approved adding Economics 300 (The International Economy) as a requirement for all majors beginning in August 1998. Also approved was the addition of Management 301 (Introduction to International Business), as a requirement for all majors. Management 491 (Business Policy and Strategy) was refocused on international business strategy. Last year the faculty also approved committing in principle to requiring an appropriate sequence of foreign language courses that would enable students to achieve basic-level foreign language and cross-cultural competencies. The School will explore the best way to structure and deliver this requirement.

At the graduate level, MBA 616 (Business in the International Economy) is now required of all MBA students. More than 60 students have completed the "Sustainable Business Challenge Program" (SBC) as part of MBA 616. Leading multinational firms, academic institutions, the Norwegian Academy of Management and the World Business Council for Sustainable Development coordinate the SBC.

The **Center for Global Education and Research** offered a one-week study abroad program in Germany One-week study abroad program in France (new initiative); Monterrey Symposium;

International Business Symposium (new initiative); Outgoing Exchange Students; Short term academic programs abroad; Partner school visitation for curriculum development and research International trade association memberships for faculty; International trade conference support for faculty; Secretariat for the North Carolina Global Partnership; Administrative office for Triad Chapter of N.C. World Trade Assoc.; N. C. Global Gateway administration; Governor's Global Forum; Visiting faculty in international business

In the summer of 1998, Dr. James McCalman, Professor at Strathclyde Business School in England taught an undergraduate and a graduate course here in international business.

In the area of international programming, the **Center for Global Business Education and Research** organized two one-week "Experience France/Germany" study programs. Eighteen UNCG students traveled to Paris in the fall and 18 traveled to Germany in the spring as a part of these programs.

Human Environmental Sciences: A departmental goal in TDM is to provide international experiences for graduate students through TDM 663, Experience in Business Abroad. The focus of this year's course was Mexico. In Spring 1999, thirty-two graduate students from the School of Business and Economics and the Department of TDM completed the course, which was taught partly at UNCG and partly in Mexico.

Health and Human Performance: The **Department of Dance** sponsored or co-sponsored the following international events: Korean Traditional Dance and Music Project, with a performance by the In Young Sohn Dance Company, Gamelan D: Performing Arts of Java and Bali, and the Summer Jembe and Dance Institute, featuring African drumming and dance teachers.

Graduate School: The Associate Dean has worked closely with the International Programs Office, Interlink, and Embassies (Saudi Arabia, UAE, Egypt) to recruit Embassy sponsored students at the graduate level. Forty-one applications have been received and 10 students have been admitted; two of these students have enrolled at other schools. Several students will attend Interlink prior to enrolling in the Graduate School.

The **Weatherspoon Art Gallery** will participate again in UNCG's Second New North Carolinians Family Day in summer '99 to welcome families of varying ethnicities to the area; curator of education, Pam Hill, serves on the planning committee for this event.

In support of the Gallery's commitment to promoting diversity, exhibitions this year have included a solo show by Asian-American artist Mel Chin and artists of Asian, Latino and African-American descent were included in *Art on Paper* and *Hot Spots*. Works for the permanent collection were purchased by Asian-American artists Mel Chin and Lee Ming-wei and Cuban-born Ana Mendieta.

1.7.0 International Programs: In 1998-99, UNCG enrolled 174 degree-seeking foreign students and 77 exchange students from overseas, thus making our total international student population 251. In addition, the INTERLINK Language Program had an enrollment of 49 students, thus bringing the total number of international students on the UNCG campus to 300. (See Data Presentation 1.)

1.7.1 International Programs: UNCG's first international student recruitment video was introduced in the Fall Term, 1998. It is available in both NTSC and PAL formats. This 12-minute video tape has now been distributed to US embassy advising centers around the world, to our overseas partner universities, and to selected, strong candidates for UNCG admission. In addition, it is provided upon request to other universities and secondary schools abroad.

1.7.2 International Programs: In February, 1998, Ms. Martha Trigonis, formerly Director of Orientation Programs and of International Student Services, was transferred from Student Affairs to the Office of International Programs so that she might work full-time on international student advising and recruitment. In March, 1999, her title was changed to Director of International Student and Scholar Services in recognition of her added role in providing immigration services to UNCG's international faculty on J and H visas.

1.7.3 International Programs: In 1998-99, OIP undertook several initiatives to improve the international student climate on campus. For example, in August, 1998, UNCG's new International House was opened on the top two floors of the recently-renovated Phillips-Hawkins Dormitory. The 70 residents include students involved with the French and Spanish Hall programs organized by the Department of Romance Languages, returned UNCG Study Abroad students, students intent upon going overseas, and of course international students from over a dozen different countries. The mix of domestic to international students is approximately 50/50. Residents have been involved in many social programs, movie events, cultural celebrations, and travels to New York, Washington, D.C., and Florida. The program has been so successful that, in 1999-2000, it will be expanded to include three floors of Phillips-Hawkins and will serve 100 students.

Also during the academic year, OIP became the official advisor to the International Student Association (ISA). With OIP guidance, the Association has changed the focus of its regular Friday social events to be cross-cultural awareness sessions which feature each week a different country or world region. Students from the particular area volunteer to put together a program featuring their home countries' art, music, customs and foods. Attendance at these weekly events have become healthy once again: 30 to 50 people now show up each week.

Another ISA activity which in prior years has been revitalized is the annual International Festival (held each April as part of the Spring Fling celebrations). With considerable assistance from OIP, this year's Festival was a huge success. It featured 37 booths, two stages with continuous entertainment, and an attendance estimated at 1,500.

1.7.4 International Programs: During 1998-99, two new funds in support of UNCG students on Study Abroad were added to the Endowment for International Programs. They are the Gail M. Hennis International Studies Endowment Fund (established by Professor Emerita Gail M. Hennis, a retired HHP faculty member), and the Betty M. Flinchum International Studies Endowment Fund (a gift of Dr. Flinchum, Class of 1957). With the addition of these new funds, the International Programs Endowment is now capitalized at little under \$4 million. Also in 1998-99, OIP received a grant of \$30,000 from the UNC General Administration to assist in the establishment of the UNC-Exchange Program. OIP is now in dialogue with GA for enhanced funding of the UNC-EP for 1999-2000. Finally, in March, 1999, OIP collaborated with Professor William Crowther on a \$300,000 proposal to the U.S. Information Agency in support of an exchange program with the Republic of Moldova.

1.7.5 **Jackson Library:** Created and maintain News and Newspapers Online to provide a global information resource (ongoing)

1.8 *New undergraduate programs/learning opportunities will be planned and established on the basis of centrality to mission, needs assessment data, and faculty expertise.*

Recreation, Parks, and Tourism: The Guilford Initiative for Training and Treatment Services (GIFTTS) core values and system of care principles have been incorporated into 8 courses for additional student learning opportunities.

1.8.0 The B.S. in Biochemistry was approved, and students were accepted into the new M.S. in Computer Science program and the M.S. in Information Technology and Management. Several free-standing programs were created from concentrations during the UNC General Administration review to change to the Classification of Instructional Programs (CIP) taxonomy system, including separate programs in several departments for secondary licensure programs, a B.S. in International Business, and an M.A. in Jazz Performance.

1.8.1 The MSN/BSN was approved for establishment in November 1999 and implemented in January 1999. Proposals for approval to establish have been submitted to the General Administration for the M.S. in Genetic Counseling and the B.S. in Hospitality Management. The proposal to establish the M.S. in Gerontology is under preparation. Full information on academic planning is provided in Report A in the Appendix.

1.8.2 As part of the biennial Long-Range Planning report to the UNC General Administration, UNCG submitted proposals to plan a Ph.D. program in Nursing, a B.S. degree in Special Education, and an M.A. in Dispute Resolution.

Gerontology: The Director of the gerontology program is currently working with a Statewide Planning Task Force (through the NC Institute on Aging) whose goal is to develop a statewide master's degree program in gerontology. This group is in its early planning stages.

1.8.3 Certificate Programs established during 1998-99 include Women's Studies, Technical Writing (post-baccalaureate). Human Development and Family Studies offered an experimental course in divorce mediation to explore the need for a certificate in that area.

1.8.4 New concentrations developed or established in 1998-99 included two in Criminology, one each in the B.A. and M.A. in Sociology; four concentrations in the B.S. in Economics, including Business and Public Policy, Applied Economics Analysis, Global Economy, and Economics Studies; a Business Studies concentration in the Business Administration B.S. that encompasses Management; a Family Studies option in Human Development and Family Studies, a concentration in Community Dance in all undergraduate Dance programs, An interdisciplinary concentration in Historic Preservation and Museum Studies and a concentration in Adult Special Populations (SES) are under development. The Sports Medicine concentration in Exercise and Sports Science and the Public History concentration in History have been extensively revised for future implementation.

In keeping with a mandate from the NC Department of Public Instruction, all master's degree licensure programs have been extensively revised during 1998-99, and some have been

discontinued. The Council of Program Coordinators under the Teacher's Academy managed this process.

1.8.4 **Weatherspoon Art Gallery** staff, facilities and resources (exhibitions and collections) are utilized in all programs offered through the Department of Art, including undergraduate and graduate Fine Arts programs, the Art History program, and the Museum Studies Program; curator of education Pam Hill and department chair Pat Wasserboehr have begun planning to increase use of Weatherspoon resources in the Art Education program. Weatherspoon resources are also used within programs offered by the Department of Housing and Interior Design and by the English Department in composition and creative writing classes. **Weatherspoon Art Gallery:** The Weatherspoon serves as a teaching and learning venue for a wide variety of UNCG classes and groups. In the past year, staff and docents offered guided tours to 29 UNCG classes and group; another 92 UNCG classes visited the gallery on unguided tours. Eleven classes from the Art Department scheduled special viewings of works from the collection in storage. In addition to the Art Department, other departments utilizing the Weatherspoon as a learning environment included Anthropology, English, Broadcasting, Cinema & Theater, Recreation, Parks & Tourism, and the Admissions Office.

A tour of the Weatherspoon has been proposed as part of the new University Studies 101 curriculum, in support of the Gallery's goal of having every UNCG student visit the Weatherspoon during his or her tenure.

1.8.5 Programs or concentrations terminated in 1998-99 included, the B.B.E. and M.S.B.E. in Business Education, the M.A. in Media Studies, the Biopsychology concentration in Biology, the Business and Community Services option in the B.S. in Human Development and Family Studies, and the School Health concentrations in both the B.S. and M.S. levels in Public Health Education. (Any enrolled students will be allowed to complete these programs.)

- 1.9 *Selected academic programs will be offered by distance learning/extension to provide access for students both within and outside the state, and possibly overseas as well.*

The **Department of Library and Information Studies** continues its graduate program in Charlotte and Asheville. Currently, these students are served through the Telelearning Center of the Teaching and Learning Center (TLC) and through on-site course delivery in Charlotte. If the funding for a full-time coordinator in Charlotte is approved, the department will expand the program in Charlotte through a new cohort starting in Fall 1999.

Gerontology: A cohort of students interested in receiving the Certificate in Gerontology and residing in the Rocky Mount, NC area was identified. At present, methods of delivering this program are being identified and implemented. It is anticipated that the first course will be offered on-site during fall 1999. Simultaneously, we are moving forward with plans to convert other courses to a web-based format, to be delivered beginning spring 2000.

1.9.0 **Continual Learning:** During the 1998-99 academic year, DCL coordinated the delivery of 16 distance format classes. These courses ranged from off-campus face-to-face to significant web enhancements courses, to video/web combinations, to total web delivery. The courses came from a variety of departments: BUS, CSD, CUI, ELC, ENG, HEA, ISM, LIS, MALS and RUS. DCL worked individually with faculty and with the assistance of personnel from Instructional and Research Computing, created listservs and threaded discussion groups for the classes. This

e-mail and electronic discussion forum enhanced the interactive components of the courses. Students and professors were largely pleased with their experiences in the courses; in fact, the professors felt that some aspects of the courses yielded superior participation and richer discussion than the on-campus sections of the courses.

The General Administration has approved a plan for an inter-institutional consortium to deliver in distance format a graduate degree in Communications Sciences and Disorders. The participating schools are UNCG, NCCU, UNC-CH, ASU and WCU; the program was designed to help speech pathology personnel currently working in the public school systems earn their graduate degrees. In Fall 1998, the consortium officially launched this program, and each consortium institution offered selected courses in distance format to those students accepted into one of the consortium graduate programs. UNCG is a strong player in this program.

The General Administration has authorized the development of the Master of Arts in Liberal Studies for delivery in the Triad. Six courses were taught off-campus in 1998-99, which accommodated approximately 106 students from across the Triad. Web-based delivery is being explored for 1999-00.

UNCG also is participating in a UNC consortium where courses in Learning Disabilities and Behavioral/Emotional Disabilities are offered by web for add-on or lateral teacher licensure.

UNC-GA also has authorized the establishment of the Bachelor of Science in Public Health Education (Community Health concentration) in Wake County that began in Fall 1998. The BS in Public Health Education is a degree completion program that builds upon the 2 Plus UNCG Articulation Agreements that UNCG has signed with various community colleges across the state. The classes initially were delivered on-site in Wake County by several UNCG instructors. Two courses will be offered each semester and two during the summer; as they are developed, DCL will encourage the faculty to incorporate distance technologies in their courses. DCL will facilitate this by offering one-on-one assistance to faculty members in placing their course materials on the Web.

DCL will continue to work with faculty and departments who wish to examine the prospects of offering degrees or certificates through distance technologies. Several graduate degree programs, and several certificate programs remain attractive niches that departments might wish to explore.

In collaboration with Computing and Information Systems (CIS), the **University Teaching and Learning Center** installed TopClass in April 1997. Initial, financial support for this project was received from UNC General Administration through a grant of \$50,000. TopClass includes a rich set of development tools for creating dynamic and interactive Internet applications. The TLC administers TopClass course and user accounts and offers workshops to faculty in authoring with TopClass. In the fall and spring semesters, 116 course enrolling approximately 4500 students used TopClass.

1.9.1 Jackson Library: Hired Network Services Librarian whose responsibilities include assessing Library's ability to support distance education programs (completed June 1998).

1.9.2 College of Arts and Sciences: In **Anthropology**, the Tillery Field School in Cultural Anthropology was offered through the Office of Continual Learning and the Concerned Citizens

of Tillery. **Department of Art:** Rice will offer ART 565 as a distance learning course for the Department of Art during the Summer of 1999. The course is intended to primarily develop Advanced Technology Competencies for North Carolina educators and to examine issues surrounding intellectual properties in terms of art, technology and the use of resources. In the **Department of Chemistry**, Introduction to Polymer Chemistry I was taught as an extension course. **German and Russian** have several new initiatives involving distance education. A new introductory German course entitled "German for Music Lovers" utilizes web-based materials for classroom presentations, texts, activities, glossaries & links. GER 306 offered on the Internet is geared toward UNCG students who will work with online and offline materials. In addition, RUS 493 was developed as an on-line course, focusing on Russian civilization. GER 589, provides web-based frameworks for German cultural history and postcolonial studies courses for undergraduates. The course forms part of the "German Internet Project" which aims at digitizing large portions of the upper-level German program at UNCG for long distance instruction. "Online German Studies Trails" is a web-based collection that provides undergraduates with multimedia online resources and detailed exercises for German Studies. The **Department of History** has an active program in extension courses with local community colleges. The Department has participated in FastForward and anticipates developing a distance education component of FastForward during upcoming year. The **Department of Mathematical Sciences** is active in the FastForward program. New courses were added at Morehead, McMichael, West Forsyth, Reidsville, and SE Guilford High. **Physics** 203b (AstroWeb) is now being offered off campus. It is completely on-line and emphasizes astronomy projects worked on in peer groups rather than merely memorizing facts. The **Department of Religious Studies** developed distance learning courses for MALS. **Sociology** continues to offer extension courses in Introductory Sociology, Urban Sociology, and Sociology of Marriage and the Family. The **Women's Studies Program** offers WMS 250 as an extension course.

Bryan School of Business and Economics: ISM 603 (Business Applications Programming) was offered in spring and in summer 1999. The course is a combination of Web, CD ROM, and e-mail technologies supplemented by occasional physical meetings with students. During the calendar year 1998, three sections of BUS 220 (Field Experience in Business) were offered as distance learning courses. Two faculty members developed and taught a combined offering of the equivalent of MBA 607 and 608 for students in the joint program with the Fachhochschule at Worms, Germany. The courses were partially delivered in person in Germany and partially delivered by distance. These courses will be further equipped with Internet-based learning tools and used as templates for developing our MBA 607 and 608 as distance learning courses.

School of Education: The **National Paideia Center** is currently developing a plan to offer distance learning opportunities to Paideia Schools across the country as part of their implementation of the Paideia Program. The **Department of Curriculum and Instruction** continued the distance learning/extension programs in English as a Second Language and Reading in Lee County. Extension programs in Elementary Education were initiated in Rockingham and Davidson Counties. A cohort of English as a Second Language students supported by a DPI Grant for scholarships began in High Point. Portions of the ESL program are now web based. The **Department of Educational Leadership and Cultural Foundations** continued offering course work leading to North Carolina Level 1 administrative certification in Randolph County. The **Department of Specialized Education Services** has an on-line partnership project with UNC-CH, UNC-W, Western Carolina University, Elizabeth State University and North Carolina Central University for an add-on licensure project in learning disabilities and behavioral and emotional disabilities. The **Department of Educational Research**

Methodology offered two sections of ERM 605 Educational Measurement and Evaluation off-site.

School of Human Environmental Sciences: HID: As a continuation of collaborative design studios undertaken with the School of Architecture at Miami of Ohio University in 1997, and with Eva Maddox Associates in Chicago in 1988, HID initiated a collaborative design studio with Maddox design professionals and architecture students at the School of Architecture at Oulu University in Finland. This program was designed using digital technology, the internet. WEB page construction for presenting design projects, e-mail, and teleconferencing via internet. **NSF:** The department participated in an initiative of the NC Institute of Nutrition for the development of distance learning courses in nutrition and foodservice management. A \$2.5 million dollar grant has been submitted to DOE. If awarded, UNCG will receive 20% of funding as one of five participants in the consortium program. **SWK:** In conjunction with the National Association of Social Workers, the department held its first teleconference and continuing education workshop on values and ethics in SWK practice in the Fall at the Teaching and Learning Center on the UNCG campus.

Communication Sciences and Disorders: UNCG participates as one of five graduate programs in the University system in the North Carolina Distance Education Consortium in Communication Sciences and Disorders. The consortium, approved by the General Administration in 1997, has enrolled 25 students in the first cohort and admitted a new cohort to begin in August 1999. The consortium is planned for a seven-year period to upgrade the professional education of persons employed in 1996-97 in N.C. public schools to serve the communicatively impaired. **Public Health Education:** The Department initiated a 2+UNCG BS degree distance education program in the Triangle area in Fall, 1998. Approval for the cohort program was given by UNC General Administration in July, 1998. The program currently enrolls 10 students who work primarily during the day in health care settings and take the Department's evening classes at Wake Technical Community College on the east side of Raleigh.

1.9.3 **Jackson Library:** Included in online catalog selected web resources and full-text journals available online to support remote users (ongoing).

1.10 *Faculty roles, responsibilities, and rewards will be expanded in scope to encourage and to facilitate faculty participation in a variety of activities related to learning, discovery, and service.*

1.10.1 University Promotion and Tenure guidelines developed by the Commission on Roles, Responsibilities and Rewards were approved by the Faculty Senate in fall 1998. Post tenure review policy for the University was also developed.

1.10.2 All units in Academic Affairs have completed a review of unit promotion and tenure guidelines to ensure that they reflect the new University policy. Most units have also completed development of post-tenure review policies.

1.10.3 The University-wide Guidelines and the unit guides for College of Arts and Sciences, Schools of Business and Economics and Music, and Jackson Library are posted. Other unit plans will be added.

1.10.4 New policies were implemented for decisions on promotion, tenure, and post tenure review in all units.

- 1.11 *Ensure a diverse faculty to support the university mission to "sustain a community in which women and men of every race . . ."*

1.11.0 From May 1, 1998 through April 30, 1999, the Provost approved a total of 152 searches for full-time, tenure-track faculty, visiting faculty, lecturers, and administrative positions, thirty-three percent more than the 113 searches approved during this same period of time for 1997-98. Seventy-four percent of these searches had been completed by the time of this report.

Of the 152 searches, tenure-track searches numbered 54 of which 37 had been completed by the time of this report. Thirteen searches were still open, and four had been terminated.

The gender breakdown for the completed tenure-track searches was 22 females and 15 males. Of this total, twelve minority candidates, three Hispanics, five African-Americans, and five Asians, were hired in tenure-track positions. For a breakdown of minority faculty by department and rank, see Table D in the Appendix.

Final statistics for 1997-98 revealed that of the 113 searches conducted in all divisions, 100 were successful. The University hired 55 females and 45 males, as compared to 53 females and 46 males in the previous year. Total tenure-track searches numbered 41 (as compared with 37 in 1996-97) of which 32 were successful. Of this number The University hired 11 females and 21 males. Females hired were down from the 17 hired in 1996-97, and the number of males hired was up from the 10 hired in 1996-97. One African-American female minority was hired in a tenure-track position. No male minorities were hired in tenure-track positions. Final statistics on searches conducted for the 1998-99 academic year will not be available until September. Unit descriptions of these hires follow.

College of Arts and Sciences: The College and nineteen of its departments conducted twenty-one tenure-track and twenty non tenure-track searches this year. Of the 28 searches that have been completed (as of May 4), 16 have been filled by women, 12 by males, and four by minority candidates, including a black female in Philosophy. Three tenure-track searches (Psychology, Romance Languages, and Computer Science) were canceled when negotiations with top candidates, in many cases women and minorities, failed.

Bryan School of Business and Economics: Four new hires for 1999-00 in the Bryan School include two (one male and one female) who are natives of India, in addition to another female.

School of Education: Three **National Paideia Center** positions were transferred from UNC Chapel Hill (and met affirmative action review). An African American female fills one of these positions. Seven faculty hires in the School included five white females. The **Reading Together USA Program** hired one female project manager and one female supervisor of training. The **Dean's Office** added an African American female as a new employee.

School of Human Environmental Sciences: Two new African-American female hires in tenure-track positions have occurred in **HDF**. An African-American female Instructor in **SWK** was reappointed. An African-American female is a finalist for a term appointment in **HID**. An African-American female who was a Lecturer in 1998-99 has been appointed Visiting Assistant Professor for 99-00 in **TDM**. Two African-American females were reappointed to Academic Professional Associate Professor and Assistant Professor (non-tenure track) positions.

School of Health and Human Performance: Communication Sciences and Disorders: A woman was hired in 1998 as the Project Coordinator for the personnel preparation grant in adolescent language disorders. Louise Raleigh, an African-American female, was hired as Campus Coordinator for Distance Education in CSD in July 1998. A tenure-track appointment in **Exercise and Sport Science** was filled by a woman. In **Public Health Education** an African American began her first year with the Department as a Lecturer. As a result of the 1998-99 search for an epidemiologist, the Department hired a female African American native of the West Indies. Arrangements are almost complete for the one year Visiting Professor appointment of Dr. Stephen Thomas, an African American and tenured Associate Professor of Community Health and Director of the Minority Health Research Institute, Rollins School of Public Health at Emory university.

School of Music: A black female was hired as Assistant Professor of Music Education.

School of Nursing: Three new part-time faculty include one white male (a minority in Nursing), one African American female, and one white female.

Jackson Library hired a minority Library faculty member in July 1999.

1.11.1 An Ethnic Minority Recruitment Network was established in the Provost's Office with names of contacts and potential candidates supplied by faculty, staff, and minority UNCG doctoral degree recipients.

1.11.2 **Jackson Library** appointed the new Administrative Services/Personnel Librarian as Affirmative Action Representative to provide consistency and play a key role in all future searches.

1.11.3 Recommendations to the Deans on enhancing minority faculty recruitment and retention included optional diversity language for position announcements.

Strategic Direction 2: UNCG will expand its research and infuse the excitement of scholarship into its teaching and learning.

2.1 *High quality research/inquiry will be valued and rewarded.*

2.1.0 Table E in the Appendix provides information on UNCG research grants.

During 1998-99 UNCG faculty published 64 books and 489 refereed articles or book chapters. In addition, there were 1288 public performances by faculty. Details by unit are provided in Table F in the Appendix.

Graduate School: Guidelines for a new award, The Outstanding Thesis Award, were developed by a committee of the graduate faculty. Departments made nominations and the first Outstanding Thesis Award was awarded at the Excellence Convocation in May 1999.

During the 1998-99 academic year the **Institute on Health, Science, and Society** participated in recruitment of new faculty in the departments of PHE and FNS, and the Genetics Counseling Program. This participation focused on evaluation of candidates research backgrounds and potential, and on sharing with candidates the research agenda and support possibilities of IHSS.

The **Office of Research Services** presented several workshops and seminars throughout the year, including a grantsmanship/Locating Sponsor workshop presented to the Graduate Student Association and Looking for *Sponsors on the Web* workshop open to all students, faculty and staff. Charna Howson, ORS, served as visiting speaker for Dr. Kathryn Summers graduate level technical writing class regarding proposal writing and sponsor searches and for Dr. Carol Marsh's DMA seminar students; Electronic CITI, Jackson Library. In addition, miscellaneous private consultations with students in the Office of Research Services throughout the year.

The **Department of Biology** hosted the NC Academy of Sciences Research Workshop at UNC-G with over 50 attendees.

The **Weatherspoon** continues to emphasize publishing exhibition catalogues and original research on the permanent collection. Publications in 1998-99 included: *Suzanne McClelland, Art on Paper, Bert Carpenter: A Retrospective, Photography's Domain* and *Hot Spots*. It also co-published with the Castellani Art Museum at Niagara University and The University of North Carolina Press, *In Company: Robert Creeley's Collaborations*, an exhibition that will travel to UNCG in early 2000.

2.1.3 **Jackson Library** initiated a music score approval plan that dramatically increased the number of scores available for performance and study; Increased by 5 the number of Special Collections/University Archives web pages describing the Library's unique and rare scholarly book and manuscript collections, bringing the total to 173 pages; Increased access to documents important to the history of the institution and the education of women by microfilming approximately one-third of the papers of our first President, Charles Duncan McIver; Purchased a license to JSTOR, an online, cover-to-cover archive of 117 scholarly journals in core academic disciplines, with some titles going back to the 19th century; Purchased a license to Project MUSE providing online access to scholarly journals published by Johns Hopkins Press; Increased access to online databases, bring the total to approximately 120; Expended almost \$480,000 in one-time funds to purchase backfiles of serials, large sets of historically important materials, and video tapes and supplemented book allocations; Expanded the approval plan by adding six commercial scholarly presses to its coverage, thereby increasing significantly the number of scholarly titles that are shipped automatically; Established a standing Preservation Committee; Established preservation priorities for Special Collections/University Archives; Analyzed special collections to determine future emphases and priorities (completed spring 1999); Increased access to unique research collections by hiring a Cello Music Cataloger to describe unique resources and make them available to scholars, performers, and teachers worldwide.

2.1.4 The following major equipment purchases support student and faculty research/creative activity:

A&S:	Biology:	Silicon graphics computer
	Chemistry:	Silicon graphics workstation
		3 UV/Vis Spectronic Genesys Spectrophotometers
		Savant Speed-vac system,
		2 Buchi Lyophilizers
		Waters High Pressure Liquid Chromatography instrument
HHP:	CSD:	Dell Optiplex Plus computer
		Digital Clinical Audiometer
	Dance:	Color scrollers on stage lighting equipment
		Audio recording/editing equipment/software
		Capture hardware for video recording

2.1.5 **UE/SAI:** The first annual Undergraduate Research Assistants Poster Show was held in conjunction with Excellence Day on May 5, 1999. Fifty-three students presented their work. A complete list of 1998-99 URA recipients is provided in Table G in the Appendix.

The **Department of Psychology** held its annual Graduate Research Conference in which students present research to press and faculty.

Jackson Library held workshop for Library staff to provide updates on developments in electronic information resources and services, distance learning initiatives, and the issue of fees for library services.

- 2.2 *Learning environments (on-campus and off-campus) will be improved/developed on the basis of new knowledge and research.*

The **ISOM department** head participated in a group of college presidents, business leaders, and faculty from universities in the area to develop an information technology center for the Triad area. It is the hope that such a center, if established, will promote technology training and development in the region and will lead to attracting new technology-based firms to the area.

Based on current research which indicates that internships increase learning in accounting, the **Department of Accounting** has developed an internship program.

The **Department of Educational Research Methodology** hosted a workshop addressing current research methodologies for detecting biased test questions. ERM graduate students and faculty attended. Faculty from the statistics department as well as faculty from all other School of Education departments were invited.

The **Weatherspoon** is working with the National Paideia Center on campus to serve as a laboratory for their teacher training program. Curator of education Pam Hill and two docents will undergo the training themselves this summer.

- 2.3 *The number of undergraduate and graduate students involved in faculty research/inquiry will increase.*

2.3.1 New graduate assistantships supported by state funds and external funds include:

Greensboro Graduate Scholars: \$3000 add-on to assistantship for three years for doctoral students, \$2000 for two years to master's candidates. In 1998-99, forty-seven graduate students were in this program.

Excellence/Hayes/Hester and Holderness Fellowships: Nine graduate students received Excellence, Hayes, or Hester stipends for \$14,000. Four graduate students received Holderness Fellowships for \$5,000.

Minority Presence Grants of \$4,000 (or \$4,500 if summer study was projected) went to nine African-American students who are North Carolina residents.

Patricia Roberts Harris Fellowships: one doctoral student and two MFA students continued to received this fellowship.

Two graduate assistantship positions were devoted exclusively to supporting the GIFTTS System of Care evaluation efforts. These assistantships were supported through a Title IV-E contract with the North Carolina Division of Mental Health, Developmental Disabilities and Substance Abuse. It is anticipated that the number of graduate assistantships allocated for the evaluation component of GIFTTS will increase to 2.5 for the subsequent academic year. Through the IV-E funding for Guilford Initiative for Training and Treatment Services supporting the Training Component of GIFTTS, the number of Graduate Assistantships increased from fourteen (14) in Academic Year 97-98 to twenty-seven (27) in Academic Year 98-99.

CSSI's NCARE has included specific projects for graduate students in its overall approach to addressing the needs of children in care. NCARE has increased the number of state funded graduate assistantships at UNCG by four.

The **Institute for Health, Science and Society** generated approximately \$20,000 in external funds to support graduate assistants.

2.3.3 A chart indicating recipients of Undergraduate Research Assistantships is provided in Table G in the Appendix.

College of Arts & Sciences: 283 undergraduates are involved in faculty research/inquiry outside of the Undergraduate Assistantship Program. In **Biology**, 26 students made research presentations at conferences. In **Communication**, seven students presented at the Eastern Communication Association Conference. One hundred ninety graduate students are involved in faculty research.

Bryan School of Business and Economics: **Accounting** has 6 graduate students involved in faculty research. Of the three **Business Administration** undergraduate research assistants, at least one was listed as a co-author of a publication. Three graduate students were involved in the Small Business and Technology Development Center Graduate Case Competition. **Economics** had two MA students complete research projects with faculty. Two **ISOM** undergraduates were involved in faculty research projects outside URA's. In addition, five undergraduate papers won regional awards, and one paper won a national award.

School of Education: In addition to undergraduate research assistants, 39 undergraduates are involved in research/inquiry. Students from **Counseling and Development** published seven refereed periodical articles and six book chapters and made 67 conference presentations. There are 94 graduate research assistants.

School of Health and Human Performance: **Communication Sciences and Disorders** has 20 graduate students involved in faculty research (KSI). **Dance** has 4 graduate students involved in faculty research. In **Exercise and Sport Science**, nearly all graduate students have been involved in faculty research. Most with assistantships are assigned to research projects for part of their assignment. **Public Health Education:** Thirty members of the undergraduate evaluation class worked with Kristin Bull to conduct an evaluation of components of UNCG's Student Health Services. Four graduate students are involved in faculty research. **Recreation, Parks, and Tourism:** Graduate students were involved extensively with faculty research in the areas of financial management in municipal parks and recreation (3 students); serving individuals with disabilities and their family members in inclusive community recreation programs (3 students);

advertising events at the Greensboro Coliseum (1 student).

School of Music: 92 undergraduates were involved in faculty research/inquiry outside URA, and three graduate students involved in faculty research.

2.3.4 **The Graduate School and the Office of Research Services** co-sponsored a workshop on grant proposal writing for graduate students during the 1998-99 academic year.

CSSI: During this academic year, graduate assistants who were assigned to CSSI's GIFTTS evaluation team have participated in three evaluation training workshops. The purpose of these workshops was to train graduate assistants on data collection procedures and administration of evaluation tools. In addition, GIFTTS graduate assistants received ongoing training to cultivate numerous research skills (literature review; data entry, statistical programming, etc.)

CSSI's NCARE has had numerous training activities for students, most in collaboration with faculty and/or public and private agency professionals, and developed a statewide Adoption / Foster Care Summit for May 21 in Raleigh. All NCARE staff has been involved in the statewide planning and development of this event, as have numerous graduate students and faculty.

IHSS: Encouragement of faculty to actively engage students in their programs of research is a constant pursuit of IHSS, supported with graduate assistant stipends, and budgetary considerations permit.

Jackson Library provided 390 classes, tours, or workshops on library research/inquiry skills for 6228 attendees.

2.4 *University Centers and Institutes will be used to increase collaborative research efforts with educational, environmental, health, and other public and private agencies.*

2.4.0 Research activities and new initiatives of GA-approved Centers include:

Center for Applied Research (Business and Economics) offers Professional Development Programs; North Carolina Directory of Trade and Professional Associations; Regional Research; Working paper series

Center for Educational Studies and Development provided collaborative research for The Children's Festival, Piedmont Young Writers Conference, Study Skills Clinics, Reading Evaluations, Reading Clinic, Learning Disability Testing, Summer Institutes Clinical Supervision: Methods and Issues, and Professional Development Seminars.

The **Center for Educational Research and Evaluation** continued its service to the State and the nation in the field of educational research and evaluation through three significant contracts from the National Board for Professional Teaching Standards, The North Carolina Department of Public Instruction and Guilford County Public Schools.

The **National Paideia Center** by the end of 1998 was working with over 100 schools in ten states. It has become one of the fastest growing school reform networks in the country, bringing national attention and national interest to the UNC system.

A faculty member in **The Department of Counseling and Educational Development**, submitted

a large federal grant on substance abuse/school violence in cooperation with the **Center for the Study of Social Issues (CSSI)**.

During the 1998-99 year, **SERVE** was reorganized under new leadership. The Executive Director is now assisted by a director of operations and two deputy executive directors, one for programs and one for planning and development. The total number of SERVE staff reached 90, 10 of which hold joint appointments at UNCG. REL SERVE Laboratory add-on funds for fiscal year 1998 are as follows: American Reads: \$736,462; Comprehensive School Reform: \$440,200; National Center for Homeless Education: \$125,000.

Human Environmental Sciences Center for Research is responsible for administering the NC Agricultural Research Service activities. Eight faculty projects are funded by ARS. Some funds from the School of Human Environmental Sciences Foundation, Inc. are used each year to provide small grants to meritorious proposals from new tenure-track faculty in the School. Three faculty received awards this year. All faculty grant proposals go through the HES Research Center. Thirty-nine external research grants and contracts were awarded, 32 more external research grants are pending.

Family Research Center: A research project continues on Antecedents and consequences of the transition to middle school experience, funded by the William T. Grant Foundation (\$405,300).

Faculty from the School of Education, Health and Human Performance, Nursing, and the College of Arts and Sciences are involved in the Guilford Initiative for Treatment and Training Services (GIFTTS), an initiative through the **Center for Study of Social Issues (CSSI)**.

Guilford Area Mental Health, Developmental Disabilities and Substance Abuse Services, Guilford County Public School System, Guilford County Department of Child Health, Guilford County Department of Social Services, Administrative Office of the Courts (AOC), Juvenile Justice Counseling Services of Guilford County, Greensboro Mental Health Association, Office of The County Manager (Office for Children), United Way of Guilford County , and 11 departments at UNCG are involved in the project.

The major collaborative efforts at CSSI's NCARE have been with the NC Division of Social Services, and with public and private agencies across the state and nationally involved with special needs children in care. NCARE has forged partnerships with a variety of public, private, and community groups, and worked directly with service providers and their clients. NCARE is a collaborative effort between the University and the State to increase the number of successful placements for children with special needs in care. Partnerships have been forged with NC A&TSU, the Baptist Convention of NC, and public and private agencies, advocacy programs, and community support groups across the state.

Through programs offered at CSSI's COPC, Sociology faculty and High Point Police came together to talk about research opportunities for the faculty members, one faculty member from the School of Education worked with the local elementary school on English as a Second language research, and one Social Work faculty member explored research options on religion and community.

Institute for Health, Science and Society (IHSS): During the 1998-99 academic year IHSS sponsored five informational sessions attended by 93 faculty, clinical staff, community

practitioners and representatives of community agencies, three for the Children's Healthy Lifestyle Initiative (18, six, and four attendees, respectively), one for the Cross-Cultural Initiative (14 attendees), one on the possibility of an Older Adults Initiative (six attendees), ten for the Corporate Health Initiative (average of 4 attendees), and two for the biotechnology group and a Wellness Council annual conference with 250 attendees for 15 workshops & sessions, including faculty from institutions across the state and nation.

Jackson Library mounted data compiled by IHSS on Library web page to make the data available to the community.

2.4.2 **CSSI** was established to increase collaborative research among faculty and individuals from the community across a wide range of topics. One of **CSSI's** main objectives is facilitating faculty research / inquiry teams within and across academic units to respond to requests for proposals and help from public and private agencies. **CSSI** has also facilitated projects through collaborative efforts between faculty and the community by the forming of partnerships with agencies and organizations in the area of education, mental health, business and public policy.

IHSS: Five major research/inquiry teams have been organized which involve 75 persons, ranging from UNCG faculty to MCHS clinical staff and faculty to community representatives. The Institute also participated in two teams organized by external groups.

2.4.3 The **Office of Research Services** staff provided support to faculty and staff for the preparation and administration of grants and contracts collaborating with public and private agencies. Support ranged from concept development; editing of proposal drafts; and negotiating and writing of contracts, subcontracts and subgrants, material transfer agreements, license agreements. They have met with 10-12 small groups of faculty to talk through the research or programmatic idea, discuss proposal-writing logistics, discuss how the work will be managed, identify flaws in reasoning, identify funding sources, and set a time line for each step in the proposal writing process.

The **Office of Research Services** provided funding announcements with lists of potential UNCG collaborators to the Center for the Study of Social Issues and the Institute for Health, Science and Society throughout the year as appropriate.

Both the Interim and Associate Director developed and maintained contacts with State, regional, national and international research officers toward the facilitation of collaborative efforts.

More proposal development of this nature is critical to the University's mission and could be done with additional staff.

CSSI: **CSSI** provides clerical staff support for the preparation of grant materials and assistance with project budget development. **CSSI** Graduate Assistants and Research Associates provide research documentation. **CSSI** staff coordinates meetings and arrangements to bring faculty members together and **CSSI** facilities are often the site of faculty members in process of formation and assembly of grant proposals. **CSSI** maintains a reference library of various grant boilerplate materials that are used by faculty in the preparation of proposals.

IHSS: Provided \$30,000 in support of faculty activity toward submission of grant proposals to outside agencies in 1998-99.

2.5 *External funding will be increased to support research, development, and training activities.*

2.5.2 Through the **Office of Research Services** the number of proposals submitted for external funding during Fiscal Year 99 increased dramatically from 232 proposals to 292 (approximately 26%) through June 15, 1999, in comparison to Fiscal Year 98 for the same time period. Dollar requests rose from \$33,269,086 to \$53,064,488, a 60% increase.

The number of proposals submitted to federal agencies in FY99 decreased from 31% of all proposals submitted through June 15, 1998 to 25% of all proposals submitted for the same time period for the current fiscal year. Proposals to State agencies remained rather constant at 24% in FY 98 and 23% in FY99. Foundation requests also remained about the same ranging between 11-13% of all requests. Submissions to sponsors classified as 'other' (business, industry, etc.), however, increased from 34 % of all requests in FY98 to 39% of the requests made through June 15, 1999.

The percentage of total dollars requested from federal agencies decreased from 72% in FY98 to 68% in FY99. The percentage of total dollars requested from state agencies, however, increased from 6% in FY98 to 16% in FY99. The dollar amounts requested from foundations rose from 5% of total dollars requested in FY98 to 9% by June 15, FY99. Monetary requests submitted to external sponsors classified as 'other' fell from 17% of the total dollars requested in FY98 to 8% in FY99.

If UNCG federal grant awards are certified to total over \$15,500,000 during 1998-1999, this would be a level of external support consistent with Carnegie Research II status. Statistics for proposals and grant awards for fiscal year 1999 are found in Table H in the Appendix.

2.5.3 During the 1998-99 academic year IHSS participated in recruitment of new faculty in the departments of PHE and FNS, and the Genetics Counseling Program. This participation focused on evaluation of candidates research backgrounds and potential, and on sharing with candidates the research agenda and support possibilities of IHSS. Preference was given to faculty with active research agendas, and who were most likely to develop collaborative research ties with colleagues in other related departments. IHSS also actively supported the interdisciplinary biotechnology group, and hosted two meetings to help develop cohesiveness and focus for the group.

2.5.4 **IHSS:** During the 1998-99 academic year IHSS provided \$18,000 in seed money to faculty working on projects that have potential to lead to significant external funding. Henrich (Biology), Humphrey (Sociology), and Karper (ESS), contributed financial and personnel support to the efforts to develop a Children's Center for Health and Physical Activity in the School of Health and Human Performance.

2.5.5 **CSSI:** CSSI works with Myers and Associates and other external agencies in identifying potential funding sources for UNCG faculty teams. CSSI networked with Sociology faculty to US Attorney's Office projects and networked with Political Science Department to Housing and Urban Development Office projects. **IHSS:** Two meetings were held with Myers and Associates, one at UNCG and one in Washington, to discuss the three major IHSS initiatives and to meet with representatives of federal agencies that might fund part or all of the initiatives. Several discussions of funding possibilities were also held with representatives from different NC state agencies. IHSS staff meets routinely with the President and Vice President of the Moses Cone-

Wesley Long Community Health Foundation to plan joint research and community demonstration programs.

Jackson Library consulted with library development officers to identify likely funding opportunities.

2.5.8 **CSSI** facilitated a partnership between faculty from Health, Physical Education and Recreation at NC A&TSU, Health and Human Performance at UNCG, and the Salvation Army Boys' and Girls' Clubs to provide learning services programs for SED children. **CSSI's** GIFTTS has a collaborative relationship with NCA&TSU through UNCG's HHP to work in the community with at-risk children. **CSSI's** NCARE has already established a collaborative relationship with NC A&T SU through the Joint Social Work Program, and will be working to extend this in other directions. **CSSI's** COPC is working with joint NC A&T SU and UNCG Social Work department at the graduate level to set up internship opportunities for Summer and Fall, 1999. COPC is also working with the joint NC A&TSU and UNCG Social Work department faculty on community building in the faith community.

2.6 *External grant and contract activity will be more appropriately distributed across academic units.*

2.6.2 **IHSS:** During the 1998-99 academic year IHSS efforts focused on development of plans in areas of academic and clinical strength and likelihood of funding availability. This planning resulted in three major initiatives, Children's Healthy Life Skills, Corporate Health, and Cross-Cultural Health, and a fourth pre-initiative in Older Adult Health. These plans are to be implemented as grant proposals beginning in academic year 1999-00. They are expected to provide the basis for IHSS grant activity and external funding for possibly the next five years.

2.6.3 Annual unit targets for grant and contract activity include: The **Bryan School** target for next year is a minimum of \$250,000 in applications. The **School of Education** established a five-year goal of increase total external funding value by 5% annually, using academic year 1998-1999 as the initial base year. The **National Paideia Center** reported their internal goal for contracts and grants for 1999-2000 to be \$600,000. The **Department of Educational Research Methodology** reported an annual unit target goal for grant and contract activity to \$500,000. **Health and Human Performance** has set targets through the departments which indicate projected, not dollar amounts. **Human Environmental Sciences:** The unit target for new grant and contract activity is a moving target, expected to increase as faculty hires at the senior level occur. For 1998-99 the target was \$2.1 million.

2.7 *Space allocations for funded research projects will increase.*

2.7.1 Plans are underway to renovate the Odell Property, including the construction of a greenhouse, to provide space to externally funded projects. Space will not be ready until 2000-2001.

IHSS: IHSS participated in the discussions and planning for renovation of the Odell property.

Strategic Direction 3: UNCG will build a strong sense of community as a student-centered university.

3.1 *A University Compact to serve as a code of behavior for individuals and groups will be explored, and if appropriate, developed and adopted.*

3.1.3 *Guidelines for Good Practice in Graduate Education* was approved by the **Graduate Studies Committee** and will be included in the 1999-2000 Graduate Bulletin.

The Undergraduate Studies Committee (USC) and the **Advising Council** began discussions to determine if there is a need for an Undergraduate Code of Conduct.

3.1.4 The **USC** and the **Human Relations Council** worked through an interest group to discuss and formulate a draft of a "Spartan Statement" for campus discussion and refinement in 1999-2000.

3.2 *The Race and Gender Institute will continue to be decentralized, modified, and strengthened.*

School of Health and Human Performance: The School of Health and Human Performance is hosting the 1999 Summer Institute on Race and Gender Issues. A Steering Committee to coordinate the planning, organizing, and implementing of the Summer Institute on Race and Gender Scholarship is composed of one representative from each academic department within the School [John Gamble - Chair (Dance), Perry Flynn (CSD), Pea Poole (ESS), Regina McCoy (PHE), and Jim Sellers (RPT)] and one individual from the Department of Social Work (Jackie Claes).

Eleven faculty members from the School will participate in the 1999 Race and Gender Institute.

3.3 *Policies and procedures will be systematically reviewed and modified to make them more student-centered.*

Opportunities in the **Department of Dance** for student input to policies and procedures include a Department "suggestion box," a student survey, Department Community Meetings, and one Graduate Forum each semester devoted to discussion of student-initiated issues. Among the policies and procedures modified to make them more student-centered are the following:

At the request of students, hours the dance studios are available for rehearsal have been extended. MFA students now have two options for financial reimbursement of some of their Master Production expenses. Student representatives have been participating in faculty meetings, the selection committee for a student works for a regional festival, and the Search Committee for the guest artists.

The **School of Music** Student Council was expanded to include representatives from recently formed UNCG student chapters of professional and fraternal organizations.

The **University Registrar's Office** staff has begun an evaluation of various communication pieces, and has made adjustments in those regarding commencement activities, registration procedures, and the *Schedule of Classes*; the format of the *Undergraduate Bulletin* has been enhanced for the upcoming year; procedures for students registering by Express were improved; and more information has been added to the Registrar's website, to mirror all information that is disseminated in a paper format.

The **University Registrar's Office** continually looks for ways to improve services available to students through UNCGENIE, both via the web and voice response. While there are inconsistencies in the two media, we continue to work with SCT to encourage that they may be expanded and enhanced.

The UNCG Requirements for a Second Baccalaureate Degree: The **Faculty Senate** amended to clarify that a student may receive two degrees at the same time if the requirements for both degrees are met.

The **Admissions Office** coordinated a UNCG Student Help Desk in the Mossman lobby for the incoming spring, 1999 class. The Help Desk was staffed by the offices of, Admissions, Registrar, ACES, Student Academic Services, Financial Aid and Cashier. Fifteen UNCG students participated in two Focus groups to review UNCG admissions publications and those of competing colleges. Campus tours are restricted to a maximum size of ten (10) visitors per tour. Territory management was implemented by the admissions representatives to increase staff ownership and enhance relationships with prospective students and applicants. Admissions Representatives sent personalized letters and business cards to the applicants from within their territories. Personal notes were sent and calls placed to top prospects and applicants.

ACES formed a group of volunteer adult students, called the ACES Ambassadors, to help with orientation, information sessions and adult student campus tours.

Graduate School: A committee composed of two members of the Graduate School staff and the Associate Dean was formed to review all Graduate School policies and procedures. Changes were made to several procedures (i.e., how registration materials and pin numbers are given out, making contact with other departments on behalf of the student so we can assist the student without sending them to several different offices). We are continually reviewing our procedures and practices to ensure we are student-centered. The committee will meet on an annual basis as well. Six staff members and the Associate Dean participated in a Graduate School retreat to discuss how the Graduate School can provide better service to students, faculty, other units, and the public.

Jackson Library reviewed and revised policies and procedures in three Library units to ensure prompt and efficient service for students (ongoing); Implemented a free online document delivery service for all students (completed spring 1999).

Enrollment Services developed a Student Enrollment Resource Guide to serve as information source for those serving students during the enrollment process at UNCG.

3.4 *Cross-divisional community-building activities (intellectual and social) for students, faculty, staff, and/or families will be developed and implemented.*

3.4.0 Cross-divisional activities include:

A&S: A faculty member in **Art** has initiated collaborations with BCT, Dance, and HID to expand offerings for students in computer art. The department sponsored nine visiting artist and collaborated with the Weatherspoon Art Gallery in several ventures. **English** brought author Lee Smith as a part of the ENG 101 all-campus read. **Political Science** sponsored the 98-99 Harriett Elliott Social Science symposium, which focused on conflict

in ethnically divided societies. **Religious Studies** sponsored 10 guest speakers. **Women's Studies's** Faculty Networking Committee organized a series of brown bag lunches, a student research presentation, and a dessert tea. Womens Studies faculty from several units developed the "Breaking Barriers" conference during the NCAA Women's Soccer Finals.

SOE: The consolidated M.Ed. degree in **Curriculum and Instruction** has ten tracks, including tracks involving courses and faculty across campus. **Educational Leadership and Cultural Foundations** sponsored a colloquium to discuss religion, education, and community.

HES: Two **HDFS** faculty gave presentations to Psychology faculty. The **Child Care Education Program** provided services for eleven programs in four other units: Arts and Sciences, Education, Health and Human Performance, and Nursing. **Social Work** sponsored the statewide Americorps Kickoff Conference in October 1998.

Jackson Library involved the whole university community in the "Great Books by Great Women" initiative in March 1999, which included "Living Words," "Living Women," developed with **BCT** faculty. In April the library sponsored a Book Collecting Contest with awards for a faculty member, a graduate student, and an undergraduate student.

Weatherspoon Art Gallery sponsored 48 events for university and community attendees.

3.4.1 Work with student organizations to improve intellectual and social environments includes:

A&S: The **English Club** was revived and provided programs, a poetry reading, and community service in literacy for public school students whose first language is not English. **History** sponsored a faculty/student softball game. **Romance Languages** sponsored a Spanish Hall and French hall in International House. The **Honors Program** offered the first UNS 101H and sponsored a student/faculty spring break trip to New York City. Ten free tickets were distributed to students for each UC/LS event.

HHP: The inaugural HHP Honors Banquet was held in March 1999 to recognize student scholarship and award winners, fund sponsors, and selected faculty. The annual Ethel Martis Lawther Lecture and Alumni Awards Ceremony in November 1998 and the 24th annual Alumni Breakfast in May 1999 attracted faculty, students, and community members. **Recreation, Parks and Tourism** reestablished the Student Majors Organization and supported the events it sponsored for both faculty and students.

SOM: **Music** Faculty and students worked to establish a UNCG chapter of Sigma Alpha, Iota, a professional women's international music fraternity.

The **USC** created a forum for discussion of ways to improve and support community building for non-traditional and commuter students.

3.5 *An ombudsman initiative within Academic Affairs will be designed and implemented.*

3.6 *Professional development activities focusing on leadership, human behavior, and human relationships will be offered to academic administrators, faculty, and staff.*

3.6.0 Unit personnel have participated in TLC or HRS professional development workshops as follows:

In the **College of Arts & Sciences**, 50 faculty administrators attended professional development workshops. 42 SPA staff members attended monthly professional development workshops which were joint efforts between the College of Arts & Sciences Dean's Office and Human Resources.

Several **Bryan School** faculty and staff participated in a diversity training program during the summer of 1998. Three staff members from the Bryan School participated in a Supervisor's Training Workshop conducted by HRS this year. One ISOM faculty member attended a national program on "Keeping our Faculties: Assessing the recruitment and retention of faculty of color in higher education." The ISOM Department Head serves as Chair of the University Benefits Committee. Four faculty participated in TLC professional development workshops.

A total of 56 faculty and staff in the **School of Education** participated in TLC or HRS professional development workshops.

In **Human Environmental Sciences**, nine faculty and four staff members attended workshops.

In **Health and Human Performance**, eight faculty and 6 staff attended workshops.

In the **School of Nursing**: 20 Faculty attended a total of 46 sessions.

The Associate Dean of the **Graduate School** participated in several workshops and other professional development activities.

Weatherspoon Art Gallery staff members attended the Director's Forum, American Association of Museums annual conference, National Art Education Association conference, and various other half-day and day-long workshops geared at acquiring or honing professional and interpersonal skills.

All **Enrollment Services** offices are required to have staff development plans that are designed to meet the learning needs of individuals in their respective job functions.

Jackson Library: Nineteen administrators and faculty attended 30 TLC or HRS workshops.

All **Continual Learning** administrative and support staff (32) participated in two HRS professional development workshops: Team Building and Sexual Harassment. In addition, 23 employees have attended TLC and other professional development workshops.

3.6.1 **CSSI's** GIFTTS has developed and distributed a survey to faculty and department chairs regarding their desires for further training on System of Care for infusion of curriculum and their desires for training in developing collaborative teaching strategies and collaborative research.

In August of 1998, TLC offered the first Academic Leadership Seminar for deans, department chairs, directors and other individuals with academic leadership positions. Seminar topics included *Peer Review, Leading the Academic Department, Legal Issues and the Department Chair, Teaching Tolerance, Student Ratings of Instruction, Sexual Harassment, and Conflict Management*. Attendance at the seminars has averaged approximately thirty individuals.

Strategic Direction 4: UNCG will expand its outreach in the Piedmont Triad, the state of North Carolina, and beyond.

4.1 *Academic departments, centers, and institutes will increase outreach activities and expand partnerships with public and private agencies to meet research and/or service needs when the agenda is mutually beneficial to all parties.*

4.1.0 During 1998-99, the Division of Academic Affairs provided substantial outreach to the region, the state, and the nation. Total activities include 269 public lectures or workshops; 193 consultations or partnerships with public groups or agencies, and 324 concerts, shows, or performances (total attendance: 49,315). For a break-down by unit, see Table I in the Appendix.

4.1.3 During 1998-99, the Division of Academic Affairs was involved in 23 partnerships or outreach activities with business and industry. For a breakdown by unit, see Table I in the Appendix. Some specific examples that impact the strategic and global interests of the local business community include:

A faculty member in the **Department of Economics** has prepared reports for the NC Northeast Partnership on economic impact issues of steel recycling and tissue facilities.

The **Department of Information Systems and Operations Management** sponsors the Triad Information Systems Executive Council, a for-fee organization which provides high-level seminars to members, who are vice presidents and directors of information systems in local firms.

The **Center for Global Business Education and Research** is a co-founding member of the NC Global Partnership and, as Secretariat, administers its activities and maintains its database, the North Carolina Global Gateway.

The **Department of Textile Design and Marketing** has a formal arrangement with the NC textile and apparel industry through a departmental advisory board. Faculty regularly participate in industry meetings and symposia. One presentation during the past year was a workshop on "World Class Merchandising" at Sara Lee Headquarters in Winston-Salem.

Continual Learning delivered "The Culture of India," an on-site, intensive workshop, to employees of Cone Mills.

4.1.4 New internship programs include a program for graduate students in **Accounting** and a \$2700 graduate program with Kindermusik International established by the **School of Music**. The **Center for the Study of Social Issues** through its GIFTTS program is

working to establish practicums and internships with public agencies for students from eleven academic departments.

A working group of the **Undergraduate Studies Council** studied issues related to enhancing, coordinating, and publicizing internships and service learning experiences available to UNCG students. One accomplishment was the establishment of a field system in Banner to facilitate re-entry of students completing external internships.

Table J in the Appendix provides numerical data by unit on the 277 instructional agreements for off-campus educational experiences developed or renewed in 1998-99.

4.1.5 Academic Affairs units, including Centers, Institutes, SERVE, and Continual Learning, continue to serve public education in the region; Table I in the Appendix distributes 399 partnerships or other outreach activities by unit. Outstanding examples of that service include:

SOE: A new position was created in the **School of Education**, Associate Dean for Teacher Education and Public School Relationships. This new administrator is specifically charged with fostering the development of collaborative university-public school partnerships. The **Teaching Fellows Program** attracted an all-time high enrollment of 60 new freshmen.

Activities of the **Triad University-School Teacher Education Partnership (USTEP)** actively involved SOE faculty with teachers and administrators in partner schools in Rockingham and Guilford Counties. Public school personnel serve on both the Executive Committee and the Partnership Council. During 1998-99, USTEP was involved with 11 partnership schools in Guilford County and Rockingham County Schools. Each partnership school was awarded \$2,000 to pursue school-based projects. Each project site was visited at least twice a month by the Project Coordinator. The Professional Development School of the **Department of Curriculum and Instruction**, which provides pre-service teaching personnel to low-performing school sites and funding resources for field based projects, is now affiliated with USTEP.

The revised governance structure of the **Teachers' Academy** now includes voting representation from public school personnel.

The **Piedmont Triad Education Consortium's (PTEC)** UNCG Office of School Services has provided in-depth services to 3,642 public school teachers and administrators during the 1998-99 school year. Services were provided fourteen school districts in the Piedmont Triad area. Additionally, professional development sessions were provided to teachers and administrators. Other types of outreach activities included services in the form of individualized consultation and demonstration of teaching and professional development tied to the ABC model, which was provided to 68 educators from low performing schools.

The **National Paideia Center** worked with over 100 schools in ten states during 1998, including the Guilford County Paideia Project. The Center in partnership with Guilford County Schools administer the Guilford County Paideia Project, which involves over 60 schools.

The **Department of Counseling and Educational Development** provided outreach activities and services to Foothills High School in Mt. Airy, Davidson County Schools and Greensboro Day School.

The **Department of Library and Information Studies** provided technology consultation for Hampton Year-Round School as well as technology workshops for Principal Fellows and Thomasville Schools.

The **Department of Educational Leadership and Cultural Foundations** provided 39 workshops or practitioner presentations. Department members served as consultants to many school districts and professional associations including the Ramapo Central School District (NY), Clark Foundation Urban Leadership Initiative, and Wake County Schools.

The **Reading Together USA** program in North Carolina was expanded from 12 to 25 schools. The program also operates in 11 schools in five other states.

COPC in the **Center for the Study of Social Issues** provides language line services to local elementary schools to improve interaction between teachers and English as a second language students and families.

The **Institute for Health, Science and Society** provides technical assistance to the tobacco prevention program in the public schools.

HES: Several **HDF** graduate faculty participate as Mentor Faculty in the Carolina Consortium on Human Development, a shared effort among UNCG, UNC-Chapel Hill, and Duke University. Two **HDF** faculty organized "Day for Dialogue," a full-day in-service training session for B-K teachers in Guilford and Rockingham counties, attended by 60 people.

Social Work, through the department's accredited School Social Work licensure program, there maintains active partnerships with area school systems in Guilford, Forsyth, Davidson, Alamance, Iredell, and Rockingham counties. Students enrolled in this program are placed in field instruction/internships programs with these school systems.

HHP: Three **Communication Sciences and Disorders** faculty participate in the Distance Education Consortium in Communication Sciences and Disorders, a joint effort of the University system, the participating campuses, and the State Department of Public Instruction. Court orders, state laws, and federal regulations require that persons functioning as speech-language pathologists in the public schools meet minimal State and Federal standards for qualified providers by the year 2005. Those provisionally certified since 1989 must meet the standards by the year 2000. This consortium serves those who live and work in places too distant from academic programs to make on-campus study feasible.

A faculty member in **Public Health Education** conducted an evaluation of the Rockingham County Schools' health clinics and presented the results to school officials and Morehead Hospital. He also served as a consultant on future plans for the high school health clinics and expansion of services to middle schools. PHE faculty managed

the Southern U.S. District Meeting of the American Alliance for Health, Physical Education, Recreation and Dance, a four-day convention held in Greensboro. This convention serves several thousand school personnel in North Carolina and 10 southern states.

SOM: The Camerata, the School's faculty-student string ensemble, performed and taught in Greensboro, Winston-Salem, and Charlotte public schools. Other faculty gave public school clinics in Guilford County, Hamlet, Rockingham, Wilmington, Cartaret County, Pottstown, PA, and Fayetteville.

DCL: The Fast Forward Program, which was requested by regional public school superintendents, has expanded. The program served over 720 high school students this year (430 in FY 1997-98) for an increase of 68%. High school teachers who qualify as UNCG Adjunct Faculty receive summer training and on-going mentoring by UNCG faculty to offer UNCG credit courses in high schools. Courses includes English (101/104), History (211/ 212), Mathematics (119/121 and 191/292), and Western Civilization (101/102). In the 1998-99 academic year, 1202 Fast Forward course enrollments produced 3606 semester credit hours. The number of students in established courses increased significantly from 430 to 720. Two new high schools in Forsyth and Rockingham Counties joined the program. Fast Forward program managers opened dialogue with schools in Orange, Stokes, Wake, and Durham counties.

4.2 *Academic departments, centers, and institutes will work with the Division of Continual Learning to increase the number of credit and non-credit course offerings for life-long learners.*

4.2.0 Table K in the Appendix provides enrollments for Division of Continual Learning programs in 1998-99. Overall growth was 9.8%, serving 20,583. New sites, programs, and courses include:

The Master of Arts In Liberal Studies (MALS) is an inter-disciplinary graduate program designed for unique freedom and flexibility of study. UNCG received approval from the General Administration to establish an off-site MALS program in the Triad area that utilizes video, internet, and off-campus instruction. A live interactive Religious Studies course was delivered over the NC WREN system to students in both the UNCG and UNC Asheville MALS programs.

The Emeritus Society, which offers non-credit courses in the liberal arts for the senior adult population of the Triad area, drew 30 participants for its first study abroad opportunity "The Search for the Church." As part of Women's History Month, it sponsored an "Eat Your Words" dinner discussion based on the book "The Divine Secrets of the Ya Ya Sisterhood."

4.2.2 IHSS provides a university/business training network for worksite health promotion through the Wellness Council. In 1998, IHSS surveyed 600 businesses in the state to determine needs to improve worksite health.

4.2.4 New courses and programs developed for targeted groups included:

A&S: **Chemistry** offered CHE 558, Introduction to Polymer Chemistry I, for the first time, both as an extension course for workers in local industries and also for UNCG students as a special topics course.

SOE: **Educational Leadership and Cultural Foundations** developed ELC 688, The Principal's Role in Programs for Exceptional Children. **Library and Information Studies** is expanding its distance education program in Charlotte with a goal of 150-200 students at the site by 2001.

HES: **Nutrition and Foodservice Systems** developed NFS 403, Food Science and Safety. The name and syllabus have been markedly expanded to include both experimental aspects of food science and important problems in food safety. Course completion provides eligibility to take the National Restaurant Association examination.

Faculty from **Social Work** developed a non-credit Certificate Program in Cross-Cultural Conflict Resolution and Human Services to serve the UNCG Americorps ACCESS program. Twenty-two AmeriCorps Members completed the required training and were awarded the certificate in July, 1998.

HHP: **Communication Sciences and Disorders** offered the Stuttering Foundation of America Southeastern Workshop for the region (including North Carolina, South Carolina, Virginia, Georgia, Tennessee, and Florida) in June 1999.

4.3 *All outreach and public service activities will be coordinated through the Division of Continual Learning.*

4.3.1 **The Division of Continual Learning** administers the summer session, the MALS program, distance learning and non-credit courses, and youth programs. In addition, DCL Conference Services coordinates summer conference activity for university-sponsored and non-university groups requesting use of facilities and services during the summer, acting as liaison with all campus service providers (Residence Life, Aramark, Campus Police, Parking Services), consulting on program planning (budget, printed materials, timetables), assisting with off-campus services (hotel accommodations, transportation services, and local information), and providing recruitment assistance. A major departmental conference this year was the Second Annual Attention/Deficit Hyperactivity Disorder Conference hosted by the Psychology Department, with 355 attendees. DCL Space Request Services screens and handles requests for meeting spaces at UNCG for community groups and serves as the appointed liaison for the Weatherspoon Art Gallery and Student Health Services. Finally, the Weekend Odyssey Program, a new partnership with Alumni Affairs develops weekend seminars for alumni and community members. The first weekend odyssey, "The Pleasures and Treasures of Tuscany," was held May 21-22, 1999.

The Campus Arts Committee met with DCL to discuss past, present, and future arts programming. One idea generated by the Faculty Senate's Arts Forum was a month-long arts festival.

4.5 *UNCG will expand existing and develop new linkages with overseas universities for the purpose of enhancing student and faculty exchange opportunities.*

4.5.1 Through funding provided by the **Office of International Programs**, 58 UNCG faculty traveled overseas during 1998-99. These included 32 faculty member supported by the International Travel Fund to attend international conferences; 18 faculty members whose international travel for research or program development was supported by the Kohler Fund; and eight faculty members who went overseas in their capacities as directors of various UNCG

Study Abroad programs. An additional eight UNCG faculty (six with assistance from the Kohler Fund) assumed long-term (six weeks or more) research and/or teaching assignments abroad: two in India; two in Spain; two in Germany; one in Greece; and one in Mexico.

Also during 1998-99, OIP welcomed seven visiting scholars from overseas who stayed for a semester or more, three from Israel; two from Korea; and two from the United Kingdom. In addition, OIP also hosted 40 short-term international visitors, most of whom were from our partner universities overseas.

During 1998-99, 253 UNCG students took part in Study Abroad programs. Most, but not all, were on one-for-one student exchange programs. In return for those students, UNCG welcomed 77 international exchange students, the great majority of whom were with us for the entire AY 1998-99. In AY 1998-99, we began new exchanges with Edith Cowan University, Perth, Australia; the University of Klagenfurt, Austria ; and Brock University, Ontario, Canada.

By May 1, 1999, 136 UNCG students had been recruited for Study Abroad for Summer, 1999, Fall, 1999, and the full Academic Year 1999-2000. Of these, 60 are for full-year or semester exchange programs; 56 for Summer programs; and 20 for the "Fall in Spain" program. Additional information from OIP is provided in Table L in the Appendix.

B&E: In addition to the university-to-university agreements that UNCG has developed, the **Bryan School** has signed bilateral student and faculty exchange agreements with 10 foreign business schools. In fall 1998 the first contingent of ten International Business Program students in our MBA Program from the Fachhochschule in Ludwigshafen, Germany, arrived.

SOE: **Library and Information Studies** continues its negotiations with Oulu University in Finland for exchange graduate students. In addition, a proposal has been made to the Department of Education of the Bahamas concerning distance education and summer sessions in library education.

HES: In summer 1999, a **Social Work** faculty member took ten SWK students to Strathclyde University in Scotland where she and a Strathclyde faculty member co-taught a four-week course on comparative social services for at-risk youth.

4.5.2 The **Romance Language** "Summer in Spain" program established last year has flourished: 38 students are registered for Summer 1999, an increase of 11 over last year. In addition, one faculty member in **Biology** will take 14 students on a Summer program to Costa Rica, and another in **Classical Studies** will take four UNCG students to an archeological dig in Crete. OIP's role in these programs includes the provision of travel grants and orientation to the participants.

4.5.3 During 1998-99 UNCG established two new linkages with overseas universities to enable student and staff exchange. These agreements were with Edith Cowan University, Perth, Australia (particularly in Dance Education) and University of Lyon, France (particularly in International Business). The addition of these new agreements brings the total number of UNCG's international linkages to 28.

4.5.4 The **School of Education's** "Student Teaching Abroad" program (begun in with four students in 1997-98) did not materialize in 1998-99. But recruitment has been successful for next year's program: seven education students are now being prepared for practice teaching at American Schools Abroad in Spain, Portugal, and Malaysia. In addition, the **Bryan School** is identifying business students for new internship programs in German and Mexican businesses in 1999-2000. Finally, one UNCG student on exchange at Ballarat University, Spring Term, 1999, participated in new public health internship in Australia.

4.6 *UNCG will provide leadership for the UNC system in the area of outreach by serving as the host for selected system-wide public service units.*

4.6.1 Approved by the UNC Board of Governors in January 1998, the System-wide UNC-Exchange Program (for which UNCG is the Central Administrative Unit) was officially launched on January, 1999, with the appointment of Interim Director Stephen Flynn (previously the Associate Director of OIP). UNC-EP's identity is now well established. It now has a comprehensive Web site which contains detailed information about this new faculty and student exchange program, links to electronic catalogs, and on-line application forms. Two colorful brochures (one intended for potential North Carolina participants and the other for overseas recruitment) have now been printed and distributed. Director Flynn has toured the State promoting the program and offering in-service training in exchange practices. Thus far, he has visited FSU, NC A&T, UNCA, UNCC, UNCP, and WCU.

Three System-wide exchange agreements (with Finland, Mexico, and the International Student Exchange Program) have now been signed. In addition, the System wide-Agreement with Germany, signed in 1997, has now been brought under the aegis of the UNC-EP. Two more agreements (with Israel and New South Wales in Australia) are currently under negotiation. Seventy-five students (half from North Carolina, half from Germany, Finland and Mexico) have now been selected for exchange in 1999-2000. Thus far, twelve of the 16 campuses of the UNC System are participating in the program.

The **Division of Continual Learning** established a UNC Forum, system-wide, for discussions on Distance Learning. Hosted two meetings along with North Carolina A&T University (forums for discussion) in December 1998, in Greensboro and March 1999, in Asheville.

4.6.2 The Center for Global Business and Research serves as the Secretariat for the N.C.Global Partnership, a statewide agency. Its primary role is to maintain the NC Global Gateway, a resource database to support the international interests of the 80 affiliated organizations and to organize and host the annual Governor's Global Forum. Approximately 100 participants from the business community attended this year's forum.

Strategic Direction 5: UNCG will increase its enrollment by actively recruiting and retaining students with the academic preparedness and potential to succeed in a rigorous academic environment.

5.1 *The minimum admission requirement for first-time freshmen in Fall 1999 will be a PGPA of 2.0.*

This guideline has been followed. Table M in the Appendix provides a summary of fall 1999 Admissions activity by predicted GPA and SAT total score. The mean PGPA for students admitted for fall 99 was 2.69, a 2.7% increase over fall 98.

- 5.2 *Beginning in Fall 2000, first-time freshmen will be required to meet new admissions standards.*

Table N in the Appendix provides the criteria in keeping with this goal which have been developed for admissions in fall 2000 and fall 2001.

- 5.3 *The first-time freshman class will be no fewer than 1600 in Fall 1999 and no fewer than 1700 between the years 2000 and 2003.*

The fall 99 class is expected to number over 1900. In order to continue to meet or exceed this goal, several initiatives have been developed in **Enrollment Services**. All Admissions representatives are now assigned geographic territories. Each staff member has enrollment goals for his/her territory and is responsible for personal contact plans for top prospects and applicants. Personal contacts include, but are not limited to, phone calls and personal, hand-written notes. The number of visitors per campus tour has been reduced and restricted to ten to increase personalization. At least two University Ambassadors are assigned for each daily tour time.

- 5.4 *The diversity of the first-time freshman class should approximate current freshman class proportions relative to gender, reflect the State's college going rate for each race, and increase the representation of out-of-state students without exceeding the 18% cap.*

Table O in the Appendix provides a summary of fall 99 admissions information by student category. Current data indicate that this goal will be met for the coming year.

- 5.6 *Freshman year to sophomore year retention rates will increase 0.5 % per year over 1995 levels.*

New initiatives to ensure that this goal is met include:

Peer Academic Leader (PAL) Program: During Fall 1998, 16 PALs worked in conjunction with UNS 101 instructors to facilitate class discussions and arrange appropriate activities. PALs established mentoring relationships with students by communicating with students outside of class, coordinating extracurricular activities and acting as a resource regarding the campus and surrounding community.

SAS 100, Strategies for Academic Success, was inaugurated in spring 99 to serve first-year students placed on probation in keeping with the Academic Good Standing Policy. SAS staff and four adjunct instructors taught 19 sections of the course, with 332 students. To date, 32 of these students have been suspended for failure to meet course requirements and 22 students have withdrawn from the University. The remaining 278 students have a better chance at academic success because of what they are learning.

- 5.7 *Graduate enrollment will increase at the same rate as the undergraduate enrollment with the most significant increases occurring at the master's/certificate levels.*

5.7.0 Graduate enrollment during the fall 1999 semester was 2,651, an increase of 84 over fall 1997. This gain is even more significant because graduate enrollment is down 2-5% nationally and UNCG was one of only a few UNC institutions to show a gain. Also, these figures do not reflect extension enrollments.

5.7.1 **Graduate School:** In an effort to answer critical marketing questions related to graduate recruitment and to develop an effective strategy, the Graduate School used a series of survey and focus group activities to assess SWOT, competition, and demographic trends. Record keeping for direct mail, on- and off-campus events, and telemarketing was also improved.

The **Bryan School** received more than 700 earlier inquiries regarding the new master's program in Information Technology and Management. Of forty students admitted in fall 1998, 30 students enrolled. The School held three Graduate Programs Information Sessions to provide prospects with information about any Bryan graduate programs. These were very successful and will be continued.

The **Department of Educational Research Methodology** developed a program information packet to distribute to individuals who make inquiries about graduate study. Other recruiting efforts include development of a department Web-page and a luncheon to provide information about graduate study in educational research to outstanding undergraduate psychology juniors and seniors.

5.8 *Undergraduate scholarship funds will be restructured wherever possible to create additional four-year merit scholarships for freshmen.*

Over 400 UNCG Departmental scholarships were reviewed for inclusion in this program, resulting in 35 \$1000-per-year renewable Dean's Scholarship offers for the 1999-2000 Academic Year. Financial Aid will continue to review departmental scholarships for inclusion in the Dean's Program and to work with University Advancement to bring in new funds for this purpose. Table P in the Appendix presents 1998-99 merit scholarship data.

OTHER SIGNIFICANT ACHIEVEMENTS

Material in the Appendix not referenced earlier provides information on the faculty and administrative profiles (Tables Q, R and S), enrollments (Table T), degrees conferred (Table U), graduate assistantships (Table V), Teaching Learning Center statistics (Table W), Teaching Fellows (Table X), and Faculty Senate actions (Report C).

College of Arts and Sciences

Faculty: university-wide or external achievements, awards, honors, professional service

Art: Michael Ananian was recipient of the John Koch Prize for the best figurative painting exhibited at the 173rd Annual Exhibition, the National Academy Museum, New York; John Maggio was selected as an artist in residence at the Vermont Studio Center; Billy Lee was selected as one of the four contemporary artists to participate in the 1999 du Pont Lecture Series at the Art Institute of Boston.

Broadcasting/Cinema & Theatre: Robert Hansen was elected chair of the NAST Accreditation Commission; Jim Wren completed his second year as Chair of the Region IV Kennedy Center/American College Theatre Festival.

Biology: Dr. Rob Cannon received the Disability Services Standing Ovation Award; Dr. Neil Stewart received the UNCG Office of Research Services Million Dollar Club Award; Dr. Karen Katula was elected to the North Carolina Academy of Science; Dr. Anne Somers served as Conservation Director, North Carolina Wildlife Federation; Dr. Parke Rublee served as Co-Chair, the Guilford County Task Force on Water Quality and Toxic Substances; Dr. Anne Hershey served as Co-Chair of the Lotic-lentic Linkages Initiative of the North American Benthological Society.

Communication: H. L. Goodall was named visiting Scholar at the University of Alaska--Fairbanks and Craig Smith was Editor of the *Southern Communication Journal*.

English: Fred Chappell received the 1999 Heasley Prize in Literature; Keith Cushman received the Harry T. Moore Award for Lifetime contributions to and encouragement of D. H. Lawrence Studies from the D. H. Lawrence Society of America; Karen Kilcup was keynote speaker at a conference on 19th Century American women writers at the Goethe-Universitat in Frankfurt, Germany; Gail McDonald received a \$35,000 grant from the Pew Evangelical Scholars Program to complete her research project, "Collaborative Sin"; Russ McDonald appeared on the National Public radio program "Talk of the Nation" in a panel on Shakespeare; Karen Kilcup received the Linda Carlisle Fellowship in Women's Studies.

Geography: Gordon Bennett was appointed Chair of the 2000 Census complete count committee for Guilford County by the County Commissioners.

German and Russian: Kathleen Ahern was awarded a Fulbright Research Grant for study at Kazan University in Russia; Penelope Pynes was elected President of the NC/AATG for 1999-2001.

History: Robert Calhoon received the Best Article award from the South Carolina Historical Society for 1998; Loren Schwenger served on the committee to draft requirements for induction into the International Civil Rights Hall of Fame.

Mathematical Sciences: Jerry Vaughan is editor of the journal, "Topology and its Applications"; Bruce Landman has founded the "Electronic Journal of Combinatorial Number Theory."

Philosophy: Michael Zimmerman received an NEH Fellowship.

Religious Studies: Derek Krueger received a prestigious fellowship from Dumbarton Oaks; Charles Orzech was nominated for the best first book in History of Religions (ACLS).

Sociology: Mary Erdmans received the Oskar Halecki prize from the Polish American Historical Association for her book *Opposite Poles; Immigrants and Ethnic in Polish Chicago*.

Students: university-wide or external achievements, awards, honors

Chris Witmore, working under the direction of Dr. Joe Mountjoy, published a book chapter "Sacred Sun Centers," in the book, *Ancient West Mexico*.

Jeffrey Kidder, a senior sociology major, received the 1999 Joseph S. Himes Award for the best undergraduate paper from the N. C. Sociological Society.

Carness Ottelin, MFA Directing candidate, was recipient of the \$5,000 Leighton Ballew Directing Award from the Southeastern theatre conference.

Joseph Waechter, B. A. drama student, was winner of the 10–minute Play Competition for "Love with Dick and Jane," which was performed at the National American College Theatre Festival in Washington, D. C. in April.

Katherine Rawson, an undergraduate psychology major, received a 3-year pre-doctoral fellowship from the National Science Foundation.

23 UNCG art students had work accepted by external jurors of the NC Student Juried Exhibition; 2 UNCG students received prizes.

Amanda Gunn, Department of Communication, received the Outstanding Graduate Teaching Assistant Award from the Southern States Communication Association.

Maria Hummel, M.F.A. student in English, received the Academy of American Poets Prize.

Bryan School of Business and Economics

Faculty: university-wide or external achievements, awards, honors, professional service

Susan Anderson was elected a Trustee of the American Taxation Association and named Associate Editor of the *Journal of the American Taxation Association*.

Vidya Gargeya has been selected to serve as a Senior Examiner and Team Leader for the North Carolina Quality Leadership Award program. This is a very unusual appointment for an academic since nearly all such leaders are selected from industry.

Bruce Caldwell was co-director of the Conference on the Philosophy and Methodology of Economics in June 1998 in Durham, New Hampshire.

Albert Link was appointed to the National Academy of Sciences Advisory Committee, Evaluation of the U.S. Department of Defense's SBIR Program. He was a guest of the Prime Minister of New Zealand to discuss science policy and present a plenary address.

Students: university-wide or external achievements, awards, honors

Four M.S. in Accounting students were involved in the Arthur Andersen Tax Challenge and placed in the top ten teams nationwide. They earned \$1,500 in scholarship funds for the Department of Accounting.

School of Education

Program recognition

The Department of Counseling and Educational Department's counselor education program was one of two from North Carolina institutions ranked in the top 50 in the *Journal of Counseling and Development*. UNCG's counselor education program was ranked 20th.

Reading Together USA was included among 100 examples of effective programs at colleges and universities by the American Association of State Colleges and Universities.

Faculty: university-wide or external achievements, awards, honors, professional service

Dr. James V. Carmichael, Library and Information Studies, was nominated for the Gay Book Award (non-fiction), of the American Library Association, for *Daring to Find our Names: The Search for Lesbian Library History*.

Dr. Jane Myers, Counseling and Educational Development, was recognized as a Charter Fellow of the Association for Gerontology in Higher Education.

Dr. David Strahan, Department of Curriculum and Instruction, received the Outstanding Academic Book Award from Choice Magazine for *Mindful Learning: Teaching Self-Discipline in Academic Achievement*.

Dr. Richard Jaeger, Department of Educational Research Methodology, received The Award for Career Contribution to the Field of Educational Measurement.

Students: university-wide or external achievements, awards, honors

A student from The Department of Curriculum and Instruction received the Outstanding Student Teacher Award in Elementary Science from the North Carolina Science Teacher Association.

School of Human Environmental Sciences

Faculty: university-wide or external achievements, awards, honors, professional service

- HDF: *Peggye Dilworth-Anderson: received the Marie Peters Award for outstanding research on ethnic minority families, National Council on Family Relations and was selected as a Fellow, National Council on Family Relations and the Institute on Aging, UNC-Chapel Hill.
*Vira Kivett: received the Marie Selzer Distinguished Service Recognition Award, Association for Gerontology in Higher Education.
- SWK: *Jackie Claes was appointed by the Governor to the NC Certificate Board for Social Work.
*Deborah Wall was awarded the title of Board Certified Diplomate in Clinical Social Work, the highest national award in clinical social work that one can receive.
*Raleigh Bailey received the Outstanding Leadership Award from the N.C. Governor's Office.
*Carolyn Moore was elected President of the N.C. Chapter of the National Black Child Development Institute.

Students: university-wide or external achievements, awards, honors

- HDF: *Ted Futris won the award for the Outstanding Graduate Student Contribution to Family Theory and Research from the National Council on Family Relations.
- NFS: *Robin Hopkins won the UNCG Harter Award for Outstanding Research
*Jing Xu won the Bryden Graduate Research Grant Award, NC Academy of Science
*Tonique Crawford received the Derieux Award for a research paper given in the Health Sciences Section, NC Academy of Sciences.
- SWK: *Lisa Andrews received a UNCG Excellence award.
- TDM: *Angela Pasquith, a TDM senior, was named one of 10 Outstanding Designers by the American Apparel Manufacturers Association.

School of Health and Human Performance

Program Recognition

Dance: The graduate program in dance was listed in a survey by *Dance Teacher Now* as one of the top ten graduate programs in dance in the country. This is the only survey of its kind.

Faculty: university-wide or external achievements, awards, honors, professional service

Lyn Mankoff served as President of the North Carolina Association of Speech-Language Pathology and Audiology and was also awarded the honor of North Carolina's Supervisor of the Year, April 1999, by this organization.

Dance: Sue Stinson: Served as Chair of an international organization, Dance and the Child: International, and was selected as keynote speaker for inaugural conference of the National Dance Education association in May 1999.

Exercise and Sport Science: D. Gould received the prestigious NASPE Hall of Fame award.

Public Health Education: Keith Howell was elected Chair of the UNC System Faculty Assembly for 1999-2000.

Recreation, Parks, and Tourism: Leandra Bedini - Research Leave (Spring 1999); Nancy Gladwell - Appointed Undergraduate Program Coordinator for the Department of Recreation, Parks, and Tourism; James Sellers - Recipient, Standing Ovation Award, Office of Disability Services.

Students: university-wide or external achievements, awards, honors

Recreation, Parks, and Tourism: Terri Phoenix - 1998 Academy of Leisure Sciences, Society of Parks and Recreation Educators - Future Scholar of the Year award.

School of Music

Program Recognition

The University Wind Ensemble performed by invitation on opening night of the annual convention of the American Bandmasters' Association. This prized invitation is widely considered by many to be the most prestigious in the band world. UNCG's fine performance established the ensemble in the vanguard of university wind ensembles nationwide.

The University Percussion Ensemble became the first university percussion ensemble in history to be reinvented to perform at the Percussive Arts Society's International Conference.

The UNCG Opera Theater's production of Britten's *Albert Herring* was awarded second place in the National Opera Association's Production Competition. This represented the fifth time in the last six years that UNCG has placed either first or second in the Competition.

Faculty: university-wide or external achievements, awards, honors, professional service

Joseph DiPiazza served a Chair of the North Carolina Music Teachers Association's Piano Section; Deborah Egekqvist served as state chair of the National Association of College Wind and Percussion Instructors; Robert Gutter served on the Board of Directors of the Conductor's Guild and as the organization's Nominating Committee Chair. Covington Distinguished Professor Benton Hess served as Music Director of the Wildwood Festival; John Locke was elected to the Board of Directors of the American Bandmasters Association and served the College Band Directors National Association as Southern Division President and member of its Board of Directors and National Research Committee; Scott Rawls served as President of the North Carolina Viola Society, as President-Elect of the North Carolina chapter of the American String Teachers Association, and as String Chair for the North Carolina Music Teachers Association; John Salmon served as National Piano Chair for the Music Teachers National Association; Paul Stewart began service as 2000-2001 National Convention Program Chair for the Music Teachers National Association; Craig Walsh won the Martirano International Composition Competition and received an Honorable Mention Award from the American Society for Composers and Performers; Kent Williams was named editor of the *Journal of Music Theory Pedagogy* and served as Secretary of Music Theory Southeast; Andrew Willis served as President of the Southeastern Historical Keyboard Society; Maribeth Yoder-White served the American Choral Directors Association as Chair of its Southern Division Student and Youth Activities and President-Elect of the Association's North Carolina chapter.

Students: university-wide or external achievements, awards, honors

John Fulton won the Metropolitan Opera Company's State Competition.

School of Nursing

Program Recognition

The School of Nursing's Anesthesia graduate program was ranked 8th in the country in the *US News and World Report* special publication *America's Best Graduate Schools*.

Faculty: university-wide or external achievements, awards, honors, professional service

Dr. Virginia Karb was selected as one of the "Great 100" Registered Nurses in North Carolina; Dr. Hazel Brown and Dr. Rebecca Saunders received the Regional Research Utilization Award from Sigma Theta Tau International; Sandra Ouellette and Richard Ouellette both nursing faculty in the graduate anesthesia program received the Agatha Hodgins Award for Outstanding Accomplishment at the Annual Meeting of the American Association of Nurse Anesthetists; the annual meeting of the National Council of Gerontological Nurse Practitioners was held in Greensboro this year. Dr. Laurie Kennedy-Malone, President of the group, organized the meeting.

Walter Clinton Jackson Library

Faculty: university-wide or external achievements, awards, honors, professional service

Special Appointment: Barbara Cassell, Music Catalog Librarian, Catalog, September 1998 - May 1999

Other significant achievements

Rick Anderson is on the Editorial Board of ACQNET and the Publishing Advisory Board of Scholarly Communications Report.

Sarah Dorsey is active in the Music Library Association, chairing its Marketing Subcommittee, and the South East Music Library Association, chairing its Nominating Committee.

Nancy Fogarty is on the Executive Board of both the Southeastern Library Association and the North Carolina Library Association.

Gerald Holmes is chair of the Recruitment and Placement Center Committee for NCLA's 1999 Biennial Conference, a member of NCLA's Executive Board, and Co-Director of its Roundtable for Ethnic Minority Concerns.

Robert James is president of the North Carolina Preservation Consortium.

International Programs

On April 23, 1999, the North Carolina Association of International Educators gave its annual Excellence in International Education Award to Martha Trigonis, Director of International Student and Scholar Services in OIP.

EXECUTIVE SUMMARIES BY UNIT

RESPONSE TO 1998 UNCG PLAN

College of Arts and Sciences

Cornerstone: Technology: In computer-assisted technologies in teaching, notable department-level improvements include the expansion of instruction in computer-assisted graphic design (Art) and the addition of weather station equipment for the new Field Camp, as well as enhancements to their Spatial Analysis and Climatology laboratories (Geography). Achieving Y2K compliance for telephone systems required great effort and expenditure.

Cornerstone: Facilities: More than thirty facilities renovations were initiated this year; more such renovations are desperately needed. Space and adequacy of existing facilities have become major problems. Two of the departments most clearly in need of additional faculty, Biology and Psychology, have virtually no space for additional faculty laboratories.

Cornerstone: Public and Private Support: The College has developed a clear set of priorities for major gift fundraising, and the dean and other key individuals throughout the College are working with the College Gifts Officer to achieve some ambitious goals. Important successes this year include the Chappell Fellowship in English, the Excellence Professorship in Women's Studies, and the endowment for Jewish Studies.

Cornerstone: Administrative Systems: The College implemented a new Teaching Assignment Policy this year and developed and began implementation of a comprehensive set of guidelines for the conduct of post-tenure review.

SD 1: Exemplary Learning Environments: The College of Arts and Sciences was the first academic unit to develop a department review process, and also the first to develop an extensive system of outcomes assessments for academic majors. These remain the chief mechanisms for improving learning environments, and the results are extensive and impressive. The special academic communities under College sponsorship, including the University Honors Program, Residential College, and Strong College, make a strong contribution.

SD 2 Research: The College continues to exhibit a high level of quality and quantity in faculty publications, research activities, grants and contracts and a growing number of undergraduate students involved directly in faculty sponsored research activities.

SD 3: Sense of Community: As in previous years, individual departments and programs in the College sponsored an impressive array of forums, symposia, intellectual and cultural activities. Endowments support the Harriet Elliott Lectures (especially impressive and well-attended this year) as well as the Ashby Dialogues. These latter have become so successful in bringing faculty and students together in pursuit of scholarly and intellectual issues that we supplement endowment income handsomely from College resources to provide more of them.

To provide a broader approach and opportunities for intellectual community across the disciplines, attracting faculty, students and friends outside the university, this year the College Programs Committee was formed. Already, a strong and extensive set of offerings is planned for next year.

The special programs of the College—particularly Honors, Residential College, Strong College, African American Studies and Women Studies—continue to be among the university's most active and effective promoters of academic community and enrichment. The annual Women's Studies symposium, coordinated with the NCAA Women's Soccer finals, was highly successful. And the Honors program was especially active this year, sponsoring weekly Honors Coffees, in which students and faculty discuss important issues in an informal social setting; a spring break trip to New York packed with cultural events; and a dramatic performance of Scenes from Chekhov, involving faculty, students, and an administrator or two in exuberant participation.

SD 4 Outreach: Expanding outreach activities was a major goal of the College this year, and a considerable portion of Associate Dean Bob Gatten's energies were devoted to it. In addition, individual faculty members as well as the departments and programs understand that henceforth UNCG will succeed as an institution to the extent that it becomes a major partner in the economic, social, and cultural development of our region. An important new step is formation of a Science Advisory Board for the College.

SD 5 Enrollment: Several departments and programs of the College are working to become best-in-the-system programs—the sort to which the best students will naturally gravitate. In addition, our special programs and learning communities continue to attract very good students to UNCG.

Bryan School of Business and Economics

Cornerstone: Technology: Single-line service phones with voice mail were installed in two departments. Five classrooms were equipped with an electronic teaching station, a computer connected to the UNCG network, and a ceiling mounted projection system for both computer and VCR output. Three other classrooms received extensive technology enhancement. New computers were purchased for 23 faculty members.

Cornerstone: Facilities: Bryan Room 160 (the auditorium) is being renovated. A number of Bryan School faculty offices were carpeted. Some progress has been made with interior painting of the Bryan Building. Fixed pedestal seating was replaced with movable upholstered chairs in five classrooms.

Cornerstone: Public and Private Support: The Bryan School actively participated in UNCG's Second Century Campaign.

SD 1: Exemplary Learning Environments: The Bryan School has completed a self-evaluation report and submitted it to AACSB-The International Association for Management Education for their review.

As a result of program reviews, curriculum improvements include revision of the B.A. in Economics and B.S. in Economics to differentiate the two programs of study, implementation of the new Operations and Systems Management (OSM) program, and revision of the International Business Studies Program to enhance business skills while retaining liberal education and language competency.

Many courses added technology components this year. Bryan School faculty used information technology in at least 36 undergraduate courses and 23 MBA courses.

A cooperative agreement was reached to have UNCG students and students from ITESM, Monterrey, organize and present the International Business Congress in Monterrey, Mexico, and at UNCG in 2000. The Center for Global Business Education and Research negotiated reciprocal internship agreements in Mexico and Germany, and an exchange agreement has been completed between the Bryan School and Universite Jean Moulin Lyon 3 in France. In Fall 1998, the first contingent of ten International Business Program students in our MBA Program from the Fachhochschule in Ludwigshafen, Germany, arrived. To promote global awareness, Economics 300 (The International Economy) and Management 301 (Introduction to International Business) are now required for all majors. MBA 616 (Business in the International Economy) is required of all MBA students.

The MSN/MBA Program received final approval this year and is expected to admit its first students for study in Fall 1999.

SD 2 Research: Three books and eight book chapters were published, and more than fifty refereed journal articles were published. The ISOM department head participated in a group of college presidents, business leaders, and faculty from universities in the area to develop an information technology center for the Triad.

SD 3: Sense of Community: Several Bryan School faculty and staff participated in a diversity training program during the summer of 1998. Three staff members from the Bryan School participated in a Supervisor's Training Workshop conducted by HRS this year.

SD 4 Outreach: The Bryan Lecture was held on March 9, 1999 with Susan M. Phillips, Dean of the School of Business and Public Management at The George Washington University, as the speaker. The Center for Global Business Education and Research again organized and hosted the Governor's Global Forum on May 21, 1999. Steve Layson, Associate Professor, Economics, prepared reports for North Carolina's Northeast Partnership on "The Economic Impact of the Nucor Steel Recycling Plant on Northeastern North Carolina" and "The Regional Economic Impacts of the Wisconsin Tissue Facility on North Carolina." Professor Layson also provided the War Memorial Commission with a report on the economic benefits of the Greensboro Coliseum Complex. The Professional Management Development Program was held again this year with the largest number of participants (39) ever. This is a significant part of the Bryan School's outreach to the Piedmont Triad community.

SD 5 Enrollment: Thirty students enrolled in the new Master of Science in Information Technology and Management program.

School of Education

Cornerstone: Technology: The primary thrust of SOE activity with respect to technology focused on computers. Large numbers were purchased for use by personnel in individual departments, and an initiative was undertaken to assure Year 200 compliance. In addition, there was attention to upgrading telephone lines and systems.

Cornerstone: Facilities: All hall areas and stairwells in the Curry Building were repainted and fitted with new wall covering. Other departmental and faculty offices were carpeted and painted. The National Paideia Center moved into remodeled facilities in the First Citizens Bank Building.

Cornerstone: Public and Private Support: The School of Education established as a goal an annual rate of increase of grant and contract activity of 5% per annum, using 1998-1999 as the initial base year. This figure does not include substantial additional soft-money generated by activities such as SERVE and ERIC-CASS. In addition, units and individuals were active in promoting fundraising activities to support programs and obtaining new scholarship support for students.

Cornerstone: Administrative Systems: A new department, Specialized Education Services, was created on July 1, 1998. The School of Education developed a promotion and tenure scheme consistent with new University guidelines. The move of the National Paideia Center to the UNCG campus resulted in a new set of relationships that, among other things, now has the Director of the Center reporting to the Dean of the School of Education. A new administrative position, Associate Dean for Teacher Education and School Relationships/Director of the Teachers' Academy was created. A new governance plan was adopted for the Teachers' Academy.

SD 1: Exemplary Learning Environments: SOE activities included Department meetings focusing on student performance data and on rates of student passage on key licensure examinations, work related to accreditation activities and departmental reviews, increased utilization of technology in new courses, and infusion of technology-oriented content as new elements within existing courses, participation in professional development opportunities, and increased faculty involvement in distance learning.

SD 2: Research: SOE faculty published 32 books and 88 articles and participated in 70 public performances/juried exhibitions. The use of Curry 349 as a technology teaching laboratory was maximized. Thirty-nine undergraduates were involved in research activities, and 94 graduate research assistants were assigned to various roles in the School.

Numerous new initiatives to introduce wider audiences to research-based new knowledge were offered by such affiliated groups as the Center for Educational Studies and Development, the Center for Educational Research and Evaluation, The National Paideia Center, the Guilford Initiative for Training and Treatment Service, SERVE, and the Triad University/School Teacher Education Partnership. SOE external funding activity was in excess of \$3 million, not counting contributions of such affiliated groups as SERVE and ERIC-CASS.

SD 3: Sense of Community: SOE utilized data from surveys to gather student input regarding the adequacy of course content and instruction and revisions undertaken in response to this information.

Cross-unit activities included collaborative planning of new Master of Education degrees, planning for a new undergraduate program in special education, establishment of Reading Together connections with professionals in school districts throughout North Carolina and in the states of Texas, Missouri, Illinois, Pennsylvania, and Florida, planning for the movement of the Children's Literature Collection to the Curry Building where it can be more easily accessed by students, and reaching out to the national community of professional counselors to provide advice about proposed new accreditation standards

SD 4: Outreach: Outreach activities of the Center for Educational Studies and Development , The National Paideia Center, Reading Together USA, and the School's six academic departments were greatly expanded. A new administrative position, Associate Dean for Teacher Education and School Relationships, was created to establish tighter connections with public schools and other field settings.

Activity with public school personnel in Rockingham and Guilford County increased through the Triad University/School Teacher Education Partnership. More than 3,600 teachers and administrators were served by the Office of School Service in collaboration with the Piedmont Triad Education Consortium.

The National Paideia Center worked with over 100 schools in 10 states. The Reading Together program served more than twice the number of schools in 1998-99 than in the previous year. Addition of new course offerings for off-campus students through a collaborative effort with the Division of Continual Learning. Continued planning directed toward expanding opportunities for international experiences for School of Education students.

SD 5: Enrollment: The Department of Library and Information Studies seeks to meet the demand for services in the Charlotte area through expanding enrollments. Aggressive marketing for new graduate students has begun, including dinners for prospects hosted by individual departments, development of sophisticated new Web pages, and preparation of new print materials. The Student Advisement and Recruitment Center has actively pursued graduate students, processing a total of 653 applications during academic year 1998-1999.

School of Human Environmental Sciences

Cornerstone: Technology: New equipment includes computers for the implementation of Banner, replacement of Y2K incompatible computers and equipment, and new scientific equipment to facilitate research and teaching. The implementation of voice mail on the telephone system was delayed until 1999-00.

Cornerstone: Facilities: Progress was made on stopping water leakage into the 1929 wing of Stone, waterproofing of roof and walls, repairing stone work on the 1951 wing, and the roof replacement on the 1951 wing is currently in progress. Some minor renovations were made to spaces inside both wings to improve research spaces and classrooms damaged by moisture. Lead abatement occurred in the Carter Child Care Center. Future telecommunication closets were identified. Yet to be completed is moisture control from ground water leakage in both wings of Stone, and internal renovations to repair extensive water damage in the 1929 wing.

Cornerstone: Public and Private Support: The capital campaign resulted in \$2.44 Million for HES programs and the identification of alumni and corporate donors for continued solicitation. Goals were identified for the School, with a new set currently being identified in 1999-00 for after the Second Century Campaign. A retreat for the HES Foundation Board in the Spring resulted in a set of goals for the next three years.

Cornerstone: Administrative Systems: One position in the Dean's Office supported through NC ARS was changed from SPA to EPA, non-teaching to facilitate research in the School. New guidelines were implemented for promotions and tenure, annual reports and post-tenure reviews.

SD 1: Exemplary Learning Environments: Department reviews continue and the two completed to date (TDM and HDF) have been helpful in identifying strengths and weaknesses and in crystallizing department goals and priorities for next five years. Accreditation reviews resulted in full approval of the B-K program and re-licensing, of the Dietetic Internship, and of the TDM design program. Technology incorporation into classes and learning experiences is increasing in the School. Faculty are attending best practices workshops and initiating distance learning course offerings. Post-tenure review and annual report procedures were implemented this year, along with the new evaluation guidelines for promotions and tenure. Departments are developing departmental evaluation guidelines.

An international experience for graduate students in TDM and Business and Economics was developed in Mexico this year as part of a graduate course. An interdisciplinary Hospitality Management B.S. degree program Plan to Establish was submitted to UNC GA. Curriculum planning included a new MS concentration in Historical Preservation and Museum Studies by the Departments of Interior Design and History. Affirmative action progress has been made in the hiring of two new African American female, tenure-track faculty and the reappointment one African American Instructor expected to complete the PhD next year and advance to assistant professor.

SD 2: Research: Faculty published 2 books, 44 refereed publications in national professional journals, and 15 book chapters. Engagement of undergraduate and graduate students in research is strong, indicating the high value to student learning. By May this year HES received \$1.99 K in new awards, with \$673 K in active continuing awards and other grants still pending.

SD 3: Sense of Community: An Honor's Convocation, two faculty retreats, an administrative council retreat, and special receptions and celebrations in the School provide both intellectual and social activities. Student associations in every department and School-wide honor societies and associations provide intellectual, social and leadership opportunities for students.

SD 4: Outreach: There is considerable outreach by individual faculty and departments with industry and community agencies through internships and field training, as well as special mentoring relationships with students through the HES Foundation Board and HES Alumni Board. Program advisory boards for the departments are active in some departments and being developed in others. The HES Foundation Board serves as an important link to outreach for the entire School.

SD 5: Enrollment: Each department had goals for the number of majors and is seeking ways to increase both the number of students and the quality of these students.

School of Health and Human Performance

Cornerstone: Technology: Two multimedia systems were purchased and installed in two classrooms: 347 HHP Building and 315 Ferguson Building. Each system integrates a computer, teacher, VCR, and video projector to facilitate and enhance teaching and student learning. Ten new computers, printers, four laptop computers, and one networked printer were purchased for faculty. A Dell Optiplex Plus computer was acquired for the Speech Science Lab along with a Hewlett Packard-Vetra (CPU) and Deskjet Printers. A new digital audiometer was added to the Audiology Clinic. Also purchased were a new digital camcorder and keyboard, and a Proxima Projection Unit. Three new Meridian Telephone Sets were installed.

Cornerstone: Facilities: Much of the third floor of Ferguson was repainted and physical improvements were made in room 331. The dance box office in the HHP Building was renovated.

Cornerstone: Public and Private Support: The Second Century Campaign contributions to the School totaled \$1,017,630.90 (this figure does not include our new department of Communication Sciences and Disorders). Fifty-six percent (\$571,543) of this total amount is in the form Planned Giving Commitments. The remaining 44% (\$445,827.43) is in 12 new endowments (scholarships and special funds) and current funds which are not invested.

Cornerstone: Administrative Systems: School Promotions and Tenure Guidelines were adopted and forwarded to the Provost. Procedures for annual peer review and post-tenure review within the departments of the School were developed and revised.

SD 1: Exemplary Learning Environments: A new undergraduate concentration in Community Dance and a new course in Dance Production Technology were developed and approved. The undergraduate Community Health Education curriculum was revised as was the graduate curriculum in Recreation, Parks, and Tourism. A new interdisciplinary program in Hospitality Management is being planned by the Schools of HES, HHP, and B&E. At least 15 different courses and over 20 course sections in the School had web pages, web links, as well as e-mail discussions and/or threaded discussions, as well as other web-based instructional activities. CSD and PHE departments participated in distance learning. At least 25 faculty attended TLC Best practice Workshops and one faculty member received the Hamil Innovations in Undergraduate Education Grant. International student exchanges continued with Strathclyde University in PHE and ESS. New student exchanges in Dance were begun with Western Australian Academy of Performing Arts and the Theater Academy in Helsinki, Finland. In terms of affirmative action progress, the School hired four African-American faculty members and one Latina faculty member. Moreover, the School hosted the 1999 Summer Institute on Race and Gender and established a Standing Committee on Diversity within the School to extend previous efforts.

SD 2: Research: The School's Research/Scholarly productivity was demonstrated in part by the following publications: 5 books; 16 book chapters; 27 refereed journal articles; 85 scholarly presentations; 35 dance performances; and 24 applied services presentations. Many of the faculty, continue to be involved with the Institute for Health, Science and Society and the Center for the Study of Social Issues through such activities as GIFTTS, Project Effort, UNIHOODS, and Building Community and Family Partnerships to create inclusive recreation programs. Two federally funded grants were continued this past year.

SD 3: Sense of Community: Departments in the School regularly seek student input in various ways such as student representation on committees, "suggestions boxes," and student surveys and meetings. The School stays connected with its alumni and connects currently enrolled students with alumni by annually hosting the following events: alumni socials at State and National Conventions; Student Honors Banquet; Alumni Breakfast; Ethel Martus Lawther Lecture and Alumni Awards Ceremony; and Ellen Griffin Seminar, Golf Clinic, and Pro/Am. The Southern District and AHPERD Convention was held in Greensboro this past year, and HHP was a sponsor and Karen King (PHE) was convention manager.

SD 4: Outreach: Over 40 community workshops and screening that focused on dealing with speech and hearing problems, exercise, sport, physical education, health education, physical rehabilitation and therapeutic recreation were conducted in the Piedmont Triad by the departments in the School. Dance produced 14 different productions (35 performances open to the public) and one of their faculty produced The North Carolina Dance Festival. The YES!PE Program, which is a youth educational sport

and physical education program, had another successful year, as did the Piney Lake Summer Day Camp for children.

SD 5: Enrollment: School enrollment increased from 366 majors in the Fall of 1988 to 909 majors in the Fall of 1981. This is an increase of 543 majors (the School currently has a total of 1, 083 majors with the addition of CSD).

School of Music

Cornerstone: Technology: Significant new technological equipment was purchased to enable the new Director of our Electronic Music Studio, Dr. Craig Walsh, to rebuild the School's Studio. Normal upgrades in computer hardware and software to support the School's teaching and research mission continued apace.

Cornerstone: Facilities: The School of Music is rapidly approaching the completion of a new \$25.7 million state-of-the art music facility which will officially open this summer.

Cornerstone: Public and Private Support: During the Second Century Campaign, the School raised \$1,771,885. \$666,496 of this total was earmarked for new music building equipment while \$344,423 supported a program endowment. A significant portion of this money came through naming opportunities and the name-a-seat campaign for the new music building.

Cornerstone: Administrative Systems: The Associate Deanship of the School was combined with Director of Graduate Studies responsibilities to form a full-time administrative position. Concurrently, the Director of Undergraduate Studies responsibilities were reassigned on a part-time basis to a continuing faculty member.

SD 1: Exemplary Learning Environments: Upon a mandate from the state, the School completely overhauled its M.M. in Music Education curriculum to include new advanced competencies. One music course incorporated a final project which required the use of a music notation software program while several studio teachers began to intensively utilize the Smart Studio accompanying system. The School of Music Honors Program inaugurated an annual Honors Recital while the Miles Davis Jazz Studies program began offering a major in jazz performance, replacing the "jazz emphasis" designation. The School hired Dr. Constance McKoy, a black female, as Assistant Professor of Music Education.

SD 2: Research: School faculty gave over 562 public performances during 1998-99. Three students received Undergraduate Research Assistantships while 92 others were involved in faculty research/inquiry outside URA. Several students benefitted from internships with Kindermusik International and the Greensboro Symphony Orchestra.

SD 3: Sense of Community: The School of Music Student Council was expanded to include representatives from recently formed UNCG student chapters of professional and fraternal organizations. Students, faculty, and community members began work on establishing a UNCG chapter of Sigma Alpha Iota, the professional women's international music fraternity.

SD 4: Outreach: Greg Carroll and Dean Arthur Tollefson both delivered pre-concert lectures during the Greensboro Symphony Orchestra's 1998-99 subscription series. Dean Tollefson gave presentations to the Shepherd's Center and several fraternal organizations and served as a consultant to the Department of Music at Eastern Washington University and as a Visiting Evaluator to several institutions on behalf of

the National Association of Schools of Music. Greg Carroll taught two courses through the UNCG Emeritus Society program.

The School of Music presented over 215 concerts and recitals on campus for an estimated overall attendance of almost 20,000. The Camerata, the School's faculty-student string ensemble, performed and taught in Greensboro, Winston-Salem, and Charlotte public schools. Other faculty gave public school clinics in Hamlet, Rockingham, Wilmington, Cartaret County, Fayetteville, Guilford County and Pottstown, PA. Faculty also lectured during Superintendent's Day in Greensboro.

School of Nursing

SD 1: Exemplary Learning Environments: The passage rate on the NCLEX exam for first-time takers was 87% for 1998, with 68 out of 78 graduates passing the exam. A report regarding the school's efforts to improve the students performance is found in the appendix. Also, the graduates from the nurse anesthesia concentration had a 100% passage rate with scores well above the national average (N=20). The University maintains affiliation agreements with Raleigh School of Nurse Anesthesia and North Carolina Baptist Hospital School of Nurse Anesthesia.

The School of Nursing was authorized by GA to establish the MSN/MBA program, a joint program between the School of Nursing and School of Business at UNCG which is the first in the state. The School of Nursing submitted a proposal to GA to establish a PhD in Nursing at UNCG. The School implemented the new ANP/GNP practitioner program. A new freshman orientation course NUR 110 was approved and initiated Fall 1998. The course is designed to provide acculturation experiences for freshmen. Interdisciplinary courses included NUR 345 Basic Health Management of Children, a required course for students in HES. The experimental course Family-Centered Interdisciplinary Practice was offered. One faculty member was involved in System of Care sponsored by the GIFTTS/Center for the Study of Social Issues. An elective course for women's studies NUR 330 Women's Health was offered.

SD 3: Sense of Community: The School of Nursing in collaboration with Northwest AHEC began a class of RN to BSN students the Summer 1998. The MSN program continued for the final year for this cohort of students.

As part of the systematic evaluation plan the School of Nursing held a Focus Group for nurse leaders for area health care agencies to discuss our program.

Undergraduate Education and Special Academic Initiatives

Cornerstone: Administrative Systems: The Associate Provost was appointed as Director of the 2000-2003 SACS Self-Study for reaffirmation of institutional accreditation and began work with Information Technology and Planning to make initial preparations.

SD 1: Exemplary Learning Environments: The AULER Commission (AC) gained approval for the "Conceptual Framework for Review of AULER." The AC and the Undergraduate Curriculum Committee (UCC) completed the review of the current general education requirements and developed the proposal for an improved program to be presented to the campus in fall 1999. The Curricular Issues Working Group of the Teaching, Learning, Technology Roundtable (TLTR) promoted the "Vision for Teaching and Learning" statement, advised the Teaching Learning Center on appropriate best-practices workshops for 1999-2000, and developed "Basic Technology Competencies" for UNCG students and

faculty. The Institutional Effectiveness Committee promoted the expansion and refinement of student outcomes assessment in the units and its role in program improvement.

The Living/Learning Communities Subcommittee of the Undergraduate Studies Committee (USC) worked to create more cooperation and coordination between Residence Life and special academic programs. It developed a "Cooperative Agreement on Operational Issues," a centralized application and admission process for residential programs, and a brochure promoting the programs. A pilot effectiveness study of Residential College and Strong College Sophomore Survey data displayed slightly higher satisfaction in most key areas (faculty interaction, sense of community, and commitment to the institution).

Grogan College, named by the Board of Trustees in April 1999, completed its first year of full operation, with 280 freshmen in 15 separate learning communities, each headed by a Faculty Fellow. The Senior Faculty Fellow led the faculty in development of a Governance Document and extracurricular activities. The Provost's Office supported development of better recruitment materials and registration strategies. The transformation of the Reynolds Scholars program into a learning community for scholarship recipients also completed its first year. The Faculty Coordinator provided ten freshmen Reynolds Scholars with a UNS 101 class, educational trips, and service projects.

SD 2: Research: The first annual poster show for Undergraduate Research Assistants with 53 participants was held in conjunction with Excellence Day, May 5, 1999.

SD 3: Sense of Community: The Undergraduate Studies Council (USC) studied an undergraduate code of conduct and a campus compact. Jointly with the Human Relations Council, the USC drafted a "Spartan Statement" for campus discussion. The USC also created a forum for improvements in community building for non-traditional and commuter students.

SD 4: Outreach: A working group established through the USC studied issues related to enhancing, coordinating, and making information available on internships, practicums, and service learning opportunities at UNCG. One accomplishment was to use Banner to facilitate re-entry of students completing external internships.

SD 5: Enrollment: A brochure entitled "Living Learning Communities at UNCG" and an accompanying chart were developed for recruitment support.

Graduate School

SD 1: Exemplary Learning Environments: The Graduate Studies Committee (GSC) approved a number of important curricular programs, including the requests to Authorize Establishment of the MS in Genetic Counseling, Gerontology, combined M.S.N./M. B. A. in Nursing Administration, and post-baccalaureate certificates in Women's Studies. They also approved the Authorization to Plan the MA in Dispute Resolution. The GSC approved codes of conduct for students and faculty in graduate education.

SD 2: Research: Projections indicate we will complete our most successful external contract and grant award record in the history of the University, with projections of between \$20 and \$21 million dollars for the fiscal year. Most of the activity within the research sphere during the 1998-99 academic year was devoted increasing grant award success within the Center for the Study of Social Issues (CSSI) and the Institute for Health, Science and Society (IHSS). These important new research centers and institutes for the University are running under a solid financial foundation, and are growing in regional stature and

building capacity with UNCG faculty and the community. They hold the key in the University's overall strategy of getting to a new level of external funding that exceeds our current level driven mostly by single principal investigator projects.

Another critical part of the new research strategy is working with the Washington, D.C. educational advocacy firm (Meyers and Associates) on educating the North Carolina Congressional delegation about UNCG. The Reading Together USA proposal, advocated by Meyers and Associates, has had two years of funding through the Department of Education. A number of other proposals are actively being pursued worth our congressional delegation

SD 3: Sense of Community: The Graduate School continues to work with the Graduate Students Association on general issues of graduate student welfare. This was the first year of an agreement with the Graduate Student Association for a matching research fund to assist graduate students with resources to complete dissertations and theses.

SD 4: Outreach: Reaching universities, governmental offices, and corporations nationally, the 1998-99 academic year saw the third year of operation for Minerva; our new research magazine devoted to thematic content on faculty research.

SD 5: Enrollment: Graduate enrollment at UNCG is currently increasing at a moderate rate. We have developed a strategy for advertising our graduate programs that includes print media, expanded career fair involvement within the state, and more extensive Internet and brochure presence. We are targeting the post-baccalaureate and master's degree populations for this advertisement push. As part of this revitalization, departments with master's degrees are considering a redesign of the curriculum to emphasize applied aspects of their disciplines. In addition, the Graduate School is developing the automation of certain contacts with potential applicants through the Banner Student Information System.

Walter Clinton Jackson Library

Cornerstone: Technology: A significant infusion of one-time funds made possible significant growth in electronic resources. New network data ports, servers, workstations, and software help ensure reliable and secure access to the Niagra of information now available online. The Library Web page was redesigned after students, faculty, and staff provided input and critiqued different versions. A pilot project for electronic reserves will lead to the implementation of this service in the fall. A dozen new databases were added to support the University's curricular interests. Students and faculty may now access almost 7,000 full-text electronic journals, more electronic journals than subscriptions to print journals. The Library itself has 1,800 web sites, and, since last July, these sites have been visited or "hit" 5 million times.

Cornerstone: Facilities: In summer 1999 the Library transferred thousands of volumes from its stacks to an on-campus storage site with the capacity to store more than 100,000 volumes on compact, moveable aisle shelving. Materials can be retrieved within 24 hours of a request. Later in the summer, several thousand linear feet of music materials will be moved from Jackson to the Music Division of Jackson Library in the new Music building.

Cornerstone: Public and Private Support: The Library was fortunate to again receive significant additional funding, almost \$480,000 in one-time funds. The lion's share of this increase was the result of the equity study and the Library Consultant's report. These funds were used in support of 30 academic units, many Library initiatives, and the Teaching Learning Center. Through one service, CARL, students

and faculty may now select the articles they need from 18,000 journals containing almost 9,000,000 articles and order the articles online, without initiating an Interlibrary Loan request.

An unexpected windfall of one-time money from the State resulted in an influx of new materials. In the first nine months of the current fiscal year, the number of bibliographic and holdings records created was up 20% over last year's figure for the same period. Staff also made significant progress in improving access to the Cello Music Collections.

Cornerstone: Administrative Systems: The implementation of GOBI, a system that makes it possible for and encourages academic department Library Representatives to order books online, was completed. New procedures for reviewing and negotiating licenses were established.

Activities of the Systems Office included working with several campus offices to adapt Banner, the student information system, functions to serve Library users and staff. Systems personnel also conducted the Y2K compliance review for Library software and hardware, planned the installation of new network wiring to support Library operations and public access, and investigated the integration of the University's new Smart Card system into selected Library operations.

SD 1: Exemplary Learning Environments: Circulation staff members worked closely with other Library personnel to develop two pilot projects: electronic reserves and the online transfer of overdue fines and bills to the Cashier's Office. When implemented, "E-Reserves" will make the full text of selected course readings available online to authorized users, no matter where they are located, 24 hours a day, 7 days a week.

Electronic Information Resources staff focused on expanding access to databases and other resources, increasing the number and enhancing the quality of the Library's full-text offerings and upgrading Library PC's and servers to provide a secure and reliable computer environment for our users and our staff.

SD 2: Research: The Reference Department completely reorganized the subject arrangement of electronic databases to an arrangement (including annotations) by academic department; mounted course bibliographies on the web; created online instructions for the most heavily used databases; streamlined Interlibrary Loan workflow and record keeping, mounted the ILL request form on the Web, and entered custom holdings in OCLC to prepare for unmediated borrowing and for the electronic transmission of articles; and hired a new Reference Librarian with primary responsibility for coordinating freshman instruction in library and information skills.

In the area of online information resources, the Electronic Resources Subcommittee reviewed electronic products, access modes, and pricing structures. Many CD-ROM subscriptions were dropped in favor of web access and several databases that overlapped with NC LIVE were canceled. Approved for addition were new subscriptions to ABEL (English literature), Art Index, Retrospective Biography and Genealogy Master Index, Criminal Justice Abstracts, Grants Database, Historical Index to the New York Times, Iter (Medieval-Renaissance Studies), Lexis-Nexis, and Sociological Abstracts.

SD 4: Outreach: In addition, Division staff worked on a number of important special projects. World-renown cellist Dimitri Markevitch visited the campus in October to offer master classes in the School of Music. To honor Mr. Markevitch, who has selected Jackson Library as the repository for his extensive cello music and manuscript collection, staff members mounted an exhibit and hosted a reception. They also mounted exhibits and hosted weekend open houses for the international Guild of Book Workers, the

Young Writers Conference, and the Women Veterans Conference. A major new initiative launched this year is the Woman Veterans Historical Project. The Project seeks to document the female experience in the armed forces through letters, papers, photographs, oral histories, and memorabilia.

Division of Continual Learning

Cornerstone: Technology: Technology is being upgraded to serve our clientele better and to become Y2K compliant.

Cornerstone: Facilities: DCL will be moved to its new space at 1100 West Market Street, and plans are underway to accommodate this new arrangement.

Cornerstone: Administrative Systems: To meet the demands of the newly created 107 Instructional Budget for Extension, extensive administrative systems, including budget and reporting, have been developed, as well as structures and processes for measuring and rewarding faculty participation in extension.

SD 4: Outreach: The focus on the development and delivery of distance education courses for credit has dominated DCL for the past year. The overall number of enrollments in the DCL program (credit and non-credit) rose 1,834 or 9.8%. With the significant increase in off-campus courses made possible by the new 107 budget funding this year, UNCG exceeded the GA projection of 2036 extension credit courses by approximately 25%. In development of distance learning and degree programs and course UNCG exceeded the GA projections of 2036 credit hours by approximately 25%, producing 2635 SCH. The Fast Forward Program expanded by 68%. An on-line certificate program was developed and began internet delivery. An alliance in marketing with the Office of University Advancement is currently being discussed. However, DCL has not yet been able to hire a marketing director. The All-Arts & Sciences Camp was reviewed with the result that delivery of the program will cease at the University of Maryland and move to George Mason University, where registrations have already exceeded those at Maryland. Delivery of an extra week on the UNCG campus is planned this year, and delivery at Wake Forest University will be discontinued at least temporarily. Revenue is expected to increase in 2000 or 2001 after the initial start-up/moving costs are covered in 1999.

International Programs

Cornerstone: Facilities: In April, 1999, work began on the renovation of 127 McIver Street, which (from July 1999) will serve as the new home of the Office of International Programs.

Cornerstone: Public and Private Support: During 1998-99, two new funds in support of UNCG students on Study Abroad were added to the Endowment for International Programs, thereby bringing the total capitalization of the Fund to almost \$4 million.

Cornerstone: Administrative Systems: OIP assumed several new administrative functions relating to the recruitment, admission and supervision of international students on campus.

SD 1: Exemplary Learning Environments: In 1998-99, there were over 300 degree-seeking international students, foreign exchange students, and INTERLINK students on the UNCG campus.

OIP took several initiatives to recruit more degree-seeking international students: production of recruitment video; development of new procedures to streamline the admissions process; and the installation of new student services to serve better our foreign student population.

In February, 1998, Ms. Martha Trigonis, formerly Director of Orientation Programs and of International Student Services, was transferred from Student Affairs to the Office of International Programs so that she might work full-time on international student advising and recruitment.

OIP undertook several new initiatives to improve the international student climate on campus, among them: the opening of a new International House; resurrection of the International Student Association; and revitalization of the annual International Festival. Two new funds in support of UNCG students on Study Abroad were added to the Endowment for International Programs, and a grant was received from General Administration to support the UNC-Exchange Program.

SD 4: Outreach: During 1998-99, 253 UNCG students took part in UNCG Study Abroad programs, and 58 faculty members traveled overseas on support provided by the OIP. Also in 1998-99, OIP welcomed seven visiting scholars from overseas who spent a semester or more on campus, and 40 short-term visitors from partner universities abroad. During 1998-99 UNCG established two new linkages with overseas universities to enable student and staff exchange, bringing the number of such partnerships to 28. Approved by the UNC Board of Governors in January 1998, the System-wide UNC-Exchange Program (for which OIP is the Central Administrative Unit) was officially launched on January, 1999. UNC-EP now has an Interim Director; new agreements with Australia, Germany, Finland, Mexico, and Israel; and a Web page and various publicity brochures. Forty students (each way) have been recruited for exchange in 1999-2000.

Teaching and Learning Center

SD 1: Exemplary Learning Environments: At the December 1998 meeting of the Faculty Senate, the Faculty Senate adopted "A Vision for Teaching and Learning at UNCG," produced by the Teaching Learning and Technology Roundtable (TLTR). Ray Purdom, Director of the University Teaching and Learning Center, TLC, and Doris Hulbert, Director of the Library, co-chaired the TLTR.

The TLC offered 26 workshops on Creating Web Pages with Netscape Composer and 18 workshops on Using the TopClass Web Course Development Software. Eight additional workshops on a variety of technology related topics were also offered. Five of the ten teleconferences offered by the TLC were technology related.

The TLC co-sponsored the Instructional and Informational Technology Expo 99. This event featured technology efforts by UNCG faculty and staff, and gave faculty members an opportunity to see creative uses of technology in teaching. Also, vendors exhibited classroom instructional equipment.

The Classroom Technical Support Division (CTS), provided the training of the faculty, teaching assistants, staff, and guests who use multimedia classroom facilities. This training was normally done on an individual basis to be sure that we met the needs of each client. CTS also responded to 632 calls for classroom technical assistance, including support of computer systems for classroom instruction as well as the presentation devices, an increase of 142 calls over the previous year.

The Advancement of Curriculum and Teaching (ACT) and the Computer Technology Education Program (CTEP) grant programs were revised and combined into a single Advancement of Teaching and Learning (ATL) grant program.

In collaboration with Computing and Information Systems (CIS), the University Teaching and Learning Center (TLC) installed TopClass in April 1997. Initial, financial support for this project was received from UNC General Administration through a grant of \$50,000. TopClass includes a rich set of development tools for creating dynamic and interactive Internet applications. The TLC administers TopClass course and user accounts and offers workshops to faculty in authoring with TopClass. In the fall and spring semesters, 116 courses enrolling approximately 4500 students used TopClass.

SD 3: Sense of Community: In August of 1998, TLC offered the first Academic Leadership Seminar for deans, department chairs, directors and other individuals with academic leadership positions. Seminar topics included *Peer Review, Leading the Academic Department, Legal Issues and the Department Chair, Teaching Tolerance, Student Ratings of Instruction, Sexual Harassment, and Conflict Management*. Attendance at the seminars has averaged approximately thirty individuals.

The University Teaching and Learning Committee worked this year with Faculty Welfare and Professional Development Committee to develop a recommendation on the evaluation of teaching. The committee's recommendation will be presented to a Faculty Senate Forum in the fall 1999 semester.

Weatherspoon Art Gallery

Cornerstone: Technology: This year the Weatherspoon Art Gallery realized a several-year goal of obtaining a new software management system for the Gallery's collection, made possible through a one-time allocation of funds from the Office of the Provost. This will replace the current VAX system with a comprehensive collections management system monitored and managed by the professional staff of the Gallery. After thorough research on the part of the Gallery's registrars, three possible systems were identified; a team of representatives from various UNCG departments selected the Multi MIMSY 2000 system as meeting the broadest range of needs, not only for the Weatherspoon but also for the Offices of Business Affairs, Management Information systems and Client Services.

Multi MIMSY 2000 offers a great range of fields for data input which can be tailored to specific needs, can be fully integrated into the UNCG network, thereby allowing for access to the Gallery's collections records for educational and research purposes by students and faculty from other points on campus, and, satisfies the need of the Office of Business Affairs to readily access information for insurance and inventory purposes.

Cornerstone: Facilities: Last summer, an open area near the Gallery's administrative offices were enclosed to provide a more private working space for our accounting technician and additional bookcases were built into one office to accommodate the Gallery's growing library of exhibition and auction catalogues and art periodicals.

Cornerstone: Public and Private Support: The Weatherspoon participated in two major fundraising activities. At the conclusion of the Second Century Campaign in December, the Gallery had raised a total of \$1,621,664, which includes \$1,577,817 for art acquisitions endowment; \$25,000 for an art education endowment, and \$18,867 to endow lectures in contemporary art. It also received a gift in the amount of \$120,000 for current acquisitions. Under the leadership of Jane Levy, funds in the amount of \$108,498

were raised to date (additional contributions are expected) to support the exhibition and catalogue for *Bert Carpenter: A Retrospective*.

The Weatherspoon received \$5,000 from the J. F. Kirby Foundation and \$20,000 from the North Carolina Arts Council (\$10,000 in general operating support and \$10,000 for the planning phase of the NCAC Artist Fellowship Exhibition which will take place in the summer of 2000). The Gallery made applications to the Institute of Museum Services for a two-year operating support grant of \$120,000 and to the North Carolina Arts Council for operating support in the amount of \$75,000.

Curator of education Pam Hill received the following grants for education initiatives: \$750 from the North Carolina Arts Council Grassroots Program; \$1500 from the Community Foundation of Greater Greensboro, and \$970 from Exhibits USA. Susan Albert, community relations officer, has been successful in securing in-kind support for several outreach projects.

Cornerstone: Administrative Systems: There have been no significant changes this year in the administrative procedures of the Weatherspoon Art Gallery. However, the organization has experienced considerable staff turnover over the last several years. Nancy Doll assumed the directorship in August, 1998, replacing previous director Ruth Beesch, and there have been other resignations and new hires.

SD 1: Exemplary Learning Environments: Eleven Art Department classes were scheduled for special viewings of works in storage. In 1998-99, staff and docents offered guided tours to 29 UNCG classes and groups (1932 people), from across the campus, and an additional 92 non-guided classes and groups (2648 people) visited. Faculty regularly use the Weatherspoon resources for other special learning activities.

Exhibitions and programs at the Weatherspoon are selected and developed with a constant eye to promoting diversity; in addition, the Acquisitions Committee in recent years has actively sought to acquire works by artists of varying ethnic origins.

SD 2: Research: The following exhibition catalogues and brochures were published: *Suzanne McClelland, Art on Paper, Bert Carpenter: A Retrospective, Photography's Domain* and *Hot Spots*. The Weatherspoon also co-published, with the Castellani Art Museum at Niagara University and The University of North Carolina Press, the exhibition catalogue, *In Company: Robert Creeley's Collaborations*.

SD 3: Sense of Community: Numerous community-building activities for students, faculty, staff and families include exhibition openings; lectures, gallery walk-throughs, and panel discussions by artists, curators and other scholars; film and video screenings; hands-on art-making workshops; and docent-led tours. A Community Festival Day, taking place for the first time in June, will become an annual (if not semi-annual) event.

SD 4: Outreach: The Weatherspoon Art Gallery plays an important role in the university's outreach efforts and the Gallery's exhibitions and programs are being increasingly promoted and recognized at the regional, state and national levels. The Gallery spearheaded a collaborative publicity effort in the form of signs installed at the Piedmont Triad International Airport, calling attention to the combined cultural offerings of the Weatherspoon, Green Hill Center, Southeastern Center for Contemporary Art and Reynolda House Museum of American Art. In the past year, works from the collection have been borrowed by such major institutions as the Los Angeles Museum of Contemporary Art, the Guggenheim Museum, the Hyde Collection, and the Museum of Contemporary Art in Oslo. A group of 30 sculptures and sculptors' drawings will be on view at the Ackland Art Museum throughout the summer.

Among the many groups with whom the Weatherspoon has worked over the past year are the Emeritus Society, Greensboro Artists League, Volunteer Lawyers for the Arts, American Institute of Architecture, American Institute of Archaeology.

Enrollment Services

Cornerstone: Technology: Through the Banner project we implemented the following modules: Financial Aid, Cashier's, Recruitment, Academic History, and Transfer Articulation. Student Services have been dramatically improved using this technology. Academic transcripts, grade reports, admission application status inquiry, financial aid status checks, fee payment by credit card, capability to update mailing or e-mail addresses are all available to students on the Web, voice response, or both. Faculty have benefitted by having class lists available on the Web.

Cornerstone: Facilities: This year the Registrar's Office conducted a review of all campus classroom facilities and updated the local area database with room characteristics, such as number of seats, maps, sinks, boards, etc. The University Registrar continues to work with the Scheduling Policies Committee to ensure appropriate distribution of course scheduling across the instructional period, for enhanced use of classroom and other facilities.

Cornerstone: Public and Private Support: Special Support Services received federal funding from the Department of Education for the second year of a five year grant period (\$220,901 Total for 1998-99).

The Class of 1948 collected \$216,000 for a record-breaking class gift to fund scholarships for adult students.

Cornerstone: Administrative Systems: All admissions representatives are now assigned geographic territories. Each staff member has enrollment goals for his/her territory. The Registrar's Office and Student Academic Services (SAS) have worked collaboratively to review and streamline shared process functions.

The University Registrar's Office staff has provided tremendous service to the greater campus community since the inception of Banner, in the forms of training, advice in technical acquisitions, providing hard copy and electronic data, and in overall support of Banner in the academic units.

Special Support Services revised tutoring procedures, student services mandates, and populations served to meet federal proposal promises and federal regulations.

SD 1: Exemplary Learning Environments: During the past year, several Enrollment Services offices have extended hours until 6:00 p.m., two nights per week, to better accommodate evening students.

The Learning Assistance Center (LAC) experienced a 143% increase in students served from Spring 1998 to Fall 1998. The Center served 331 students during Fall 1998 and 298 students during Spring 1999. These students had 2,559 and 2,329 contact hours, respectively.

SD 3: Sense of Community: The University Registrar's Office staff has begun an evaluation of various communication pieces, and has made adjustments in those regarding commencement activities, registration procedures, and the *Schedule of Classes*; the format of the *Undergraduate Bulletin* has been enhanced for the upcoming year; procedures for students registering by Express were improved; and

more information has been added to the Registrar's website, to mirror all information that is disseminated in a paper format.

The Admissions Office coordinated a UNCG Student Help Desk in the Mossman lobby for the incoming spring, 1999 class. The Help Desk was staffed by the offices of, Admissions, Registrar, ACES, Student Academic Services, Financial Aid and Cashier.

Fifteen UNCG students participated in two focus groups to review UNCG admissions publications and those of competing colleges.

ACES formed a group of volunteer adult students, called the ACES Ambassadors, to help with orientation, information sessions and adult student campus tours.

Enrollment Services developed a Student Enrollment Resource Guide to serve as information source for those serving students during the enrollment process at UNCG.

A successful recruiting year has resulted in a Fall 99 freshman class expected to exceed 1900.

SD 4: Outreach: The Financial Aid Office makes available professional staff to community organizations and high schools for presentations on financial aid.

SD 5: Enrollment: Overall minority representation, the male/female ratio, and the percentage of freshmen from out-of-state will be similar to Fall 1998.

SAS 100 - Strategies for Academic Success was initiated to serve students who were placed on academic probation after their first semester. The **Peer Academic Leader Program (PALS)** was created to support UNS 101 classes.

Thirty-five \$1000 per year renewable Dean's Scholarship offers were made to incoming freshmen for the 1999-2000 Academic Year. These scholarships were created from departmental scholarships previously reserved for upperclassmen.

APPENDIX IS IN THE PROCESS OF BEING ADDED