DIVISION OF ACADEMIC AFFAIRS
ANNUAL REPORT

2000-01

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Cornerstone: Technology

T-1  New telephone and/or voice mail systems were installed in 17 academic departments and 6 academic administrative units:

CAS: Anthropology, Political Science, German & Russian, Classical Studies, Geography, Physics & Astronomy.


SOE: Curry Building, Educational Research Methodology/ Center for Educational Research and Evaluation, Specialized Education Services, Pathways Resource Center, Southeastern Regional Vision for Education.

Graduate School: Genetic Counseling and Gerontology.

International Programs now has University access through the new campus fiber optic cable NetWare access system.

Teaching and Learning Center installed one new line in the Faculty Lab.

T-2  Participation in the UNC Information Technology Project includes:

SOE: Educational Research Methodology/ Center for Educational Research and Evaluation has improved network connectivity for the local area network (LAN).

Jackson Library: The Electronic Resources and Information Technology (ERIT) Department assumed responsibilities for training and supporting the College and School Information Technology Consultants.

T-3  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. Unit and departmental improvements in information technology infrastructure to support administrative systems include:
B&E: Room 317 Bryan was renovated into offices for the information technology support personnel in the Bryan School. The Bryan School Student Services Office developed a web-based advising appointment system that runs off of a database downloaded from Banner. Approximately 1,700 students were able to schedule their early registration advising appointments with faculty and professional advisors via the Internet. UNCG’s new online application process was beta-tested by the MBA Program. The Department of Accounting is working on an Intranet structure through a departmental server. The Intranet will include faculty, staff, and members of the department’s Advisory Council. The Bryan Building network infrastructure was converted from a broadcast 10mbps network to a switched 100mbps network. Bryan School also acquired software for management of its web site and created a database for monitoring specifications and age of computing equipment in the Bryan School.

CAS: **English** purchased a new HP 4050N laser printer & a Panasonic Analog copier with sorter for the MFA office; **Geography** upgraded secretary’s computer & installed computer for secretarial assistant; and new wiring for telecommunications & data transmission has begun or been completed in several College departments, including **Sociology**.

HES: The Dean’s Office hired ITC consultant Pam Howe in January, 2001. **HID** purchased a new printer and electronic typewriter for the departmental office.

HHP: Two new multimedia systems were added to the HHP Building, completing the installation of multimedia systems to all classrooms in this building. A Data Projector (Ceiling Mount) was placed in 400B, the School Conference Room. A total of 39 new computers (two laptops) were purchased for faculty/staff this past year. Faculty received 38 computers and staff received one. **Dance** upgraded a technology advisory position from ½ to ¾ time to provide more services. Most faculty members in the Department now have a web page. **Recreation, Parks, and Tourism** added three new computers for 2 faculty and one staff.

SON: Six computers were purchased. Administrators and staff who work with BANNER have appropriate desktop computers and printers to accommodate the specifications needed.

The **Graduate School** purchased ten new computers and seven printers. Conduit and wiring were installed for the new web-based application developed within the Banner Student Information System for admission.

**Genetic Counseling and Gerontology:** Eight computers were networked in the new office established at 119 McIver Street. Four of these are used by faculty and staff of the Genetic Counseling and Gerontology programs. The other four networked computers are used by students for accessing online resources including national databases (e.g. Online Mendelian Inheritance in Man) library resources, and full-text journals. Two database programs (London Dysmorphology Database and London Neurogenetics Database), purchased by Jackson Library on behalf of the Genetic Counseling Program, have been installed on all student computers. The London Dysmorphology Photolibrary also was recently purchased for installation on the student computers. Six additional student computers were purchased and will be networked by the beginning of the Fall 2001 semester. Additional network wiring and port activation was required to accommodate this number of computers. Network access in the building was recently switched from a BellSouth T-1 line to a wireless modem. A laptop computer was also purchased.
for the newly hired Associate Director. Microsoft Powerpoint and Inspiration software programs were purchased for the Gerontology program. Macro-media Dreamweaver 4 and macro-media Fireworks 4 were purchased for web development by staff and students.

**Jackson Library** upgraded 10 faculty and staff PC’s and 6 general access computer workstations and installed new NT computer servers to support new technology such as streaming video, the two new campus learning management systems, the work of the Instructional Technology Consultants, and faster log-ins and access to web-delivered services; installed 3 computer workstations, 2 TV/ VCR machines, a DVD in the new Music Division, several new phone lines for library faculty, a troubleshooting line in Room 64 for ERIT, and purchased NT server software for upgrades to 40 staff workstations, one scanner for development of online digital resources and installed database management software to support Interlibrary Loan services, one new public printer and updated 5 public printers.

The Division of **Continual Learning (DCL)** engaged consultants from KPMG to review and assess all of its technological systems to eliminate redundancy, upgrade and improve systems and develop features which will be compatible with the Banner system. DCL has supported the Instructional Technology Consultants assigned to assist faculty in distance learning who are currently housed in the University Teaching and Learning Center. DCL personnel have received training in improved use of the technology and continue to improve the internal budget reporting systems.

**International Programs** purchased a color laser printer in order to upgrade its various publications and brochures produced in-house. IPC also improved its Web page www.uncg.edu/ipg/ipc/, particularly those sections dealing with faculty programs, and (in cooperation with the Teaching and Learning Center) created a “Virtual International Studies Center” http://www.uncg.edu/ipg/visc/index.html to assist faculty in curriculum development. In January 2001, IPC’s UNC-Exchange Program put on-line a redesigned and enhanced web page: www.uncp.org. In April 2001, UNC-EP redesigned and colorized its brochures and then linked them online (pdf format) for downloading by overseas partners.

**Enrollment Services** redesigned and enhanced all web pages. The Registrar’s Office expanded Banner functions through EDI (electronic data interchange) used to exchange electronic transcripts, Series 25 products automated classroom scheduling and facilities-use forecasting, and Office Intranet, which facilitates communication with callers and visitors to campus. The Registrar’s Office also helped create a staff/ student/ faculty directory on the UNCG web and sent most registration materials electronically. SAS created first web-based form (change from AULER to GEC). Financial Aid Office incorporated web-chats to enhance student services. Undergraduate Admissions used the recruitment software, E-Coms, and updated the electronic application form.

**Weatherspoon Art Gallery:** A digital camera and two new computers were acquired—one for the Registrar’s office, to accommodate upgrades to the MultiMIMSY software, and one for the office manager, for improved graphic design and web capabilities. Additional software was required for three administrative support positions in order to run the Banner system.
T-4 Efforts to build and strengthen relationships between/among units of Computing and Information Systems and campus units included:

**Jackson Library:** The University Librarian, with the Dean of Continual Learning and the Director of the Teaching Learning Center, developed criteria, reviewed proposals, and distributed faculty development awards to support the implementation of e-learning courses for distance education. The Library assumed responsibility for hosting, administering and maintaining the two new learning management systems - Blackboard and WebCT. Librarians serve on the Administrative Systems Committee, Banner Implementation Team, SCT Pipeline Group, Web Oversight Committee. Library faculty and staff are trained in Banner essentials in order to assist students.

**Teaching and Learning Center:** The staff of Instructional and Research Computing, the TLC’s Instructional Technology Consultant, and the Director and Associate Director worked out an agreement on support to be provided by the two groups. The IRC will provide workshops on web related software packages on the supported products list and to provide additional in-depth training on those packages to the ITCs. The ITCs will work with individual faculty to create the course product and would provide consultation to faculty on web-based course management. The Director serves on the Academic Computing Committee as well as the committee updating the University IT Plan. The Associate Director serves on the Lab Management Committee and is also a member of the Computing Liaison Group.

**Weatherspoon Art Gallery** staff continued to work with Management Information Systems to rectify problems with conversion to the MultiMIMSY database. Designated staff also are working with Management Information Systems and Network Services to develop a public kiosk to convey information on highlights from the permanent collection.

T-5 Each unit has developed a plan for updating faculty computing resources. During 2000-2001, faculty PC’s were updated in the units as follows:

- **B&E:** 59 computers out of 148 were updated or replaced this year, exceeding the plan to address one-third each year.
- **CAS:** 63 computers were updated, exceeding the plan to update 61.
- **HES:** 31 computers updated or replaced.
- **HHP:** 10 computers were updated, exceeding the plan update 9.
- **SOM:** 23 computers were updated.
- **SOE:** 27 updated, exceeding the plan to update 12.
- **SON:** 8 new computers were purchased for faculty this year.

Cornerstone: Facilities

F-0 New or improved facilities not listed under T, above, include:

- **B&E:** Locks were installed on all classrooms in the Bryan Building that are technology equipped. Forty-four faculty offices and three seminar rooms in the Bryan Building were carpeted. The ceiling was replaced in Conference Room 225 Bryan. Conference Room
355 Bryan was converted to four faculty offices. The Economics Department workroom was renovated and equipped with new furnishings. Conference Room 416 Bryan was equipped with a new projection system, screen, and audio system.

**CAS:** The College has funded a renovation of Barton Lounge, heavily used by all humanities departments in McIver for informal gatherings.

**Art** improved safety considerably by installing a new ventilation system in the foundry over the wax-working station and adding a security system in the McIver Gallery, air purifying systems, and security lighting in the loading dock area. Shelves were installed, various areas were painted, and the foundry roof was repaired.

**Chemistry and Biochemistry** completed safety modifications of electrical outlets in Petty.

**German & Russian** installed new window treatments in several rooms in McIver and added glass display cases to announce departmental programs.

**Geography** has converted a standard classroom into a Spatial Analysis Computer Teaching Classroom with 20 computers and associated equipment.

**History** upgraded the carpet, lighting, and window treatments in the departmental office suite, upgraded lighting and window treatments for all history faculty offices, and added new window treatments to the departmental seminar room.

**Philosophy** replaced the window air conditioning units for two faculty offices.

**Political Science** converted a portion of a classroom to departmental office space.

**Psychology** renovated three rooms for lab space for a newly hired research faculty member and renovated the Department Head's office.

**Sociology** renovated most of their classrooms in Graham, including the addition of doors to each large classroom to enhance safety. A portion of a large classroom was converted to office space for graduate students.

**HES:** An extensive project to remove moisture-retention problem in the 1929 wing of Stone Building was begun in May 2001. In summer 2001, new carpeting, furniture, and painting will be installed in offices 218, 219, 229-238 Stone Building, to be funded by in-kind donations and the HES Foundation. Re-modeling in 231 Stone will better accommodate two people sharing this office. Multimedia educational equipment was installed in Graham 402, 404, Stone 204, 214, 217, and 352 during summer and fall, 2000.

**HID:** New carpet was installed in departmental office, 259 Stone.

**HDF:** Renovations were completed for an infant classroom in the Curry Building, graduate students' offices in Stone Building, and an editorial office in Stone Building. In addition, partitions were installed for the departmental administrative assistant's office. Extensive repairs and renovations began on the Family Research Center building at 536 Highland Avenue in spring 2001.

**NFS:** A laboratory, 305 Stone Building, was renovated.
**TDM**: Two graduate student offices were renovated to accommodate more students in each room with study table, book shelves, metal file cabinets, new painting and carpeting.

**HHP**: Dance installed a new dance floor in one of the two primary dance studios and added mirrors to one wall of the same studio. Lighting was also enhanced in this space.

**Exercise and Sport Science** equipped classroom HHP 351 with 5 training tables and other Sports Medicine equipment to accommodate clinically-based coursework.

**Recreation, Parks, and Tourism**: The former Graduate Assistant Office (HHP 420-A) was divided into two offices by constructing a wall to house the Department’s half-time secretary/Copy room (420-A) and the new full-time Lecturer (420-M). The Graduate Assistant Office is now located in HHP 420-L.

**SOM**: Technological equipment has been ordered for the Acoustics Research Laboratory. The School also installed a new electronic marquee at the corner of Market and McIver Sts.

**SOE**: Two new teaching stations have been added to classrooms used by SOE faculty (Curry 247 and Ferguson 251) using funds provided jointly by the SOE and TLC. A new office space (Curry 311) was added near the third floor elevator. Four basement offices (101, 102, 103A, and 103B) were painted and recarpeted. An air quality hygiene check and follow up cleaning was conducted in Ferguson 202, 214, and 215. The Risk Control Services Division of the Office of State Personnel completed a health audit of the Curry Building.

**Specialized Education Services**: Curry 341 was remodeled to accommodate the CEIP project. The room was divided into four offices and a reception area through the installation of permanent partitions.

The Pathways Resource Center has installed carpeting in 6 of its 8 offices and upgraded network and phone connections.

**Southeastern Regional Vision for Education** relocated to 915 Northridge in September, 2000 and now occupies approximately 10,000 s.f. of office space with access to meeting space, work room and break room, as well as access to 2,400 s.f. of designated storage space in the adjacent warehouse.

**SON**: Moore Building modifications included the renovation of the old television studio in Rooms 223 and 223-A into three staff offices and a workroom. The former staff workroom, 211, was renovated into a four-station Research Center with a small meeting area. Three faculty offices were created in Room 301 where a grant office was formerly housed. That grant (College Bound Sisters) and another (Point 4 the Future Folic Acid Education Project) were moved to the first floor of 310 McIver Street, the house adjacent to the Moore Building, which was renovated for grant offices and a conference room.

**Graduate School**: Roof repairs were made in the Dean’s office to stop a leak. Carpet and furniture were replaced in the Dean’s office. Carpet was replaced in the Dean’s Administrative Assistant’s office. Two offices (Dean’s and Director of Admission’s) were painted. The Genetic Counseling and Gerontology programs were
relocated to 119 McIver Street in August 2000. This space includes 4 offices (2 Program Directors, Associate Director for Genetic Counseling, Administrative Assistant) a seminar room/library, two student workrooms, a break room and storage space. Carpeting was installed in the two student workrooms. A projection screen was installed in the seminar room, and furnishings were purchased for the Gerontology Director’s office and the seminar room.

**UE/SAI: Hospitality Management** renovated HHP 229 and 232, formerly used for graduate assistants in Exercise and Sports Science, to serve as administrative and faculty offices. Equipment and furniture was purchased for the offices.

**Research:** Staff for four programs in the Center for the Study of Social Issues (CSSI) moved to the Becher-Weaver Research and Development Center in August 2000. The Institute for Health, Science, and Society (IHSS) moved into new offices in 209 Forney.

**Jackson Library** purchased new seating for CITI lab and study carrels in Tower; renovated Room 63 for use by ERIT staff and Room 116B for use as Adaptive Technology Room by Office of Disability; installed a new materials security system, a machine to add value to photocopy cards and a staff copier machine in the Music Division; reconfigured Special Collections/ Archives security alarm system; reconfigured Current Periodicals and Reserves (CPR) Desk to provide better work space and service; enhanced the handicapped entrance by installing a card-activated entry system that provides immediate, unassisted access to the Library for disabled users; completed the construction of six new offices for Reference staff and a conference room on the first floor; continued the wiring and conduit provision phase of the Telecommunications Infrastructure Project, installing new fiber optic cabling throughout the Library and significantly increasing the number of network/ telecommunication ports throughout the building; and installed a new Information Desk service station in the Reference Department to provide immediate and convenient information service access to all who enter the Library.

**Continual Learning** moved its offices to 1100 West Market Street in March of 2001, a location that offers easier access for the community, improved student support services and space for staff who were working in overcrowded offices.

**International Programs:** The UNC-Exchange Program unit within the IPC was relocated in August 2001 from 119 McIver Street to the Faculty Center. Due to the addition of a full-time Assistant Director in January 2001, UNC-EP again relocated from the Faculty Center to temporary space in the Brown Building. It still needs a permanent location. UNCG’s INTERLINK Language Center was in early-2001 assigned new permanent space in the basement of the Foust Building. Renovations took place in the Spring and formal occupancy will take place in Summer, 2001.

**Teaching and Learning Center:** In order to improve the security for ITP’s campus computing head-end equipment, approximately 400 sq. ft. of TLC storage space was converted to ITP use.

**Enrollment Services:** The construction of the EUC addition required that the Registration Center housed in that building be moved back to the Mossman Office, which necessitated moving two staff and one full time temporary/student worker and absorbing those positions into an already crowded office. At the same time, the development of the Information Station hub in the Mossman commons provided four workstations for URO staff, who meet and greet the public and answer phone lines that come into the URO. These changes in facilities have been both
workable to the Office and beneficial to the University. Renovations in Student Academic Services included painting and replacing carpet throughout office; replacing 36 desks and side chairs; creating three work-stations in a space previously occupied by one staff member; and converting the copy, fax, and supply room into a small office.

**Weatherspoon Art Gallery:** Several important improvements were made to the Cone Building during the past year, including a multi-media visual display unit in the Cone Building Auditorium, a new computer system to monitor temperature and humidity throughout the building, a rebuilt chiller, and additional data loggers, to better control climate fluctuations. A new alarm system, with new multiplexer and new motion detectors, was installed. New locks were put on outside entry and office doors.

F-2 Progress toward converting underutilized classrooms to faculty offices include:

B&E: A classroom was converted to work space for graduate assistants, which in turn freed up a faculty office. A conference room was converted to four faculty offices.

CAS: The College is renovating McIver 334 and 334 A,B, and C, an inactive language lab that will be converted into office space for 8 faculty members in 4 departments.

**Biology** has converted two teaching laboratories into faculty laboratories and is working on a third conversion. Before the end of the fiscal year, an underutilized area will be converted to a research lab and office for a new faculty member.

**Classical Studies** converted an underutilized classroom into new departmental office space, including an office for the department head.

**Geography** converted remaining faculty research space and a part-time faculty office into faculty offices for three new tenure-track faculty members.

F-3 The **Teaching and Learning Center** is working closely with the Office of the Provost to identify those instructional facilities that should be improved using the “Repair and Renovation” funds allocated to the campus. In addition, the TLC will collaborate with the Office of Business Affairs and the Physical Plant to see that the identified projects are scheduled and completed in a timely manner. To begin this process, all unfulfilled R&R requests and all new requests have been combined into a comprehensive listing to which priorities for completion will be assigned.

F-4 **Teaching and Learning Center:** By July 1, 2000, the TLC had completed 31 technology classrooms.

By March 30, 2001, 17 additional classrooms had been equipped for a total of 48 technology classrooms. In addition, 9 of the existing installations were upgraded with new computers, data projectors, or peripheral equipment such as document cameras. Each faculty member assigned to a technology classroom received individual training on the use of the technology.

**Cornerstone: Public and Private Support**

A report on Academic Fiscal Resources is provided in the Appendix (Report A).
Results of fund-raising activity include:

B&E: One significant gift to the Bryan School was a software system from SAP Corporation, intended to help introduce enterprise resource planning (ERP) into the curriculum.

CAS: At the end of the third quarter for fiscal year 2000/2001, private funds raised in support of the College of Arts and Sciences totaled $3,297,364. This represents an increase of $1,421,596 over the previous fiscal year. This total includes the establishment of 5 new endowments and many major gifts to support previously established endowments and ongoing efforts such as the Science Building Equipment Fund, the Warren Ashby Residential College Endowment, the Class of 1952 Professorship and the Jewish Studies Program.

HES: Major and planned gifts from July 1, - May 2001 total nearly $550,000, including: $125,000 Weaver Foundation (CCEP Endowment and Graduate Fellowships); $62,700 from the NC Partnership for Children to establish the James B. and Carolyn L. Hunt Early Childhood Scholarship Fund; $100,000 from Mount Vernon Mills to establish the James E. Vaughn Scholarship Fund; and $87,000 realized bequests from the estate of Harry Bowling to create the Thayer Scholarship. The auction at HES Foundation Board meeting raised $4,000 for students with unpaid internships. Gifts to the new endowment fund to support infant care in the Child Care Education Program total $60,000, with an additional $75,000 pledged by the Weaver Foundation. In addition, the Weaver Foundation committed $50,000 for graduate student assistantship funds to help link family child care providers in the community to the training resources offered by CCEP. NFS applied for approximately $3,000,000 in external grant funding, out of which $400,000 was awarded and $800,000 is pending. The Food and Nutrition Club raised $1,892 through its annual fund raisers. SWK faculty, in concert with the Development Office, achieved the goal of $10,000 for the endowment of the Thomas Scullion International Scholarship.

HHP: Communication Sciences and Disorders: An additional $2,869.32 was donated to the Dodson-Newton Continuing Education Fund as a result of a retirement party for Dr. Newton on June 16, 2000.

Dance: Estimated box office receipts for 2000-2001 are $20,000, which does not include monies credited to the student organization, Prime Movers, for their concert. This figure represents a 25% increase over the maximum brought in during previous years.

Exercise and Sports Science: The ESS Endowed Enrichment Fund was established for exclusive departmental use for the enhancement of students. An initial gift of $50,000 was made to the department by an anonymous donor who intends to increase this to $200,000 over the coming three years. Recreation, Parks, and Tourism: As part of the UNCG 2nd Century Campaign, the Recreation, Parks, and Tourism Graduate Program Department Fund was established. Through a combination of RPT faculty and community member donations, a total of $4,806 has been received and an additional $3,763 pledged in its second year. The interest on this fund will be used to support graduate student activity within the university and in the community (e.g., community program development, research/thesis development, curriculum development, professional development).
SOE: In total dollars from both individual private and corporate and foundation support, the School received approximately $2,845,000 for FY 2001. The School has, in addition, received further commitments in excess of $1,000,000 to be documented by the end of 2001. Approximately 50 personal calls and 6 gift proposals have been made during FY 2001 to individual prospects and/or donors of gifts above $5,000 to the SOE. In the area of Corporate and Foundation Relations, approximately 8 personal calls and 4 gift proposals will have been made during FY 2001 on behalf of the School.

**Counseling and Educational Development**: Student organizations conducted an annual auction to raise funds to support their professional development activities, including providing grants to students to attend and/or present at professional conferences (state, regional, national).

**Library and Information Studies** continues to support three fund-raising activities: The Cora Paul Bomar Lecture Fund, the M. Sangster Parrott Scholarship, and the Mary Francis Johnson Scholarship, through the LIS Alumni Association and its members.

The **National Paideia Center** received a Z. Smith Reynolds Grant, $60,000, and a Preyer Family Fund Grant, $10,000.

SOM: The **School of Music** received pledges/gifts totaling $90,629 ($1,075 in capital funds, $75,164 in current restricted funds, and $7,290 in endowed funds). An Arthur Tollefson Student Travel Fund was established with a balance of approximately $15,000.

SON: Dr. Jean Brooks has pledged $500,000 to the **School of Nursing** to support the Nurse Practitioner Program. Also, a unitrust was established for $300,000 from the Fisher family to support the gerontology program and clinics in the school. The school received an additional $10,000 from the Peter Sharp Foundation in New York to support the geriatric clinics and other gifts to support undergraduate and graduate scholarships. In addition, monies from the will of Eloise R. Lewis were added to the Professorship. In addition to annual funds given by friends and alumni, there have been numerous contributions to the various endowed funds in the school. The school exceeded the goal set for the year.

**Jackson Library** received a gift of $208,000 from the Class of 1950 to be used for the Archives Endowment and raised $4000 through the Friends of the Library (552 members) Book Sale. The “One Million and Beyond” campaign was launched in April to raise funds to purchase the one-millionth volume, William Blake’s Illustrations of the Book of Job. The Library prepared a new brochure for the Cello Music and Manuscript Collections to cultivate interest in and gifts to these collections. A development officer hired by University Advancement provided part-time (20%) support for major gifts and fund raising for the Library. **Jackson Library** also developed a strategic plan for fund raising.

The Dean of **Continual Learning** has served on the Corporate Relations Committee to support the University’s fundraising activities. The Division has responded to requests from the Corporate Relations Committee to provide Spanish instruction to Stockhausen and Ciba Specialty Chemicals. Fundraising in the Division of Continual Learning usually takes the form of securing underwriting for particular programs.
International Programs: In August, 2000, the NC General Assembly funded the UNC-Exchange Program, which is housed within UNCG’s International Programs Center, with a recurrent budget of $150,000 per year. In addition, the Martha C and William P. Lancaster Study Abroad Fund was created in Spring, 2001, with a testamentary gift of $50,000. This brings the total capitalization of the International Programs Endowment Fund to approximately $4.1 million. Finally, IPC, in cooperation with the Bryan School, received a $2,000 grant from the National Association for Foreign Student Affairs in support of a project conducted by the International Student Association.

The Teaching and Learning Center received two grants from the UNC Technology Collaborative. The first grant of $85,000 (shared with Appalachian State University) was used to support the TLT Portal Project to promote collaboration among the UNCG campuses in training and development in the effective use of technology for teaching and learning. The second grant of $8500 was designated to provide training for the Instructional Technology Consultants on the Blackboard and WebCT course management systems. The grant also funded the purchase of a wireless classroom polling system. The TLC will experiment with the use of this system to provide instant participant feedback to instructors and presenters.

The Weatherspoon Art Gallery had a very successful fund-raising year. Fund-raising activity was targeted toward support in three areas: special projects support, educational programs, and general operating. The Weatherspoon was awarded three collection-related grants: a prestigious $100,000 American Collections Enhancement grant from the Henry Luce Foundation for the new collection management project; a $3,100 Museum Loan Network travel grant to visit the Baltimore Museum of Art and explore possibilities of several long-term loans from their Cone Collection; and 3) a $7,500 grant from The Judith Rothschild Foundation to help purchase two drawings by artist Jay DeFeo.

For exhibition projects the Weatherspoon received a $15,000 grant from the National Endowment for the Arts to support the upcoming Priceless Children. A total of $93,200 was raised for From Warhol to Pop and Back Again, including $55,000 cash in corporate and foundation funds, $7,000 in individual contributions, $11,200 in grants, and $20,000 in non-cash support for publicity and marketing.

A $10,000 grant from the F. W. Kirby Foundation has supported such educational programs as Family Workshops, Community Family Day, gallery guides, and curriculum materials for teachers. The Dillard Fund again contributed $20,000 for the purchase of works from Art on Paper 2000. The North Carolina Arts Council awarded $17,500 in general operating support and $5,000 to participate in the New Realities program for strategic, long-range planning. Efforts toward establishing a process for setting unit development priorities include:

B&E: Unit development priorities are established at the Bryan School’s annual planning retreat.

CAS: Unit priorities were established by the Dean and reviewed with the Budget and Planning Committee, the Development Director, the Vice Chancellor for Advancement, the Associate Vice Chancellor for Development and the Director for Corporate and Foundation Relations. Quarterly meetings were held to discuss progress with the unit priorities and major gift prospects.
HES: In early fall semester, 2000, Dean, Department chairs and senior administrative staff met for a 1.5 day retreat in which HES development goals were identified and priorities agreed upon.

HHP: The process used to set development priorities involved the following steps: (1) Call for department heads, associate dean and assistant to the dean to submit department and school priorities to the dean; (2) heads request and discuss priorities from their faculty; (3) dean compiles and prioritizes priorities submitted and discusses them with department heads, associate dean and assistant to the dean; and (4) final list of priorities are discussed with HHP’s major gifts officer and shared with HHP’s corporate gifts officer.

Recreation, Parks, and Tourism explores and identifies priorities for development through its monthly faculty meetings, its beginning-of-the-year 2-day retreat, and discussion with the Dean at Administrative Cabinet meetings.

SOE: After review of the School’s Development Priorities for FY 2001, the Dean has initiated a process of “needs identification.” During this process department chairs will identify both current and future departmental needs. With additional consideration of School-wide needs, and the input of the School’s Director of Development, the Dean will establish Unit Development Priorities for FY 2002 by the close of 4Q 2001.

Counseling and Educational Development held a series of meetings with the newly named Development Officer for School of Education regarding existing funds (Purkey fund, Franklin fund) as well as potential new initiatives and activities.

Library and Information Studies faculty have determined that financial aid, especially for out-of-state students, is a priority area and accordingly, continue to support scholarship funds.

Specialized Education Services: Priorities are set through discussion at the annual SES departmental retreat and creation of a formal department plan at the beginning of each academic year.

The National Paideia Center has an Outreach Team that does Development planning.
SOM: Priorities are set through discussions involving the Dean of the School of Music, its Director of Development, and personnel in the University's Office of Development.

International Programs: Fund-raising priorities are established in close collaboration with the Office of the Provost, and with the advice of faculty as represented on the Center's several advisory committees, particularly the Advisory Committee for International Programs.

P-2 Progress in coordinating fund-raising activities with University Advancement includes:

B&E: A new corporate and foundation officer and a major gifts officer are now assigned to the Bryan School.

CAS: Unit priorities were reviewed with the Development Director, the Vice Chancellor for Advancement, the Associate Vice Chancellor for Development and the Director for Corporate and Foundation Relations.

HES: Fund-raising activities are conducted by the Dean in conjunction with University Advancement staff. Such activities include personal visits by the Dean to prospective donors, working with HES Foundation Board members and members of departmental industry advisory boards, conducting successful fund-raising auction at the annual meeting of HES Foundation Board, and developing fund-raising strategies with development officers.

HHP: All five department heads, associate dean and dean met with HHP’s major gifts officer and corporate gifts officer. Following this meeting both officers met with each department head, and selected faculty separately to coordinate fund raising activities with University Advancement.

Exercise and Sports Science: Preliminary meetings were held by the Head and selected faculty with the School of HHP Advancement and Corporate fund-raising officer to determine departmental needs and priorities.

Recreation, Parks, and Tourism has been working closely with our new Development Officers to identify Departmental strengths and needs, and to develop a strategic plan to guide future development activities. An early series of meetings between select faculty members and the Development Office has proven to be productive and eventful.

SOE: During FY 2001, University Advancement was included at the highest levels in School fund-raising activities on at least 6 occasions. In addition, Alumni Affairs, University Publications and University Relations were meaningfully involved in fund-raising activities at least 14 times.

Educational Research Methodology: Faculty have met several times with staff from University Advancement to discuss potential corporate sponsors and ERM alumni.

The Library and Information Studies Chair has met several times with the School of Education Director of Development to discuss individual contributors and special scholarship funds.
SOM: The University hired a new Director of Development for the School of Music, a person holding undergraduate and graduate degrees in music and possessing extensive experience in arts administration and fund-raising.

SON: The School of Nursing, in collaboration with University Advancement, hired a development officer in March 2001. Dr. Jim Knight, Associate Vice Chancellor for Development at the University of Virginia, consulted with Nursing and University Advancement representatives to determine a written work plan.

Hospitality Management: A University Advancement representative has been assigned to work with the Hospitality Management program in developing a fund-raising strategy.

Graduate School: The Interim Dean made a presentation in March 2001 to University Advancement staff regarding the art of development in graduate education, special opportunities for development (fund raising) for the Graduate School, national trends in development for graduate education, and the mission of the Graduate School.

International Programs: Because a development officer has not yet been assigned to work with the units of the Provost's office, coordination with University Advancement remains informal and contacts develop only on a case-by-case basis.

Weatherspoon Art Gallery: A representative of University Advancement was assigned as the Weatherspoon's part-time development officer and has met with the Weatherspoon Director on a monthly basis for strategy session. Both meet quarterly to assess progress and review priorities.

P-6 Efforts to market the University included:

DCL completely remade its website with a focus on customers instead of on internal departments. Most marketing materials are designed to send customers to the website. Fast Forward developed and presented a new look designed to underscore the college credits earned. Summer Shorts were developed to bring new customers/ students into the University setting through a series of short courses, including Creative Writing, NASCAR, African Dance, and Music Therapy. The All-Arts and Sciences Camp (AASC) launched a broad-print advertising campaign highlighting not only the camp, but UNCG as well. AASC has been the sponsor for the Guilford County Schools page, published in the Greensboro News & Record once per month for the past three months. The Dean of DCL has published monthly articles in The Triad Business News and quarterly articles in Biz Life, which present UNCG as the leading University in the Triad and a leader in North Carolina.

Cornerstone: Administrative Systems

A table of Academic Organization and Senior Appointments is provided in Table Q in the Appendix.

As-0 Significant development/ modification of unit policy/ administrative procedures include:

B&E: As a part of its self study for accreditation by AACSB International – The Association to Advance Collegiate Schools of Business, the Department of Accounting undertook a substantial review and revision of all governance and policy documents.

HES: In response to the Faculty Senate Resolution on Teaching Effectiveness, the School highlighted its policy that multiple methods of evaluating teaching would be employed.
in all HES promotion and tenure reviews. SWK implemented policies requiring outcome evaluation of student learning, employment, and continuing education for all BSSW and JMSW students on an annual basis, and requiring all BSSW and JMSW students to complete required community-based volunteer placements and internships. HID approved the department name change to Interior Architecture and implementation of the change was begun.

HHP: School Guidelines for assigning faculty workloads were approved, as were guidelines for appointment, reappointment, and promotion of academic professional track faculty (non-tenure track).

A Communication Sciences and Disorders Mentorship Committee was implemented this year to include five CSD faculty as well as one HHP faculty member outside the department.

SOE: The SOE Formed an Evaluation Task Force to examine current SOE evaluation systems across departments within the context of SACCS standards and NCATE/ DPI standards, to identify areas where improvements are needed and to recommend additional evaluation activities. Educational Leadership and Cultural Foundations continued to hold monthly retreats during this academic year focused on program improvement. Priority was on aligning departmental policies with revised statement of beliefs developed during the 1999-00 academic year, with emphasis placed on admission of new students. The National Paideia Center reorganized into semi-autonomous work teams. The personnel of the Student Advising and Recruitment Center conducted a full day retreat in December in order to examine the goals and responsibilities of the office in light of our original mission and to reallocate responsibilities based on current needs.

SOM: The Assistant to the Dean expanded her undergraduate advising responsibilities. The hiring of a Concert Manager precipitated modifications and improvements in room and concert scheduling policies/ procedures.

SON: The School of Nursing has departmentalized. The previous division structure was changed to three departments: Adult Health, Parent-Child and Community Practice.

Graduate School: In Genetic Counseling, following a search, an Associate Director was appointed effective May 1, 2001. A permanent office assistant IV was hired jointly with the Gerontology program. Seventy percent (FTE) of her time is allotted to the Genetic Counseling program.

Jackson Library:
- Altered miscellaneous policies and procedures to improve service to Library patrons in the areas of loan dates, requests for borrowed books, public work-stations, non-university users, the on-line catalog, software orders for materials, requests for new databases, and a 24-hour turnaround for reshelving.
- Improved record-keeping analysis in the areas of reserves materials, the Serials holdings file, fund codes, and centralized invoicing.
- Developed and endorsed a revised mission statement for the Library which appears on the Library Web pages.
- Worked with other UNC libraries to draft a revised UNC Cooperative Borrowing Agreement to ensure access to the resources of the sixteen university libraries for all authorized faculty,
students, and staff, and revised the University Libraries Advisory Council (ULAC) mission and goals statement to guide strategic efforts of the UNC system libraries for the next 3 years.

- Created and filled a new position, Electronic Journals and Document Delivery Librarian, to lead the acquisition, organization, and enhancement of electronic journals and support document delivery services. The Interlibrary Loan unit, part of the Reference Department for 18 years, was transferred to the Electronic Resources and Information Technology Department.

**Continual Learning** has modified its policies and administrative procedures in accordance with the professional advice of the KPMG consultant, especially its computer systems involving student services and business activities. It has conducted an environmental scan to assess markets in the area.

**International Programs:** IPC is currently organizing existing statistics (on study abroad numbers, international students, etc.) and reevaluating its student questionnaires and the process it uses to get feedback from participants in its study abroad programs.

**Teaching and Learning Center:** Much of the consultation with faculty concerning the creation of web-based courses has been transferred to the Instructional Technology Consultants in the academic units. Each week, the ITCs meet as a group with the TLC director and other TLC staff to identify problem areas and to coordinate efforts.

**Enrollment Services:** The University Registrar's Office has been involved with an intense evaluation of all office functions to determine ways to refine and enhance processes that are currently less than optimal. The main goal is to improve working conditions and processes for staff, as well as to increase efficiency of operations and service to the public. Areas needing improvement range from Banner functioning to in-person services. Staff are involved with addressing issues and defining solutions, which include improvement of forms required in the Office, Banner modifications, and MIS enhancements. The Financial Aid Office, in response to student feedback, has implemented a new Counseling Model in which trained professional counselors are the first contact points at front desk, phone, e-mail and web chats instead of student workers, who traditionally were unable to answer important questions.

**Weatherspoon Art Gallery:** The Office Assistant position was upgraded to Office Manager to better reflect and compensate the variety of responsibilities in that position, and a Curator of Education was appointed.

The SACS Self-Study was initiated in a kickoff visit by Commission on Colleges Associate Executive Director Tom Benberg November 8-9, 2000. The Steering Committee and the Principal Committees worked throughout the spring to approve the Self-Study Plan, develop instruments for reports, and develop editorial guidelines. Faculty and Staff Surveys were conducted in April and May and academic and non-academic units, departments and offices completed reports by various summer deadlines. The Faculty Survey, all academic reports, and the generic non-academic reports were all completed and submitted through the SACS web site. After occupying temporary offices in the Brown Building in the spring semester, the Self-Study staff moved to offices in the Forney Building.

**Graduate School:** To meet SACS expectations, policy and/ or procedural changes were implemented for the following: undergraduate and graduate instruction in 500-level courses; review of Graduate Faculty Status in post tenure review; evaluation of graduate student orientation; and requiring transcripts of graduate program applicants for all credit earned at other institutions.
STRATEGIC DIRECTIONS

Strategic Direction 1: UNCG will provide exemplary learning environments.

Table A 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.

The General Education Program (GEP) approved by the General Faculty in March 2000 was developed for Fall 2001 implementation during the 2000-01 academic year. A structure of General Education Core (GEC) Committees was established, one for each GEC category and each marker. The charge of the GEC Committees is to develop guidelines for the category, to review submitted courses by those guidelines, and to play a key role in the ongoing evaluation and improvement of the GEP. An additional committee composed of the Chairs of the GEC Committees, the Chair of the Undergraduate Curriculum Committee (UCC) and the Associate Provost for Undergraduate Education coordinated the process. In addition to approving the work of the GEC Committees, the UCC developed and administered procedures for a revision of all undergraduate programs to incorporate the GEC and other expectations of the GEP, including requirements for a Writing Intensive course and a Speaking Intensive course (in 2002) in the major, technology and research components in the major, and any other changes related to the charge to review major requirements in terms of the Student Learning Goals of the GEP. All tasks were completed in time to reflect the new program in the 2001-02 Undergraduate Bulletin. Extensive preparations were also required in the Office of the Registrar and the Office of Student Academic Services to allow for registration for fall courses and to develop new degree audit sheets.

Jackson Library, in response to the GEP goal of information literacy, created an online survey to gauge reaction to the online tutorial and wrote CGI scripts that allow users who have completed the tutorial to print a certificate to give to their instructor. The number of reference library instruction sessions at the 300-400 level increased 37.29% in 9 months.

1.1.5 The Office of Institutional Research added a new staff member with responsibilities in academic assessment who has begun work with the Associate Provost to develop the GEP proposal’s plan for assessment of attainment of the Student Learning Goals and improvement of the GEP.

1.2 A campus-wide vision for teaching and learning will be developed and adopted. (GOAL ACCOMPLISHED)

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.

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

Broadcasting & Cinema introduced rigorous instruction in research methodology and documentation in the M.F.A. program and increased emphasis in the undergraduate program in order to improve students written work.

Communication Studies offered one new course, "Intercultural Communication," and encouraged students to take technology classes outside the major.

Mathematical Sciences changed CSC 130 to a two-hour closed lab to improve student performance in later courses in the sequence.

Psychology is now requiring a statistics course to improve student skills.

Religious Studies is implementing a Senior Colloquium, enhancing African-American Religion Courses, revising four-category structure of the major, and offering an internship.

Sociology created a "writing guide" for majors and developed a laboratory component to the research methods-statistics sequence based on the recommendations of a faculty committee reviewing the portfolios of student work.

Theatre added Directing II course to BFA Technical Production concentration.

HES: SWK: Results of the annual student outcome survey for all BSSW and JMSW graduates have led to the following steps to improve our these programs: strengthening the system of career advising and placement services; providing workshops on social work certification for students; providing additional workshops on graduate school opportunities for Social Work undergraduates and reviewing curricula to ensure relevance of content to social work practice in community agencies.

HHP: Dance: As a result of mid-term and final evaluations, Dance faculty made the following changes: inclusion of “popular culture” forms of dance and the underlying social messages into DCE 200; increasing movement challenges and moving at a faster pace in some classes; adding more group work in choreography class; and adding a collaborative component to technique classes, in which students worked with partners—retained for the whole semester—to foster active learning with feedback and correction.

Recreation, Parks, and Tourism: Substantial revisions were made in two courses (RPT 342 and 611) based on student outcome data.

SOE: Counseling and Educational Development: Student performance results on the National Counselor Exam (NCE) and Departmental annual follow-up surveys of graduates and employers are reviewed by faculty each year, who make changes in course syllabi as needed.

Educational Research Methodology: After consulting with former students and prospective hiring managers at testing companies, state agencies and research institutes to ensure that our MEd and PhD students are receiving the proper course work and training, the faculty conducted planning meetings to discuss the development of general tracks for MEd and PhD students. The faculty have also determined that students will require more advanced training in measurement, including course work involving computer-based testing.
SOM: In response to faculty evaluation of student performance and accreditation changes, the School of Music created MUS 402 (Music as a Profession), MUS 703 (Research Methods for Performers), and MUS 749 (Seminar in Higher Education for Performers). The Jazz Studies Concentration within the B.M. in Performance (a) added MUS 103 (Principles of Jazz Theory), MUS 402, and MUS 409 (Jazz Pedagogy) to its curriculum and (b) started teaching jazz and classical performance studies concurrently. MUS 367a (General Music in the Elementary School) was revised to provide greater practicum experience. MUS 601 (Research Methods in Music) and MUS 650 (Seminar in Music Education) adopted web-enhanced formats. The M.M. in Music Education replaced a comprehensive final examination requirement with MUS 692a,b (Portfolio Development in Music). The opera program revised its curricula to effect improvements in workshop/studio training.

SON: Each year, the School of Nursing reviews data from course evaluations, faculty evaluations, peer evaluations, end-of-program surveys, and outcome data on critical thinking, oral and written communication, and therapeutic nursing interventions. A revised curriculum at the senior level in the undergraduate program was implemented during this past year based on this data. Improvements in courses and degree programs reflecting the Vision Statement, “best practices” research, professional guidelines, UNCG policies, employer needs, or student preferences include:

B&E: The Bryan School revised the learning objectives in its Bachelor of Science programs. Effective fall 2000, BUS 105 (Introduction to Business Skills Development) was implemented as a required course for all entering freshmen majoring in the Bryan School.

BUS 220 (Field Experience in Business) was revised to include a pilot exchange program between Walt Disney World, Instituto Tecnologico y de Estudios Superiores de Monterrey (ITESM), and UNCG. Effective fall 2000, new undergraduates in the Bryan School are required to have three semesters of applied foreign language/cross-culture courses as part of their required curriculum. The Department of Economics established four new concentrations in its Bachelor of Science degree program, effective fall 2000. The MBA program is moving the twelve hours of basic-level courses to pre-MBA courses, effective fall 2001.

CAS: African American Studies added a section of AFS 100 to meet student demand. Anthropology created a special program in Research Experiences for Undergraduates in physical anthropology and trained undergraduates to assist in introductory lab courses, Faculty Research Forum, workshop on job prospects, and field trips.

Art implemented alumni/alumnae presentations about professional practices, formed Student Art Alliance, and began Artscape, a monthly newsletter produced by students. Art also responded to internal reviews and external guidelines to add two courses with non-western content, “Survey of Art in Non-Western Traditions” and “History of African Art” and a new combined major in Museum Studies & Art History.
Biology added BIO 516 to support Genetic Counseling & Biology majors and added three labs to support the two core lab requirements. We incorporated field trips and also created an experimental course: "Population Genetics." Biology also added writing-intensive courses and offered more opportunities for oral student presentations.

Chemistry & Biochemistry added a new course in biochemistry for chemistry majors to satisfy requirements of American Chemical Society.

Classical Studies changed CCI 201 to a “quiz show” format; revised class projects in CCI 205 and oral presentations in CCI 306H; created CCI 300X to offer hands-on experience in archaeological work; used a new text in LAT 101/2; and offered graduate courses in late afternoon/evening + summer sessions. Classical Studies also revised B.A. concentrations to require 9 semester hours in the major at 300 level or above.

Communication Studies reviewed its graduate program and made revisions in internship procedures.

English added six new lower-division courses to satisfy GEC requirements in Literature and Global Western or Non-Western categories, revised the undergraduate curriculum in Creative Writing to satisfy student preferences, and adjusted the graduate curriculum in response to professional developments and new faculty hires.

German & Russian incorporated more digital teaching and learning tools in lower level courses.

Geography developed a GIS Certificate proposal and related courses to support “best practices” research, employer needs, and the preferences of many students.

Mathematical Sciences revised several courses to meet computer science accreditation requirements and updated other courses to reflect increased use of technology.

Philosophy added a capstone course.

Physics & Astronomy introduced mathematical software into the upper-level Mechanics & Quantum Mechanics courses.

Psychology Ph.D. students must now give presentations in the Graduate Research Conference at beginning of their second year.

Romance Languages created/ revised several courses to increase emphasis on Writing and use of the Internet. The Department added a new French for Business course, created French & Spanish area studies for the Hospitality Management Program, and is preparing to offer Spanish for Health Care Professionals.

Sociology increased cooperative learning projects, interactions with experts, and visits to organizations/institutions.

Theatre added a BA Capstone Project and offered a New York Showcase for recently graduated BFA/ MFA students.

Women’s Studies revised 3 courses to reflect new knowledge in the discipline, to
offerings, and to meet the needs of GEC. It also created a new set of streamlined core
courses, a capstone writing-intensive course, and a new core course, "Women's Rhetoric
and Feminist Pedagogy," for post-baccalaureate program.

**HES:** HDF: HDF 441, 450 and 460 were revised to integrate the GIFTTS system of care
philosophy. A quarterly newsletter (Interns' ConnectLine) was developed and published
for student interns in HDF 500. The professional preparation and placement of
undergraduate students in three concentrations (child and adolescent development, adult
development and aging, and family studies) was also enhanced by inviting the Career
Services Center (CSC) staff to visit HDF classes and interns' group meetings, and urging
interns to use the Career Services Center and to attend "Career Days." A new course in
professional development (HDF 691: Professional Seminar III) will better prepare fourth
year doctoral students for the job market, career building, and professional socialization.
In response to employer needs and developments in the field, HDFS faculty revised and
re-established the M.Ed. program in Family Life Education, a program which has been
dormant for several years. HDF practicum placements have been revised for
Birth-Kindergarten licensure students in order to implement a Professional Development
School model and an undergraduate course in Research Methods (HDF 475) has been
developed and is being offered for students in child and adolescent development, adult
development and aging, and family studies.

**NFS** continued to revise the undergraduate curriculum to conform with UNCG Student
Two courses were redesigned to meet the requirements for GEC Writing Intensive
courses. The Nutrition Science (NS) concentration was revised to eliminate some courses
and add others that are more relevant to current nutrition research. The requirements for
the Student Honors Program were revised. Major revisions were made to the Restaurant
Institution Management Program, including a name change to Foodservice Systems
Management (FSM). Several changes were made to the curriculum to accommodate the
newly created Hospitality Management Program: the prerequisites for Food Science (NFS
403), Foodservice Management (NFS 519) and Food Cost Analysis (NFS 532) were
revised, Food Science and Safety (NFS 303) was developed, other course numbers were
changed and the requirements for a minor in FSM were modified.

**SWK:** Field instruction in the BSSW program increased the number of BSSW or MSW
level supervisors to increase quality in field instruction. The JMSW program
incorporated more content on diversity in response to requests from our accrediting
agency.

**HHP:** **Dance:** Students in Production Practicum classes are now introduced to live performance
videography, a vitally important skill for dance artists. Footage shot during rehearsals
was reviewed with students, helping them refine their camera work for actual
performances. DCE 446 enhanced writing and speaking assignments to improve these
skills in the University’s Student Learning Goals. DCE 630 added an emphasis on
speaking assignments.

**Exercise and Sports Science:** ESS 389, Exercise Adherence, a new required course for
ESSS Fitness Leadership concentration students, was developed in response to industry
need. Exercise adherence is problematic across age groups with important financial
implications for the fitness industry.
Public Health Education: Based on student, faculty, and field supervisor feedback, changes were made in both graduate and undergraduate courses which included refinement of field components of the curriculum.

Recreation, Parks, and Tourism conducted a brainstorming session with the RPT Professional Advisory Committee to determine the competencies that are needed for a graduate entering the workplace. Several of the professionals’ ideas and suggestions were incorporated into such courses as RPT 111, 251, and 511.

SOE: Curriculum and Instruction: Approximately half of the CUI faculty have now taken the PRAKIS test to ensure that the PRAKIS objectives are embedded in their course syllabi. CUI faculty have developed course by competency matrices for technology, INTASC standards and Advanced Competency Standards for all programs. This ensures direct linkage between CUI programs and best practice standards in the field.

Educational Leadership and Cultural Foundations has revised both the Masters of School Administration (MSA) Program and the Doctor of Education (Ed.D.) program to align with North Carolina Standards for School Leaders and the Interstate School Leader Licensure Standards.

Library and Information Studies reviews and updated the inclusion of technology and communication (written, oral - individual and group) in all core courses. The Department has completed a self-study for the American Library Association that resulted in the development of a curriculum review process. All core courses have been reviewed by the curriculum committee and several courses have been converted to 600 level courses. Several former 500 level courses have been moved to the 600 level. A series of 605 technology courses have been created or revised and submitted for campus approval.

Specialized Education Services: In response to needs expressed by the NC Department of Health and Human Services and employers statewide, a concentration in birth-kindergarten/ deaf education with an auditory-oral emphasis (BK, DE, AD) has been developed, funded, and implemented. A concentration in community-based services, designed to meet the needs of students wishing to work with individuals who are deaf or hard-of-hearing but not in school settings and with agencies that employ these professionals, also has been developed.

SON: Course scheduling was altered at the junior level to accommodate student needs.

Enhancements of student outcomes measures include:

B&E: In line with the assessment framework developed in the Bryan School last year, a plan was developed for assessing attainment of educational objectives at the senior level using the Educational Testing Service (ETS) Business II test. A pilot program was implemented in February 2001 with very positive results, and based on those results, instructors in MGT 491 (Business Policy and Strategy) recommended adoption of the test in all sections of that course. The Undergraduate Programs Committee in the Bryan School approved that recommendation for implementation in 2001-02.
HES: **NFS:** For the DPD and FSM components of the undergraduate curriculum, the students will be required to maintain a portfolio that will include specified materials for each of their classes. NS students will be required to give oral and written presentations of the research that they do as undergraduates.

**SWK:** An annual alumni outcome survey for the JMSW program was initiated.

HHP: **Public Health Education:** This is the second year of assessing graduate students’ learning using a professional competency-based scale and synthesis papers. It is the first year of assessing undergraduate students’ learning using portfolios based on professional competencies.

SOE: **Curriculum and Instruction:** Faculty have developed and incorporated into their courses rubrics for the assessment of portfolios in technology and teaching. **CUI** also began to collect student work samples as a routine part of student learning outcome data. These
student work samples include portfolio assessments of technology and teaching. The portfolio assessments will, beginning in 2001, include work samples from students in schools served by CUI students.

**Educational Leadership and Cultural Foundations**: All Masters of School Administration courses have been aligned with student outcomes as indicated in the North Carolina Standards for School Leaders and the Interstate School Leader Licensure Standards.

**Library and Information Studies** has changed its culminating experience from the comprehensive examination and master’s project to a portfolio review process. All students are required to submit a portfolio which contains materials from core courses, evidence of licensure, a professional philosophy statement, a plan for professional growth, and evidence a technology skills. Students may add a number of optional items including publications, staff development activities, and other items of interest. LIS students are surveyed through an exit survey and through a graduate survey done each year. Employers are surveyed on a three-year cycle.

**Specialized Education Services** has created a portfolio requirement for the new BK/DE/AO program. In addition, the portfolio requirements in the approved Advanced M.Ed. degree programs in Birth-Kindergarten: Interdisciplinary Studies in Education (B-KISED) and Cross-Categorical Special Education have been implemented and are undergoing refinement. Participation in NCATE has led to a careful examination of course content and a review of alignment between course objectives and NCATE/Department of Public Instruction standards/competencies. All coursework in SES programs is entered into matrices that ensure that students acquire appropriate knowledge and skills and that the department can be accountable for student outcomes.

1.3.2 Improvements based on University Departmental Undergraduate Review process from reviews initiated during the 1999-2000 cycle included:

**CAS**: The Department of Religious Studies has reorganized the structure of the major, with more upper level offerings and two course distribution areas rather than four. In addition, they have enhanced the advising process for majors, regularized the course numbering system, instituted a portfolio system for seniors and Honors students, and enhanced several courses.

**HES**: HDF: A weakness cited in 1998 departmental review was a need for additional faculty in the area of family studies. One faculty member was hired in this area in 1999 and two in 2000. Another concern expressed was the need for additional faculty of color. Two faculty of color were recruited and hired, effective fall term, 1999, and an additional minority faculty member was hired in spring, 2001.

**SWK**: Enrollment in the JMSW program was increased to 65 full-time students. Additional student-centered activities with faculty were planned and implemented including expansion of honor society activities, increases in scholarship/assistantship opportunities, and increases in departmental awards for students.

**HHP**: Exercise and Sports Science: ESS 250, Introduction to ESS, was developed and added to all undergraduate curricula.
SOE: **Educational Research Methodology** has four relevant initiatives that follow from its Departmental Review in Spring 2000. First, significant progress has been made with respect to technological enhancements. Second, curriculum design is underway to provide an integrated curriculum for ERM, MEd, and PhD students and to better serve other units at UNCG by offering advanced statistical, measurement and research courses. A four-year curriculum plan has been drafted and will be finalized by Fall 2001. Third, better outreach to former graduate students and potential employers has begun. These outreach efforts are expected to inform the alignment between our curriculum and training needs. Fourth, recruitment planning has been moving forward. The ERM website was redesigned in Fall 2000. Several activities were undertaken by faculty to attract minority students to our program, including securing funding for a new graduate student fellowship grant.

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

HES: **HID**: Initiatives in progress as a result of the FIDER accreditation review and the five-year program review include: a departmental name change to Interior Architecture, a study of teaching loads in relation to faculty scholarly productivity, curricular development and evolution to enhance student learning and faculty productivity, reconstitution of a departmental advisory board, creation of an alumni network, and improvements to the HID Resource Center. All of these initiatives have been acted upon this year: the name change has been approved; studio course credits were raised from four to six hours to help balance teaching loads and enhance learning objectives; the departmental Advisory Board is under organization and will meet for the first time in the fall 2001 semester; and design of a new studio building (McIver A) is underway.

**NFS**: A new module for Geriatric Nutrition for the Dietetic Interns who spend one rotation at a long-term care facility was created. The clinical and management modules used by cooperating facilities were modified. The DI Student Handbook was updated to reflect the changes in performance competencies now required by the American Dietetic Association for students completing an internship. An intermediate course in nutrition science was created, in large measure for the DPD program (NFS 413), to prepare students more adequately for advanced nutrition courses.

HHP: **Dance**: Based on a recommendation based on the Department’s review by NASD, DCE 217 was revised to incorporate aspects of movement analysis. Another recommendation arising from this review was to look for ways to manage enrollment in dance technique classes. The Department established prerequisites for several courses (DCE 217 and 251) which go into place beginning in 2001-2002. Beginning in fall 2000, Departmental permission is required for every student in a modern dance or ballet class. As a result enrollments are now more evenly spread over the different sections and students no longer take courses at inappropriate levels.

**Exercise and Sport Science**: Five faculty and the Department Head participated in a two day retreat for the purpose of initiating short term (yearly) and long range (5 year) planning. Preliminary goals were determined and discussed with the full faculty during a day long retreat. Focus was placed on the undergraduate program; graduate programs will be reviewed next year. Additional discussion is ongoing regarding long term
departmental goals. ESS also participated in AAKPE's program for evaluating Ph.D. programs in Exercise and Sport Science (previously piloted).

SOE: **Library and Information Studies** has prepared program materials for the Fall 2001 visit of the DPI for the 076, 078, 077 licensure programs.

Program accreditation activity included:

B&E: The Department of **Accounting** has applied for accreditation by AACSB International – The Association to Advance Collegiate Schools of Business. This accreditation is in addition to the School’s AACSB accreditation. The Accounting Department will submit a self-evaluation report by June 1, 2001.

CAS: Many CAS departments are undergoing SDPI and NCATE review for teacher preparation programs.

The Department of **Chemistry & Biochemistry** successfully completed its five-year program review of the B.S. in Chemistry program by the American Chemical Society, which will allow certification of students completing these majors by the ACS.

The Department of **Mathematical Studies** was visited in October 2000 by the Computing Sciences Accreditation Commission (CSAC).

The Department of **Political Science** received full seven-year accreditation from the National Association of Schools of Public Affairs and Administration (NASPAA) in June 2000.

Requests by the Department of **Theatre** to the National Association of Schools of Theatre Accreditation Commission were sent and approved to (1) Change the title for the M.Ed in Theatre Education; (2) Request plan approval for the new BFA concentration in Technical Production; and (3) Submit coded transcripts for the BFA in Theatre Education verifying that three students have graduated from the program.

HES: **HID**: Full reaccreditation for six years was granted by the Foundation for Interior Design Education Research (FIDER). Ongoing consideration of accreditation standards by faculty is included in faculty meetings.

**HDF**: Work began this spring to prepare documentation for a comprehensive, on-site assessment of the undergraduate and graduate Birth-Kindergarten programs by NCATE (National Council on Accreditation of Teacher Education) and the State Department of Public Instruction, with the formal review scheduled for Fall, 2001.

**SWK**: The JMSW program was successfully accredited in June, 2000 by the Council on Social Work Education.

**HHP**: **Communication Sciences and Disorders**: The Department of Communication Sciences and Disorders renewed its membership in the Council of Academic Programs in Communication Sciences and Disorders for the 2000/2001 academic year.

**Exercise and Sports Medicine**: The entry-level M.S. program in athletic training was granted Joint Review Committee on Educational Programs in Athletic Training (JRC-
Recruitment, Parks, and Tourism: During the academic year all faculty and staff were engaged in the lengthy preparation of a self-study report for re-accreditation review by the NRPA/ AALR Council on Accreditation. The Accreditation Review Team, comprised of two faculty members from other universities and one professional practitioner, completed their accreditation review in the early spring, 2001. The Department was granted high marks by the review team and will complete the review process when the Department Head and Director of Undergraduate Studies, along with the leader of the site visitation team, appears before the Council on Accreditation in October 2001 during the National Recreation and Park Association Annual Congress in Denver, CO.

SOM: Preparations were made within the Division of Music Education for the NCATE visit in fall, 2001. The official National Association of Schools of Music evaluation team for the Association’s scheduled spring 2002 reaccreditation visit to UNCG was appointed.

SON: The School of Nursing is completing the self study for the review in the fall 2001 by the North Carolina Board of Nursing. Preparation for the self studies for the National League for Nursing Accrediting Commission and the Commission on Collegiate Education in Nursing is underway for the fall of 2002.

SOE: Counseling and Educational Development is writing CA CREP accreditation self-study, due June 30, 2001. Site visit will be scheduled in 2001-2002 academic year.

Curriculum and Instruction: Faculty in their roles as program coordinators for the UNCG teacher education program are currently involved in preparing program evaluation reports for the National Council for Accreditation of Teacher Education (NCATE). The North Carolina Department of Public Instruction (DPI) and the Southern Association of Colleges and Schools (SACS) report.

Library and Information Studies, during the past two years, the department has had a re-accreditation review process involving a self-study, a site visit, and a formal national evaluation meeting. The department submitted a narrative report to the American Library Association in Fall 2000 together with a statistical report (enrollment, faculty, student characteristics, continuing education, budget). In Fall 2001 the School of Education will be visited by NCATE and the Public Schools of North Carolina. Documents have been prepared for the State Department visit.

Specialized Education Services is in the process of self-study and data compilation that is required for NCATE accreditation. The B-K:ISED program has undergone review by the North Carolina Department of Public Instruction and received an exemplary rating. The new undergraduate major in special education is in the process of receiving North Carolina Department of Public Instruction program approval. SES is in the early stages of completing its obligations related to SACS review.

Student Advising and Recruitment Center: The Teaching Fellows program hosted an evaluation team on April 9-10, 2001. The Pre-Evaluation Report is included in hard copy.

1.3.3 Efforts to evaluate, modify and/or enhance student academic support services appropriate for diverse learning environments include:
B&E: As a part of the fall 2000 advising/registration process, undergraduate students in the Bryan School were asked to indicate their satisfaction with that process, and were specifically requested to rate their advisors on five different dimensions. On a scale of 1 to 5, with 5 being very satisfied, the average rating was 4.64.

CAS: Anthropology improved faculty availability for advising.

Biology faculty participated in Diversity Forum, FOCUS programs, Black Student Visitation, and SOAR programs.

Chemistry & Biochemistry expanded availability of free tutoring and developed student supplemental instruction for students in CHE 111/114 general chemistry programs.

Classical Studies created an Undergraduate Handbook for all majors outlining department information and support.

Communication Studies established a faculty mentoring program to improve advising.

German & Russian hired German and Russian exchange students and scholars to serve as tutors and to facilitate independent study endeavors; the department has also revised its advising structures and course evaluation forms, some of which are now available online.

History had successful results with its departmental advising center.

Mathematical Sciences includes advising, tutoring, and university support services items in its exit interviews for graduating majors.

Sociology includes advising items in its Sociology Department Assessment instrument.

Theatre includes items on learning environments in its annual interview.

Women’s Studies improved its advising process, created better publications informing students of program opportunities, and hosted Science Initiative, in which women biology students met with leading women scholars in the field to discuss career opportunities and matters of intellectual concern.

HES: NFS: The department has established an Advisory Board for the DPD and DI programs, composed of Registered Dietitians working in various positions in North Carolina. The directors of the DPD and DI programs meet bi-annually with the Advisory Board. The Advisory board advises the two programs on curriculum and other academic policies regarding the education of dietetic practitioners. The Nutrition program has recently affiliated with the Science Advisory Board (SAB) of the College of Arts and Sciences. The SAB is meeting with representatives from NFS and the College approximately two times per semester. The purpose of the board is to advise the departments with scientific curricula on academic issues and internships possibilities.

HHP: Exercise and Sports Science initiated a voluntary program for the evaluation of advising during Spring 2001. Results from this semester will be used to revise this evaluation
system for future semesters. Students receiving unsatisfactory midterm grade reports are referred to services via the Undergraduate Student Assistance Committee.

**Recreation, Parks, and Tourism:** An ongoing student evaluation of advising is implemented each semester. This evaluation takes place in RPT 418, a core course for all RPT students that is offered during the fall and spring semesters.

**SOE:** **Counseling and Educational Development:** Faculty are studying internship procedures and evaluating current new initiatives in the instruction and supervision of Graduate Teaching Assistants.

**Educational Research and Methodology:** Faculty are working to provide better opportunities for PhD and MEd students to be visible at and to network with national research groups such as AERA and NCME.

**Library and Information Studies:** Now has a distance student enrollment that is larger than the enrollments on campus. **LIS** continues to modify student support services for students in Asheville and Charlotte. During 2000-2001, these services were enhanced by hiring a three-quarter time faculty advisor and instructor for Charlotte and a half-time person for Asheville. On the basis of student input, **LIS** modified the web page during April-June 2001 to include more student information including necessary university and departmental forms, and contact email addresses.

**Specialized Education Services:** Freshmen advising was transferred to the School of Education from the department. In addition, students in Education of Deaf Children program now receive and sign an advising form that includes all basic information about program requirements, procedures, and timelines. Finally, a database of all students inquiring about the new undergraduate special education major and a communication and advising system for them was created.

**SON:** The office of the Associate Dean conducted the review of student support services through formal surveys and through consultation with students and faculty. The outcomes were processed through committees in the school and it was determined that the school has effective academic support services.

The **DCL** contracted the services of the KPMG consulting group to assist in the evaluation of processes and procedures with support from other UNCG service providers, has created a website to direct students who are at a distance to appropriate UNCG information and to facilitate their registration processes.

**1.3.4** The Interim Dean of the **Graduate School** served on the New Student Programs Committee to bridge connections between the Graduate School and Student Affairs and to communicate the needs of graduate students. This committee has been effective in considering the needs of incoming graduate students.

**1.3.6** As a part of the SACS self-study each academic department has submitted a report for each of its degrees responsibilities in academic assessment who is working closely with the Faculty Chair of the SACS Institutional Effectiveness Committee. They have begun a series of meetings with departments to help them improve their evaluation and analysis procedures.

**1.4** Instructional/informational technologies will be used to facilitate learning where appropriate
Courses offered in the unit that have added an instructional/informational technology component in the current year include:

B&E: A very large number of courses in the Bryan School continue to use instructional/informational technology components added in previous years. In addition, there are 46 newly enhanced courses, many of which use enterprise resource planning software provided by the SAP Corporation. ACC 201 (Financial Accounting), ACC 202 (Managerial Accounting), ACC 420 (Concepts in Federal Taxation), ACC 430 (Cost Accounting), ACC 600 (Tax Research and Procedures), and MBA 612 (Cost Accounting) introduced new Web-based tax research tools. MBA 602 (Presentation and Interpretation of Financial Statements) was developed as a distance learning course using technology-based tools. ACC 325 (Accounting Transaction Processing Systems) introduced enterprise resource planning (ERP) systems. ACC 440 (Auditing Concepts) added technology-based audit simulations and introduced enterprise resource planning (ERP) systems. ACC 628 (Accounting Information Systems) and ACC 318 (Intermediate Accounting I) added new technology-based research tools. MBA 625 (Creating Value Through Financial Policy) integrated advances in information technology into cases. MBA 630 (Global Financial Markets) modified exercises to require students to use Web-based data sources. MBA 621 (Strategy Formulation) was redesigned to emphasize impact of IT on strategy. MBA 626 (Advanced Marketing Management) required use of electronic libraries. MKT 320 (Principles of Marketing) used classroom computer system to visit websites of companies being studied. MGT 312 (Human Behavior in Business Organizations) added CD-ROM Self-Assessment library. FIN 315 (Business Finance I) added a Web site with extensive course materials. ECO 202 (Principles of Macroeconomics) and ECO 346 (Intermediate Macroeconomic Theory) added lecture notes to course Web site. ECO 327 (Money and Economic Activity) added requirement to use Internet research to complete two papers on monetary policy. ECO 312 (Economics of Technology) incorporated more Internet references into reading requirements regarding current science and technology policies in various countries. ECO 250 (Economic and Business Statistics I) and ECO 300 (The International Economy) added textbook Web site to course resources. ISM 110 (Business Computing) and ISM 360 (Operations Management) developed comprehensive Web sites. MBA 607 (The Operations Function) developed course in a distance learning format and used TopClass to facilitate group discussion. ISM 402 (Logistics and Supply Chain Management) incorporated enterprise resource planning systems through the use of SAP. ISM 601 (Information Systems and Technology) developed course in a distance learning mode, and changed the class to include a module on enterprise resource planning (ERP) systems. MBA 608 (Management Science) was developed in a distance learning format. MBA 627 (Global Operations Strategy) incorporated concepts of enterprise resource planning (ERP) systems. ISM 280 (Business Processes and Information Technology) used TopClass to send assignments and notes to students. ISM 280 (Business Processes and Information Technology) and ISM 325 developed on-line discussion forums. ISM 318, 325, 602, 611 and 711 developed extensive web site utilizing Blackboard. ISM 306 (Operations Support and Communication) required students to develop a training module for a software package. ISM 110, 240, and 310 placed lecture notes, sample programs, and announcements on Topclass site.

CAS: In the College of Arts and Sciences, approximately 180 courses added a significant technological component this year. 16 Anthropology courses or sections added technology components. A web page was developed for some sections of Cell Biology,
and PowerPoint format adopted for others. Technology was added to almost all laboratory courses and many lectures in Chemistry and Biochemistry. Classical Studies used PowerPoint slide, increased use of web-based materials, and used papers submitted and revised electronically. Four English faculty have added a significant technological component to their classes. German and Russian used various Internet applications, including dual-language teaching and research web sites, web-based Japanese language and culture resources, Kanji writing tool, and practice materials. Geography 103 used a new multimedia system and web pages. FM S 104 used new computer-intensive materials. GEO 305W added imagery and audio components to web-based course format. GEO 121 used aerial photography, satellite imagery, GIS software. GEO 322 incorporated interactive statistical analysis method. History courses used on-line syllabus, 7 courses used on-line readings and/or workshops, 4 courses used a listserv for students, and 2 courses used Electronic Reserve Reading Library of articles. Mathematical Sciences courses began requiring graphing calculators, and most faculty maintain syllabi and course materials on the web. Physics and Astronomy courses added the use of WebAssign to collect and grade student homework assignments in introductory physics classes, 1 course makes extensive use of web-based astronomy learning exercises, and 8 courses make extensive use of an electronic personal response system. Political Science 100 and some sections of PSC 105 used Top Class and other web-based course enhancements. PSC 240 employed several web-based enhancements. PSC 333 required students to do a computer-based data analysis project. Psychology courses added or extended use of PowerPoint presentation, 2 courses added a course web site, 2 courses required student email submissions, and 3 courses required web searches. Romance Languages course added a web site for music, 3 courses were delivered on-line, 1 course included web-based assignments and Internet research, and 2 courses had on-line syllabi with links to web sites. Religious Studies courses were developed and taught on-line, 6 courses had a moderated listserv, and 1 faculty member composed and placed web pages on-line for all his classes. Sociology courses had new or enhanced technology components, 8 faculty members used electronic reserve, 6 faculty members used multi-media computer equipment, 2 faculty members used computer labs for classroom instruction, 2 faculty members developed and taught web-enhanced courses, and Graham 313 is now equipped with a state-of-the-art Elmo Visual Presenter/Computer Workstation. Theatre courses added a technological component. Women’s Studies courses developed enhanced links and expanded technological support for the course via the syllabus and the university Pipeline, 1 course used chat rooms and uploaded links to improve the syllabus, 2 courses added instructional web pages, and 2 courses had web sites created with extensive links and resources.

HES: 39 courses in the School added or improved a technological component. HID 221/222, History of Design I and II, was enhanced by a web site to allow students access to visual imagery of historical precedents. The web site is part of an ongoing project to digitize the entire HID slide collection for access by students and faculty. HDF 212 was developed and offered as a web-based course for the distance education program for students in Wake County. The course was also taught on-campus using Web-enhancement and power-point presentations. HDF 532 involved a student-to-student teleconference with students in Finland, through the NetMeeting software using a mini-camera installed in Jarrell Lecture Hall for this activity. HDF 482 students are now required to use graphics on computers for their portfolios. A new website was developed with internship resources for HDF 477 and HDF 500. Students in HDF 632 are now required to use intermedia equipment to give PowerPoint presentations in class. Student teachers in the
field (HDF 450/460) are now required to use email for communication with the instructor and supervisor. In addition, a videotaped observational technique was developed this year which incorporates research-based assessment of teaching styles and practices for use with student teachers. HDF 435 students are required to review software for children (demonstrated in class) and comment on its usefulness. HDF 441 and HDF 552 lectures and outlines were revised for power point presentations. Students in HDF 441 are required to keep email journals.

HDF 475 incorporated use of "Blackboard" technology so that students can access class assignments, communicate with the instructor and one another, and check their grades online. Requirements for HDF 557 were revised to include expanded experiences with new technology. Students benefitted from increased learning opportunities through the use of the Telelearning Center and Teleconferencing Center in McNutt Building. Students also used the TV Studio for filming 15-minute demonstrations. NFS 103, 302, 309, 313, 403, 423, 532, 560, 569, 579, 626 have an instructional technology component, including PowerPoint presentations, Blackboard as software management tool for putting courses on the web and/or web-based assignments, and electronic food/nutrient databases (i.e., Food Processor and Nutritionist) to analyze the nutrient composition of diets. SWK 310, SWK 412, SWK 351, SWK 503, and SWK 513 have all added a requirement that students learn and master the use of data projection/PowerPoint technology. TDM 121 provides students with online access to course materials and reading assignments. TDM 242 was taught using Top Class web assisted teaching technology. TDM 211 was developed to be taught online using Blackboard. TDM 463, 530, 560, 630 utilize the Sourcing Simulator software, the Supply Chain Management System, and the PDM module of the Gerber System. TDM 545 students used Adobe Photoshop and Illustrator to create fabric designs, which were then digitally printed by Red Canary, an in-kind contribution. In TDM 552, students created web sites to put their design work on line. In addition, TDM CAD lab courses were developed to use new Gerber system software as well as hardware facilities.

HHP: Thirty courses added a technology component, including Communication Sciences and Disorders 339, 588, 605D, 605F used web-based syllabi and assignments and e-reserves. CSD 605E included an evaluated component in which students designed and published a personal web page targeted at improving the reading and writing skills of language impaired adolescents. Recreation, Parks, and Tourism offered a course with a completely web-based segment developed in conjunction with Tanglewood Research. It will be taught as a stand-alone 1 credit course in fall 2001. RPT also published a fieldwork database website that includes pertinent information on each approved fieldwork agency, including names, addresses, and phone numbers of agency supervisors. The site also includes information relative to specific duties and responsibilities required of students, dates fieldwork opportunities are available, and additional resources that are available to students such as housing and compensation.

SOE: At least 60 courses have added new technology components this year. Counseling and Educational Development faculty used e-reserves via Jackson Library for course readings to web-enhanced instruction and web research requirements. Several professors taught skills to students (e.g., use of PowerPoint, creating web pages) and then required the students to use these in presentations or other course requirements. Each course
offered in **Curriculum and Instruction** now has some technology component, including TopClass and web sites for courses. All undergraduate courses have technology components related to the technology portfolio and all masters level courses have technology components related either to the Advanced Competencies portfolio or the technology portfolio. All doctoral classes have some type of technology component, typically TopClass or use of email. Other course additions include PowerPoint presentations, field trips, participation in CNN Newsroom/ Web Broadcast activities for teachers. Six **Educational Leadership and Foundations** courses, including five required courses, in the Masters of School Administration (MSA) program have added a significant web-based component. Students use the Internet to access readings, submit course assignments, discuss class topics, and/or to engage in interactive discussion of cases. All **Educational Research and Methodology** faculty are now routinely using microcomputers in their courses and requiring students to learn commercial statistical computing packages like SPSS. All faculty are also using e-mail or web pages to distribute course materials. Measurement courses have started using commercial calibration software and packages written by the faculty. All graduate assistants who help with student tutoring or grading assignments in statistical courses now have full-time access to microcomputers and appropriate analysis and graphics software. **Library and Information Studies** added technology components to 7 courses this year. In addition to the web-supported courses already in place, **Specialized Education Services** added a significant technology component to 7 courses utilizing a combination of on-line, face-to-face, and web-supported delivery systems.

**SON:** Approximately half of the courses taught in the School of Nursing utilize web assisted instruction. Most of these courses have used TopClass to deliver instruction.

**Graduate School:** Online resources and networked databases were actively employed by the students and faculty together by email, and to create and post documents to them. Students and faculty communicated about substantive matters and logistical questions.

The **Weatherspoon Art Gallery** continues to enhance its web site with updated information about its exhibitions and educational offerings. Art faculty and students developed a special interactive web page for the North Carolina Artists Fellowship Exhibition.

1.4.1 Technological priorities have been developed in the units as follows:

**B&E:** General IT desktop support for faculty and staff; Effective instructional/informational technology infrastructure to support faculty teaching and research; Reorganization of instructional/informational technology support on campus; Enterprise resource planning (ERP) implementation; Distance learning.

**CAS:** A special task force on Instructional Technology and Distance Education convened during the Summer of 2000 and issued recommendations for the College and suggested that each department develop a list of technology goals and priorities at the beginning of the academic year. Examples of departmental goals/priorities are as follows:

**Anthropology:** Upgrading technology infrastructure and classroom multimedia capabilities.

**Biology:** Web pages for upper level courses and new equipment purchases for lab
courses.

**Geography:** Replace computer workstations in the teaching and research lab; maintain software and acquire upgrades and new programs in the areas of GIS, cartography, remote sensing, and spatial statistics; increase departmental databases; obtain weather and climate monitoring equipment at the Departmental Field Camp; and maintain computers in faculty offices.

**History:** Improving departmental web presence, increasing the amount of instruction and regular departmental business that can be conducted via the web, and exploring the use of distance learning.

**Mathematical Sciences:** Incorporating graphing calculators into most 100-level MAT courses and MAT 292.

**Physics & Astronomy:** Adding video technology to laboratories and upgrading the display technologies in large classroom.

**Psychology:** Course web pages and presentation software for lecture classes, and uses technology extensively in lab courses.

**Romance Languages:** Developing connections between technology competencies and their programs and assessment procedures as well as integrating available technologies into courses.

**Religious Studies:** Supporting and contributing to any proposed on-line degree completion program and to the development of selected distance course offerings, especially large lower-level courses which meet GEC requirements.

**Theatre:** A student computer lab in Brown Building and CADD programs to help students in design classes.

**HES:** **HID:** Implementing instructional and informational technologies in new studio building, including the development and enhancement of the DIA Resource Center, including information sources, management of audio/visual equipment, and physical materials samples.

**HDF:** Distance learning technologies to support a new program for students in Wake (and Catawba) County who are pursuing Birth-Kindergarten (B-K) teacher licensure, including a telelearning facility with synchronous satellite transmission. Down-link facilities are already available at the cooperating community colleges.

**HHP:** Specific priorities have been developed in each department and are updated every year for the purpose of Budget Planning submissions to the Dean.

Present priorities for the Dance Department include completion of the box office networking, moving digital performance archives from tape to DVD, and action on the lab project. All these have been departmental priorities for several years, the specifics of each project evolving to embrace rapidly-changing technologies. In 2000-2001, Dance made important progress in accomplishing these priorities. Departmental performance archives were maintained on digital videotape beginning with the spring, 2001 semester.
Plans were finalized and equipment purchases begun to connect the departmental box office to the University network. We expect this project to be completed during summer, 2001. The Department made final plans for a digital video lab, action on which was suspended when the state’s budget crisis loomed.

SOE: School-wide priorities include equipping all classrooms with teaching stations, updating faculty and staff computers on a 3 year cycle, and maintaining current websites for the School and its departments.

Counseling and Educational Development: A new sound system for the Counseling and Consulting Clinic in Ferguson.

Educational Leadership and Cultural Foundations: A web-based component to all courses in the Masters of School Administration program and, where appropriate, web enhancements in other program areas.

Educational Research and Methodology: Statistical computing as an integral part of most all ERM courses.

Library and Information Studies: An SOE server for web information delivery for on-campus and distance education.

Specialized Education Services: Ongoing refinement of the graduate on-line, add-on licensure programs in learning disabilities and behavior/emotional disabilities, and a distance learning version of Advanced M.Ed. in Cross-Categorical Special Education, to be available statewide.

SOM: The School of Music uses a faculty/staff Technology Committee to develop appropriate, prioritized initiatives/strategies.

SON: Examining the possibility of offering the complete baccalaureate RN-BSN program online (several courses in this program are currently offered online) and providing faculty with new desktop computers on a three year cycle.

1.4.2 Improvements in infrastructure to support unit or departmental technologies priorities include:

B&E: A faculty member was named Director of Information Technology for the Bryan School. The Bryan School added one Computing Consultant II, one Instructional Technologist, and one Enterprise Resource Planning (ERP)/IT trainer. Room 317 Bryan was renovated to accommodate all the technology support personnel in the Bryan School. SAP Corporation gave the Bryan School a complete training base software program and technical support for installation and training of faculty members in the use of this enterprise resource planning system. The Bryan School was able to expand the SAP course selection with the addition of a Dell server that was donated by VF Corporation. This will allow us to offer a variety of new courses about enterprise resource planning (ERP) systems.

CAS: An important infrastructural development in the College of Arts and Sciences was the hiring of an Instructional Technology Consultant to assist in the development of web-
based and web-enhanced courses. Two undergraduate assistants helped the ITC with
tasks required for web-enhancement and instructional technology. Other infrastructural
changes in College departments were as follows:

**Anthropology** installed new cables in offices and purchased new software and computer
hardware. Software purchased for the Physical Anthropology Research Laboratory is
being used for 3-dimensional reconstruction of skulls & artifacts using digital
photographs.

**Biology** purchased an autoanalyzer, a CHN analyzer and a confocal microscope and
equipment funds on equipment for the new science building.

**English** received fiber optic cable access through rewiring of the McIver Building.

**German & Russian** hired two student assistants as part-time webmasters and CGI
programmers to update departmental web pages and on-line course content.

**Mathematical Sciences** obtained three equipment grants worth over $6,500 from Texas
Instruments for graphing calculators and presentation peripherals.

**Romance Languages** purchased 5 new computers for student use in McIver 332.

**HES:** An Instructional Technology Consultant was hired in December 2000 in collaboration
with TLC. Under her supervision, several courses in the School have added a technology
component, and the website has been completely revised. Networking for computers in
the **HID** First Year Studio (McIver 061) was installed. Multimedia technology equipment
stations were installed in Stone 142, 204, 214, and 217 for **HDF** courses. Rooms 402 and
404 in Graham Building have been converted into multi-media/ technology classrooms
for **SWK**. **TDM**’s CAD lab will be merged into an IRC managed computer lab with new
CAD software and hardware.

**HHP:** The following software and hardware have been purchased and implemented in
**Communication Sciences and Disorders** in support of research and clinical priorities:
- Direct Ear Sennheiser Infrared System
- Personal Listening amplifier
- Dell Inspiron laptop computer
- Rewritable CD-rom
- Microphone and camera for office computer
- Cool Edit Pro Software
- Director 8 software

**SOE:** Three new computers and a laser printer were purchased for the **ERM** graduate assistant
offices.

**SOM:** The School of Music hired an Instructional Technology Consultant. This consultant, as
well as the School’s Computer Consultant, was added to the School’s Technology
Committee.

**SON:** One instructional technology consultant was hired this past year to support the nursing
faculty, staff, and students in software applications. The ITC also has been instrumental
in conducting educational sessions for these groups and setting up and maintaining hardware in the classrooms.

Jackson Library made the following improvements to support instruction:

- Began pilot project for “Chat Reference” which provides real-time reference service online.
- Enhanced the heavily used Electronic Reserves service by adding a second scanning workstation.
- Streamlined access to 24 databases provided by the popular EBSCO and Proquest services.
- Created straightforward, direct-to-database links for the most heavily used databases.
- Created a database and programmed user and administrative interfaces for the Teaching and Learning Center video catalog.
- Initiated several changes in interlibrary lending/borrowing and document delivery that enable us to process requests more quickly, to send students and faculty articles on the Web, and to receive articles over the Internet rather than through the U.S. mail.
- Provided title-level access to e-journals to eliminate the number of clicks it takes to get to a specific journal.
- Maintained Library Course Guides on the web, currently providing guides for individual courses in 33 departments.
- Maintained “Ask a Librarian,” e-mail reference service, and answered 253 questions, a 15.5% increase since last year.
- Provided 253 Reference Department instruction or orientation sessions for 4,416 students (5,486 contact hours) a 2.70% increase and the highest number of sessions ever presented.
- Catalogued the e-Books collection (515 titles) purchased from netLibrary.
- Added the New Grove Dictionary of Music and Musicians (Second Edition), and the Musical America database.
- Provided 24 web-based documents instructional sessions by Documents Staff.
- Added all U.S. Government Printing Office publications with a web hyperlink to the full-text site to the online catalog automatically, the first academic library in the nation to do so.
- Initiated “AskaDoc,” a new e-mail reference service for government documents; received queries from across the nation and throughout the world.
- Created a web page for faculty providing detailed information on how to place materials on and remove them from reserve.
- Developed a prototype online reserve submission form similar to the ILL form that faculty will use to place materials on reserve through the web.

The Division of Continual Learning has established a Director of Marketing, a post essential to the life of a self-supporting unit, and is restructuring its Financial Services Unit by upgrading the functions of the Chief Financial Officer of the Division. With the help of the Office of Institutional Research, the Performance Program Budget (P/PB) Reporting on University-wide outreach activities was completely revised so that a new and more user friendly reporting system could be used by all units on-campus. A database was developed from P/PB data gathered for the previous fiscal year and made available to the University at large with a standard report being developed off those data and distributed to all units.

1.4.3 Continual Learning has given extensive instructional design support to faculty working on
web-based courses for the Master of Arts in Liberal Studies and Fast Forward programs. The MALS and Fast Forward Programs have given faculty grants for the development of online courses.

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

1.5.0 The **Teaching and Learning Center** offered the following instructional development workshops and teleconferences related to student learning and learning environments:
- Brown bag lunches to discuss topics related to teaching and learning
- “Putting Your Course Online” week-long workshops
- “Using TopClass Course Management Software”
- “Creating Web Pages Using Netscape Communicator”
- Various teleconferences related to teaching and learning

A total of 297 faculty attended these activities. A total of 11 TLC grants for improved instruction were awarded this year.

Participation by unit faculty in Teaching and Learning Center activities included:

- **B&E**: 24 faculty participated in TLC workshops, 7 applied for TLC grants, 37 attended other instructional workshops, and 24 received non-TLC grants to improve instruction.
- **CAS**: 53 faculty members participated in TLC workshops, 21 applied for TLC grants, 56 attended other workshops, etc., and 7 received non-TLC grants.
- **HES**: 15 faculty members participated in TLC workshops, 2 applied for TLC grants, 14 attended other workshops and conferences on instructional improvement, and 3 faculty members received non-TLC grants.
- **HHP**: 25 faculty members participated in TLC workshops, 5 applied for TLC grants, 16 attended other conferences, workshops, etc., and 4 received non-TLC grants.
- **SOE**: 25 faculty members participated in TLC workshops, 5 applied for TLC grants, 46 attended other workshops, conferences, etc., and 4 received non-TLC grants.
- **SOM**: 1 faculty member applied for a TLC grant and 3 received non-TLC grants.
- **Jackson Library**: Ten librarians attended 18 TLC workshops.

1.5.1 Progress made toward identifying best practices for facilitating student learning with different learning environments:

**Graduate School**: Most of the students in the Gerontology program (degree seeking and certificate) are non-traditional (adults ranging in age from 25-60 and working full-time) and take only 1-2 courses a semester. To accommodate the needs of the students, all gerontology core courses are offered in the evening. Participative, interactive teaching strategies are used including problem-based learning and another approach known as Peer Spirit Leadership Council. The Interim Director has identified positive outcomes including cooperation, solidarity, and affiliation among class members and strong rapport between faculty and students.
Jackson Library provided hands-on instruction in the use of electronic and print information resources in almost 400 sessions and conducted more than 340 individual or small group consultations for faculty and students. ERIT provides technical support and training for the academic Instructional Technology Consultants who, in turn, work directly with faculty in the implementation of web-enhanced courses. We also provided six computer-based training sessions for 34 new Access Services stack assistants, to be followed by hands-on training.

Continual Learning has implemented a team approach to assisting faculty with the development of online courses. This approach has been used successfully by many of the leaders in the distance learning community.

1.5.2 Professional development programs designed, developed, and/or conducted by the units include:

CAS: The Dean's Office arranged for six workshops for SPA staff. Eight staff members participated in the presentation of the workshops. Average attendance was 18.

Topics for workshops included (1) EPA hiring process, including visas and PD7's; (2) SEANC presentation, (3) SPA hiring process and job classifications; (4) Graduate Student and Departmental Student Hiring; (5) Specific Banner Training; (6) Presentation by CAS Dean.

The College of Arts and Sciences also provided the following professional development programs:

The CAS Dean worked with the WAC and SAC Committee to develop workshops on Speaking- and Writing-Across-the-Curriculum. Associate Deans offered two workshops for Freshman Seminar Instructors on designing their courses and creating their syllabi to incorporate the new General Education Category Goals, 3 Technology Forums for faculty & department heads on the development of web-enhanced & on-line courses, a session for science faculty on issues in the teaching of the sciences, and two workshops for novice Freshman Seminar instructors.

Biology hosted Annual Meeting of NC Academy of Sciences; sponsored Wildlife Society Professional Development workshop; sponsored Open Spaces Symposium, Trees on Campus mini-poster series, and a department seminar series.

Two Communication Studies faculty members designed, developed and conducted workshops on Teaching Presentation Skills and Teaching Informal Speaking Skills for faculty in other departments, conducted a workshop on Effective Communication in the Classroom, and created a web site for SAC.

Mathematical Sciences held weekly workshops for faculty teaching graphing calculators courses.

Women's Studies sponsored, designed, and/or raised funds for and delivered workshops on pedagogy and faculty development.

HES: Two New Faculty Orientation Workshops were held, one in the Fall 2000 and one in the Spring 2001 for newly hired faculty. Promotion and Tenure Workshop was held for all tenure-track, non-tenured faculty in HES. This workshop was led by the Chair of the
HES P & T Committee and by the Director of TLC. SWK’s ACCESS programs and JMSW program provided over 40 community workshops on social service delivery, interpreting and/or service delivery of immigrants and refugees.

SOE: **Counseling and Educational Development**: Workshops in suicide assessment and preparation for the NCE were conducted/offered to students and professionals in the area. The Department Head conducted an advanced supervision workshop in our Counseling and Consulting Clinic.

**Curriculum and Instruction**: The major professional development activity this year was hosting Dr. Tom Dickinson of Indiana State University, who reported on a study of National Board and other accomplished teachers that he had conducted. The UNCG Attorney presented a workshop on faculty evaluation. Approximately 6 faculty participated in Professional Development workshops that they designed and were funded by University/School Teacher Education Partnership (U/STEP) for use in schools.

**Library and Information Studies** sponsors two major staff development events each year, The Children’s Literature Conference, a one-day workshop with an invited author/illustrator, workshops, and updates on current literature; and The LIS Alumni Association / Cora Paul Bomar Lecture, an invitational alumni meeting with a speaker.

**Specialized Education Services** faculty arranged for and hosted a half-day professional development session for UNCG and local educators on the topic of behavior management for students who are deaf or hard-of-hearing. SES conducted for its members a 1.5-day workshop on technology for on-line course development with Dr. Judy Serwatka of Purdue University. All of these workshops were for educational interpreters. The same faculty member offered an additional workshop on deaf-blindness. Other faculty members offered workshops on topics related to special education.

**Teachers Academy**: The Coach2Coach program developed workshops on the NC State Department of Public Instruction’s Performance-Based Licensure (PBL) and mentor training programs. Four workshops were presented to 64 UNCG faculty and students.

SOM: The School of Music maintained its traditional policy of supporting all faculty participating in meetings of professional organizations (international, national, regional, local) at 70% of allowable expenses. The School provided full support for its Piano Technician to attend Piano Technician Guild seminars and for its Recording Engineer to attend an international workshop in Amsterdam.

SON: Two consultants assisted faculty in instruction related to the NCLEX for the undergraduate students and two consultants presented an all-day workshop on learning and teaching strategies for undergraduate and graduate students.

**Jackson Library** provided one faculty training session for Public Health Education, one faculty and staff workshop on “Searching for Sponsors on the Web,” two workshops on chat reference for Library staff and Library and Information Studies students, and 26 in-house training sessions for Information Desk staff. It also sponsored the OCLC Teleconference “Library Success in a New
World” for local and regional professional librarians and hosted a satellite teleconference for local and regional professional librarians on the Uniform Computer Information Transactions Act (UCITA).

**Continual Learning** designed, developed and conducted a number of professional development programs for its staff, for University faculty and staff, and the community at large. Internally, the Division provided Spanish language lessons to all of its employees who chose to participate in order to develop the ability to deal with the increasing Hispanic population. The **DCL** Chief Financial Officer has provided budget and reporting workshops for EPA and SPA staff members within the unit. The Conference Services Unit has provided three workshops for event managers across the University in order to help implement the new “Front Door” policy. A workshop was conducted to help University units provide the needed Performance Program Budget (P/ PB) information on University outreach. The Fast Forward Program provides workshops involving UNCG faculty and high school teachers who will instruct in the Fast Forward Program to design appropriate course materials. Throughout the year, other workshops are provided for high school Fast Forward faculty in the program of a professional development nature.

The **Teaching and Learning Center** offered a variety of professional development activities during 2000-2001. The Orientation for New Faculty included presentations by the **TLC** staff, a workshop on using case studies, and an orientation from the staffs of Jackson Library and Instructional and Research Computing. During the two weeks prior to the orientation session, new faculty were offered a series of workshops that included “Creating a Course Syllabus”, “Creating Web Pages with Netscape Composer”, “Active Learning Strategies”, “Introduction to the TopClass Course Management System”, and “The First Day of Class”.

The Academic Leadership Seminar offered campus academic administrators an opportunity to participate in development activities and to discuss emerging trends in education. Topics from the August 2000 event included “Managing the In-Box” and “Recruiting and Retaining Faculty”.

The **TLC**’s continuing teleconference/ webcast series provided programs on a variety of topics related to instruction. The video teleconferences were videotaped and copies are included in the video collection. In 2000-2001 the titles included:

- Are You History? Faculty Job Security in an Online World
- Control, Conflict and Courseware: Intellectual Property in Distance Education
- Courses and Curricula: Changing Times (Webcast)
- Designing Classrooms for Technology Integration and Accessibility
- Developing Web-Based Courses on a Shoestring
- Effective Teaching and Learning Centers
- Intimacy of Distance: Maintaining Connectedness with Distance Learners (Webcast)
- Learning to Teach: Teaching to Learn (Webcast)
- Life Map: A Learner Centered System for Student Success
- Portfolio: A student Learning and Assessment Tool
- Staying the Course: Retaining Online Students
- Tech*Knowledge: Using Technology to Enrich Learning
- Technology Driven Planning
- Using New Technologies to Support Cooperative Learning (Webcast)
- With a Little Help from My Friends: Implementing Information Technology in the Curriculum
- Workshop on Streaming Video
The TLC's Third Thursday Brown Bag Lunch series provides faculty with the opportunity to investigate topics related to teaching in a non-threatening collegial atmosphere. During 2000-2001 the topics included:

- Active Learning Games
- Creating a Visual Syllabus
- Last Day of Class
- Testing and Grading
- The Flashlight Assessment Project
- The Merlot Project
- Students Teaching Students

1.5.3 Support for faculty grants to identify best practices for facilitating student learning includes:

**Continual Learning**: The Dean has served on a three-person committee to help distribute the funds provided by the Provost for the development of distance learning programs. Over $250,000 has been distributed to faculty to help develop such courses and to enrich their on-campus courses with technology. This will include workshops on instructional design for faculty in May as well as advanced workshops for faculty who have already taken the introductory workshop. The Fast Forward Program and the Master of Arts in Liberal Studies Program has provided grants to faculty to help develop online courses using instructional and technological best practices. Some of these distance learning courses are already in use.

**Teaching and Learning Center**: Eight Advancement of Teaching and Learning Grants were given to faculty whose proposals included assessment techniques designed to determine the value of the methodologies employed.

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.

1.6.1 Efforts to maintain appropriate levels of support for all special academic program included:

CAS developed web-based general education courses in many departments and is appropriating additional resources (through budget flexibility) to Honors, in support of a study abroad program in Hull, England.

**SOE**: **Counseling and Educational Development** was involved in development of the IRT Scholars program; Dr. Borders attended the IRT Graduate School recruitment fair in Andover, Massachusetts (July 2000), and we successfully recruited our (and the School of Education's) first IRT Scholar, who has worked with the School of Education Associate Dean on enhancing this program.

**Student Advising and Recruitment Center**: The Teaching Fellows Program received an additional $2,000.00 in the 2000/01 budget in order to expand the faculty mentoring program. The first annual Chancellor's Reception was held in October for all freshman and sophomore Teaching Fellows and their faculty mentors.

1.6.2 **UESAI**: Data gathering for the four residential programs that recruit freshmen (Residential College/ RC, Strong College/ SC, Grogan College/ GC, and the Freshman Experience Program in Reynolds Residence Hall/ RRH, a Housing and Residence Life
program) indicates that freshman (fall 1999) to sophomore (fall 2000) retention for all three halls with faculty involvement was better than that for all freshmen or RRH (RC: 95%; SC: 86%; GC: 77%; RRH: 71%; all freshmen: 74%). Cumulative grade point averages for 1999-2000 freshmen were as follows: RC: 2.98; SC: 3.22; GC: 2.68; RRH: 2.58; all freshmen: 2.69.

Key questions on the spring 2000 Sophomore Survey were sorted by program. Although the differences varied from program to program and question to question, students in the residential programs were in general more positive in their responses. For example, “good” and “excellent” responses to the statement “UNCG faculty care about your academic success and welfare” were RC: 70%, SC: 67%, GC: 74%, RRH: 67%, other halls: 65%.

1.6.3 The Undergraduate Studies Council (USC), utilizing survey results, summaries of the 1999-2000 reviews of the Honors Program, Residential College, and Strong College, and personal experience, determined that special academic programs are one valuable avenue by which students can achieve the close relationships with faculty which are important in student satisfaction, academic success, and identification with the institution. The USC did not recommend the creation of any new extracurricular programs, however, judging that faculty willing to make the commitments such programs require were already involved. Instead, they recommended that, when funds are available for greater support of such endeavors (for example, funds provided by the campus-specific tuition increase), they should be devoted to the creation of additional small course sections of courses meeting general education requirements, including Freshman Seminars and Writing Intensive/Speaking Intensive courses.

In order to allow better coordination of the residential programs with a faculty component, in fall 2000 Residential College and Strong College were transferred from the College of Arts and Sciences to the Associate Provost for Undergraduate Education and Special Academic Initiatives, who also administers Grogan College. Residential College has begun to expand its activities, including the classes it offers, into neighboring Guilford Hall. It also has developed a special relationship with the African American Studies Program, which will offer classes in Guilford Hall next year. Strong College introduced a tutorial course taught on site. Grogan College won two Residence Life awards, the Community Development Program of the Year Award for the “Grogan at a Glance” slide show and the Academic Development Program of the Year Award for its week-long Academic Success Program.

CAS: A new endowment in Romance Languages will increase the level of support for study abroad programs beginning in Fall 2001. The college will also continue the development of customized foreign language sections for students in business, health professions, and Hospitality Management.

Enrollment Services: Based upon the cumulative GPA data collected at the conclusion of the 2000 fall semester, Special Support Services students continue to perform well academically: 63.5% achieved 2.50 or better, 33.5% achieved 3.00 or better, and 11% achieved 3.50 or better.

1.6.4 New programming added to broaden range of students:
CAS: developed new major and minor structures in Women’s Studies, designed to make WMS more attractive and available. The College created a Women’s Studies cohort for Grogan College and developed an Honors Study Abroad Program in Hull, England.

HES: HDF 212-H was developed and offered for the Honors Program for the first time Spring term, 2001. In addition, several HDF courses were cross-listed with Women’s Studies course (WMS 350)

HHP: Exercise and Sports Science: Requirements for the Coaching Minor were modified to encourage students in majors other than ESS to enroll. The CYSD concentration was developed to attract graduate and undergraduate students who may wish to teach in non-licensure, service programs.

SOE: Specialized Education Services developed three new programs during the past academic year: Birth-Kindergarten program in the Education of Deaf Children with an Auditory-Oral emphasis; Education of Deaf Children concentration in Community-Based Services; and Undergraduate major in Special Education (learning disabilities and behavior/ emotional disabilities).

SON: The Honors curriculum for the School of Nursing was revised and implemented during the past year. The availability of contract courses and other flexible course offerings should enhance enrollments in this program.

The Graduate School sponsored the first Thesis/Dissertation Workshop on October 13, 2000, a new program designed to address navigating the thesis/dissertation process as well as the academics and politics of doing a thesis or dissertation. The Interim Dean and a representative from the Counseling and Testing Center, sponsored the Second Tuesday Doctoral Forum, an informal year-long dialogue about topics specific to doctoral student life. The Graduate School also sponsored a Professional Leadership Seminar Series open to all graduate students and faculty, which included three leadership seminars on entrepreneurship, consulting, and making business plans. We are also offering an experimental course for Summer Session I: GRS 711 Academic and Professional Communication.

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

224 degree-seeking foreign students and 93 exchange students from overseas were enrolled, thus making the total international student population 317. In addition, the INTERLINK Language Center by Spring Term had enrolled 80 students, bringing the total number of international students on the UNCG campus to 397. This represents a 16% increase over the comparable number for Academic Year 1999-2000 (343). UNCG has experienced a growth of 50% in degree-seeking international student enrollment over the last five years (152 students in AY 1996-97).

See Table K in the Appendix.

1.7.0 Other efforts to increase presence of international students:

HHP: Communication Sciences and Disorders increased minority recruitment and enhanced international recruitment, resulting in three new graduate students being admitted to the M.A. program in Speech-Language-Pathology, i.e., two African-American females, and one East Indian female.

The Graduate School: Two students, one from the Netherlands and another from Germany, are
currently enrolled in the Gerontology program. Numerous requests for information about the Gerontology program were received from students in China and Romania and discussions were initiated with the Office of International Programs to discuss the feasibility of conducting a summer program in Europe.

Jackson Library employed fifteen international students.

1.7.1 New international student recruitment programs:

B&E: One new international student recruitment strategy developed in the Bryan School is the Disney/Mexico exchange program. The program had seven Instituto Tecnologico y de Estudios Superiores de Monterrey (ITESM) students participating during spring 2001.

HES: HDF hired an international faculty member this spring (Dr. Sudha Shreeniwas) to facilitate our efforts to recruit more international students.

TDM web pages were enhanced to better recruit international students.

HHP: Summer Research Assistantships and tuition waivers were successfully applied for by Communication Sciences and Disorders faculty and received for one African-American student and one international student from India.

The Dance Department Head met with personnel from the Theater Academy of Helsinki in November 2000, regarding a proposed exchange program, which was signed in March 2001.

The Graduate School collaborated with the Office of International Programs (OIP) to respond more efficiently to inquiries from international applicants. The first response is now electronic rather than by surface mail. We are also collaborating with OIP to develop an electronic brochure with information directed toward inquiries from international students.

International Programs: Several new student exchange programs were introduced, including exchanges with: the University of Tartu, Estonia; Nagoya University of Foreign Studies, Japan; the University of Lyon III, France; the University of Granada, Spain; and Edith Cowan University, Australia. Under the terms of new UNC-EP agreements, UNCG is now participating in new student exchange programs with Israel and Denmark. In addition, in Spring 2001, IPC, in cooperation with the University Honors Program, launched a new "Honors Abroad" program: ten pioneering participants went to the University of Hull. IPC has also collaborated with The Graduate School and with Enrollment Services to develop new web page enhancements and on-line applications. In particular, IPC has instituted a new paperless recruitment effort in response to E-mail inquiries from prospective international students.

1.7.3 New unit or departmental international programming activities expected to attract broad participation by campus and community constituents includes:

B&E: The Center for Global Business Education and Research increased its offering of the “Experience Business Abroad” programs to students and members of the community. Morocco was added to the list of destinations due to the increased interest in Mediterranean-rim countries.
CAS:  **German & Russian**, in conjunction with History, launched a new Russian film series.

HHP: **Communication Sciences and Disorders** hosted an international exchange speech-language pathologist from England, who shadowed a faculty member in area public school systems for an entire day.

SOE: **Educational Research and Methodology**: In cooperation with the U.S. Dept. of State, Regional Scholars Exchange Program (RSEP) sponsored a visiting scholar from Uzbekistan during the Fall 2000 semester. Contacts with the RSEP have been maintained.

**Reading Together USA** materials are in the process of being translated into Spanish to benefit schools with an ESL population. Creation of a parent/volunteer program piloted throughout the United States and translation into Italian and Spanish for international opportunities.

**International Programs**: UNCG’s 19th International Festival, held in April, 2001, attracted over 3,000 campus and community attendants, the largest crowd ever to attend this annual signature event. In addition, the weekly Friday Fests, held in UNCG’s International House (Phillips-Hawkins), each attracted 70 to 80 people from both on- and off-campus. In November, 2000, and funded with an external grant, IPC, in cooperation with the Bryan School and the International Student Association, developed a special program in connection with the American elections.

**Continual Learning** has worked with several departments to facilitate Study Abroad opportunities that are available in Fall, Spring and Summer terms. DCL has worked with the Global Center for Business Education & Research in The Bryan School of Business & Economics to offer “Experience Business Abroad.” This undergraduate/graduate-level program schedules a one-week overseas trip during either the fall or spring break and provides students and members of the business community an opportunity to travel overseas and visit foreign businesses and workplaces. So far, destinations have included Berlin, Mexico, Morocco, and Paris.

1.7.4 New external funding in support of international students and programs included:

B&E: The Department of Education has awarded the Center for Global Business Education and Research a $155,000 Title VI B grant for a two-year period for a project beginning July 1, 2001. The program, “Selling North Carolina to the World,” is an international business education outreach project to assist North Carolina businesses in the furniture and textile industries to engage in export commerce.

**International Programs**: In August, 2000, the NC General Assembly funded the UNC-Exchange Program, which is housed within UNCG’s International Programs Center, with a recurrent budget of $150,000 per year. In addition, the Martha C and William P. Lancaster Study Abroad Fund was created in Spring, 2001, with a testamentary gift of $50,000. This brings the total capitalization of the International Programs Endowment Fund to approximately $4.1 million. Finally, in cooperation with the Bryan School, IPC received a $2,000 grant from the National Association for Foreign Student Affairs in support of a project conducted by the International Student Association.

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

1.8.0 New programs, structural changes in programs, and program discontinuations include:
B&E: The foundation courses in the MBA program (MBA 600, 602, 603, 604, 605, 606, 607, and 608) are being reclassified as pre-MBA courses, and the changes are effective fall 2001. The Post Master’s Certificate in Management was revised, and the revisions are effective fall 2001. The Post Master’s Certificate in Information Technology was approved and will be offered beginning fall 2001. The Post Baccalaureate Certificate in Business was approved, and the first students were enrolled spring 2001.

CAS: African American Studies Program completed its notification of Intent to Plan a BA in African American Studies and has forwarded its "Request for Authorization to Establish" this degree.

Communication Studies, Broadcasting & Cinema, and Anthropology began discussions regarding a possible graduate program in Visual Ethnography.

Communication Studies also continued discussions about developing an MA in Conflict Resolution.

German & Russian expanded their study abroad programs in Japan and Germany and was able to offer Anne E. Baecker Scholarships to some students for study abroad.

Geography has been authorized to begin a new Post-Baccalaureate Certificate in GIS in the Fall of 2001. The department has been authorized to plan a Ph.D. in Geography.

History implemented 2 new public history concentrations and developed a Plan to Establish document for a Ph.D program.

HES: HDF received approval from GA to offer degree completion programs for students in Wake and Catawba Counties interested in pursuing Birth-Kindergarten teacher licensure. The Restaurant and Institution Management (RIM) program has been redesigned so that its mission complements that of the newly created Hospitality Management (HMT) Program. As a part of this activity, it has been renamed the Foodservice Systems Management (FSM) program.

HHP: Communication Sciences and Disorders: A new Tinnitus Clinic for Tinnitus Retraining Therapy has been established as part of the UNCG Speech and Hearing Center.

Dance: Program modifications approved in 2000-2001 for implementation in fall 2001 include four new concentrations within the BA and two new concentrations within the BFA.

SOE: Specialized Education Services: New programs were developed in undergraduate special education (learning disabilities and behavior/emotional disabilities), community-based services (Education of Deaf Children), and Birth-Kindergarten Education of Deaf Children with an auditory-oral emphasis. In addition, SES is participating in the delivery of the undergraduate Birth-Kindergarten program in Wake County (with HDFS).

MS in Genetic Counseling: The Genetic Counseling Program enrolled its first class of seven students in Fall 2000. An Office/ Administrative Assistant was hired in 12/00 (position shared with Gerontology Program). A part time (0.5 FTE) Associate Director/ Clinical Instructor began work on May 1, 2001. Services of a part-time Medical Director for the program were contracted.
with the Moses Cone Health Care System. An External Advisory Committee comprised of representatives from the three affiliated Medical Schools (Duke, UNC-CH, Wake Forest), NCSU, Fullerton Genetics Clinic in Asheville, and the Director of the Genetic Health Care Unit of the NC DEHNR was established. The first on-campus meeting of this committee took place on March 20, 2001. The Graduate Studies Committee approved 20 new courses designed for students enrolled in this program in 1999/2000. All courses developed for the first two semesters of this program were implemented during academic year 2000/2001. This year 83 applications for admission to the program were submitted; 66% of these were from out-of-state. 29 individuals were invited to campus for interviews (required for admission to the program).

**MS in Gerontology**: Eight students have been admitted to the first class for Fall 2001 and eight additional students have submitted applications.

**MSN/MBA in Health Management**: The first class (4 full-time, 2 part-time) was admitted for Fall 1999. In 2000-01, there were 8 full-time and 4 part-time students. The first graduates will complete the program December 2001.

**UE/SAI**: The interdisciplinary bachelor of arts program in **Hospitality Management** completed its first year of operation with 20 declared first or second majors enrolled. Interest in the program continues to grow among potential students and the hospitality industry in the community.

1.8.1 The following programs were approved for establishment by the North Carolina Board of Governors in the past year: BA in **Special Education**.

1.8.2 Request for Authorization to Establish was submitted for the Ph.D. in **History**.

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.

1.9.1 Changes to academic programs and faculty strengths relative to offering distance learning/extension opportunities in the units include:

**B&E**: Grants from Bryan School and **DCL** funds for development of courses in a distance format were awarded to eleven Bryan School faculty members in 2000-01.

**CAS**: **Biology** offered 2 web courses and others are in development.

**German & Russian** is involved in a major initiative, the German Studies Consortium, which is a formal agreement among participating UNC Institutions to share resources and courses to facilitate German Studies in the state.

**Geography** offers GEO103, Earth Science, as an on-line course.

**Philosophy** developed an on-line version of "Contemporary Moral Problems."

**Religious Studies** offers several courses through on-line delivery.

**Romance Languages** has two French and one Spanish course on-line.

**HES**: **NFS**: A proposal recently submitted to The Office of the President is a collaborative effort among several universities in the NC University System with MS programs in Nutrition to develop and share distance-delivered courses.
HHP: The Dance Department has advertised its commitment to teach courses required for the MA in dance education in a “semi-distance” format, so that students will be required to come to campus a maximum of three times each month.

SOE: Curriculum and Instruction: Academic programs have been developed and offered in Rockingham County and Lee County (Sanford).

Library and Information Sciences operates a distance MLIS program in Charlotte and Asheville in cooperation with the Graduate Centers of the UNCC and UNCA. Currently that program is producing over 1000 credit hours during an academic year. The distance education budget (107) has funded a new tenure-track faculty position which was filled during the 2000-2001 academic year. In addition, distance education funds were used to hire a three-quarter time coordinator for the Charlotte program and a part time liaison staff member for the Asheville cohort. The program is offered through the T.V. facilities of the TLC, face-to-face, and on the web. Currently all “core” courses and required courses for licensure are offered through T.V. or face-to-face.

Specialized Education Services: Work continued on the refinement of the on-line graduate licensure programs in learning disabilities and behavior/ emotional disabilities.

SOM: MUS 601 (Research Methods in Music) and MUS 650 (Seminar in Music Education) adopted web-enhanced formats. New hires in music education and music theory have extensive technological expertise/ experience (SOM).

Continual Learning: Several faculty in our distance learning or off-campus programs participated in faculty development workshops in Summer 2000. These workshops were designed to familiarize faculty with instructional design concepts, as well as course management platforms and various technology available at UNCG.

1.9.2 New distance learning/ extension programs include:

Continual Learning: Both the B.S. in Human Development & Family Studies (B-K Teacher Licensure) in Wake County and the Master of School Administration in Alamance County were launched as distance education or off-campus programs in Fall 2000. The programs appear to be thriving with enrollments of over 25 students in each location. The Add-on Licensure in Special Education has shown significant growth this year. So far, 8 courses have been offered in web-delivered format, and enrollments are increasing each term the courses are offered. In total, the Distance Learning and Off-Campus programs generated enrollments of 1894 (exclusive of MALs enrollments) for the year 2000-2001. This represents an increase of 2% despite the fact that Spring 2001 stand-alone distance learning courses were pulled back into the 101 campus budget.

HES: HDF has developed a Bachelor of Science degree in Human Development and Family Studies with a concentration in Birth-Kindergarten Teacher Licensure for graduates of North Carolina community colleges who hold AAS degrees in Early Childhood Education. This program prepares professionals for service as classroom teachers, early interventionists, and other helping professionals who work with young children, both with and without disabilities, and their families. This program is designed as a part-time program, with two to three courses offered each semester and each summer.

HHP: The Communication Sciences and Disorders program has worked collaboratively with
five other universities to provide the necessary course work, supervised clinical practicum, educational and career guidance and technical support for UNCG students who are currently enrolled in the North Carolina Consortium for Distance Education in Communication Sciences and Disorders. Courses are offered via the web, live interactive video, and by videotape. Currently we are moving into the second phase of the project. The mission is three-fold: to provide access to educational opportunities in communication sciences and disorders to citizens of North Carolina using the most advantageous, cost-effective technologies; to maintain and develop competencies for the practice of speech-language pathology in all settings; and to enhance the skills of other professionals and family members who interact with children and adults with communication impairments.

SOE: **Educational Leadership and Cultural Foundations** received approval to establish a Masters of School Administration program in Alamance County. The program began during the Fall 2000 semester and has consistently enrolled over 40 students.

1.9.3 New infrastructure to support distance learning activities includes:

**Jackson Library:** In addition to improving the accessibility of all electronic reserve items and maintaining a web distance education bibliography, the library greatly expanded the body of literature available to off-campus users by providing access to approximately 11,000 book titles. The library also maintains an online textbook ordering site. Continuing as a leader in distance education, Jackson Library created and administered a list-serv to share ideas with other libraries in the state and provided electronic reserves for a cooperative “Speech, Communication, and Disorders” program that enrolls students from five UNC institutions. The library also taught three faculty distance education workshops, provided two 3-hour instruction sessions for off-campus Nursing students, and offered a 3-hour block of instruction for all Distance Education classes.

**Continual Learning** launched its re-designed website in Fall 2000. Its most important features are its extensive sources of information about DCL. One of the student-oriented features is the inclusion of S.O.S., Services for Off-campus Students. This link provides access to other administrative offices at UNCG where students can inquire about admissions processes, financial aid, library, academic advising, and student account services.

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.

In the **Graduate School,** to encourage **Gerontology** faculty to attend national and regional annual meetings and conferences, to create good will among the faculty from the various departments, and to reward faculty for their teaching and service in the program, funds were allocated to help defray travel expenses to these conferences.

1.11 Ensure a diverse faculty to support the university mission to “sustain a community in which women and men of every race…”

From May 1, 2000 through April 30, 2001, the Provost approved a total of 208 searches for full-time, tenure-track faculty, visiting faculty, lecturers, and administrative positions. This represented an increase of twelve percent over the 186 searches approved during this same period of time in 1999-2000. Sixty-three percent of these searches had been completed by the time of this report.
Of the 208 searches, tenure-track searches numbered 79 of which 54 had been completed by the
time of this report. Thirteen searches were still open, and twelve had been terminated.

The gender breakdown for the completed tenure-track searches was 22 females and 32 males. Of
this total, ten minority candidates, four African-Americans, five Asians, and one Hispanic had
been hired in tenure-track positions. For a breakdown of minority faculty by department and
rank, see Appendix C.

Final statistics for 1999-2000 revealed that of the 186 searches conducted in all divisions, 152 were
successful. The University hired 85 females and 67 males, as compared to 85 females and 43
males in the previous year. Total tenure-track searches numbered 67 (as compared with 54 for
1998-99) of which 50 were successful. Of this number, The University hired 21 females and 29
males. Females hired were down from the 26 hired in 1998-99, and males hired were up from the
17 hired in 1998-99. One female minority was hired in a tenure-track position, an Asian.
Additionally, four African-American and three Asian males were hired in tenure-track positions.
Final statistics on searches conducted for the 2000-2001 academic year will not be available until
September.

New minority/ female hires for next year include:

B&E: 1 African-American female, 3 white females, 1 Asian male and 1 Pacific Islander male.

CAS: 3 Asian males, 1 African-American male, 1 Hispanic female, and 1 Asian female.

HES: 1 female faculty member of color.

HHP: 5 females.

SOE: 13 females and one African-American male.

SON: 2 females.

Graduate School: Gerontology hired a member of a recent immigrant group as well as one
female.

Jackson Library hired two women.

The UNCG Human Relations Council administered a Campus Climate Survey with separate
questionnaires for randomly selected faculty, staff and students. The Survey was designed to gain
information about attitudes toward diversity and human relations within departments and in the
overall community. Initial analysis indicates that, in the faculty survey (n=103), 93 percent of
respondents agree that diversity is good for UNCG and 82 percent agree that UNCG is a good
place to work. More troubling responses, however, suggest that problems continue in the area of
making women and members of minorities feel welcome in the campus community and ensuring
they are fully supported by the institution. Survey results will be studied further and
recommendations made.

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 G in the Appendix provides information on external grants and contracts. During 2000-2001 UNCG faculty published 64 books and 544 refereed articles or book chapters. There were 1580 public performances by faculty and 2 art catalogs published by The Weatherspoon Art Gallery. Details are provided in Table E in the Appendix.

The Deans’ Initiatives, $100,000 in non-recurring funds for the purpose of stimulating faculty research initiatives, were awarded as follows:
- $25,000 to HES to support a grant mentoring program through Grant Central Station
- $25,000 to HES in matching funds to establish a Behavioral Research Laboratory
- $10,000 to HHP and CAS for the “Violence Reduction through Sports” project
- $30,000 to SON to support the “Healthy People 2010” program
- $10,000 to CAS for a collaborative research project in childhood schizophrenia

Other funds allocated by the Office of the Associate Provost for Research included $17,097 for patents and copyright, $52,000 for graduate assistants, $170,300 for the Gene Micro Array Project, and approximately $156,000 in other special projects, cost/ share funding, and course buyouts.

Other statistics on scholarly and creative work include:

**Jackson Library:** Fourteen librarians made 22 presentations at state, regional, and national conferences and workshops. Six librarians authored 8 refereed articles and one wrote 255 abstracts. Three librarians preformed with orchestras.

The **Teaching and Learning Center** faculty made two public presentations.

**Weatherspoon Art Gallery** has made an effort to produce a gallery guide for each of its exhibitions, whether special, temporary exhibitions or installations of the permanent collection. The Curator of Collections published the major catalogue for the nationally traveling Stanton Macdonald-Wright exhibition, a catalogue on the work of artist Guy Rose, and several articles on topics in early American modernism for national journals. The Curator of Exhibitions published the first monograph on the work of painter Dona Nelson, to accompany her exhibition at the Weatherspoon last October. As part of her work on completing and verifying collection records, the Assistant Curator is researching individual works and contributing to the knowledge on particular pieces.

2.1.2 The total allocation for the UNCG Scholars Travel fund administered by the Associate Provost for Research was $75,000.

Changes in levels of support for refereed research/inquiry presentations at national and international meetings included:

**CAS:** The Scholars Travel Fund and the Kohler Travel Fund assisted many faculty members in attending academic meetings and conferences.

**HES:** Support from the HES Foundation allowed HES faculty to participate in a Reggio Emilia program study tour in Italy, a symposium at the University of Gotenburg in Sweden, a conference in Dublin, Ireland, and a Spirituality and Health Conference in Somerset, England.

**HID** fully supported all faculty requests for travel to present scholarly research. Two undergraduate students were supported to accept design awards at national conferences.

**HDF** budgeted $650 for each tenure track faculty member to cover travel expenses associated with presentations at professional meetings and made additional monies available for pretenured faculty.
NFS: HES supported attendance at national meetings for faculty, technicians, and graduate students to a greater extent than previously.

HHP: Communication Sciences and Disorders faculty were provided with travel monies in the amount of $700.00 for the year if they presented at least one paper at a national convention or a minimum of $400.00 for continuing education purposes.

SOE: Counseling and Educational Development chose to use some of its GIFTTS funding in support of faculty travel to make presentations at national conferences.

Four Curriculum and Instruction faculty members received Dean’s supplements for presentation of research at scholarly meetings. CUI was able to provide support for four doctoral students making research presentations. U/STEP provided funds for several practitioners making presentations at National/International meetings.

Educational Research Methodology/Center for Educational Research and Evaluation: The AICPA, NBPTS and Microsoft grants provide limited travel money to attend conferences and research meetings.

Library and Information Sciences: Faculty holding committee assignments or giving papers are funded for meetings of the American Library Association. Other faculty are funded for Computers in Libraries, ASIS, or related national meetings.

Specialized Education Services: External grant funds, GIFTTS funds, and Distance Learning funds have been used to support faculty travel to national and international meetings.

SOM: In response to more widespread faculty activity, funding for refereed research/inquiry presentations at national and international meetings was significantly increased.

SON: Two faculty received funding from IPC to present at international meetings.

Graduate School: Seven Gerontology students were funded to attend the Gerontology Society of America meetings, where three students presented papers. One student was funded to present a paper at the Association for Gerontology in Higher Education.

2.1.5 New mechanisms designed, developed and/or implemented for faculty and students to share their research/inquiry work with colleagues and students:

B&E: A professor in the Department of Business Administration taught two seminars on researching, writing, and teaching field-research-based cases at the Guadalajara and Monterrey campuses of Instituto Tecnologico y de Estudios Superiores de Monterrey (ITESM) in May 2000. Fifty-two faculty members from various ITESM campuses and two U.S. universities attended these seminars. A professor in the Department of Business Administration conducted a Leadership & Diversity session for the UNCG Student Leadership Series in fall 2000.

CAS: Anthropology has created the Friday Faculty Forum in its web page. In Art, the Student Art Alliance hosted faculty slide presentations and tours of graduate studios, studio faculty invited each other to demonstrate techniques in their classes, and upper level undergraduates gave slide presentations. Biology offered a graduate student/faculty retreat and a Biotech Lunch Bunch for faculty and students. German & Russian scheduled a German Studies Roundtable for faculty and students. Geography created the Geography Club. Physics & Astronomy introduced a new course, Physics 401, for seniors to discuss their work with faculty. In Political Science, two students coauthored conference papers with faculty. In Psychology, second-year graduate students give
presentations in Graduate Research Conference. Theatre featured presentations in capstone course and displays in Brown Building.

HES: **HID**: Travel funds provided for two undergraduate students to accept design awards at national conference.

**HDF** offers a Research Forum series, with scholarly presentations by faculty and graduate students every other Friday afternoon at the lunch hour. In addition, the department allocated $2,000 toward travel funds for graduate students to present papers at professional meetings. A third mechanism for supporting scholarly dialogue and promoting the professional development of graduate students is the Southeastern Symposium on Family and Child Development (Quint-State), a conference hosted at UNCG this year.

**NFS**: Faculty and students, both graduate and undergraduate, presented at the Experimental Biology meeting in Orlando, the 11th Annual NC Institute of Nutrition Research Symposium, the NC Academy of Science Annual Meeting, the UNCG Undergraduate Research Symposium, and the NC ADA meeting.

Two undergraduate students and one faculty member in **TDM** were funded for a trip to NY city in spring 2001 where the two students were finalists in an international apparel design competition.

**HHP**: **Communication Sciences and Disorders**: Second-year graduate students present the results of their research projects near the end of their final semester as part of the CSD 698 class in Experimental Design. The entire CSD faculty and other students are invited to attend these presentations.

**Dance** continues to offer “Grad Forum” three times each semester; at least four of these meetings each year are devoted to presentation of faculty and student research.

**Exercise and Sports Science**: The goals of the Graduate Colloquium/ Seminar Series were re-evaluated and modified to enable faculty and students to present their research using a variety of formats.

**SOE**: The **Counseling and Educational Development** Department continued its practice of having doctoral students present their dissertation proposals (first three chapters) to their committee and all CED faculty; all students (master’s and doctoral) are invited to attend. Presentations at the dissertation defense also are open to all faculty and students.

**Curriculum and Instruction**: The largest change that represented opportunities for faculty to share research and inquiry work was the transfer, renaming, and re-constituting the Center for School Accountability and Staff Development to the Center for School Accountability, Staff Development and Teacher Quality, and the housing of that Center in Curriculum and Instruction. This Center presently houses three projects, Teaching to Diversity, the Lighthouse Evaluation, and the Weaver Bridges to Success project, all of which provide opportunities for graduate students to conduct research and exchange information with faculty. Also, the Department instituted two groups which meet monthly, on research in PDSs and on Research in Literacy.

**Educational Research Methodology**: Four graduate students were included as authors and presenters on papers for the annual meetings of the American Educational Research Association and the National Council on Measurement in Education. Graduate students working on the AICPA grant attended technical meetings in North Carolina and Florida (sponsored by the AICPA) and showcased some of their research work.

**Specialized Education Services**: Students in the B-K:ISED program share their research as a culminating program experience.
Student Advising and Recruitment Center: “The Teacher Assistants Project (TAP)” presented at the 18th Annual North Carolina Teacher Education Forum included 7 undergraduate students who are also teacher assistants with Guilford County Public Schools.

SOM: A poster session featuring the work of Honors students in music was established.

SON: Sigma Theta Tau, Gamma Zeta Chapter held a research forum in April 2001 in which selected abstracts were presented from faculty, students and external researchers.

Gerontology: Students in the “Critical Issues of the Aged” course were afforded the opportunity to deliver a presentation and participate in a discussion with Advisory Board Members and the Executive Staff from United Services for Older Adults, a local agency.

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

2.2.1 Efforts at recruiting new faculty who have an active research/inquiry agenda:

CAS: All tenured/tenure-track faculty hired in the College are required to have active research/inquiry agendas.

HES: An active research agenda is expected of all tenure-track and tenured faculty. Prospective faculty are routinely screened according to the quality and quantity of their research accomplishments.

HHP: Faculty with active research agendas were hired in Dance, Exercise and Sports Science, Public Health Education, and Recreation, Parks, and Tourism.

SOE: All new faculty brought with them an active research program.

SOM: The School of Music requires an active research/inquiry agenda from all new faculty candidates being interviewed.

SON: 5 new faculty with active research agendas were recruited.

2.2.2 Number and percentage of unit faculty who articulated their research/inquiry agenda in the annual UNCG Report Form:

B&E: 52, 100%

CAS: 211, 98%

HES: 44, 76%

HHP: 55, 90%

SOE: 35, 100%

SOM: 35, 71%

SON: 20, 50%

2.2.3 Progress in developing a plan to review course syllabi/teaching relative to new knowledge and research as part of the peer review process of teaching includes:

B&E: As part of our routine annual review of all faculty, each faculty member reports on innovations as a part of a full portfolio of teaching materials submitted for review.
CAS: Most departments in the College of Arts and Sciences include a review of course syllabi and teaching relative to new knowledge and research as part of the peer teaching review process. In some instances, course syllabi and information about pedagogy are included in teaching portfolios, which are being used with greater frequency in the College.

The Biology peer review policy includes review of syllabi and other teaching materials. General Biology Review committee meets regularly and updates courses as new knowledge and materials become available. New labs were added in all 3 mid-level core courses this year in response to input from new faculty.

In Geography, peer review of teaching includes an evaluation of whether the syllabus and lectures indicate the faculty member is current in knowledge of the subject being taught.

In Physics & Astronomy, course syllabi are collected in teaching portfolios and reviewed annually by department head. Deficiencies regarding incorporation of new knowledge and research will be noted and communicated to faculty member.

HES: HDF: Peer review of teaching is an essential part of the review of untenured faculty as well as formal reviews for tenure and promotion. In addition, all faculty teaching courses in the Birth-Kindergarten teacher licensure program attend a yearly meeting, at which time they provide their course syllabi and engage in a discussion of the objectives, teaching methods, course content, assignments, and evaluation criteria used in each of the program’s courses.

NFS: All faculty participate in the department weekly seminar, a format for the presentation of new knowledge. To see that these new topics are incorporated into all our courses, the peer-review process includes an evaluation of the syllabus of each course.

SWK: All course syllabi are reviewed annually to ensure they are up to date with current research.

HHP: Communication Sciences and Disorders: The Department Head holds beginning and end-of-the year meetings with each faculty member to discuss goals in the area of teaching, research, and service. Syllabi are reviewed at this meeting. Peer review evaluations include classroom visits to the junior faculty by the senior faculty.

Exercise and Sports Science: The Peer Review document which guides teaching evaluations of faculty has been revised.

SOE: Educational Research Methodology: Faculty share their course syllabi with each other and solicit feedback. All of the faculty can cross-over to any of the courses offered in the department, due to the collegial emphasis on teaching as service.

Library and Information Studies: The curriculum committee review schedule includes a comprehensive review of all courses in the area of research findings, research methods, and the current state of knowledge in the field.

National Paideia Center has revised their training manuals and agendas (Phases I, II, and III) to reflect recent research in teaching and learning theory.

SOM: The review of course syllabi/teaching relative to new knowledge and research is routinely administered in the School’s peer review process.

SON: The School of Nursing Curriculum Committee reviews all course syllabi on a rotating basis every four years. Recommendations by faculty are considered during the review
process for updating courses based on new knowledge and research.

2.2.4 Evaluations of academic programs/curricula relative to new knowledge and research via the University Department Review Process and/or Accreditation Self-Studies:

B&E: The Department of Accounting has prepared a self study for AACSB International which reviews and evaluates its academic programs. They also have requested permission to plan a new Bachelor of Science degree program in Accounting Information Systems as a result of previous curriculum reviews relative to new knowledge.

CAS: The Department of English has revised its curriculum to include course materials relative to new areas in the discipline. Twelve new graduate courses have been added and three old ones have been deleted.

HES: HID: Five year departmental review and FIDER accreditation self study took place in 1999-2000. As a result of the reviews, course content in building codes was improved.

HDF: During the 1999-2000 academic year, the State Board of Education gave full approval for the undergraduate and graduate Birth-Kindergarten programs. Formal accreditation review of the Birth-Kindergarten program by N CATE (National Council on Accreditation of Teacher Education) and the State Department of Public Instruction will occur in Fall, 2001.

NFS: The Didactic Program in Dietetics is reviewed regularly by the American Dietetic Association, a process that includes establishing that certain competencies are met by our curriculum. To meet these competencies, we must include new knowledge and research, as appropriate, in our courses.

SWK: The BSW program and the MSW program have both been successfully accredited. Part of this review has ensured that courses reflect up to date research information.

TDM: Current curricula for the undergraduate majors in Textile Products Design and Textile Products Marketing were reviewed at a meeting of the department’s Industry Advisory Board. Curriculum revision, incorporating their suggestions, will take place during the 2001-02 academic year.

HHP: Dance: Syllabi were reviewed as part of the Department’s review by NASD (National Association of Schools of Dance), its external accrediting body.

Exercise and Sports Science: The entry-level M.S. program in athletic training was granted Joint Review Committee on Educational Programs in Athletic Training (JRC-AT) candidacy status in preparation for its final accreditation.

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

2.3.2 Unit assistantships by funding:

B&E: 59 graduate assistantships supported by state funds; 4 supported by external funds.

CAS: 249 graduate assistantships supported by state funds; 50 supported by external funds.

HES: 61 graduate assistantships supported by state funds; 74 supported by external funds.

HHP: 62 graduate assistantships supported by state funds; 34.4 supported by external funds.

SOE: 90 graduate assistantships supported by state funds; 12.5 supported by external funds.
SOM: 60 graduate assistantships supported by state funds; 0 supported by external funds.

SON: 10 graduate assistantships supported by state funds; 3 supported by external funds.

2.3.3 A chart indicating number of recipients of Undergraduate Research Assistantships (URAs) is provided in Table F in the Appendix. Student / Faculty collaborative research efforts include:

B&E: There were 5 students with URAs, 3 students involved in research outside the URA program, and 41 graduate students involved in faculty research.

CAS: There were 36 students with URAs, 223 undergraduate students who were involved in faculty research/inquiry outside the URA program, and 193 graduate students involved in faculty research.

HES: 16 students received URAs, 13 students were involved in faculty research/inquiry outside the URA program, and 47 graduate students were involved in faculty research.

NFS encourages undergraduate involvement in faculty research as an essential part of the program. To help engage students in faculty research, TDM received an HES Multidisciplinary grant and an ARS faculty grant.

HHP: 12 students received URAs, 26 undergraduate students were involved in faculty research outside the URA program, and 46 graduate students were involved in faculty research.

All students in the Exercise and Sports Science PhD program are expected to be involved in research projects with faculty at the outset of their program.

Communication Sciences and Disorders faculty are strongly encouraged to nominate both undergraduate and graduate students for the Undergraduate and Summer Research Assistantships, respectively. These research projects have an excellent record of acceptance for presentations at conferences such as the American Speech-Language-Hearing Association, the American Association for Audiology, the American Cleft-Palate Craniofacial Association, and the North Carolina Speech Hearing Language Association. Furthermore, some of these projects have been published in peer review journals.

The Dance department provided some graduate research assistants and paid students for some additional hours to participate in faculty research.

In Recreation, Parks, and Tourism, graduate assistants routinely assist faculty in research.

SOE: 3 students received URAs, 16 undergraduates were involved in faculty research outside the URA program, and 40 graduate students were involved in faculty research. Steps taken within departments to encourage faculty to engage students in collaborative research include:

Virtually all Counseling and Educational Development doctoral students (approximately 30) were involved to some degree in faculty research. In addition, approximately 10 master degree students were integrally involved in various aspects of faculty research. CED faculty detail on their annual reports their collaborations with students on research and publication. These efforts are given a high priority in our annual review, post-tenure review, and promotion and tenure documents.

Curriculum and Instruction has built into its set of principles the value of collaborative research with both colleagues and graduate students. That collaboration is rewarded through the merit review process and encouraged by the culture of the department. Educational Research Methodology graduate students are encouraged to attend national research conferences (e.g., AERA, NCME, Psychometric Society). All students actively
participating in research for ERM and/or CERE are included on all presentations and publications as co-authors.

**Library and Information Studies** faculty encourage collaborative student research and collaborative publishing. Graduate students can receive up to $200 in travel support.

**Specialized Education Services**: All GAs employed by the department are assigned for at least part of their responsibilities to assist faculty and participate in their research.

**SOM**: Faculty may request graduate assistant support for research.

**SON**: 8 students received URAs and approximately 100 graduate students were involved in faculty research. The MSN Council hosts two sessions yearly to answer questions regarding advanced nursing projects and theses and identify opportunities for students to engage in their research.

**Weatherspoon Art Gallery** curators regularly engage graduate students and interns in exhibition and collection related research, and in the development of educational materials.

2.3.4 The **Graduate School** held a thesis/ dissertation workshop in October, which focused on research skills.

2.3.5 The **Graduate School** awarded Summer Research Awards to ninety-seven graduate students (48 PhD/DMA, 11 MFA, 38 Masters) to conduct research for Summer Session I, 2001.

2.4 University Centers and Institutes will be used to increase collaborative research efforts with educational, environmental, health, and other public and private agencies (target year 1999-2000).

2.4.0 **UE/SAI**: The biennial review of Centers or Institutes by the Office of the President of the University of North Carolina (OP/ UNC) took place in spring 2001. During the year UNCG discontinued the Center for Economic Education and added the Center for New North Carolinians, maintaining fifteen Centers or Institutes recognized by OP/ UNC.

**Center for the Study of Social Issues (CSSI)**: With the Assistance of Staub and Associates, three divisions were phased in this year and all fiscal/ budget functions were centralized. The Division for Community-Based Evaluation has new initiatives with the Community Foundation of Greater Greensboro, including the Social Capital Benchmark Survey, and race-relations projects funded by the Z. Smith Reynolds Foundation. The Division for the Prevention of Youth Violence and Aggressions is involved in an extensive project in High Point utilizing the intervention philosophy of Systems of Care. The Division for Children, Youth, Families, and Communities includes the GIFTTS Training and Outreach Grant project. A total of 64 faculty worked with projects in CSSI.

**Institute for Health, Science, and Society (IHSS)**: Initiatives of IHHS include the “Wise Guys” health initiative, the Children’s Healthy Lifestyles initiative, worksite wellness programming, the Healthy Lay Caregivers initiative, and contracted research projects with area health systems and health agencies. IHSS is participating in the initiative to develop genetic array technology. A total of 177 faculty worked with initiatives in IHSS.

Activities, new initiatives, and number of faculty involved in GA-approved Centers/ Institutes within the units include:

**B&E**: The Office of Business and Economic Research in the **Center for Applied Research** was awarded a contract by Downtown Greensboro, Inc., to produce a data book for Greensboro’s downtown area. The project involves two Bryan School faculty members and one faculty member from the Geography Department.
The Office of Business and Economic Research is completing an extensive needs and resources assessment of social service provision in Rockingham County, North Carolina. One Bryan School faculty member is involved.

CAS: Eight faculty from Psychology participated in the GIFTTS project in CSSI.

HES: The HES Center for Research has added a Research and Statistical Service Coordinator to assist the faculty with grant writing, study methodology, data analysis, statistical applications, and research report development. The HES Center for Research also made the arrangements for a Grantwriters Workshop, conducted by GrantCentral Station, to be held during the fall of 2001. Eighteen faculty have so far expressed interest in participating in this workshop. For much of this year, the building housing the Family Research Center (536 Highland Avenue) was not operational (or even safe). Necessary repairs and renovations were identified, however, and repairs both to the outside and inside of the building should be completed during Summer, 2001. The Center for New North Carolinians was established this year with approval by the UNC system Board of Governors and will be administered by the School of HES. Initial funding was provided by the Weaver Foundation. Fourteen HES faculty worked in the GIFTTS project.

HHP: Jacqueline Cimorelli continued as a Fellow with the Division on the Prevention of Youth Violence and Aggression, CSSI.

Public Health Education: A faculty member has received funding through the CSSI to address health care responses to domestic violence. Two faculty members have projects funded through the Institute for Health, Science, and Society (IHSS), one to evaluate Project ASSIST in Guilford County, and one to evaluate the school health clinics developed by the Forsyth County School Health Alliance. Nine HHP faculty were involved in the GIFTTS program.

SOE: The former Center for School Accountability and Staff Development was transferred to a position in the Department of Curriculum and Instruction and renamed the Center for School Accountability, Staff Development and Teacher Quality. The original goals for the Center were retained with the addition of providing materials and support to enhance teacher quality. The three initiatives underway in this Center are as follows:

- “Teaching to Diversity,” an ongoing technical assistance and evaluation project. Current activities include a School Improvement initiative at Carver High School in Forsyth County, focusing on improving reading scores of at-risk high school students.

- “Lighthouse Project Evaluation,” conducted under a contract with the Principal’s Executive Program. Qualitative and quantitative data collection at three sites, two in Guilford County and one in Person County, “harvest” lessons of performance from schools that are out-performing expectations provided by their demographics.

- “Bridges to Success: A Strategic Alliance to Support Adolescent Transitions” focuses on learning together, interagency and interdisciplinary collaboration to provide academic and decision-making support services for rising sixth through ninth-graders at Jackson Middle School.

Twelve SOE faculty participated in the GIFTTS project.

The Educational Research Methodology Department Chair serves as the Director of the Center for Educational Research and Evaluation (CERE), and two other ERM faculty are currently assigned as zero-time senior research fellows. The CERE is a major educational and measurement research facility for the Triad region and the UNC system.
One faculty member is involved in the **Center for Educational Studies and Development**, which offers the following activities for the Triad community on a continual basis: computer courses for children with Dysgraphia; Creative Writing for Middle and High School students; Keyboarding for Elementary students; Study Skills workshop for Middle and High School students; Children’s Festival; The Young Writer’s Conference; and Learning Disability testing for Elementary, Middle, High School and University students.

The **National Paideia Center** now has four national training institutes (one new on the west coast) and one national conference involving five full-time personnel.

The **Pathways Resource Center** functions as the new college planning hotline for the state, handle all email from the website (www.pathwaysnc.org), and serve as the hub for the development and dissemination of college planning publications. Two CED faculty has been involved in planning and implementing the center.

**SON:** Ten faculty participated in the GIFTTS project.

2.4.1 Information sessions, seminars and / or workshops held for faculty interested in collaborative research / inquiry projects, included:

**HES:** A number of discussions and meetings have been organized by the HES Research and Statistical Service Coordinator to determine potential collaborative projects and support for a Children’s Research Initiative at UNCG. Faculty hope to conduct preliminary studies and enhance collaborative efforts in this area so that UNCG might submit a proposal for funding from the Natural Science Foundation in the future.

Four persons attended an information session about the “Childhood Obesity Prevention” Project in the **Institute of Health, Science and Society** (IHSS). Information sessions were held about Connectivity 2001. Three faculty members from **NFS** attended.

The UNCG Gene Microarray Applications Project (GMAP), a collaborative research effort involving individuals from Chemistry, Biology, and Nutrition at UNCG, has held numerous sessions as part of its collaborative research efforts. 3 Faculty, 3 staff, and 5 graduate students from **NFS** have had various levels of involvement in these sessions. Four from **NFS** have received funding.

**HHP:** **Public Health Education:** A faculty member led the research enhancement efforts of the Women’s Studies program at UNCG.

**SOE:** Several Counseling and Educational Development faculty attended presentations by/ meetings with Meyers and Associates when they were on campus.

**Curriculum and Instruction** held three sessions focusing on collaborative research. Attendance at each session was 8-14, with a total attendance of approximately 31.

The director of the **Center for Educational Research and Evaluation** has attended several UNCG and Wake Forest-sponsored meetings related to securing venture capital for research projects/ products.

**Teachers Academy:** The Council of Program Coordinators conducted a series of “Connecting Conversations” related to interdisciplinary and interprofessional collaborative research.

2.4.2 The UNCG / Moses Cone Health System / Duke University / Guilford County Project on Genomic Medicine was initiated and established. The project will be administered
Faculty research / inquiry teams organized within or across academic units to respond to Requests for Proposals or requests for help from public and private agencies:

CAS: **Anthropology:** One faculty member is teamed with a professor in the Bryan School on a project on "Aging, Identity & Possessions." A second works with colleagues in **Biology** and **Mathematical Sciences** on joint projects. A third has done extensive outreach with SFAA-Tourism Topical Interest Group.

**Biology:** Three faculty members have worked to obtain federal funding for applications of gene arrays in environmental monitoring.

**Psychology:** One faculty member has worked with a faculty member in **Public Health Education** to submit collaborative proposals to the Centers for Disease Control and the N.C. Governor's Institute on Alcohol and Substance Abuse. Another has a collaborative grant with colleagues from the University of Haifa, Israel, from the US/Israeli BiNational Science Foundation. Two others are currently discussing a collaborative proposal to NSF with the Center for Developmental Science at UNC Chapel Hill.

HES: Six faculty were involved in the Children's Research Initiative.

HHP: **Exercise and Sports Science:** A proposal submitted to the NC Institute on Aging Small Research Grant Program was co-authored by faculty in **ESS** and **CSD** was funded. Six **ESS** faculty submitted a Dean's Initiative Proposal to initiate NC HOPE (Helping Older People Exercise) which was also funded and will be initiated in fall 2001. An extension of this initial proposal has been submitted to Moses Cone-Wesley Long Foundation. **Two faculty** have a collaborative proposal pending with the NC Institute of Nutrition, and another has a collaborative proposal (with School of Nursing faculty) pending with the NC Institute of Nutrition. A research team including faculty from **ESS**, **Public Health Education**, and the **Institute for Health, Science and Society** have submitted a $2 million concept proposal for an “Immigrant Health Care Initiative” through Meyers and Associates. Three **ESS** faculty were members of an interdisciplinary research team looking at violence in sport (with faculty from Public Health Education and Psychology). A multidisciplinary project, "Physical Activity, Breast Cancer, and Quality of Life," was included in UNCG's FY2002 Request for Congressional Appropriations via Meyer's & Associates. This project includes four **ESS** faculty and a graduate student and was submitted to Moses Cone-Wesley Long Community Health Foundation.

**Public Health Education:** A faculty interdisciplinary team worked with Rockingham Country School system to submit a proposal to investigate means of reducing intimate partner and other violence among adolescents. The team included faculty from **Psychology** and **CED**.

SOE: **Curriculum and Instruction** is the lead department on an initiative funded by the Weaver Foundation entitled "Bridges to Success: A Strategic Alliance to Support Adolescent Transitions." This is an interagency and interdisciplinary collaborative that includes faculty from **ESS** and **Nursing, Reading Together USA**, The Greensboro Educational Development Council and The Center for Creative Leadership.

One faculty member of **Educational Research Methodology** is a technical advisor on a NSF proposal written by SERVE. One faculty member is a zero-time technical advisor on a Weaver grant proposal written by faculty in the CUI department to investigate the Black-White achievement gap in Guilford County.

One faculty member of **Specialized Education Services** worked with faculty members from HDFS on research concerning teacher-child interactions. One faculty member is
working with SERVE on a research project concerning Birth-Kindergarten services, including an analysis of assessment instruments for kindergarten readiness, how public schools use assessment instruments, and parents' and administrators' perceptions of kindergarten readiness. One faculty member has submitted a proposal for funding to USTEP.

2.4.3 New support for faculty in the preparation and administration of grants in the units includes:

CAS: Each department in the College allocates resources to assist faculty members in the preparation of grants.

HES: A new Research and Statistical Service Coordinator has been added to assist the faculty with grant writing, study methodology, data analysis, statistical applications, and research report development.

HPP: Two faculty in Communication Sciences and Disorders received extensive equipment items to assist them in their research agendas.

Public Health Education joined the Association of Teachers of Preventive Medicine, which makes faculty eligible for funding from several federal agencies for research and evaluation projects.

SOE: The Head of Counseling and Educational Development worked with the two new faculty extensively as they prepared their new faculty and summer research grants (all four proposals were funded). She also provided editing and consultation for Dr. Shoffner's NSF grant proposal, which is under review.

The Provost's office has contributed $30,000 to the employment of a National Paideia Center Development Officer to aid in our ongoing efforts at pursuing external funding.

Curriculum and Instruction sent a faculty member to a Pre-Proposal Technical Assistance conference in Miami.

Educational Research Methodology is developing “cookbook” procedures to facilitate writing new proposals.

SON: The Dean's Initiative provided 8 faculty with $30,000 to support seed money to develop their research.

2.4.4 Revisions to the mission of selected centers and institutes include:

SOE: The Center for School Accountability, Staff Development and Teacher Quality was transferred to the Department of Curriculum and Instruction and renamed to reflect a revised mission to include technical assistance and development of materials in evaluation procedures to promote teacher quality.

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

2.5.1 Additional information (see also 2.2.1) on the recruitment of faculty with a record of external funding to support their work includes:

CAS: New faculty members frequently bring grants with them. In other cases, release time for preparation of grant proposals is given when the job offer is extended.

HES: HID hired an assistant professor with an active research program in the area of gender issues and design.

HHP: Three of the assistant professors who will join the Public Health Education faculty next year
have a record of external funding for research.

SOE: All three new Counseling and Educational Development faculty have strong potential funding opportunities. One has a $600,000 external grant (co-authored) under review. Another new faculty member wrote a successful ATLC grant to enhance our play therapy room, which will be used in future research studies.

Curriculum and Instruction builds into job descriptions and other recruiting efforts attention to active research agendas and a record of external funding.

Both new Library and Information Studies faculty members come with research and publication agendas and have a record of publishing and national conference presentations.

Weatherspoon Art Gallery successfully recruited a curatorial staff (all of whom are adjunct faculty members) with strong records of external funding to support their work.

2.5.2 Table G in the Appendix presents submission and awards statistics for Fiscal Years 00 and 01 by unit and department.

CSSI was awarded 22 grants for $5,742,779. IHSS was awarded ten grants for $477,000.

2.5.3 Efforts taken to recruit/build interdisciplinary research teams via new faculty hires within and across academic units include:

CAS: Search committees often include faculty members from outside the department, which assures a broader view of how candidates can fit within the larger research community at UNCG. Three of the hires in the sciences this year have interdisciplinary potential.

HHP: A new assistant professor in Exercise and Sport Science has expertise in programs for underserved youth (in-school/ after-school).

Two new faculty members in Recreation, Parks, and Tourism demonstrate potential for interdisciplinary scholarship in the fields of gender equity in recreation and women's studies, and facility-management in recreation and sports/ business.

SOE: A new hire on the Educational Research Methodology faculty has already been included as co-evaluator on a interdisciplinary proposal to NSF for an Internet-based Physics course.

2.5.4 Seed money provided to faculty teams pursuing significant external funding opportunities:

CAS: The Gene Micro Array Application project has funded four projects of faculty members in Biology and two in Chemistry & Biochemistry.

The Dean's Initiative Fund provided support for two faculty projects in Psychology, and funding for another collaborative project involving their faculty came from the Department of Psychology, the College, and the Provost.

HES: Seed money was provided to promote multidisciplinary research for a faculty member from TDM and one from NFS for “Quality of Life: Educational Concepts in a Pyramid Format to Promote Healthy Lifestyles of Older Adults,” ($8,566), for a TDM faculty member and two faculty from the Department of Family and Consumer Sciences at NCSU for “Dressing Strategies of Clothing Solutions for the Graying Market,” ($1,206), and to one HDF faculty and two NCSU faculty for “Assessing the Use of Outdoor Child Learning Environments” ($7,000).

2.5.5 Utilization of external consultants to identify federal grant and contract opportunities and
network faculty with federal agencies:

CAS: Meyers & Associates helped obtain federal appropriations for projects in Biology totalling $500,000.

HES: NFS utilized Meyers & Associates to seek federal funding.

SOE: Several faculty in CSD, CUI, ERM, and SES have consulted with Meyers and Associates over the past year.

Educational Research Methodology faculty also met with Robert Samors, AVP for Federal Relations, to explore possible grant funding initiatives in Washington DC.

Specialized Educational Services faculty members who are principal investigators on federally funded grant projects attended a project directors’ meeting in Washington, D.C.

The National Paideia Center’s half-time Development Officer has worked extensively in four states to identify and seek federal funding through state educational agencies.

SON: Two consultants were hired to assist faculty with funding opportunities.

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

Unit goals for grant activity are described below. Table G presents active awards by unit.

2.6.2 Annual unit and five-year targets for grant and contract activity include:

B&E: The target for grant and contract activity in the Bryan School for 2000-01 was $275,000. Targets for the next five years are listed below:

<table>
<thead>
<tr>
<th>Year</th>
<th>Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>2001-02</td>
<td>$302,500</td>
</tr>
<tr>
<td>2002-03</td>
<td>$332,750</td>
</tr>
<tr>
<td>2003-04</td>
<td>$366,025</td>
</tr>
<tr>
<td>2004-05</td>
<td>$402,627</td>
</tr>
<tr>
<td>2005-06</td>
<td>$442,889</td>
</tr>
</tbody>
</table>

CAS: The sum total of external grants and contracts awarded in 2000-2001 rose 72% over the previous year. Although we cannot expect to produce such a dramatic increase again in 2001-2002, we would expect to maintain that level and increase it by as much as 10%.

HES: The HDF goal is to have 8 proposals submitted per year, 4 grants awarded per year, $1,500,000 in external funding proposals submitted per year, and $1,000,000 in external funding secured per year.

The NFS 5-year goal is to have approximately one-third to one-half of the tenured or tenure-track faculty receiving external grants or contracts.

The SWK goal for 2000-01 was $1,500,000, and total external funding was $2,260,281. Of particular importance is that 6 of 10 full-time faculty received awards (60%). The goal for next year is $1,500,000.

HHP: The CSD faculty will continue to pursue ongoing funded projects with both charter schools in Guilford County, the Association of Retarded Citizens in Greensboro, and Rockingham County service organizations. Other CSD faculty will submit additional proposals to the Bureau of Allied Health Professions, the American Speech and Hearing Association, and The Department of Health and Human Services.
The five-year target for grant and contract activity in Recreation, Parks, and Tourism is an increase of 50% above 1999-2000 AY funding.

SOE: Curriculum and Instruction’s annual target is $500,000; five-year target: $2.5 million.

The Educational Research Methodology/Center for Educational Research and Evaluation annual target is $150,000 and the five-year target is $750,000.

Specialized Education Services: At least one proposal will be submitted to support the undergraduate and graduate programs in special education each year until funding is received.

The National Paideia Center target for 2000-01 was $750,000; the target for 2003-04 is $1,250,000.

The Reading Together USA target is $1.7 million for 2001-2002 and $2.5 million per year through 2006-2007.

Southeastern Regional Vision for Education: From 1990 to 2000, contract and grant activity has grown from approximately $4 million per year to $12 million per year. SERVE shall strive to increase the dollar amount its contract and grant portfolio by 50% over the next five years. This represents an annual target of 10% per year.

SON: The current one-year goal is to continue with the practitioner training grant; apply for funding for the nursing clinics; continue with the College Bound Sister’s grant; initiate the folic acid education grant; support faculty to apply for new faculty research grants and summer research grants and other funding; continue to administer traineeship grants; complete participation in GIFTTS; continue outreach funded programs.

2.7 Space allocations for funded research projects will increase.

2.7.3 New space assigned to externally funded projects includes:

B&E: A room with 375 square feet of space continues to be set aside for use by the IRS-funded Low-Income Taxpayer Clinic.

CAS: Currently, Brown 3 and 4 are assigned to a History faculty member and McIver 20G is assigned to a Classical Studies faculty member. Various offices on the third floor of Brown are assigned to various faculty members on a temporary basis for externally funded projects. Seven rooms in Petty are assigned to the University Physics Education Group.

HES: HDF: The North Carolina Rated License Assessment Project is currently housed in several small offices in the Brown Building. As this project expands, additional space will be needed. The Family Research Center (536 Highland Avenue), which is equipped to conduct face-to-face and telephone interviews and observational studies, will house 3 major externally funded projects and 2 smaller studies. The Department of Social Work leases property at 403 S. Edgeworth for the ACCESS projects.

HHP: Communication Sciences and Disorders: The newly developed Tinnitus Clinic, which has received earmarked funds from the federal government in the amount of $181,010, will use two rooms from CSD’s existing clinical facility. The grant allows for renovations to this space.

SOE: Educational Research Methodology/Center for Educational Research and Evaluation: All externally funded projects are managed using the CERE facilities and assigned
faculty/ graduate student office space in the Curry Building.

**Specialized Education Services** projects are housed in Curry 341 (CEIP), Curry 103A and 103B (BK/AO project), Curry 103D (subcontract on NC State Improvement Grant), and Ferguson 315B (Educational Interpreter project).

The **National Paideia Center** is using rental space in downtown Greensboro (four offices and a work space).

**Southeastern Regional Vision for Education** has relocated to 915 Northridge Street and occupies approximately 10,000 square feet of space.

**SON:** The McIver house next to the Moore School of Nursing Building was remodeled last summer and houses the College Bound Sisters and the Folic Acid project. The nurse practitioner training grant, the Grandparents Project, and the nursing clinics grants are housed in the school of Nursing.

**Teaching and Learning Center:** The Children’s Materials Collection, housed in McNutt Building, is scheduled to be removed during Summer 2001.

**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.

3.1.1 Efforts to explore with faculty and students ways in which liberal learning contributes to the formation of attributes of mind, character, and a sensibility that includes responsibility to and leadership in behalf of a larger community:

**CAS:** This is a subject of continuous and perennial discussion within the College.

**HHP:** **Communication Sciences and Disorders:** These topics were discussed as part of the CSD curriculum meetings held for the General Education requirements in fall.

In **Recreation, Parks, and Tourism**, undergraduate students are required to complete 680 hours of work in the field, which addresses character and leadership qualities as the students take on management responsibilities.

**SOE:** **Counseling and Educational Development:** Professional ethics is the primary focus of one course and is infused in most courses; these ethics involve responsibilities of professional counselors for society as well as specific client populations.

**Curriculum and Instruction** faculty discussed the new general education requirements and issues of liberal learning on numerous occasions.

**National Paideia Center:** Extension efforts into the public schools are based precisely on these values (in addition to academic goals) and we have an established research base to prove that we impact these outcomes.

**Division of Continual Learning:** The Advisory Board of the Master of Arts and Liberal Studies Program meets regularly throughout the year to discuss the role of liberal learning in the development of the student’s mind and character including their ability to contribute as leaders in a larger community. The issue also arises in the development of curriculum for the All-Arts & Sciences Camp which has as an integral part of its goal to develop these attributes through liberal learning with students at an early age.
3.1.4 Progress toward developing a University Compact includes:

**UE/SAI**: The **Human Relations Council** completed a proposed UNCG Community Values Statement for future review and discussion on campus.

**Graduate School**: Guidelines for Good Practice in Graduate Education was distributed to all incoming graduate students and included in the 2000-01 Graduate Bulletin.

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

3.2.0 **The School of Music** hosted a UNCG Summer Institute for Faculty Development in Race and Gender Diversity May 14-18, 2001. On May 14-15, Nyonya Spann, Executive Director of the Green Circle Program addressed "Dialogues in Diversity." On May 16, Dr. Elizabeth Gould from Boise State University addressed "Gender and Music Issues in the Academy." On May 17-18, Dr. Guthrie Ramsey from the University of Pennsylvania addressed "Race, Culture, and Music in Academe."

3.2.2 Composition and activities of the College / School Race and Gender Committee:

**B&E**: The Diversity Commission for the Bryan School is co-chaired by professors Kwasi Amoako-Gyampah and Holly Buttner. Eleven other faculty and staff in the Bryan School are members, and eight are ex-officio members. The charge of the Commission is to make recommendations to the Dean on diversity related issues to strengthen the sense of community among faculty, staff, and students. The group has identified several issues to be addressed next year, and sub-committees are being formed to examine those issues.

**CAS**: The College Race and Gender Committee met several times during the academic year and helped to sponsor several events that pertained to issues of diversity, including the Native American Festival.

**HHP**: The Diversity Committee is chaired by Dr. Denise Anderson of the Department of Recreation, Parks, and Tourism.

**SOE**: A Race and Gender Committee has been established.

**SOM**: A committee consisting of Dr. Constance McKoy, Chair, and four faculty met throughout the year to plan the Summer Institute for Faculty Development in Race and Gender Diversity.

**SON**: The Race and Gender Committee is composed of five faculty and three students. The committee conducted a survey of faculty and students perceptions about the inclusion of content relative to diversity in the curriculum. They generated ideas about how to address concerns raised from the survey results and explored the feasibility and need for a Spanish language course requirement for nursing students.

3.3 Policies and procedures will be systematically reviewed and modified to make them more student-centered (target year 1999-2000).

3.3.1 Reviews of student policies and procedures in the units include:

**CAS**: Several departments report work on revision of policies and procedures as a result of Senior Assessment data. **Chemistry & Biochemistry** formed a Student/ Faculty committee. **German & Russian** revised tutorial structures. Beginning in 2001-2002, the College will provide resources for web site management at department/program level, to assure up-to-date information to students on opportunities, requirements, procedures.

**HHP**: **Communication Sciences and Disorders** students were consulted throughout the year,
primarily on an informal basis, regarding their perception of barriers/obstacles at the University and in the Department. Feedback, which focused primarily on advising issues and a calendar of events, was distributed to CSD faculty who will meet to discuss these issues and to develop and implement the necessary improvements.

The Exercise and Sports Science new advising tool was piloted on a voluntary basis during Spring 2001 as a means of assisting students and improving the quality of advising (ESS).

The Department of Recreation, Parks, and Tourism, recognizing that "Incomplete" grades for an Internship (RPT 417) were affecting financial aid status, developed a new grade, “IP” (Incomplete but Passing), which allows students to complete their experiences appropriately without affecting financial aid.

SOE: Counseling and Educational Development: The student handbooks, which contain all Departmental policies and procedures, are reviewed and revised (as needed) each year.

Educational Research Methodology: Policies and procedures were reviewed in Spring 2000 as part of the Department Review process and again in Fall 2000. No barriers to student progress were identified.

Specialized Education Services: Faculty members in EDC programs met to revise advising forms for their programs in order to clarify expectations and procedures, including incorporation of the new general education requirements. Other special education program policies and procedures were reviewed in consultation with department, School of Education, and UNCG representatives as appropriate.

SOM: The Dean held a meeting with the School of Music Student Council and four breakfast/meetings with the entire music faculty to review policies and procedures accounting for unreasonable barriers/obstacles to student progress.

SON: The Associate Dean conducted an assessment of policies and reviewed the results with school committees and no barriers were identified. Also, the BSN and MSN councils of faculty held discussions about policies and determined no barriers.

Graduate School: Members of the staff reviewed Graduate School policies and procedures. New graduate students can now enroll at an earlier date by participating in the rolling registration process. Clarifications of policy include a statement in the Graduate Bulletin acknowledging departmental authority to impose standards related to preliminary examinations stricter than those set by the Graduate School.

International Programs: As a result of a review undertaken in Fall, 2000, IPC now has in place new procedures to improve the process of credit transfer from overseas exchange partner institutions. Because of the difficulties which foreign applicants have in securing U.S. funds and the consequent deterrent this has been in the application process to UNCG, Undergraduate Admissions, at the urging of IPC, now waives the $35 application fee for prospective students from overseas. In addition, IPC has implemented a new procedure for notification of financial awards for new international students, a procedure that expedites the process and thus increases the chances that foreign applicants will actually enroll.

Enrollment Services: All Special Support Services (SSS) and Learning Assistance Center (LAC) policies and procedures were reviewed and some modified by the new Director with input from staff. Both programs are now linked by the title Student Success Center. The University Registrar's Office continues to participate in monthly meetings of each unit within the Office. Sharing of unit concerns and progress on a frequent basis allows staff to express needs of the unit, as well as to share their successes with management. This structure allows staff to be heard, and provides input for solutions to service needs. Enrollment Services also worked with
the Academic Policies and Regulations Committee and Faculty Senate to change the Academic Standing Policy to provide Student Academic Services (SAS) more latitude in granting exceptions to the 12-semester hour limit for probationary students. SAS improved the degree audit request form and process to serve student needs better and to address graduating seniors’ advising concerns.

3.3.2 Efforts to improve student services in the units include:

B&E: A new advising model piloted last year in the Department of Business Administration was implemented school-wide for the Bryan School in 2000-01. Selected faculty members from each academic department were assigned to help the professional advisors in Student Services work with pre-admitted majors. This reduced the ratio of advisors to advisees and provided for the inclusion of more academic specific advising at the lower level. Admitted students are assigned to a faculty advisor from their area of study and served on an individual basis.

CAS: Anthropology improved student advising and involved undergraduates in research and lab supervision. Considerable attention was given to monitoring and supporting the Anthropology Club.

Art established advising practices for all graduate students and made career and internship information available to all students.

Biology has developed retention elements for inclusion in introductory biology lecture courses, to be implemented in 2001-02.

Chemistry & Biochemistry formed a Student-Faculty Committee to discuss student services and to make recommendations. Speakers from local industries and staff from Career Services are now included in the seminar program. The department also started “Jobline,” an email job and internship announcement service.

Mathematical Sciences began an orientation program for its graduate students.

Political Science has made more career information available to students.

Psychology now publishes a two-year schedule of course offering in its undergraduate curriculum.

Religious Studies appointed faculty advisors for all second majors.

HES: A new student committee “The Dean’s Ambassadors”, was formed under the Dean’s direction. This student group will meet regularly with the Dean to voice student reviews and concerns. The Dean’s Ambassadors will also represent the School in University activities such as FOCUS and commencement.

HID: Six students, one from each year of the undergraduate program and one graduate student, were appointed to a Student Search Committee to assist the search process for new faculty. This formalization of student input has been extremely well-received by students and has made a difference in the search process.

TDM: CAD lab open hours were extended beyond the class hours to accommodate student uses outside of their class hours, and two lab assistants were hired to manage the extended lab hours.

HHP: Communication Sciences and Disorders: A Career Fair was held for CSD Speech-Language Pathology and Audiology students on April 7, 2001. Professionals, representing such agencies as the public schools, area hospitals, rehabilitation centers, private practices, etc., visited the CSD facility for the purpose of recruiting and
interviewing prospective hires in the discipline.

**Exercise and Sports Science:** The Undergraduate Student Assistance Committee (UGSAC) is used to advise students in academic difficulty.

**SOE:** **Counseling and Educational Development** has enhanced use of its listservs for current students and graduates; job postings at all levels, local to national, are distributed via these listservs.

**Educational Research Methodology:** Brown bag sessions, an annual picnic, a newsletter, and other informal meetings are sponsored by the Department to keep graduate students abreast of new issues and UNCG Graduate School policies.

**Specialized Education Services:** Advising procedures and forms were revised for EDC programs. In addition, portfolio requirements were reviewed and refined for the Advanced M.Ed. programs in B-K:ISED and Cross-Categorical Special Education. Finally, the department met new Graduate School requirements for advising forms and plans of study for M.Ed. students. SES worked with the Admission Office and Career Services to prepare accurate and up-to-date information about programs available through SES.

**SOM:** The Assistant to the Dean expanded her undergraduate advising responsibilities. The hiring of a Concert Manager precipitated modifications and improvements in room and concert scheduling policies/procedures. Room and concert schedules were made available on the web.

**International Programs:** IPC implemented new procedures relating to medical insurance for international students and scholars. The new policy will result in better and more efficient coverage, and permit better tracking of compliance for visa regulation purposes. IPC has also implemented new procedures for on-line applications from prospective international students—a significant improvement as it saves much time and money, allows for instant verification of receipt of applications, and makes UNCG more competitive in the quest for new foreign students.

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 Community building activities included:

**HES:** **HDF:** The Child Care Education Program worked with and provided services for a number of other departments in the University this year. The Center provided practicum and student teaching experiences, observation opportunities, independent study experiences, and special projects for students in Art, Nursing, English, Communication Sciences and Disorders, Specialized Educational Services, Business, Recreation Parks and Tourism, Music, and Health Education.

**Jackson Library:**
- Held recital at the School of Music to celebrate the completion of the cataloging of the Silva Collection, with cello music performed by faculty and students.
- In conjunction with the English Department, hosted a program and reception for “Different Voices: Readings from the Poems and Letters of Emily Dickinson as part of a celebration of Women’s History Month, with honors students as readers.
- Held a reception honoring faculty book authors from the Bryan School of Business and Economics, with attendance of 34.
- Honored English professor and Friends of the Library life member Tom Kirby-Smith with a lecture and reception on the occasion of the publication of his recent book, Celestial Twins.
- Honored artist Betty Watson on the publication of her book, Betty Watson Paintings, Five Decades with an exhibit of her work and a reception.
- Presented the slide show “History of UNCG” to the Staff Council Board, HRS staff, and
Enrollment Services and Registrar’s Office staff.

**International Programs:** IPC continued to speak to and work with many student groups in an effort to encourage study abroad and international programs. Among the groups served in 2000-01 were: UNS 101, the Reynolds Scholars, the Geography Club, the Rotoract Club, the Honors Program, Strong College, classes in **German & Russian History,** and **Interior Architecture,** and Residential College.

**Enrollment Services:** The Student Success Center staff presented a workshop to the ES division, entitled, “Experience the Student Success Center” in April, 2001. Those who attended received information pertaining to the academic services and support offered at UNCG. Each area also presented an interactive exercise to familiarize the attendees with the types of workshops offered to students throughout the academic year. The SSS newsletter, *The Signal,* began to be published again this year. The newsletter was distributed to all SSS students, staff and ES division directors.

3.4.1 Ways in which unit personnel supported or worked with student organizations within and across academic units to improve intellectual and social environments:

**B&E:** A lecturer in **Business Administration (BADM)** advised the Black Business Students Association and helped to organize the 5th Minority Business Student’s Expo. The Bryan School Leadership Council, which supports the efforts of Bryan School student organizations, was created and sponsored two Bryan School Organization Fairs.

A lecturer in **BADM** also advised the Black Business Students Association and was advisor/ coordinator of the InRoads Internship Program.

A **BADM** professor was faculty advisor to FIREs and the Financial Management Association Honor Society.

An assistant professor in **BADM** serves as president of Beta Gamma Sigma, the academic honor society for the business school and advises Delta Sigma Pi.

**CAS:** **Anthropology** faculty worked closely with Neo-Black Society and the Environmental Awareness Foundation. Faculty from over half of CAS departments participate in activities of Cornelia Strong College. Many faculty participate in collaborative faculty/ student activities of the Honors Program. Faculty from **Political Science** participate in the Legal Professions Association, a club aimed at students interested in law school and related careers. Faculty from **Romance Languages** are active in International House Fellows.

**HES:** **HID:** The departmental student organization changed its affiliation with faculty support from the American Society of Interior Designers (ASID) to the International Interior Design Association.

The **NFS** Club is an active, viable student organization with two faculty advisors.

The Department of **Social Work** modified and improved the JMSW Annual Domestic Violence Conference which was held in March, 2001 at NCA&TSU, developed a training curriculum for all SSW and JMSW agency field instructors and implemented the training with 55 field instructors in the fall and spring semester, held initial orientation and end-of-year workshops for our field instructors, and developed active recruitment strategies for the JMSW program which resulted in the recruitment of 108 applicants for 36 JMSW positions for fall, 2001 admission. Faculty also provided support and advice to three student organizations: NASW-SO, JMSW Phi Alpha and BSW Phi Alpha.
HHP: **Communication Sciences and Disorders:** The Faculty Advisor of the UNCG Chapter of the National Student Speech Language Hearing Association, Susan Dietrich, assisted NSSLHA Officers with annual goals, committee development, and such activities as the NSSLHA Career Fair and the Children’s Festival.

SOE: All **Counseling and Educational Development** faculty attended several social events (e.g., picnic for students and families) fundraisers (e.g., auction), and professional events (e.g., honorary society induction ceremony, awards program) sponsored and conducted by our two student organizations. The faculty advisor also worked with these groups on other events/activities, such as professional development brown bag lunches.

**Educational Research Methodology** actively supports the Graduate Educational Research Methodology Students (GERMS) association.

The **Library and Information Studies** student association (LISSA) has a faculty advisor who works with the student group officers to plan special events and services.

**Specialized Education Services** faculty members sponsor the University Association of Educators of the Deaf, a student organization. One faculty member also served as co-faculty sponsor for the UNCG Chapter of Kappa Delta Pi.

**Student Advising and Recruitment Center:** The Teaching Fellows faculty mentoring program links freshman and sophomore Teaching Fellows to UNCG faculty/staff who volunteer to participate in the program. Two activities were held this year: the fall Chancellor’s Reception and a spring Saturday luncheon and food drive. Also, the Teaching Fellows participated in family weekend by hosting parents and at “Full Nest Quest,” an adaptation of “The Newlywed Game” designed for parents and their students.

**Teachers Academy** supports Kappa Delta Pi, the International Honor Society in Education. 72 new members from professional education programs in 4 academic units (Education, Arts & Sciences, Health & Human Performance, and Human Environmental Studies) were inducted on April 9, 2001. The Student North Carolina Association for Education was revived with 58 members and a faculty advisor.

SOM: Faculty and staff members served as advisors to the Music Student Council, Mu Phi Epsilon, Phi Mu Alpha Sinfonia, Sigma Alpha Iota, the American Choral Directors Association Student Chapter, the American String Teachers Association Student Chapter, the College Music Educators National Conference Chapter, and the Graduate Music Student Association.

SON: Each of the student organizations in the School of Nursing has a faculty advisor. During the past year the ANS received 5 state and one national award for their student activities.

The **Graduate School** sponsored the Spring Professional Development Leadership Series; the Second Tuesday Doctoral Forums; and the Thesis/ Dissertation Workshop.

**Gerontology:** A student-led initiative to form a local chapter of Sigma Phi Omega, the honor society for Gerontology, held its first meeting in April. The newly appointed board has representatives from Nursing, Human Development and Family Studies, and Gerontology. Monthly socials/seminars were held.

**Teaching and Learning Center** staff worked with the representatives of all student organizations using technology installations and circulating technology equipment to insure the success of each event. Such events took place on a weekly basis.
3.4.3 College/School Programs Committees whose purpose is to generate intellectual community-building programs of broad interest include:

CAS: College Programs Committee - ArtsmART, CACE Conference, Native American Festival, Harriet Elliott Lecture Series, Ashby Dialogues. English: 6 lectures by visiting scholars, All-101 Read, Will Read for Food benefit (100 attendees), consultant to IL school district.

HES: The HES Faculty Development Committee is planning a School wide symposium that will involve the community.

SOM: Faculty channel requests for "colloquia" guest artists/lecturers through their respective Divisions. The Division of Composition, History and Theory hosts a public lecture series. Two performance faculty were specifically charged with instituting and implementing a new Artist/Faculty Chamber Series (SOM).

3.4.3 Substantial participation in developing a University-wide calendar to publicize cross-divisional community building activities:

CAS: Art publishes a monthly ArtsmART calendar, to which African American Studies contributed several events including the Shades of Color Conference; Communication Studies organized the Harriet Elliott lecture series; Women's Studies publishes a Women's History Month calendar.

SOM: Our new Concert Manager worked with the Assistant Vice Chancellor for University Relations on developing such a calendar.

International Programs: In January 2001, IPC developed a web-based calendar to publicize international events within the UNCG community. The Center also used the Campus Weekly to publicize the weekly Friday Fests and other such activities.

Weatherspoon Art Gallery lists all of its activities on its web site and in Campus Weekly.

3.4.4 Efforts to encourage participation of faculty, staff, and students in university sponsored events include:

CAS: In connection with the Programs Committee, the College of Arts and Sciences used several methods to encourage participation in various ARTsmART events: In August, the Programs Committee, in collaboration with the Department of Dance, sponsored a Cajun band on a Friday evening outside the dining hall atrium. Handouts were distributed to students and members of the general public. Local television covered this event. The Programs Committee published a monthly calendar of ARTsmART events that was sent to department heads and administrators across campus. Students, faculty, and staff were encouraged to attend some of the events with the offer of free tickets.

HHP: The Communication Sciences and Disorders faculty routinely honors its worthy students by nominating them yearly for such university-sponsored organizations, scholarships, and events as the Golden Chain, the Student Excellence Awards, the Undergraduate Research Assistantship Awards, the Summer Research Assistantship Awards, the Weil Award, the Lyons Award, and the Greensboro Graduate Fellowship Award. Several CSD students receive these awards each year.

Dance: Attendance is encouraged at all of the Department's concerts, which are university wide events. Students in some courses are required to attend a certain number of events. Students in Dance History were required to participate in at least two of the events that were part of "Fault Lines: Performing Gender, Race and Memory." The
Department also publicizes its performances to the entire University community, through posters, mailings, library displays, and news releases.

SOM regularly posts notices of university-sponsored events and announces them in the School's weekly student convocation.

**International Programs** continues to make use of its monthly, four-page newsletter (circulation: 1200) to inform the University community of upcoming events, visitors, programs, etc. IPC also makes use of an extensive International Student Association listserv (500 subscribers) to announce campus and community events of international interest to students, faculty, and staff.

3.4.5 Campus representatives from other divisions invited to participate in Academic Unit / Department and Deans Council Retreats:

Dr. Bonnie Canziani, director of the HMT program, was invited to participate in all HES and HHP Administrative Council meetings.

**HHP:** Communication Sciences and Disorders faculty, staff, and first-year graduate students participated in UNCG’s TeamQuest in August 2000. The all-day activities were designed to foster a bond among the participants and an atmosphere of team building.

**SOE:** Curriculum and Instruction: Campus representatives from Specialized Education Services participated in the faculty retreat in August, 2000. Members of the English department have participated in CUI meetings related to the English Education program.

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

3.5.0 A committee chaired by the Associate Provost for Enrollment Management met to study the possibility of a mediation program for the campus.

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:

**CAS:** 56 faculty and staff.

**HES:** 2 administrators, 19 faculty, and 5 staff members.

**HHP:** 20 faculty and staff.

**SOE:** 18 faculty and staff members.

**SOM:** 5 members of our personnel.

**SON:** 30 members of our personnel.

**Graduate School:** 4 administrators.

**Jackson Library:** 16 library faculty members.

**Seven Teaching and Learning Center** staff and two administrators.

**Weatherspoon Art Gallery** staff participated in UNCG workshops in the following areas: Supervisor Training, Human Resources, Financial Accounting, Physical Plant On-Line Work Orders, Banner, Excel, Client Services Computer Training, Federal Work Study Supervision, Grant writing, Dean’s Council Fundraising, Diversity Training, and Violence in the Workplace.
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 Total figures by unit for faculty public performances and presentations are presented in Table E in the Appendix. Service activities in the units include:

B&E: Offered by the Bryan School Center for Global Business Education and Research:  
5th Annual Governor’s Global Forum in October 2000  
E-commerce workshop in September 2000  
Great Decisions Foreign Policy Seminar Series in Spring 2001  
Sub-Sahara International Trade Bill Compliance workshop in August 2000  
Bryan Lecture with guest speaker Ambassador Frank Wisner, April 2000

Offered by the Bryan School Office of Professional Development Programs  
Senior Services Retreat  
UNCG Student Academic Services - professional development program  
Mediation for the Business Court  
Volvo Commercial Finance - professional development program  
Program for Management Development, fall 2000 - professional development program  
Program for Management Development, spring 2001 - professional development program  
12th annual Accounting Symposium (for CPAs) - professional development program  
RF MicroDevices, Inc. - professional development program  
Community Foundation of Greater Greensboro - professional development program  
Replacements, Ltd. - professional development program  
UNCG Physical Plant - professional development program  
Finance for Non-Financial Managers - professional development program  
United Guaranty Corporation - professional development program

The Bryan School’s Office of Business and Economic Research and UNCG’s Department of Geography are doing collaborative research on a comprehensive analysis of downtown Greensboro.

The Low-Income Taxpayer Clinic conducted twenty-two workshops in an effort to provide tax assistance to non-English speaking taxpayers and international students. Workshops for international students were conducted at UNCG, Clemson, NC State, UNCW, Guilford College, Queens College, and Southeastern Baptist Seminary. These programs attracted more than 600 students. Programs for taxpayers other than students were held in Siler City, Asheville, Hendersonville, Lexington, Asheboro, Burlington, High Point, Durham, and Greensboro. These were attended by more than 300 people.

CAS: African American Studies - 11 workshops and lectures

Anthropology: 14 workshops, 1 seminar, 26 invited lectures, 5 poster displays

Art: 31 community workshops, seminars, and lectures; consulting with High Point University on a new program in computer technology and pedagogy for digital design, consultant to two magazines, external review at ECU, and external evaluation of programs.
Biology: 26 seminars at other colleges and universities

Broadcasting & Cinema: 7 presentations (17 attendees)

Chemistry & Biochemistry: weekly seminar (average attendance 25), Syngenta Symposium (70 attendees)

Classical Studies: 7 public lectures, 2 plays

Communication Studies: 17 workshops/ seminars

German & Russian: 27 events

Geography: 2 public lectures

History: 20 community events, 13 showings of “Let My People Go,” consultant to National Military Park in Tennessee

Mathematical Sciences: 6 external lectures

Philosophy: 23 community lectures, Ethics Committee at Moses Cone Health System, two consultants to American Hebrew Academy

Physics & Astronomy: 20 events, 8 invited public talks in the Three College Observatory

Political Science: conference on public administration

Psychology: AD/HD conference, 9 public lectures, evaluation of pre-teen program, consultant to 2 counties' mental health projects

Religious Studies: 6 talks by external speakers, 16 public lectures

Romance Languages: 5 public lectures/ workshops (100 attendees)

Sociology: one seminar open to the public

Theatre: 17 lectures/ seminars/ workshops; Summer Repertory Theatre with 4 productions and audience of 2,998; UNCG Theatre with 10 productions and audience of 9,447; NC Theatre for Young People with 3 productions and audience of 10,959.

Women's Studies: 15 lectures/ seminars/ public events

HES:  

HID: Two faculty members served as visiting critics and lecturers at the School of Architecture, University of Oulu, Finland. One lectured on “Designing Warhol Designing” at the Weatherspoon Art Gallery. One sponsored "Workshop on Sustainability" and co-sponsored (with History) a symposium, “Higher Education and Historic Preservation: Successful Partnerships.” One faculty member serves as restoration architect for the Thomas Day House/Union Tavern, a National Historic Landmark in Milton, NC (ongoing).

HDFS faculty responded to many requests for television, radio, and newspaper interviews; made presentations to local and state groups; served on committees and advisory boards of different state and community agencies; and performed other leadership roles in the state. The Birth-Kindergarten faculty met with the Community Advisory Committee, a group of cooperating teachers and administrators who provide placements for our student teachers and graduates. Faculty provided divorce mediation
services. In addition, faculty are members of the North Carolina Professional Development Institute Advisory Committee, the Guilford County Smart Start Quality Child Care Committee, and the Board of Directors of the Family Life Council of Greater Greensboro. Another faculty chaired the grant review committee for Neighborhood Empowerment Grants, Family Services of High Point. Another faculty member serves on the advisory board of the Center for Minority Aging, UNC-Chapel Hill, the Advisory Committee for Alzheimer's Disease Research Center, University of Southern California, and the Advisory Board of the Family Research Consortium, Penn State University.

**NFS** faculty coordinated a 10-hour "Healthy Edge 2000" Workshop for North Carolina School Food Service Association Members, serve as consultants to the Early Childhood Nutrition Partnership, write a monthly column on Sports Nutrition, and lecture on maternal nutrition during lactation to 25 nurses and nutritionists, two times/year. Faculty contributed to an article in the *News and Record* on Dec. 13, 2000, entitled "Giving Wisely: Research by UNCG Nutritionists Inspires Suggestions for Healthful Gift Baskets."

**NFS** faculty are members of the Community Grants Subcommittee, the YMCA Fitness Board, the Guilford Co. Heart and Stroke Partnership, the Guilford County Fitness Council, Community Nutrition Advisory Committee, and United Services for Older Adults, Guilford County. One faculty member serves as Education Representative to NC Licensure Board for Dietetics/Nutrition.

**SWK** faculty presented 47 community workshops on such topics as domestic violence, welfare reform, and services for immigrants.

**TDM** faculty led 4 workshops at area schools, 1 workshop at NC Osteoporosis Coalition, and 1 presentation at NC General Assembly for osteoporosis Legislative Day.

**HHP:** Communication Sciences and Disorders: The University Speech and Hearing Center provided services to 314 children and adults at the on-campus center and to 1487 children, adolescents, and adults at off-campus sites. The number of client visits to the on-campus Center for evaluations and therapy during the past year was 2393. In the summer of 2000, in conjunction with Rockingham County Community College, CSD offered a summer camp experience for 10 adolescents with communication disorders. Camp personnel were funded from our Adolescent Language Grant. CSD continued hearing conservation programs at Deluxe Check Printers and at UNCG for physical plant employees to monitor those exposed to industrial noise. Off-campus activities (screenings, evaluation, and therapy) totaled 2831. Also during the past academic year, the UNCG Speech and Hearing Center continued a collaborative project with the Glenwood Branch of the Greensboro Public Library to provide free-of-charge accent reduction therapy services to people from other countries wanting to improve their spoken English.

**Dance:** The Department produced 36 ticketed performances in the dance theater. Faculty participated in approximately 27 additional events, either open to the public or for targeted communities with an audience of approximately 6000. The department also co-sponsored a 3-week summer arts program for under-served children, with 60 participants.

**Exercise and Sport Science:** Three faculty participated in/organized Healthy Start Fitness/wellness workshops and staffed Healthy Start Adolescent Health Fair. Many faculty share their expertise with a range of community groups, including the Shepherd Center, Pyramids, Rotary Club, Greensboro Parks and Recreation Program, RSVP's Santa for Seniors, Project Effort, Youth Leader Corps, and Apprentice Teaching Program.

**Public Health Education** was involved in serving hundreds of NC citizens directly and thousands indirectly through student internships with public and private health
organizations. Contracts and grants in the department included faculty and student service to the state and southern region of the U.S. Contracts with private businesses included service to those businesses to help employees improve or maintain their health status.

Recreation, Parks, & Tourism faculty participated in 15 workshops and gave 25 external lectures/presentations. 3 faculty members served as consultants and one attended the NCRPS Board of Directors meetings in Greensboro. 8 faculty attended various conferences, forums, and council meetings.

SOE: Counseling and Educational Development:

- 22 community clients served (215 hours of service)
- 38 UNCG students served (189 hours of service)
- 278 individual counseling sessions provided
- 16 family counseling sessions provided
- 40 couples counseling sessions provided
- 14 group counseling sessions provided
- 15 SIP programs/classes offered
- 85 UNCG students in attendance
- 26 hours spent in one-on-one assessments (35-40 hours)

Curriculum and Instruction: Faculty performed a variety of consulting and other professional service in applied research, including services to schools in both North and South Carolina for improving student achievement, evaluation services to Guilford County Schools as well as other major statewide projects and service as coordinator of the Kenan Alliance for Partnerships in Education.

Educational Leadership and Cultural Foundations faculty have been involved in over twenty presentations to school personnel in the Piedmont Triad area. In addition, two faculty were asked to provide technical assistance to schools on services to handicapped children and middle school education.

Educational Research Methodology: One faculty member conducted a workshop at the University of Maryland. Two faculty jointly conducted a workshop on assessment and achievement for teachers. One faculty member conducted a National Public Radio interview on testing issues in North Carolina. The ERM faculty provide technical consulting and sit on numerous advisory and policy boards related to educational statistics and measurement issues, including the Board of Trustees for the College Board, American Institute of Certified Public Accountants (AICPA) Research Consortium, the AICPA Board of Examiners, the AICPA Simulations Development Task Force, the AICPA Psychometric Oversight Committee, the ETS/TOEFL Committee of Examiners, the National Center for Educational Statistics (U.S. Dept. of Education) Advisory Committee on Statistics, the American Association of Medical Colleges Program Review Committee, and the Law School Admissions Council.

Library and Information Studies sponsors two major workshops each year. In addition, two faculty members have given workshop presentations for PTEC. Five faculty have given presentations at State and local library association meetings. One faculty member is a continuing consultant on collection management for the Greensboro Public Library and has consulted with the Carl Sandburg Center on a Materials Preservation videotape project. Another faculty member is a consultant on youth services for the Greensboro Public Library and the Community of Readers. One faculty member has consulted with Randolph County Schools on Alternative Reading Programs. Two faculty members have been selected to conduct staff development workshops at national library meetings. Two faculty members are editorial consultants for library and instructional technology journals.
Center for Educational Research and Evaluation: The Children’s Festival was a coordinated effort between The Teaching Fellows, The Guilford County Coalition on Infant Mortality and 98.7 The Point radio station. The attendance was over 8,000. The Young Writers’ Conference involves the Teaching Fellows and 17 School districts bringing over 600 children to campus.

The National Paideia Center: The Guilford County Paideia Project and the Cumberland County Paideia Project both provide in-depth training and technical support for teachers, students, parents, and administrators at over 60 school communities.

Staff of the Pathways Resource Center presented 12 Pathways Training Workshops across the state.

Staff of Reading Together USA trained and coached approximately 130 school coordinators and district coordinators in 8 states to implement the Reading Together elementary cross-age tutoring program and conducted Informational Sessions about Reading Together USA for educators in various settings across the country.

SOM: Three faculty delivered pre-concert lectures during the Greensboro Symphony Orchestra’s 2000-2001 subscription series and one taught two courses through the UNCG Emeritus Society program. The School gave over 700 concerts/recitals at UNCG and off-campus to a total estimated attendance of over 20,000. Four faculty served as artists/clinicians for United Musical Instruments, the Buffet Corporation, and the Yamaha Corporation.

SON: The School provided four nursing clinics for the elderly, serving over 700 clients.

Graduate School: The director of Gerontology presented several programs and one workshop on the role of family care-givers in relation to elderly family members.

Jackson Library:
- Worked with specific libraries to customize aspects of Data Research Associates, including Forsyth County Public Library, NCSU, UNC-CH, Davidson College, Jacksonville Public Library (Florida), University of Illinois at Urbana-Champaign, Universite de Marne-la-Vallee (France), and others.
- Assisted the Head of the Mecklenberg Smart Start program in planning a web site.
- Provided 10 library instruction sessions for external school or college groups.
- Continued the partnership with Wiley Elementary School begun in the previous school year to support the school’s literacy initiative. During 2000-2001, we provided 11 volunteers who contributed approximately 250 hours of service.
- Provided free borrowing privileges for the members of the Friends of the Library; students and faculty from all area schools, colleges, and universities; staff from non-profit agencies; and members of the community (ongoing).
- The Documents Librarian presented “Government Information Sources on Small Business” at the annual meeting of “SCORE”, the Service Corps of Retired Executives, creating a web site of information resources that will be permanently maintained.
- A librarian (with a staff member from ORS) presented “Exploring Electronic Funding Sources” at the North Carolina Society of Research Administrators Conference held at Grandover in March.

International Programs: IPC was actively involved in several assistance programs to sister institutions within the UNC system, including UNC-Wilmington and East Carolina University. In addition, IPC hosted the UNC-EP statewide study abroad orientation programs. The UNC-EP Director and IPC Study Abroad Director presented incoming student workshops at the Baden-Wuerttemberg Student Orientation. Finally, IPC’s Director of International Student and Scholar Services served as a consultant to Salem Academy in Winston-Salem and led a workshop on Advanced International Student Advising at the 2000 NAFSA Regional Conference.

Teaching and Learning Center: The Director was co-chair of the planning committee for the Diversity Forum and also moderated forum sessions.


**Weatherspoon Art Gallery** plays an important role in UNCG’s outreach efforts. The museum reinforces the university’s interest in helping the community achieve its goals for future growth and development by serving as a site of cultural, educational, and social activities that add to the community’s quality of life and ability to attract and retain business and employees. The *Weatherspoon* undertook extensive promotion and outreach for the From Warhol to Pop and Back Again project, that included state-wide advertising, distribution of the News & Record insert to other markets around the state, and radio and television advertising and special spots. For six months, the Weatherspoon had a promotional “trailer” at the Carousel Grande Theater.

4.1.2 Identification of shared applied research agendas between academic departments / centers / institutes and public / private agencies:

**CAS:**
- **Anthropology:** outreach and research with Agricultural Extensions and environmental groups
- **Art:** consulting with American Society for Testing and Materials and other groups
- **Biology:** cooperation with Chemistry & Biochemistry and Nutrition & Foodservice Systems on GMAP.
- **Mathematical Sciences:** consulting with NASA, NSA, and Moses Cone Health System
- **Philosophy:** consulting with Moses Cone Health System
- **Sociology:** collaborations with 8 other universities
- **Women’s Studies:** 5 collaborations with external agencies

**HES:**
- **NFS:** One faculty member, through the newly formed “Childhood Obesity Prevention Project” sponsored by the Institute of Health, Science and Society, collaborated with faculty from outer agencies and universities, including High Point University, Zen-Bio, University of Wisconsin Food Institute, Odense University, Denmark, and NCSU. Another faculty member collaborates with colleagues at the College of Veterinary Medicine at Oregon State University, the Science and Technology center of Hill’s Pet Nutrition, Inc., and the Oregon Research Institute.

**HHP:**
- **Communication Sciences and Disorders** shared research agendas with the following agencies: community nursing homes and hospitals, Charlotte/Mecklenburg Public Schools, Davidson County Public Schools, Guilford County Schools, Rockingham County Consolidated Schools, Winston-Salem/Forsyth County Schools, Phoenix Academy, and Youth Focus.

**Dance:**
- The Storytelling Project, supported by funds from the Irish Arts Council and American for the Arts, brought two Irish storytellers to North Carolina for collaboration with John Gamble Dance Theater. The International Day for the Elimination of Racism (IDER) project involved collaboration with the following community groups: Uongoing Racism Group, Women Improving Race Relations, The Community Justice Network, the Bahai’ Center, and the Minority Student Association at NC A & T University. A collaborative project with Greensboro Education and Development Council, Guilford County Schools, and Lutheran Family Services Refugee Resettlement Program received a planning grant from the Weaver Foundation, to develop a project proposal involving summer and after-school arts programs for academically underachieving young people from low wealth families.

**Public Health Education** shared research agendas with the CDC, the Moses Cone Wesley Long Community Health Foundation, and the NC Chapter of the Society for Public Health Education. The focus of these shared agendas was on violence harm reduction, prevention of the use of alcohol and tobacco among adolescents, and development of the public health workforce.
The Department of Recreation, Parks, and Tourism worked closely with the Center for the Study of Social Issues (CSSI) and Guilford Initiative for Training and Treatment Services (GIFTTS) to jointly build a comprehensive and accessible system of care for families of children with emotional and behavioral problems to best meet their unique, individual needs. Three faculty conducted a needs assessment for recreation and parks in conjunction with the City of Reidsville under a contractual agreement. A master plan for parks and recreation for the City of Reidsville was developed out of this work. Other faculty collaborations involved the University of Southern Mississippi faculty, and the National Family Caregivers Association.

SOE: Educational Research Methodology/ The Center for Educational Research and Evaluation meet monthly with individuals from the Center for Creative Leadership, the National Paideia Center and the leadership of the Guilford County Schools and the Joseph Bryan Foundation to address educational reform issues in Guilford County.

National Paideia Center: The Center for Research and Evaluation (CERE) is involved in a long-term program evaluation of our work in Guilford County—in association with the Joseph M. Bryan Foundation and the Guilford County School System.

Reading Together USA continued to collaborate with the National Council of Jewish Women Research Institute for Innovation in Education at Hebrew University in Jerusalem to improve and develop tutoring programs.

The Teaching and Learning Center participates in the Teaching and Learning with Technology Collaborative. The “portal,” a primary Collaborative initiative, allows faculty, staff and administrators to both submit to and make use of a UNC-wide shared “knowledge-base” that will contain resources, best practices, community of interest services, and other TLT and professional development resources.

4.1.3 Service to local industry by units includes:

CAS: The Science Advisory Board consists of 16 individuals, most from Triad businesses that are science-based. They provide suggestions for how UNCG can cooperate with them to meet their needs in such areas as research, continual learning for their employees, and internships. Syngenta Crop Protection has established an internship program that provides funds for UNCG students conducting an internship at their Greensboro site.

Anthropology: One faculty member on Advisory Committee for Global/International Business Research and Education.

Chemistry & Biochemistry: Internship agreements with 4 local companies.

Communication Studies: Training module for the PMD program in the Bryan School.

German & Russian: 2 faculty members assist local corporations with translations.

Geography: 3 faculty members coordinate graduate students' research projects at Syngenta Crop Protection.

HHP: Communication Sciences and Disorders: One faculty member acted as professional liaison for Voice Disorders group.

Recreation, Parks, and Tourism: One faculty member is a committee member of the Greensboro Area Convention and Visitors Bureau.

4.1.4 Data on internships and internship/practicum courses offered by the units:

CAS: 226 undergraduate students and 77 graduate students participated in internships/practica for credit. 18 undergraduate students and 19 graduate students participated in non-credit internships.

B&E: 70 undergraduate students and 18 graduate students participated in internships/practica for credit.
HES: 68 graduate students participated in internships / practica for credit. 30 undergraduate students and 50 graduate students participated in non-credit internships.

HHP: 191 undergraduate students and 78 graduate students participated in internships / practica for credit. 2 graduate students participated in non-credit internships.

SOE: 12 undergraduate students and 148 graduate students participated in internships / practica for credit. Two undergraduate students and two graduate students participated in non-credit internships.

SON: 400 undergraduates and 300 graduate students participated in internships / practica for credit. 24 undergraduate students participated in non-credit internships / practica.

4.1.5 Outreach activities/ partnerships/ linkages with public education included:

CAS: Faculty in eleven college departments and in the Women’s Studies Program are actively involved in the public schools. Faculty from these departments give lectures in the schools, judge contests, and participate in the FastForward Program. Among the many events in which faculty participated are the following: Chemistry & Biochemistry co-sponsored a High School Chemistry Day. Classical Studies hosted Fall Forum, the annual fall meeting of the Junior Classical League. Theatre’s North Carolina Theatre for Young People brings thousands of grade school children to campus annually for performances and the NCTYP Touring Company visits about 24 public schools annually.

HES: Several faculty in the HDF graduate program participate as Mentor Faculty in the Carolina Consortium on Human Development, a shared effort among UNCG, UNC-Chapel Hill, and Duke University. One faculty member serves on Guilford County Smart Start Quality Child Care Committee and another presented his research findings and implications regarding the achievement gap between African American and white students to the Guilford County Superintendent of Schools. Tours of CCEP were conducted for students from Northeastern High School (Elizabeth City, NC) and Randolph County Community College who were studying child development and child care. 18,522 hours were logged in CCEP classroom sign-in books for students, visitors, observation, participation, and student teaching.

SWK has 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/ internship programs with these school systems.

HHP: Communication Sciences and Disorders: In the fall of 2000 and spring of 2001, through contractual agreements with Guilford County Public Schools, Phoenix Academy, and Imani Institute CSD provided assessments and weekly therapy for elementary school, middle school and high school students. We also conducted speech and/or hearing screenings at nine area schools.

Dance faculty were involved in 13 performances at local schools. Dance faculty and students led in classes for the Very Special Arts Festival and classes at McIver School. The Department sponsors an annual High School Dance Day for area public school dance programs.

Exercise and Sports Science: Physical Education Partnership for Sport Education (PEPSE) is a research/service project funded by SDPI which involves a collaborative program between 27 high school teachers and 9 university physical educators in North Carolina. Project Effort provides after-school and values-based experiences for youngsters who are having a difficult time in the
mainstream of schooling. In addition, the Youth Leadership Corps provides “veteran” sport club members to run a values-based sport club.

**Recreation, Parks, and Tourism:** Faculty and staff partnered with McIver Education Center and Gateway Education Center of Greensboro Public Schools for the Building Community Through Inclusive Volunteering (BCTIV) project, which brought youth with and without disabilities together to cooperatively participate in community service by preparing youth, agencies, and the community for inclusive volunteering.

**SOE:** **Curriculum and Instruction** maintains extensive relationships with Guilford County and other area schools. The primary vehicle for these relationships is the Professional Development School model which represents the manner by which CUI delivers its pre-service teacher education program in elementary and middle grades education. Each year, approximately 250 elementary and middle grades pre-service teachers and another 40-50 secondary school pre-service majors participate in professional development schools in Guilford County and the surrounding areas. Approximately 32 staff development sessions were delivered by CUI faculty in the public schools.

**Educational Research Methodology / The Center for Educational Research and Evaluation:** Staff consult with the Guilford County Schools on evaluation research and measurement issues. Two faculty members sit on the North Carolina Department of Public Instruction Technical Advisory Committee on Testing. The CERE staff and one faculty member were very involved in the National Board of Professional Teaching Standards (NBPTS) as principal investigator on a multi-year evaluation project that ended in Fall and brought national acclaim.

Four **Library and Information Studies** faculty members have regular contact with public education through the supervision of Practicum students in public schools. The Charlotte program coordinator has regular public education contact through the supervision of public school practicums in the Charlotte area. The School library media program coordinator has regular consultant activities with public schools in the library media area.

**Collegium for the Advancement of Schools, Schooling and Education** advised the following school systems on leadership training and development programs: Broward County Schools, Fort Lauderdale, Florida; Bulloch County Schools, Statesboro, Georgia; Dexter Community Schools, Dexter, Michigan; Hillsborough County Schools, Tampa, Florida; Peach County Schools, Fort Valley, Georgia; Perry Local Schools, Perry, Ohio (Cleveland area); Polk School District, Cedartown, Georgia; and Sacramento City Unified School District, Sacramento, California.

**Piedmont Triad Education Consortium** provided services to 5,409 people this year through their program of work with Triad area school systems. In addition, the Consortium provided outreach services to school districts on an individual basis. These included sessions on balanced literacy, scoring high on state assessments, writing strategies, higher order thinking, board governance, etc.

**Student Advising and Recruitment Center:** Teaching Fellows are required to spend a minimum of 15 hours in a public school. Freshmen students begin their experience the second semester of their first year by volunteering at an elementary school. In the fall semester, the sophomores conduct their experience at a middle grades or high school. During the spring semester, they have the option to continue at the elementary, middle grades or high school. The majority of juniors and seniors are in teaching internships within their majors. Continuing collaborative efforts between the Teaching Fellows program and the public schools include the Children’s Festival and the Young Writers Conference.

**National Paideia Center** conducted their national institutes, one national conference, and 100+ days of training for public school teachers and administrators.

**Teachers Academy** engaged in a number of partnership activities with public education through its USTEP, CoachCoach and NCTEACH programs.
The Teacher Assistant Program, a collaborative program with Guilford County Schools: Recruitment began in October for the next cohort of Guilford County Teacher Assistants to enter UNCG and get their undergraduate degrees in elementary education. With the assistance of Ms. Shirley Morrison, Director of Human Resources for Guilford County Public Schools, meetings have been held with UNCG faculty and Guilford County personnel to enhance the collaboration necessary to make this program successful for all stakeholders.

SOM: Faculty regularly visit public schools throughout the Mid-Atlantic region as guest conductors, performers, and clinicians. Interactions with public school personnel are particularly strong during the School’s Summer Music Camp and its Carolina Band Festival and Conductors Conference.

Continual Learning designed professional training for business and industry primarily in the area of Spanish language acquisition.

International Programs: As the President of the NC Association of Teachers of German, the Study Abroad Director organized the first statewide German Day, held at UNCG on March 22, 2001. It was attended by over 400 middle and high school students from various public schools across North Carolina.

Enrollment Services: Special Support Services, along with the Guilford County Department of Social Services, sponsored the Independent Living Skills Program, and presented a workshop to 45 high school age students entitled, “Life Skills and Opportunities Beyond High School,” August 2000. The SSS Director was appointed to the North Carolina Council of Educational Opportunity Programs (NCCEOP) as an Executive Board Northern Representative for a two-year term.

Weatherspoon Art Gallery: The Curator of Education meets with teachers and local school administrators in order to ascertain what kinds of programs would best serve their needs and that of their students, particularly in meeting the State testing requirements and in supporting curricula.

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 Overall, the Division of Continual Learning served 21,073 persons, a 15% decrease from FY 1999-2000, due to the termination of the community college programs which accounted for over 3,000 students and the need to withdraw distance learning courses in the spring term back on-campus to bolster the flagging 101 on-campus enrollments. Specific DCL activities include:

The Master of Arts in Liberal Studies (MALS) had 258 registrations in 2000-2001 (a 21% increase from the previous year), delivered online courses for the first time in History and Religious Studies, and organized The 7th annual MALS Community READ, attracting students, faculty, and community people for a discussion of Ha Jin’s book Waiting.

The Fast-Forward Program provides UNCG credit courses in English, History, Math, Western Civilization, and Biology taught to high school juniors and seniors in their own high schools. It had 1434 registrations in 2000-2001, a 7% increase from previous year. The program used online registration through Banner and added online courses.

Other Extension Courses/Programs include: English Composition for adult students, Courses in the Humanities Abroad program, Summer Abroad courses in Spain and archaeological digs in France and Greece, The “Old Salem Dig,” “Operation Chemistry” for middle grades and high school chemistry teachers, Deaf interpreting for students pursuing degrees in Education of the Deaf, NC Teach for career persons entering the teaching profession, Field Experience in Business–Inroads (summer employment learning experiences).
The Emeritus Society had 1062 enrollments, a 48% increase over last year, and offered the following events: a fall kick-off event with novelist Tom McLaurin, three day-trips to cultural sites in the state, a London Theatre Trip, and a dinner discussion of *Tender at the Bone* as part of Women’s History Month.

The All-Arts and Sciences Camp had 1911 total campers, a slight increase over last year, and celebrated the ten-year anniversary. 21 campers and parents participated in Summer Getaway, a one-week trip to Athens, Greece.

Summer Shorts is a new non-credit program conducted 8 short courses or workshops targeting diverse populations from stock car racing enthusiasts to serious writers.

The Visiting Auditors Program had 164 enrollments in golf, dance, tennis, aerobics, swimming, and weight training courses.

The Community Music School had 31 enrollments for lessons in piano, guitar, trombone, saxophone, and voice.

SAT Test Prep had 101 enrollments, a decrease of 19% from last year. This is the seventh year of operation.

Graduate Test Prep had 192 enrollments, a decrease of 53%, and is also in the seventh year of operation.

Conference Services served 6,486 people for workshops and conferences and brought gross revenues of $224,883 to the university.

The Weekend Odyssey Program conducted a weekend seminar on health issues with 88 in attendance.

**CEU** issued 112 transcripts in 2000-2001. **CEU** programs include The Center for Creative Leadership (108 participants).

**DCL** continued a partnership with the Center for Creative Leadership (CCL) and the Bryan School of Business and Economics. Several CCL leadership development programs meet criteria for the awarding of continuing education units (CEU’s). This agreement will be up for renewal again in 2002.

4.2.1 Ways in which the relationship between the Academic Unit and The Division of Continual Learning (DCL) was strengthened:

**B&E:** The Center for Global Business Education and Research in the Bryan School has established an ongoing relationship with DCL in regard to the “Experience Business Abroad” programs which are open to MBA students, the business community, and Masters in Liberal Arts Studies students. DCL will assist with promoting these programs and registering students for them.

**CAS:** College faculty continue to be primary providers of courses to MALS, Emeritus Society, and FastForward programs. Geography offered a seminar in spatial analysis to employees of Syngenta Corporation.

**HES:** HDF continues to develop the degree completion program in Birth-Kindergarten teacher licensure for students in Wake County and the surrounding area. For most students, we anticipate this will involve 10 courses in the Birth-Kindergarten curriculum. Four courses have been offered to date: HDF 212, HDF 410, HDF 411, and HDF 452.

**NFS** is developing a course to be offered on-line to Registered Dietitians and other health professionals. DCL has been helpful in this process.

**HHP:** Communication Sciences and Disorders: All courses offered by the North Carolina Consortium
for Distance Education in Communication Sciences and Disorders across the five participating universities were scheduled through the DCL.

Public Health Education continued its off-campus degree program and has developed two courses that will be offered on-line through DCL next fall.

SOE: Educational Leadership and Cultural Foundations worked closely with DCL this academic year as we concluded two off-campus cohorts and began a new cohort. Each semester a minimum of three ELC courses were offered off-campus.

Educational Research Methodology wrote a proposal to DCL for a distance education 12-credit post-graduate certificate in assessment.

Library and Information Studies students in Charlotte and Asheville programs register, seek information, and make special requests through the DCL. DCL access to the Banner system has been most helpful.

Specialized Education Services works with DCL to bring its LD and BED add-on certification programs on-line. In addition, permission was obtained to plan a distance education version of the Advanced M.Ed. in Cross-Categorical Special Education.

The Teachers Academy and DCL collaborated in the smooth enrollment of the first cohort of participants in the NCTEACH Summer Institute. NCTEACH is a statewide alternative licensure program; UNCG is one of six regional sites in the state.

SOM: played role of Events Manager and relieved DCL of the responsibility of administering the Community Music Program.

DCL: The Advisory Council on University Outreach and Public Service (ACUOPS) has met during the year with representatives from each of the academic and other major University units appointed to this committee. This committee, chaired by the Dean of DCL, works to coordinate and improve outreach across the University including exploration of any joint efforts. DCL continued to give financial support to the Office of Enrollment Services to recruit adult and non-traditional students. DCL worked with the Department of Business Management and Administration to develop an online undergraduate degree completion program. It also worked with the College of Arts & Sciences to explore the development of a Bachelor of Liberal Studies Program including possible collaboration with North Carolina State University. DCL has provided information and support to units offering distance learning programs, including registration, policy updates, etc. The Fast Forward Program has worked very closely with academic units to help ensure the quality of instruction and the mentoring of the high school instructors involved.

4.2.2 DCL worked toward establishing a UNCG/Triad training Network by engaging a consulting firm, the Arts and Sciences Corporation, which has been conducting research that will serve as the basis for assessment of the need for and possibility of such a network.

4.2.3 DCL is making progress regarding an environmental scan to determine the education / training needs of business / industry and public / private agencies in the Triad region with the help of the Arts and Sciences Corporation.

4.2.4 UNCG offered a mini-session in spring 2001 to attract new non-traditional students with courses in shorter calendar period. Ten courses were offered with a total enrollment of 73 students.

Special programs in the units for targeted groups include:
B&E: Twelve Bryan School course sections or modules (seven different courses) were offered in distance format (at least 50% by distance) in 2000-01.

CAS: Anthropology developed "The Nature of Culture" specifically for MALS.

Art offered ART 363 & 365, a cooperative on-line discussion forum with students at Meredith College, and "Issues in Art," a distance learning course.

Chemistry & Biochemistry received two $30,000 grants from the Eisenhower Grant program for Operation Chemistry for middle school science teachers.

Classical Studies developed LAT 101 & 102 for web delivery and Mythology (CCI 205) for the FastForward program.

German & Russian created three new web-based courses for the German Studies Consortium (a film course, a German Studies course, and a course in German civilization), an upper-level course in Russian, and an intermediate course in Japanese culture.

Political Science developed a new non-profit management concentration and new non-profit management certificate program in the graduate program.

Religious Studies offered an MLS seminar on the Holocaust in American Life, and two new web courses, "American Religions" and "Modern Problems of Belief."


HES: NFS developed a distance-delivered course targeted to Registered Dietitians and other health professionals for C.E.U.s. A pilot of one segment of the course was run during May, 2001, and the first course will be offered online during fall 2001 semester.

SWK and SON offered an interdisciplinary course on systems of care and inter-professional collaboration.

HHP: Communication Sciences and Disorders: The North Carolina Consortium for Distance Education in Communication Sciences and Disorders is a collaboration of six universities to provide the necessary coursework, supervised clinical practicum, educational and career guidance and technical support for graduate students enrolled in this distance education endeavor. Courses are offered via the web by live interactive video, and by videotape. The Consortium had their first 23 graduates in the year 2000, including three receiving the M.A. degree from UNCG.

Recreation, Parks, and Tourism developed a new, 3-credit hour elective course, Outdoor Experiential Education for Small Groups (RPT 347). A new, 3-credit graduate course, Organizational Behavior in Recreation, Parks, and Tourism (RPT 614) was developed and approved Spring 2001 for RPT graduate students across all three concentrations, as well as graduate students from other disciplines.

SOE: Educational Research Methodology offered ERM 668-B (Data Presentation and Reporting) experimentally to provide graduate students involved in research with specific training in modern theories of graphics and perception, graphical data analysis and presentational methods.

The Teaching and Learning Center has worked closely with DCL and the academic units to support technology-based course creation. The TLC currently administers the TopClass course management system and has recently licensed both the Blackboard and the WebCT course...
management systems. The TLC also conducted three, stipend-funded, five-day workshops on “Putting Your Course Online” for which there were a total of 79 in attendance. An additional five-day workshop was conducted in May 2001. In addition, a total of $136,000 was given as grants to fund faculty proposals for web-based courses. The TLC regularly sponsors workshops on Creating Web Pages and teleconferences related to the creation and assessment of distance education courses.

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

4.3.4 DCL published “UNCG Non-Credit Outreach Activity Report: FY 1999-2000,” which gives unit by unit outreach information. A database was also constructed to provide units (including deans, department heads and individual faculty members as well as University staff) the opportunity to identify and assess the level and kinds of activities being offered to the public. This report will be published annually in the future.

4.3.5 The Dean of DCL publishes monthly articles in The Triad Business News and quarterly articles in Biz Life highlighting the impact of the University through its outreach and public service on the community, state and nation. In partnership with the Greensboro News & Record, DCL was instrumental in developing and producing a special triad-wide section called "Adult Education in the Triad."

4.4 All UNCG students will have the opportunity to participate in an experiential or service-learning experience.

Recreation, Parks, and Tourism: Several courses, including 75% of all therapeutic recreation coursework at the undergraduate and graduate levels, require a community volunteer commitment to satisfy course requirements to further support the professional development of our students and to support community agencies.

4.4.3 Progress towards offering elective courses centered around service-learning concepts or experiences includes:

CAS: Biology offered several internship opportunities that have a service component with such agencies as the Triad Health Project, Piedmont Environmental Center, Natural Science Center and Moses Cone Diabetes Center; one course "Conservation Biology" (BIO 105) has a service learning component.

Communication Studies hired a new faculty member to develop this area of their curriculum.

English hired a new faculty member with a specialty in language and literacy who completed a dissertation involving service learning and hopes to introduce such courses in the department.

Political Science continues to offer 2 undergraduate courses with service learning components - one providing internships in local government and the other providing participation in local campaigns; graduate program continues to require internships for all pre-service students.

Women's Studies developed and publicized its internship and practicum; new sites for offering the course were developed, many with a service learning dimension.

HHP: HHP 110 (Bridging Differences through Community Relations) continues to draw students from a range of majors in and out of ESS who participate in community experiences aimed at expanding their range of experience in race, gender, ethnicity and
social class. Also, ESS 589, which involves field experiences in mentoring under-served youth, helps students from a range of majors in and out of ESS develop cross cultural competencies, enhance their communication skills and apply goal setting techniques.

SOE: Library and Information Studies offers an elective course, LIS 601 Practicum, so that student can receive credit for planning professional services in academic, public, school, and special libraries. These practicum experiences are required for students seeking 076 Media Coordinator licensure in the public school area. Other students are encouraged to seek professional experience through practica in their selected type of library.

Graduate School: Gerontology students each completed a required practicum/internship experience as a part of their curriculum (GRO 649), which included a wide range of experiences such as working with the Area Agency on Aging to organize the volunteers for the Senior Games and conducting an assessment of efforts by local industries to meet the needs of employees related to aging and caregiving.

Weatherspoon Art Gallery:

4.4.4 Integration of service-learning experiences into the curriculum:

CAS: Communication Studies: final project in CST 211 required students to utilize learned strategic communication skills to solicit donations for a non-profit organization; a service learning component was added to CST 499.

Women's Studies involved undergraduate and graduate students in workshops for adolescent girls (Girls' Initiative).

HES: SWK: All BSW Social Work majors must complete a minimum of 400 hours of service learning and internships. All MSW Social Work majors must complete a minimum of 900 hours of service learning and internships.

HHP: The nature of the Communication Sciences and Disorders profession is service oriented. Consequently, service-learning experiences are a necessary component of most courses in the CSD curriculum.

Exercise and Sports Science: Students in undergraduate motor development core course elect to participate in service learning project providing balance/mobility exercise program to independent older adults. Approximately 25 students participate in this project each semester. Through Project Effort, faculty, undergraduate and graduate students are directly involved in working with children in school and after-school settings. In the expanded service learning portion of ESS 330 (Sociocultural aspects of sport), students perform community service at the Boys and Girls Clubs, YMCA Programs, Horsepower Therapeutic Program, and Special Olympics Programs. The Aquatic Clinic provides service learning for students in a number of different courses. This 3 day/week Clinic offers individuals with disabling conditions a supervised, water-based maintenance program aimed at improving functional abilities. Fifty-two individuals from the community, Abbotswood Retirement Community, and Servants Heart were served by 24 students in ESS 381, 459, 559, and 560.

Public Health Education: HEA 347, Health Problems of Low-income Groups, and both HEA field-based courses have service learning experiences.

SOE: Student Advising and Recruitment Center: The Teaching Fellows participated in an initiative sponsored by the Teague Family Foundation whereby Teaching Fellows were paired with at risk students at Jessie Wharton Elementary School and Hampton Elementary School. They assisted the students in purchasing books totaling $50 per student at Borders Bookstore.
SON: Almost all nursing courses and all the clinical courses involve service-learning.

The Weatherspoon Art Gallery regularly supports internships for students to work with the curators, registrars and other professional staff. Students also serve as gallery greeters, docents, and volunteers at special events.

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

International Programs: 81 UNCG faculty members traveled overseas on IPC funding. These included 52 who attended international conferences and were funded by the International Travel Fund; 29 whose international travel was supported by the Kohler Fund; and eight who went overseas in their capacities as directors of UNCG’s various Study Abroad programs. An additional fourteen UNCG faculty (with assistance from the Kohler Fund) assumed long-term (six weeks or more) research and / or teaching assignment abroad: one in Brazil; two in China; one in Cote d’Ivoire; one in France; one in Greece; two in India; two in Israel; one in Italy; one in Syria; and two in United Kingdom.

UNCG also welcomed 19 long-term (i.e., one semester or more) visiting scholars from overseas. These included five from United Kingdom, four from Moldova, three from Germany; two from Korea, and one each from Australia, India, Poland, Russia, and Thailand. In addition, IPC hosted 53 short-term international visitors. Finally, acting as the H1B-visa processor for Academic Affairs, IPC petitioned for eight H1B and three TN (NAFTA-Canadian) visas for faculty members this year.

During 2000-01, 250 UNCG students (approximately the same number as the previous year) took part in Study Abroad programs. A majority of those students were on one-for-one student exchange programs. In return for these students, UNCG welcomed 93 international exchange students, most of whom were at UNCG for the entire academic year. (See Table K in Appendix)

By May 1, 2001, 153 UNCG students had been recruited for Study Abroad for Summer 2001, Fall 2001, and full year 2001-02. Of these, 65 are for full-year or semester programs; and 88 are going on Summer programs. 100 or more students should be recruited in Fall Term 2001 for placement overseas in the Spring of 2002 (particularly for the new programs in European Studies at the University of Mannheim, Germany, and for the new Honors Abroad program at the University of Hull, U.K.). This will bring the estimated total for 2001-02 to at least 250.

In addition to these bilateral programs, the UNC-Exchange Program located within IPC had a banner year of expansion. In 2000-01, it sent 90 UNC students overseas on six programs (Germany, Mexico, Finland, Israel, Australia and ISEP), and received 79 exchange students into North Carolina. These represented a doubling in the program size from the previous year, when 49 students went out on three programs (Germany, Mexico and Finland), and 37 came in.

4.5.1 International experiences for students and faculty, including exchanges, short-course study abroad, and contact with students and faculty in other countries:

B&E: Six international faculty visited the Bryan School.

CAS: Anthropology: one faculty member took students to France for field research, another gave 4 lectures abroad, a third conducted field research in Mexico, while yet another conducted research in Europe. A fifth faculty member has been invited to give lectures at 3 Australian universities.

Art: One faculty member went to England to arrange three new exchange programs, and one faculty member represented the U.S. at the 8th Guilin Yuzi Paradise International Sculpture Symposium in Guangxi, China.
Chemistry & Biochemistry formalized spring semester research program with Nottingham Trent University.

Classical Studies: A faculty member took students on an archaeological dig in Greece.

English: The Director of Undergraduate Studies went to University of Hull in England to establish departmental contact with administrators there. Two faculty members made presentations abroad in Italy and France.

Geography: One faculty member was Honorary Fellow at University of Wales, Cardiff, another was Visiting Scholar at the Universities of Northumbria and Surrey, a third presented a paper in Nice, France, while 2 others took a group of students to Canada to conduct field study.

History: One faculty member spent spring 2001 in Canberra, Australia, and another is developing exchange programs in Africa.

Philosophy: One faculty member has a visiting fellowship at University of Otago, New Zealand.

Romance Languages conducted two sessions of Study Abroad in Madrid, Spain. An exchange has been established with the University of Castilla-La Mancha in Toledo, Spain, to begin in Fall 2002.

Sociology: Three faculty members participated in events abroad this year and a fourth was awarded a Fulbright Fellowship to attend a seminar in Germany in Summer 2001.

Theatre: One faculty member conducted research in England, a second led an Emeritus Society group to London during Spring break, while a third participated in a conference in Estonia Honors, providing an enrichment opportunity at University of Hull, England (three-hour Honors course). The Honors Seminar (HSS 202) traveled to Vienna during Spring break.

HES: HID: Two faculty participated in the ongoing faculty exchange with the University of Oulu, Finland.

HDF faculty participated in a collaborative internet course on cross-cultural preschool education with students from UNCG (HDF552) and the University of Oulu, Finland.

NFS has strong interactions with the University of Ulster in Northern Ireland. Faculty from their campus visited our campus and vice versa for discussions to foster collaborations between campuses.

SWK: In the summer of 2000, a faculty member took 10 UNCG students to the University of Strathclyde for a three week course on comparative family welfare.

TDM: One faculty member traveled to Dublin, Ireland, to present a paper, and another attended the international conference of the International Trade and Finance Association in France.

HHP: Communication Sciences and Disorders: A faculty member presented two papers at the Third World Congress of the International Fluency Association in Denmark.

Dance: One faculty member spent two months of fall semester at the Western Australian Academy of Performing Arts (WAAPA), teaching and creating a new work. Another faculty member taught a master class at FAFI, a state art school in Vitória, Brazil, and participated in other community and media activities in Brazil. The Department Head
continues a relationship with the Theater Academy of Helsinki, including periodic teaching and direction of two dissertations; her visit to the Theater Academy this year culminated with a signed exchange agreement.

SOE: **Educational Research Methodology** / The **Center for Educational Research and Evaluation** hosted a visiting scholar as part of the Regional Scholars Exchange Program (RSEP), sponsored by the U.S. State Department. The visiting scholar participated in departmental and **CERE** research. One faculty member sits on the Medical Council of Canada's Examination Development Advisory Committee which deals with issues related to assessment and medical education in Canada.

**Library and Information Studies**: Two faculty members have given presentations at international meetings during the past year.

**Specialized Education Services**: One faculty member maintains a professional working relationship with a faculty member in Portugal and is currently mentoring him in the preparation of his thesis.

**Reading Together USA** has an ongoing partnership with the Hebrew University in Israel.

**Teachers Academy**: Dr. Ceola Ross Baber met with international visitors from South Africa, China, and Denmark to discuss possible partnerships in teacher education.

4.5.2 International Programs: There was particularly high interest this year in the "Summer in Spain" program offered by the Department of **Romance Languages**. For the second year, the Department is offering two back-to-back sessions of 30 students each in May-June, and then June-July. An additional ten students will participate in the Sea Turtle Program in Costa Rica offered by the Department of **Biology**. Three students will participate in the China Program offered by the Department of **Biology**. Six students will participate in the Archaeology Program in France offered by the **Anthropology** Department. Four more students will be in Crete for the **Classics** Department’s archeological fieldwork program.

New summer abroad opportunities for students include:

**B&E**: The UNCG-ITESM Disney exchange program brings Mexican students for one semester of study at UNCG and one semester of study at Walt Disney World. Part of the program takes place in the summer.

**CAS**: **Romance Languages** (CAS) is developing a summer program in Angers, France to begin in the summer of 2002.

4.5.3 International Programs: UNCG signed five new student exchange agreements with: Aarhus School of Business, Denmark; the University of Keele, U.K.; Manchester Metropolitan University, U.K.; the Winchester School of Art, U.K.; the Helsinki Theater Academy, Finland; and the University of Castilla-LaMancha, Toledo, Spain. In addition, UNCG entered into a faculty exchange agreement with the International Institute of Management in Moldova. With the addition of these six new agreements, UNCG now has 38 linkage partners overseas (See Table K). In addition, in April, 2001, the UNC-Exchange Program signed a new system-wide student exchange agreement with the Oresund University Consortium of Sweden and Denmark. This brings to six the number of state-to-state agreements now administered by the UNC-EP (the others are with Germany, Israel, Finland, Australia, and Mexico). Further, in May, 2001, UNC-EP signed an agreement with the International Student Exchange Program (ISEP) that will expand UNC System participation in ISEP from five to twelve UNC campuses.
B&E: The Bryan School established a new partnership for exchanges with Denmark’s Arhus School of Business in the spring of 2001.

CAS: Anthropology is continuing its relationship with Oulu University, Finland, for faculty exchanges, established a new one with Mannheim University, and continued one with Strathclyde University (Scotland). One faculty member has relationships with 3 Mexican universities.

Broadcasting & Cinema is developing relationships with Italian universities.

Chemistry & Biochemistry faculty collaborate with colleagues at University of Sussex and the Universite de Lyon.

German & Russian has an ongoing relationship with the University of Baden-Württemberg.

Geography is developing alliances with the University of Geneva and the University of Wales, Bangor.

Mathematical Sciences collaborates with faculty at Auckland University (New Zealand) and at the Universite de Paris.

Political Science has cooperative relationships with two universities in Moldova.

Romance Languages established a new relationship with the University of Castilla-LaMancha in Toledo, Spain, to bring graduate students to UNCG and to permit UNCG graduate students to study and teach there.

One Sociology faculty member has been invited to teach at the University of Mannheim under the North Carolina-Baden-Württemburg Exchange Agreement.

HES: HID has an ongoing alliance with the University of Oulu, Finland, that has been productive with regard to digital media.

NFS coordinates an exchange program for UNCG nutrition/dietetic students with those at the University of Ulster at Coleraine, Northern Ireland.

HHP: Dance is in early stages of discussions with the Theater Academy of Helsinki, regarding collaboration with their doctoral program in dance.

SOE: Educational Research Methodology is exploring an alliance with the University of Twente (Esdede, The Netherlands), which is one of the premier international universities for the study of advanced psychometrics.

One Specialized Education Services faculty member is working with UNC-Chapel Hill to bring special education programs to a university in Egypt.

International Programs worked with the Bryan School to establish a special internship program for UNCG exchange students in cooperation with Disneyworld, Florida. Six students participated in the program during 2000-01. In addition, IPC worked with HHP, B&E, and HES to develop new overseas internship programs for 2001-02.

UNCG will provide leadership for the UNCG system in the area of outreach by serving as the host for selected system-wide public service units. (GOAL ACCOMPLISHED)
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. (GOAL ACCOMPLISHED)

5.2 Beginning in Fall 2000, first-time freshmen will be required to meet new admissions standards. (GOAL ACCOMPLISHED)

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 (target year 1999-2000).

The Fall 2000 first-time freshmen enrollment was 1891.

5.3.2 Enrollment Services: Transfer credit evaluation worksheets are turned around to Admissions within 48 hours of receiving them from that office. This quick response to transfer students is of the utmost importance for recruitment.

5.3.3 Enhancement to the existing scholarship program for new students includes:

CAS: Women's Studies allocated $1,000 of the Sally Cone Scholarship fund to an annual scholarship for a Women's Studies major.

SOE: Specialized Education Services received a new scholarship funded from the family of a student killed in an automobile accident.

Student Advising and Recruitment Center: The Tom Haggai Foundation agreed to fund scholarships totaling $45,000.00 for the next three years, specifically targeting returning adult students who want to be teachers. With this funding, the School of Education is able to offer the Teacher Assistant Program in fall 2001.

SOM received several new gifts for music scholarships and established the Arthur Tollefson Student Travel Fund.

5.3.4 New involvement by Unit faculty, staff, students and alumni in undergraduate recruiting activities:

CAS: Art conducted Interview & Portfolio Day with the help of faculty, graduates, students, and staff. The department hired an Art alumna to conduct recruitment tours. German & Russian launched German Day, designed to bring high school German students to UNCG for the day.

HES: An NFS faculty member attended one annual Pre-Health Professional Student orientation session to recruit undergraduate students who are interested in the health professions into the Nutrition Science track.

HHP: Dance: The spring placement class served as a recruiting tool for students who had not yet confirmed that they would be attending UNCG.

Exercise and Sports Science: New brochures were developed for the Carol Jean Eiserer Scholarship for distribution to juniors in Montgomery County, Maryland (the target population for this award). New undergraduate informational brochures also were developed.

SOE: The Educational Research Methodology faculty are targeting nontraditional undergraduate areas for recruitment into measurement and educational research.
Included are industrial engineering and computer science students interested in applied quantitative methods and technological assessments.

Specialized Education Services developed a poster with return postcards to advertise undergraduate offerings in high schools, community colleges, and other appropriate locales. An interview appeared on UNC public television about SES undergraduate programs. A story in the Greensboro News and Record concerning SES programs and initiatives was picked up and carried in approximately 12 newspapers in North Carolina. Recruitment letters explaining UNCG programs were sent to all high school counselors in North Carolina and to selected community college counselors in North Carolina and across the region. The department participated in a pilot project of the Council for Exceptional Children to recruit special education teachers through public service announcements (in progress). Two faculty members have worked with high school students, one with a sign club and one with a service club of students interested in special education.

SON: Faculty and alumni have been involved in recruitment in high schools and middle schools and have attended career fairs and recruitment fairs for the undergraduate program.

International Programs: In September, 2000, a staff member, in conjunction with the INTERLINK Language Center, went on an international student recruitment mission to Argentina, Brazil, and Chile. Staff (also in cooperation with INTERLINK) visited the Washington embassies of Saudi Arabia, Oman, the United Arab Emirates, and Thailand to recruit scholarship students in August 2000 and January 2001.

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.

5.4.3 Special emphasis placed on undergraduate programs and organizations that are of interest to under-represented groups include:

CAS: Chemistry & Biochemistry faculty presented material at N.C. A & T and Coker College.

Classical Studies includes information about its Ancient North Africa Freshman Seminar in its recruiting brochure.

A Philosophy faculty member lectured at the Rutgers Summer Institute for Minorities, serves on the CACE planning committee, and mentors a 9-year-old child through the "Healthy Start" program.

Theatre made special efforts to invite Japanese living in the Triad to the Kyogen productions.

Women's Studies offered a pedagogy workshop aimed at supporting gay and lesbian students.

HES: During the planning phases of the Schools’ Open House, we purposefully invited out-of-state and under-represented groups in an effort to increase enrollment in these areas.

HHP: The Dance Department uses the consortium to recruit additional African American students as transfers to UNCG, a process carried out through personal contact.
SOE: The Counseling and Educational Development department cosponsored its second recruitment luncheon/open house for selected undergraduate students-of-color at UNCG.

The Educational Research Methodology faculty are actively involved in recruiting qualified African-American and other under-represented students for the ERM M.Ed. and Ph.D. programs. Students previously in the ERM Ph.D. program have been contacted to help recruit qualified candidates from under-represented groups.

Specialized Education Services: The Summer Partnership Educational Interpreting program (funded with a federal grant) is targeted at recruiting minority students from other colleges and universities in North Carolina and surrounding states to attend intensive summer training to become interpreters. The program is quite successful; approximately 60% of the students enrolled are from under-represented groups. SES grant projects with funding for students are written with an emphasis on recruiting individuals from under-represented groups, including students with disabilities.

Student Advising and Recruitment Center: The Teaching Fellows participated in “The College Zone,” a program organized by the Black Child Development Institute for middle and high school students and their families. Additionally, a member of the Black Child Development Institute was asked to join the Teaching Fellows Advisory Council.

Enrollment Services: The Spring 2001 Black Student Visitation Program’s attendance increased 14% over Spring 2000.

5.5 The University’s share of the North Carolina College applicant pool will increase 0.5 percent annually (target year 1999-2000).

5.5.0 Enrollment Services: The daily admissions information sessions and group tours enjoyed a 3% increase over the last academic year. The seven large campus visitation programs proved to be successful and the overall attendance was up from last year’s program totals. Early estimates show an average increase in attendance of 7-9%. Spring receptions for admitted students were increased from eight to twelve and the increase in attendance was just over 5%. The Telecounseling Program enjoyed a 5% increase in student or parent contacts. Some 5,407 contacts were made during the academic year and proved to be vital to our enrollment strategy.

5.5.3 Development of new recruitment materials included:

CAS: Nine departments published or significantly revised recruitment brochures. Twelve departments redesigned and updated their web pages. Several departments conducted visits to feeder schools and one visited regional universities. One department allows students to request information on-line while another has plans to complete graduate applications on-line.

HES continued efforts to enhance and update the School web page. The School also reprinted the HES Viewbook to use as a handout for recruitment, printed HES t-shirts to give away at the HES open house, and recruited through personal contacts with faculty, alumni, foundation board members, and current HES students at the HES open house.

HID: A revised and updated departmental web page was launched in November, 2000. A series of open houses, including information sessions, departmental tours, and conversations with current students was developed in conjunction with University open houses and Focus sessions. In hopes of diversifying our enrollment, the departmental name was changed to Interior Architecture (IAR).

HDF expanded and updated the departmental Web page, including extensive information on our new degree completion program for students in Wake County. HDF also held several information sessions for students in Wake and surrounding counties, and advertised the program in the Raleigh newspaper.
NFS: For the undergraduate program, a Nutrition Science concentration brochure, a Nutrition Science concentration fact sheet, a Dietetics concentration fact sheet, a “Choose a Career in Dietetics” brochure, a brochure for Registered Dietitians, and Foodservice Systems Management concentration fact sheet were prepared.

SWK introduced new program and field instruction brochures and visited area community colleges to recruit transfer students into our programs.

TDM launched a revised and updated departmental web page. Departmental tours and conversations with current students were developed in conjunction with University open houses and FOCUS sessions.

HHP: The Communication Sciences and Disorders department developed new brochures on academic programs, the UNCG Speech and Hearing Center, the Preschool Language Program, and the Language-Literacy Program. A CSD website was established so that prospective students could easily access information describing the programs in speech-language pathology and Audiology.

The Dance department enhanced its web page.

Recreation, Parks, & Tourism: Several publications were revised to recruit new students. Faculty and graduate assistants staffed a professional display booth at four professional conferences.

SOE: Curriculum and Instruction developed brochures for many of its programs. A website has been developed that details department programs, lists faculty, and provides other information about the department.

Educational Research Methodology: The website was redesigned in Fall 2000. A postcard mailer to prospective schools with the website address is being used as a low-cost way of initiating interest among recent graduates in mathematics-related areas, engineering and computer science.

Each undergraduate program in Specialized Education Services is represented through recently created/updated brochures. The department also distributes a brochure that summarizes all the undergraduate possible majors/ concentrations. Programs are also advertised on the department website. Two posters were developed this year as well, one targeting prospective undergraduate students and one targeting graduate students.

Student Advising and Recruitment: A recruitment plan was adopted by the Teaching Fellows Advisory Council spring 2001 which includes adding an inquiry form to the website, surveying alumni, creating recruitment materials (poster, postcard, and brochure) and coordinating receptions for prospects and alumni.

SOM: The School of Music produced a new viewbook. The web site was significantly revised and upgraded and a separate web site for UNCG’s Summer Music Camp, an important feeder to the University, was established.

SON: New recruitment materials have been developed for both the undergraduate and graduate programs and the website has been updated.

5.5.4 New academic programs and special academic opportunities designed to attract prospective students include:

CAS: Geography developed new GIS program.
Physics & Astronomy is in the final stages of designing Physics-Engineering 3/2 program with UNCC, N.C. A&T and NC State.

Political Science implemented a non-profit management concentration in the MPA and non-profit management certificate program.


Romance Languages expanded study abroad opportunities, dedicating most of the Derthick Endowment for this purpose.

Women’s Studies streamlined the major to attract transfer students, especially those interested in a second major.

HES: HID: A new overseas study program at Manchester Metropolitan University in England was developed and initiated in the spring semester of 2001 with three students participating.

HHP: Communication Sciences and Disorders: A new specialty program/track in adolescent language development and disorders consists of a preservice training program designed to prepare master’s level, certified speech-language pathologists (SLPs) to work with adolescents with language disabilities.

5.6 Freshman year to sophomore year retention rates will increase 0.5 % per year over 1995 levels (target year 1999-2000).

5.6.1 Changes designed to enhance academic support services included:

Enrollment Services: Successful incorporation of the SSS and LAC into the Student Success Center will result in more focused academic support programming and lessen duplication of services traditionally offered. Enrollment Services created the SAS staff liaison program to ensure better communication between academic departments and SAS, particularly for orientation and graduation clearance. The SAS 100 format was changed to improve the experience for students and the training program and instructor manual was revamped.

CAS: Classical Studies encourages honor society students to serve as tutors for Greek and Latin courses.

German & Russian: Free tutorial sessions, a new one-hour tutorial courses, and independent study courses for German majors were expanded this year.

Mathematical Sciences received a grant which provided funds for tutoring and career preparation.

Philosophy faculty members conducted workshops on LSAT reasoning problems for Prelaw students.

HES: Improvements with multimedia enhancement in Stone Building classrooms will enhance academic support services.

HHP: A notebook describing financial opportunities was developed for Communication Sciences and Disorders students and placed in the student workroom.

Exercise and Sports Science: The Undergraduate Student Assistance Committee (UGSAC) helps to identify students with academic difficulties and direct them toward strategies to improve their potential for success.
SOM: Computer software used in the teaching of freshman music theory and ear-training was upgraded.

5.6.3 Activities to promote student / faculty interaction and active learning include:

B&E: BUS 105 (Introduction to Business Skills Development) became a required course for freshmen in the Bryan School in fall 2000. The aim of this course is to develop skills early in a student’s career that promote success in both college and work.

CAS: Anthropology hosted dinners for students after Faculty Forum lectures.

Art reinstated the Student Art Alliance and offered several new opportunities for graduate students. One graduate assistantship was reserved for a McIver Gallery Assistant Director, a graduate colloquium of alumni presentations was held, consultations were arranged with two well-known artists, and sculpture students were involved in a collaborative effort.

Classical Studies students enrolled in CCI 300X studied and catalogued the department’s small donated collection of pottery for the first time. Students in CCI 306H publicly performed two ancient Greek plays, and informal Latin Reading sessions were instituted.

English has decided that all sections of ENG 102 will be Speaking Intensive.

German & Russian has renovated McIver 338 as a student-centered seminar room.

Geography faculty have involved both undergraduate and graduate students in research projects outside the university.

History faculty participate in History Club, and the department hosted two annual faculty/graduate student activities.

Physics & Astronomy developed a capstone course (PHY 401) which will involve students in departmental seminars both as listeners and speakers.

Political Science helped reorganize the departmental chapter of the honor society.

Religious Studies received approval for its internship course, REL 420.

Sociology reactivated the Sociology Club and encouraged students to attend colloquia.

HES: HID: Design Resource was moved to more spacious quarters, providing more studio space for student workstations in the vacated space.

HHP: Dance: Several extra-large classes were divided to enhance student success. In some cases new sections were created. In other cases, a graduate student was provided as an assistant, and the faculty member and graduate assistant alternated teaching each group.

SON: New concept mapping is being used as a learning strategy for senior students.

Enrollment Services: The Peer Academic Leader (PAL) program provided twenty peer leaders to assist freshman with the adjustment to college. Each PAL was assigned to a UNS section and assisted the instructor by leading class discussions, assisting with classroom activities, and facilitating out-of-class activities.

5.6.4 Enrollment Services: Enrollment in UNS 101 reached 697 students, the highest enrollment ever.
5.6.5 Improvement in the advising process for UNCG students included:

Enrollment Services: Rolling advising and registration was piloted for Spring 2001 and will continue on an ongoing basis for Fall 2001 and thereafter. SAS developed flyers to inform students of how to navigate the process and prepared degree audits for transfer and former students on a rolling basis. Copies of degree audits and flyers were mailed to transfer and former students on a weekly basis. Enrollment Services coordinated the supervision of degree audit specialists and the advisors to improve teamwork, greater sharing of information and improved accuracy of degree audits.

B&E: A new advising model was implemented in the Bryan School for 2000-01. Selected faculty members from each academic department were paired with professional advisors in Student Services to work with pre-admitted majors. This reduced the ratio of advisors to advisees and provided for the inclusion of more academic specific advising at the lower level. Admitted students were assigned to a faculty advisor from their area of study who met with them on an individual basis. The new relationship between the Center for Global Business Education and Research and the Division of Continual Learning in regard to one-week study abroad programs made registration much easier for students.

CAS: Anthropology offers more student-centered advising.

Art developed an additional advising session as part of the graduate orientation program.

Classical Studies developed a new advising sheet and an Undergraduate Handbook.

German and Russian assigned all second majors a GAR advisor and began a more student-centered advising system, which includes informal conversation sessions with faculty and students.

History supported and improved its departmental advising center.

Mathematical Sciences initiated a graduate student orientation this year. The department also holds a pre-registration meeting for all departmental majors each semester. Non-computer science faculty who were advising computer science majors attended a workshop on how to do so.

Physics & Astronomy faculty now serve on the pre-med advisory committee.

Religious Studies appointed advisors for all second majors.

HES: The School enhanced Banner training for faculty and staff. HDF held 3 group advising sessions each semester for students in our most heavily enrolled concentration: Birth-Kindergarten teacher licensure. The number of advisees to each faculty member in TDM was readjusted more evenly according to his/her work load. TDM switched to one-on-one advising from a one-day collective advising system.

HHP: Communication Sciences and Disorders faculty were scheduled one day at the beginning of each semester as well as one day during the pre-registration period of each semester, for a total of 4 days of general advising of all undergraduate and graduate students.

Dance: The Department Head has taken on a much more active role in advising since all students must have the Head’s permission to take dance technique courses. The Department also initiated a spring placement class so that more entering students register for the correct level of modern dance and ballet classes during preregistration.
SOE: **Specialized Education Services**: Freshman advising has been moved from the department to the Student Advising and Recruitment Center (SARC) to ensure consistency, and faculty members are currently working with SARC to ensure an orderly transition.

SOM: The Assistant to the Dean expanded her undergraduate advising responsibilities.

SON: The Associate and Assistant Deans have updated and conducted student-advising orientation sessions for faculty.

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 (target year 1999-2000).

5.7.0 **Data on graduate enrollment:**

The **Graduate School**: Graduate enrollment for Fall 2000 reflected a -0.1% decrease from Fall 1999. Enrollment was primarily at the master’s level. Spring 2001 showed a 5.1% increase in enrollment from Spring 2000 and a 1.4% increase from Fall 2000. The increase in enrollment for Spring 2001 was significant. Data from previous years usually reflect a decrease in numbers.

<table>
<thead>
<tr>
<th></th>
<th>Fall 2000</th>
<th>Spring 2001</th>
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</thead>
<tbody>
<tr>
<td>Master's Degrees</td>
<td>1,922</td>
<td>1,896</td>
</tr>
<tr>
<td>Doctoral Degrees</td>
<td>445</td>
<td>450</td>
</tr>
<tr>
<td>Postbaccalaureate</td>
<td>343</td>
<td>403</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>2,710</strong></td>
<td><strong>2,749</strong></td>
</tr>
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5.7.1 Additional support obtained for graduate fee waivers, assistantships, and scholarships included:

B&E The School received fourteen additional out-of-state tuition waivers.

CAS: **Art** received two in-state fee waivers and two additional graduate assistantships. The Hester/DeBlasio Fund provided the opportunity for one student to attend the Vermont Studio Center for a special residency program with renowned contemporary artists.

**Biology** obtained two additional out-of-state tuition waivers.

**Broadcasting & Cinema** established a graduate assistantship with IRC. The department received two one-time assistantships and one graduate summer research award.

**Chemistry & Biochemistry** supported one graduate student with a research assistantship. Another student received a scholarship from the Japanese Defense Forces.

**Communication** granted two out-of-state and three in-state tuition waivers for graduate teaching assistantships.

**English** increased second through fourth year TA stipends from $9,000 to $10,500 with $25,500 from the Graduate School.

**Political Science** received an external grant that was used on an additional graduate fellowship and an additional graduate assistantship to help students interested in nonprofit management. Additionally, one faculty member received a research grant that provided an assistantship and tuition waiver for one graduate student.
Sociology had two faculty research grants that provided funding for graduate assistants. HES: HID obtained an additional assistantship. HDF: An additional $24,000 in graduate student assistantship stipend dollars were allocated to HDFS this year. NFS: Faculty grants accounted for 36% and scholarships 13% of the assistantships given to graduate students during the academic year. Faculty grants accounted for 46% of the funding to graduate students in the summer. SWK received 20 new scholarships at $15,000 each and 9 contracts or grant funded graduate assistantships ranging from $1000 to $4000 per year. TDM: With the growing doctoral program in textile products marketing, TDM now has 8 out-of-state tuition waivers and 4 in-state tuition awards. An additional $18,000 was added to the TDM graduate assistantships. HHP: The Communication Sciences and Disorders Department was awarded 4 tuition waivers (2 in-state and 2 out-of-state) from the Graduate School and provided 5 additional assistantships from NC Consortium allocations and from monies earned from hearing aid dispensing and service contracts with the public schools. Additional support for CSD students comes from a variety of scholarship opportunities. Ten Summer Research Assistantships were awarded in 2000. Approximately one-third of these students also received tuition waivers.

The Dance Department was granted one additional assistantship for 2000-2001, and 5 in-state waivers by the Graduate School. Exercise and Sports Science: A faculty member secured $25,500 in funding to support 5 students during 2000-01. Another faculty member has ongoing support from the YMCA ($6000) to fund one master’s student. A third received $3500 (NC Institute on Aging) for summer support for two graduate students. Public Health Education found financial support for graduate students within several UNCG units as well as community agencies. The resulting assistantships allowed PHE to make full use of all tuition waivers. SOE: Counseling and Educational Development: Additional funds for one year Graduate Dean awards for incoming doctoral and outstanding master’s students were made available, and contributions to the Purkey Fund are ongoing. Curriculum and Instruction received two additional out of state waivers and had two students receive fellowships from the Graduate School. Educational Research Methodology: One faculty member was appointed to head a School of Education Task Force on Resource Support for Graduate Students. The faculty in general, primarily working through the Center for Educational Research and Evaluation, were very productive in bringing in funds that included competitive graduate assistantship stipends. Funds for 2000-2001 paid for three full-time graduate students and one fellowship. Specialized Education Services: Two federally funded grants include stipends for 5 graduate assistants.
SON: Eight in-state waivers and two out-of-state waivers were obtained for the graduate program in Nursing.

5.7.2 New graduate student recruiting strategies include:

B&E: Apply Yourself software was used to manage the prospective student database. The Bryan School worked with the Graduate School in their information sessions for prospective students.

CAS: Art faculty visited campuses in and outside the state and produced new brochures. Art also provided additional tours and mailings, additional advertising in national magazines, and secured additional studio space for graduate students.

Biology made early personal responses to potential applicants, assisting them with the process and informing them of faculty members' research interests. The department also made early TA offers in March and increased its RA positions through grants. Faculty recruited at High Point University and at an NCAS meeting.

Broadcasting & Cinema enhanced its web presence as a recruiting strategy. American Cinematographer Magazine also recently recognized the program as one of six notable ones in the country.

Chemistry & Biochemistry faculty members gave 7 seminars at regional universities and invited prospective graduate students to visit the department. Communication Studies has improved its web-based recruiting efforts.

English: The Director of Graduate Studies and the Coordinator of the MFA program spent much time communicating with prospective students. The department also redesigned the graduate portion of its website to emphasize student achievements and job placement. English reports that the Russ M. Donald Renaissance Literature Endowment will enable students specializing in that field to travel to libraries and conferences. When fully funded, this resource will enable the department to attract outstanding Ph.D. students in Renaissance literature.

Geography updated its MA brochure and created a new GIS Certificate brochure. These brochures were distributed at professional meetings and made available via the web page.

History developed a new brochure and consulted extensively with the Graduate School about a recruitment schedule.

Mathematical Sciences presents recruitment talks at regional undergraduate institutions. The Director of Graduate Studies and Computer Science Coordinator are in close contact with prospective graduate students. The department has an NSF Scholarship grant that provides $2,500 scholarships to 40 undergraduate and graduate students.

Political Science used public service announcements on local radio stations, press releases about the new non-profit management program, and information sessions at various locations.

Psychology used funds recovered from the GIFTTS contract to organize a graduate recruitment weekend.

Romance Languages enhanced its website and developed more distance learning classes.
Sociology revised its Graduate Program Brochure, and faculty recruited students at several off-campus events.

Theatre faculty attended the graduate school auditions at the regional American College Theatre Festival.

HES: HID recruited for the new concentration in Historic Preservation in the Masters in Interior Architecture program.

HDF developed a new flyer describing the graduate programs and also worked with the Department of Specialized Education Services and the Graduate School to develop a separate flyer to describe the M.Ed. program in Birth-Kindergarten: Interdisciplinary Studies in Education and Development.

NFS maintains more active communication with prospective students. New recruitment materials for the graduate program included a new brochure, a current list of the research interests of faculty and adjunct faculty, a doctoral program fact sheet, a master’s program fact sheet, a graduate program description sheet, and a brochure for potential Registered Dietitians.

SWK visited area colleges, attended professional conferences to exhibit the program, and responded promptly to inquiries.

TDM used web based recruiting successfully.

HHP: Communication Sciences and Disorders faculty made recruitment calls to high-priority students and informed students of assistantships existing elsewhere on the UNCG Campus, most notably in the Center for the Study of Social Issues and the Graduate School.

The Dance department’s web page was enhanced and a mailing was sent to all public school dance educators in the state inviting applications for a more flexible MA in dance education.

Exercise and Sports Science updated graduate brochures and advertised graduate departmental faculty. Several faculty attended a regional ACSM graduate student fair to help recruit students.

Public Health Administration: A faculty member implemented a plan to bring prospective graduate students to campus as a means of increasing the likelihood of enrollment.

SOE: Counseling and Educational Development: An updated flyer listing and describing CED faculty was added to informational packets mailed to prospective students. The updated faculty flyer was also mailed to all master’s-level CACREP programs with a recruitment cover letter and brochure. The department expanded on-campus visits for doctoral applicants and placed an updated ad in a national newsletter of professional counseling association. The Department Head attended the IRT Graduate School Fair in Andover, MA, in July 2000.

Curriculum and Instruction created two new courses in its Higher Education doctoral program in response to enrollment needs for the Spring 2001 semester.

The Educational Leadership and Cultural Foundations department began a program to involve Principal Fellow graduates in following up on inquiries about the Principal Fellows Program. This personal contact was greatly appreciated by applicants.
Specialized Education Services enhanced the department web site and received publicity through a feature story in a local newspaper. A poster with return postcards was distributed to advertise the graduate program offerings. Individual graduate programs now have a brochure detailing requirements. The department participates in NC-TEACH.

SOM produced a new view book for its graduate program and mailed new graduate fliers to over 1700 colleges/universities listed in the College Music Society’s Directory of Music Faculties in Colleges and Universities, U.S. and Canada.

SON: New brochures, attendance at recruitment fairs, and advertisement in nursing publications were used. Additional recruitment fairs were identified and attended during the past year. Successful sessions were held at Borders Bookstore, Women’s Hospital, NC A&T, Durham Region Hospital, and Barton College.

The Graduate School: Training on the use of the Apply Yourself system with departmental staff increased. The Graduate School hosted a Career Fair display in High Point in April. Ads were placed in campus newspapers at 4 regional colleges and in the Business Life Magazine. Mailings were sent to graduating seniors in 11 NC colleges (8100 names). Plans were made to hold two on-campus information sessions (May & June 2001). We are combining efforts with the Evening University and ATS. Three graduate students assisted with recruiting activities at several Graduate Student Fairs across the state and faculty from 6 departments attended a recruitment event at Borders Bookstore. A Graduate Recruitment Ambassador Student Program (GRASP) was developed to provide prospective students an opportunity to communicate directly with graduate students currently enrolled in a variety of program. The Graduate School assisted the MPA program with recruiting at City Hall, Winston-Salem, NC. The Interim Associate Dean attended the McNair Conference in November to discuss UNCG graduate programs with prospective students. A program about the Institute for Recruiting Teachers was held for Directors of Graduate Study at the February meeting. A special mailing to students of color in Virginia and North Carolina was conducted. The web site was routinely updated. Information from departments is currently being collected to update all recruiting materials included in admissions packets. The Director of Recruiting worked cooperatively with the Evening University and Adult and Transfer Students (ATS) to develop recruitment materials. In addition, departments were allocated funds to develop recruitment materials. Finally, a new ViSiOnS brochure was developed each semester.

International Programs collaborated with The Graduate School to develop new web page enhancements and on-line applications, instituting a new paperless recruitment effort.

5.7.3 New graduate programs offered:

B&E: Post Baccalaureate Certificate in Business Administration was offered.

CAS: Classical Studies substantially revised the M.Ed. in Latin. The new M.Ed. was approved and began enrolling students in Fall 2000.

History began offering two new graduate concentrations in public history.

Political Science is offering a new post-baccalaureate in non-profit management.

Romance Languages is developing a Certificate of Advanced Study in Spanish and French which can be taken as distance education.

5.7.4 Revisions in graduate programs include:
B&E: The Post Master’s Certificate in Advanced Business was revised and renamed the Post Master’s Certificate in Management.

CAS: English revised their entire curriculum to address new areas in the discipline, changes in faculty expertise, and the SACS criteria. Nine courses were deleted and nineteen were moved from 500 to 600 level. Twelve new courses were approved.

History instituted a new assessment process for the MA program and restructured the graduate seminar program to enhance student contacts with their faculty mentors.

Psychology requires second-year graduate students to make a presentation at their annual Graduate Research Conference.

Romance Languages streamlined procedures for reviewing applications due to the separation of the M.A. and M.Ed.

HES: PID: The research methods requirement was changed from 12 credit hours to 9.

HDF: Advanced doctoral students are now required to take HDF 691: Professional Seminar III (described in 1.3.1 b). Applications for the restructured M.Ed. program in Family Life/Parent Education will be accepted beginning in Fall, 2001, for admission effective Fall, 2002.

NFS: The number of hours required to complete an M.S or PhD has been increased from 30-32 and 56-70 hours to 36-38 and 61-76 hours, respectively.

HHP: Dance took two steps to facilitate the enrollment of full-time public school dance educators for the MA: removal of the residency requirement and providing flexible options for the requirement in dance technique. There was also one course substitution. A new course, DCE 505, has been developed to replace the requirement for DCE 630; this is a speaking-intensive course. The department also made changes in requirements for its MA in Dance Education to attract full-time public school dance educators.

Recreation, Parks, and Tourism: One new 600-level course has been developed and approved: RPT 614, Organizational Behavior in Recreation, Parks, and Tourism.

SOE: Curriculum and Instruction now offers extension Master’s programs in Rockingham, Asheboro, and Lee County.

SOM: MUS 703 and MUS 749 were added to the D.M.A. curriculum.

5.7.5 Measures utilized to manage graduate enrollment growth include:

CAS: Political Science has used enrollment caps to restrict the number of new graduate students to around 25 per year.

HHP: The Communication Sciences and Disorders program already has maximum enrollment allowed by accreditation standards, but because the department was awarded 4 tuition waivers from the Graduate School, the faculty committed to enrolling 4 more students than our highest enrollment in the last three years.

SOE: Educational Research Methodology: Recruitment strategies have actively sought to increase enrollment for students in the master’s program in Educational Research, Measurement and Evaluation. At the same time, more restrictive standards are being imposed on the Ph.D. applicants to ensure that they have the requisite quantitative training and aptitude for the doctoral program. These changes have led to a slight increase in M.Ed. program enrollments and a slight decrease in Ph.D. enrollments.
SON: Enrollment caps were raised to accommodate the significant increase in enrollment. The graduate program in Nursing continues to grow as a result of aggressive recruiting efforts such as approximately 4,000 phone calls to prospective students each year.

5.7.6 Summer initiatives for graduate students include:

CAS: Classical Studies offers a graduate Latin course in a short (3-week) format for teachers and M.Ed. students.

English offered a Summer 2000 seminar for ABD students, funded by the Mellon Foundation.

Geography hosted a field trip to the western United States and Canada for one 3-hour graduate course.

History maintains its relationship with Old Salem. The department is participating in a new summer program on preservation technology. In addition, the department cooperated with Anthropology and HID to develop a new, cross-listed course to house the Field School in Historical Archaeology at Old Salem.

Theatre hosts the UNCG Summer Repertory Theatre that provides intensive experience for MFA students. SITE (Summer Institute in Theatre Education) continues to provide the growing number of in-service teachers across the state with the opportunity to earn their M.Eds.

HHP: Communication Sciences and Disorders graduate students are offered approximately 3 seminars during the summer, as well as several practicum opportunities.

The Dance department has received permission to offer a graduate course, DCE 560, this summer.

SOE: Educational Research Methodology: One faculty member conducted special seminar courses on advanced measurement topics for three Ph.D. students and one faculty member supervised two Ph.D. students working on the AICPA grant during Summer 2000.

The Graduate School: Summer Research Awards were given to 97 graduate students for Summer 2001. They will be working on research relevant to their degree. This program is designed to assist graduate students in making progress toward the degree. Students enrolled in the MS Genetic Counseling Program are required to complete three courses during the summer session.

5.9 Adult undergraduate enrollment will increase by 2 percent annually over the next five years (target year 2001-2002).

5.9.0 Enrollment Services implemented a series of new evening information sessions to attract the ATS population. A mini-session was offered in spring 2001, targeted to older students. Ten courses were offered with a total enrollment of 73.

5.9.3 The Graduate School worked cooperatively with Enrollment Management Services to develop an Evening University.

5.9.4 Collaboration is underway with the Evening University and the Adult and Transfer Students to hold two information sessions. The Graduate School assisted the MPA department with recruitment efforts at City Hall in Winston-Salem. Departmental representatives attended information sessions at Borders Books. The Graduate School
assisted the **JMSW** department in preparing newspaper ads for October 2000 to recruit students.
OTHER SIGNIFICANT ACHIEVEMENTS

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

BRYAN SCHOOL OF BUSINESS AND ECONOMICS

Program recognition

For the third consecutive year, UNCG placed in the top ten nationally in the Arthur Andersen Tax Challenge Competition. This is a remarkable accomplishment given that other top the programs are much larger than our program.

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

Department of Business Administration: Brad Kirkman received the “Outstanding Reviewer Award” from the International Management Division of the Academy of Management.

Economics: Bruce Caldwell received the Ludwig M. Lachmann Research Fellowship to work and study at the London School of Economics for the 2000-01 academic year.

Prashant Palvia, professor in the department of Information Systems & Operations Management, is editor-in-chief of the “Journal of Global Information Technology Management.” Effective August 1, 2001, he has been named the Rosenthal Excellence Professor.

COLLEGE OF ARTS AND SCIENCES

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

Anthropology: Susan Andreatta was appointed to a 3-year educational outreach program, “Project Greenleaf.”

Classical Studies: Susan Shelmerdine received the Heather Hart-James Faculty Research Award to work on a book on Aeschylus.

English: James Evans received the 1999-2000 Teaching Award from the American Society for Eighteenth-Century Studies; Hephzibah Roskelly received special recognition at the 2000 Conference on College Composition and Communication for excellence in teaching; Gail McDonald is one of 12 American literature scholars invited to participate in “The Nature of the Human Person” project funded by Pew Charitable Trusts; Fred Chappell received the Best Novel Award, 1999 from Southeastern Booksellers Association; Karen Kilcup was Edna and Jordan Davidson Eminent Scholar in the Humanities at Florida International University.

Geography: John Rees was Program Chair and President of the Southern Regional Science Association, and an Honorary Fellow at the Center for Advanced Studies at the University of Wales, Cardiff.

German and Russian: Karin Baumgartner has received an NEH award for the summer of 2001. The web pages received top internet awards and are recognized as among the best in the business.
**History**: James Anderson received the Henry Luce Visiting Fellowship at Australian National University; Jodie Bilinkoff was a Mellon Fellow at the National Humanities Center; Kenneth Caneva received a research fellowship from the Dibner Institute for the History of Science and Technology, Cambridge, MA.

**Mathematical Sciences**: Paul Duvall received a letter of commendation from the National Security Agency.

**Religious Studies**: Henry Levinson delivered the William James Lecture at Harvard University in May.

**Romance Languages**: Mark Smith-Soto won First Prize in the Chiron Review's 2000 contest.

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

Anita Thompson, *Chemistry & Biochemistry*, was named a GlaxoWellcome Women in Science Scholar. Coy Allen, *Biology*, received the Best Master's Thesis Award.

Tabitha O'Connor, *Sociology and Political Science*, received the 2000 Gladys Strawn Bullard Award.

**SCHOOL OF EDUCATION**

**Program recognition**

**CED** - The counseling program was ranked 7th in the nation in the latest U.S. News and World Report study. UNCG's is the only top ten program not located in a major research/flagship university.

**Reading Together USA** was awarded the 2000 Aegis Award for outstanding video production. The Aegis Awards Program is a national video production competition. Also, the program was a finalist in the 21st Annual Telly Awards which recognize outstanding non-network and cable TV commercials and film/video production.

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

**CED** - Dr. L. DiAnne Borders received the 2001 Distinguished Mentor Award from the Association for Counselor Education and Supervision; Dr. Gerald Juhnke received the 2001 Professional Writing and Research Award from the North Carolina Counseling Association; Dr. Marie Shoffner received the 2001 Individual Achievement Award from the Southern Association for Counselor Education and Supervision.

**ELC** - Dr. David Purpel was selected for a Lifetime Achievement Award from AERA-Division B; Dr. Ronald Williamson was appointed to the National Forum to Accelerate Middle Grades Reform.

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

**CED** - Students had 7 refereed journal articles published, gave 82 presentations at state, regional, and national conferences, and held 9 offices and/or other leadership positions in state, regional, national and professional associations.

**CUI** - Doctoral student, Tracy Smith, won the American Association of Colleges of Teacher Education Outstanding Dissertation Award in the area of Teacher Education.

SCHOOL OF HUMAN ENVIRONMENTAL SCIENCES

Program recognition

Undergraduate students won prizes in four national design competitions, and in one case won five of six awards given, including first, second, and all three honorable mentions. Also, an HID student won second prize and $1000 in an international furniture design competition.

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

HDF: David Demo serves on the Board of Directors of the National Council on Family Relations and was selected as a Fellow of this organization; Anne Fletcher won the 2000 School of HES Outstanding Advisor Award; Kay Pasley began a 4-year term as Editor of Family Relations.

NFS: Michael McIntosh received the USDA’s National Awards Program for Excellence in University Teaching in the Food and Agricultural Sciences.

SWK: Robert Wineburg was named an Excellence Professor; John Rife received a Gladys Bullard Award; Jacalyn Class was appointed by the Governor of North Carolina to the North Carolina Certification Board for Social Work; Raleigh Bailey received the Outstanding Leadership Award from the Governor’s office, State of North Carolina and was appointed to serve on the Board of Directors of the African Services Coalition.

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

HDF: Francesca Adler-Baeder was the 2000 recipient of the campus-wide Outstanding Dissertation Award.

NFS: Jason Huang was chosen as one of twelve winners in the 2001 American Society of Nutritional Sciences Graduate Student Research Awards abstract competition.

SCHOOL OF HEALTH AND HUMAN PERFORMANCE

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

CSD: Perry Flynn was the UNCG Venue Director for the Special Olympics of North Carolina, State Basketball Championships, Greensboro NC, March 2000. He is the Director of the North Carolina Special Olympics Equestrian Sport Development Team.

Dance: Jill Green served on the Board of Directors and chaired the membership committee for CORD (Congress on Research in Dance); Jan Van Dyke was Coordinator for North Carolina Dance Festival (5 sites) and adjudicator for United Arts Council of Greensboro.

ESS: Diane Gill presented an Research Consortium Scholar Lecturer at the 2001 Convention of the American Alliance for Health, Physical Education, Recreation and Dance.

PHE: Emily Tyler was recognized by the Guilford County Board of Health as the Public Health Citizen of the Year (2000) for dedicated service to the community.

SCHOOL OF MUSIC

Program Recognition

For the 4th time in 7 years, the UNCG Opera Theater was awarded 1st place in the National Opera Association's Opera Production Competition for its spring 2000 production of Gian Carlo Menotti’s The Consul; the University Symphony Orchestra undertook its first-ever multi-state tour culminating in a performance at the Kennedy Center for the Performing Arts in Washington, DC; the School of Music's
2000 Focus on Piano Literature commissioned and premiered 7 new piano works by American composers; the North Carolina Symphony Orchestra held a 3rd annual daylong residency at UNCG.

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

James Curnow's *Three Episodes for Trumpet and Piano*, a work commissioned by Dean Arthur Tollefson and premiered by Dr. Edward Bach and Dean Tollefson at the School's 2000 Focus on Piano Literature, won 2nd place in the International Trumpet Guild's 2001 Trumpet Composition Competition; Music faculty performed or presented in 27 states and seven foreign countries (Canada, Chile, France, Ireland, Italy, Lithuania, and the Netherlands); Music faculty gave many master classes and adjudicated many competitions including the National Trumpet Competition; 10 new compositions were penned by music faculty while performances of their compositions were given in Alabama, Arizona, Georgia, Louisiana, North Carolina, New York, Virginia, and New Zealand; several faculty, students, and alumni performed as members of the Greensboro Symphony Orchestra; Nancy Walker gave a lecture-recital at the annual meeting of the College Music Society in Toronto; Eleanor McCrickard was appointed to the International Scientific Committee for "A Critical Edition of the Music of Allesandro Stradella."

Music faculty offices in professional organizations included:

- College Music Society (Arthur Tollefson, International Conferences Committee Chair)
- International Clarinet Society (Kelly Burke, Treasurer)
- College Band Directors National Association - Southern Division (John Locke, President)
- Music Teachers National Association (Arthur Tollefson, College Faculty Forum Chair)
- National Opera Association (David Holley, North Carolina Governor)
- National Association of Teachers of Singing (Nancy Walker, Regional Governor)
- Music Theory Southeast (Kent Williams, President)
- North Carolina American String Teachers Association/ National String Orchestra Association (Scott Rawls, President)
- North Carolina Viola Society (Scott Rawls, President)
- North Carolina Music Teachers Association (Joseph DiPiazza, Chair of College Faculty Forum)

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

A student brass quintet placed 1st in the International Brass Quintet Competition and placed 2nd in the National Trumpet Competition. In so doing, it won out over student quintets from nationally renowned music programs at Indiana University, Northwestern University, the Cincinnati College-Conservatory, and the Peabody Institute of Music.

Nathan Daughtrey won 1st place in the 2001 Philip Slates Memorial Composition Contest sponsored by the Southeastern Composers' League Forum; School of Music students placed 1st in 6 categories at the North Carolina Music Teachers National Association's state competitions: woodwinds, brass, guitar, voice, organ, and chamber music; Vanessa Cornett-Murtata delivered a paper at the national convention of the Music Teachers National Association in Washington, DC.

**SCHOOL OF NURSING**

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

Patricia Chamings received the Sir Henry Wellcome Medal & Prize for her article published in *Military Medicine*; Nancy Courts received the Sigma Theta Tau, Gamma Zeta Chapter Excellence as Nurse Educator Award; Mary Jo Heflers received the Ann Magnussen Award from the American Red Cross Southeast Region in May 2000 in recognition of volunteer service with the American Red Cross; Maureen O'Rourke received the Sigma Theta Tau, Gamma Zeta Chapter Research Award; Beth Barba was selected to serve as a Research Scholar for Summer 2001 at The John A. Hartford Foundation Institute on Aging; Charlotte Herrick received the Sigma Theta Tau Leadership Award in April, 2001; Laurie Kennedy-Malone received the North Carolina Academic Nurse Educator of the Year Award.
Students: university-wide or external achievements, awards, honors

State level North Carolina Association of Nursing Students (NCANS) Awards were received by the following students:
   - Political Awareness Award: Michelle Marsh
   - Most Outstanding Community Health Project: Kathryn McNeill
   - Break Through to Nursing Scholarship: Ashley Leak
   - NCANS Vision Scholarship: Kimberly Gordon
   - Award for Most Pre-Nursing National Members: UNCG ANS Chapter.
   - Editor of the NC ANS publication The Hypodermic: Ashley Leak

The student recipient of the 2001 Gladys Strawn Bullard Award was Ashley Leak; Ebony Lester received the James H. Allen Leadership Scholarship award presented to a rising senior for leadership contributions to the University.

WALTER CLINTON JACKSON LIBRARY

Program Recognition

The Documents Department web site “Sexual Harassment Resources” was chosen for recognition by USA Today, listed in both the newsstand issue (“The Net: New And Notable”, February 15th) and the USA Today.com web site. As a result of this recognition, the Documents Librarian has been invited by the U.S. Government Printing Office to submit a brief article, which will appear in the next issue of the official U.S. GPO monthly newsletter, Administrative Notes - The Newsletter of the Federal Depository Library Program.”

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

Amy McKee was invited to attend the Fiesole Collection Development Retreat in Florence Italy, an international meeting exploring scenarios for building library collections for the future.

Mark Schumacher wrote 255 abstracts for “America: History and Life” and “Historical Abstracts.” He was their most prolific abstracter for the 4th year in a row.

WEATHERSPOON ART GALLERY

The Weatherspoon’s exhibitions, collections, and publications continue to garner praise and recognition. Several exhibitions of the collection have been traveling to institutions around the country, while individual works from the collection went out on loan during the past year to the Musee d’Art Modern de la Ville de Paris, the Seattle Art Museum, Wadsworth Atheneum, Austin Museum of Art, and museums in Prague and Warsaw, among others.

ENROLLMENT SERVICES

The 2002-2006 Special Support Services grant proposal received full funding. Incorporation of the Special Support Services and Learning Assistance Center into the Student Success Center occurred in November 2000.
EXECUTIVE SUMMARIES BY UNIT
RESPONSE TO UNCG PLAN

Bryan School of Business and Economics

Cornerstone: Technology: To support technology goals, John Eatman was named Director of Information Technology for the Bryan School, and we added three people to our technology support team. These people support both administrative and instructional systems. The plan to update computing resources in the Bryan School calls for replacing or updating one-third of the computers in faculty offices and administrative offices in the Bryan School each year. The total number is 148, and this year 59 were replaced. We acquired software for managing our Web site, and we created a database for monitoring specifications and age of computing equipment in the Bryan School. The Bryan School Student Services Office developed a Web-based advising appointment system that runs off of a database downloaded from Banner. Approximately 1,700 students were able to schedule their early registration advising appointment with faculty and professional advisors via the internet.

Cornerstone: Facilities: One of the conference rooms in the Bryan Building was converted to four faculty offices, and one of the classrooms was converted to work space for Bryan School graduate assistants.

Cornerstone: Public and Private Support: A significant gift to the Bryan School was the gift of software from SAP Corporation to be used to introduce enterprise resource planning (ERP) systems to our curriculum.

SD 1: Exemplary Learning Environments: One of the Bryan School’s goals is to increase the infusion of information technology and e-business knowledge and skills in instructional, research, and professional service programs. We have made great progress toward that goal in 2000-01. More than 47 Bryan School courses have added information technology components this year, and twelve Bryan School course sections or modules were offered in distance format. More than 24 faculty attended TLC workshops and more than 37 attended other workshops to improve instruction.

A priority this year was to begin the infusion of electronic resource planning (ERP) systems into the MBA, MSA, MSITM, and BS programs. The SAP software implemented in October 2000 was successfully introduced to approximately 300 students in the fall semester. That success continued by infusing it into 2 undergraduate and 3 graduate courses and by the end of spring semester another 400 students had some experience with SAP. We received positive feedback from the Bryan School’s ERP Advisory Council about our use of the software in the curriculum.

In line with the assessment framework developed in the Bryan School last year, a plan was developed for assessing attainment of educational objectives at the senior level using the Educational Testing Service (ETS) Business II test. A pilot program was implemented in February 2001 with very positive results, and based on those results, instructors in MGT 491 (Business Policy and Strategy) recommended adoption of the test in all sections of that course. Plans are to implement that recommendation in 2001-02.

A number of program changes designed to improve the learning environment were implemented this year. The learning objectives of our Bachelor of Science program were revised. Effective fall 2000, an Introduction to Business Skills Development course was implemented as a required course for all entering freshmen majoring in the Bryan School. Also effective fall 2000, new undergraduates in the Bryan School were required to have three semesters of applied foreign language/ cross-culture as part of their required curriculum. A Post Baccalaureate Certificate in Business was approved and offered as of spring 2001. New program offerings approved this year to become effective in fall 2001 were: revisions to the Post Master’s Certificate in Management; a new Post Master’s Certificate in Information Technology; and changes to the MBA Program to move 12 hours to pre-MBA courses. The Accounting Department has applied for accreditation by AACSB and will be submit a self study report in June.
The Bryan School was successful in attracting three minority faculty members out of the nine individuals hired to begin in August 2001 - one African-American female and two Asian/Pacific Islander males.

SD 2 Research: Eight undergraduate students and 41 graduate students were directly involved in faculty research in the Bryan School this year. The Office of Business and Economic Research was awarded a contract by Downtown Greensboro, Inc. The research project involved two Bryan School faculty members and one faculty member from the Geography Department.

Contracts and Grants received by the Bryan School between July 1, 2000 and April 30, 2001 totaled $174,811. Another grant for $155,000 was received shortly after the April 30 cut off date.

SD 3: Sense of Community: The Diversity Commission for the Bryan School is now established and has begun its work. A new advising model piloted last year in the Department of Business Administration was implemented school-wide for the Bryan School in 2000-01.

SD 4 Outreach: The Bryan School’s Office of Business and Economic Research and UNCG’s Department of Geography are doing collaborative research on a comprehensive analysis of downtown Greensboro.

Twelve Bryan School course sections or modules were offered in distance format in 2000-01.

The Low-Income Taxpayer Clinic conducted 22 workshops this year, offering tax assistance to non-English speaking taxpayers and international students. More than 600 international students and 300 other taxpayers were served.

Eighteen Bryan School students studied abroad in 2000-01. In addition, 42 took short study abroad courses for credit. The Bryan School established a new partnership for exchanges with Denmark’s Aarhus School of Business in the spring of 2001.

SD 5 Enrollment: In the fall of 2000 the requirement that all freshmen in the Bryan School take BUS 105 (Introduction to Business Skills Development) was implemented. The aim of this course is to develop skills early in a student’s career that promote success in both college and work. The Bryan School has begun offering a Post Baccalaureate Certificate in Business Administration, and fifteen students were enrolled in the spring of 2001.

College of Arts and Sciences

Cornerstone: Technology: Important successes were the large number of courses which added technology components, the number of courses that were developed for online delivery, the departments and programs that defined technology goals for their majors, and in general, the widespread receptivity to and adoption by most of the faculty to the advantages that computer technology offers to teaching. A new opportunity presented itself with the Evening University initiative, the BALS concept, which will be revived as a degree program deliverable (eventually) in varying degrees on-campus and online, as student demand and needs dictate.

Cornerstone: Facilities: Facilities issues commanded a large portion energies with College administration and involved careful investigation and foresight regarding the needs of programs as well as apportionment of space, and provisions for equipment and renovations. Preparations for the new science building have loomed large for several years, and now the working out of program plans for two new buildings in replacement of McIver with attendant renovations in the Petty Science building, have become major projects.

Cornerstone: Public and Private Support: Funds raised from private sources totaled $3,297,000, up nearly $1.5 million from last year, with a good deal of this increase coming from some large gifts to the Science Building Equipment Fund. Future goals for the Dean’s office are to develop an agenda-setting role in focusing on specific projects and develop prospects and foster the development of multiple
external advisory boards for College and College-based programs. The Science Advisory Board and its connections with regional science-based companies continued to make a contribution in gaining additional support.

**SD 1: Exemplary Learning Environments**: The College approved a full slate of courses to fulfill the University’s new general education requirements and led a very successful faculty development effort in Writing and Speaking Across the Curriculum. A new University Speaking Center, parallel to the University Writing Center, will be developed next year, and Speaking and Writing Across the Curriculum could well become a conspicuous center of excellence in undergraduate education at UNCG. Approval was given for a new certificate program in Geographical Information Science and to plan a doctorate in Applied Geography. A proposal was submitted requesting approval to establish a doctorate in History.

**SD 2 Research**: The dollar total of research grants and contracts has more than tripled since last year. The number of books published by College faculty (31) is up about 1/3 from last year.

**SD 3: Sense of Community**: Individual programs continue to respond creatively and extensively to the outreach mission, creating ever more connections to education, business, government, and the arts in our region. The ARTsmART program lent some additional publicity and connection to many individually sponsored events. The response of our foreign language departments to the system-wide study recommending innovative and collaborative approaches to delivery of programs has been strong and creative. Faculty in German have been leaders in development in a statewide consortium for shared delivery of courses online, and other departments are developing significant segments of online delivery at the graduate level. UNCG should emerge as a leader in the North Carolina system in this respect.

**SD 5 Enrollment**: The College continues to promote enrollment aims of the university by participating energetically in enrollment management initiatives; by developing high-profile centers of excellence in undergraduate education; and by recruiting energetically at the graduate level.

**School of Education**

**Cornerstone: Technology**: SOE is committed to infusing technology throughout the curricula of our undergraduate and graduate programs to ensure that UNCG students are technologically competent so that in turn they can teach their students technology skills. In the future, all students who graduate with an initial teaching license will possess an electronic portfolio containing a wider array of information including video streamed teaching episodes. Plans have been completed for the new Teaching Resources Center, to be located in Ferguson, a technology center where staff will assist students in preparing for classes, teaching practica, and student teaching.

**Cornerstone: Facilities**: SOE continues to upgrade its facilities to enhance student learning and faculty productivity. An ongoing program to refurbish all faculty offices in SOE included a significant amount of office remodeling and renovation. A new office space was added, and two new teaching stations have been added to existing classrooms.

**Cornerstone: Public and Private Support**: The assignment of a full-time development officer to the SOE and his relocation to the office immediately adjacent to the dean’s have facilitated their working relationship and potential for greater fund raising. Plans are underway for establishing a School Advisory Board composed of key alumni from within and outside the State. Individual private, corporate and foundation support for FY 2001 is almost 3 million dollars. In the fourth quarter alone SOE exceeded one million dollars in gifts and pledges. Significant new pledges are the Houston Scholarships (undergraduate teacher education) and the Armstrong Scholarships (graduate students).

**Cornerstone: Administrative Systems**: Reviews are underway at the SOE dean’s level and by the departments to determine what administrative changes are needed to help us do our business better. One special emphasis is student advising. Beginning in Fall 2001 all undergraduate majors will be advised by our advising office to relieve some faculty of extra duties and provide for more consistent guidance to students. The SOE Policies and Procedures Manual is being revised and will be finished by fall 2001.
SD 1: Exemplary Learning Environments: In preparation for the NCATE accreditation visit in October 2001, all programs are being reviewed to ensure that course content and offerings align with various national and state standards. This is especially critical given the present emphasis in education on performance-based competencies rather than on students completing courses on a checklist. A Task Force is studying ways to infuse into all curricula content on students with exceptional needs, which will assist students in their interactions with diverse learners. Work continues to determine which programs, courses, and parts of courses, can be delivered electronically as part of a coherent strategic plan for e-learning.

Beginning Fall 2001 the new undergraduate program in learning disabilities and behavior disorders is expected to draw students and fill a critical gap in program offerings. The Teaching Resources Center will provide students with a state-of-the-art, technologically-rich environment to use in preparing teaching materials. Coupled with the Children’s Collection—which is moving from McNutt to Ferguson—students will have a rich array of resources available for their use.

SD 2: Research: SOE ranked 33rd in the nation on this year’s U.S. News and World Report list of Schools of Education. In past years this ranking has been based on graduate programs; however, the focus of this year’s ratings was on the research mission of the School (graduate programs were ranked separately). The UNCG SOE was the highest ranked institution that was neither a private university or a flagship public university. Many of those ranked above UNCG are big-ticket, large (100+ faculty) Schools.

SD 3: Sense of Community: Firmly committed to the core value of being a student-centered research university, SOE is engaged in improving student services. Contact information is readily available through printed literature and the web site. The advising office has improved procedures to keep students up-to-date on policies and procedures. Through work with the PDS cohorts, the Principal Fellows Program, and the Teaching Fellows program, faculty have extensive contact with students outside of formal instruction.

SD 4: Outreach: The SOE is highly engaged in outreach at multiple levels. Faculty and students were active in professional organizations, attended many conferences, and made several presentations at the local, state, national, and international levels. The Counseling Clinic provided services to the community and offered workshops. A major grant project is examining school violence in the Washington, DC schools.

Affiliated units continued to provide needed services to schools and educational programs: The Collegium for the Advancement of Schools, Schooling, and Education; the National Paideia Center; the Reading Together Program; the Piedmont Triad Education Consortium; the Center for Educational Studies and Development.

SD 5: Enrollment: The SOE participated in the Institute for the Recruitment of Teachers (Andover, MA) last summer and will again this year. This program is designed to recruit capable minority students for graduate study. The dean and department chairs participated in the graduate recruitment fairs held this spring on campus; about 50 students interested in education programs attended. Recruitment plans have been developed for the new undergraduate program in learning disabilities and behavior disorders and for the Teaching Fellows program. The SOE offers the NCTEACH curriculum and is studying possibilities for expanding this and other lateral entry programs to ease the teacher shortage in North Carolina.

School of Human Environmental Sciences

Cornerstone: Technology: Several faculty and staff computers were upgraded or replaced and computers dedicated to laboratory equipment and those accessible to graduate students were upgraded. The voice mail system was implemented for all faculty and staff.

Cornerstone: Facilities: Extensive repairs and renovations began on the Family Research Center building, with work to be completed Summer 2001. In the Stone Building, graduate students’ cubicles/offices were renovated, minor repairs were made to offices in the Dean’s Suite and a laboratory was renovated.
Renovations completed for infant classroom (part of CCEP) in the Curry Building. Multimedia educational equipment was installed in six classrooms in Graham and Stone Buildings. Plans were made for extensive repairs to remove moisture-retention problem in 1929 wing of the Stone Building, with work to be completed Summer 2001.

Cornerstone: Public and Private Support: Over $500,000 in new monies was raised by Development staff for scholarships and other HES initiatives.

SD 1: Exemplary Learning Environments: Strategies to improve programs in all departments included curriculum review and revision, attendance at faculty development seminars, consultations with other faculty, and increased use of instructional technology. HDF developed an off-campus degree program using a variety of distance education technologies to offer courses leading to teacher licensure in Birth-Kindergarten. A name change was approved for HID, to Interior Architecture.

SD 2: Research: Over $3 million in grant and contract funding was awarded by foundations, federal, or state funding agencies to faculty in all departments of the School, including the B-K child care facility licensure project (HDF), Americorps ACCESS project (SWK), and the child welfare project (SWK). All faculty had at least one peer-reviewed publication. Almost all faculty and many graduate students gave research presentations at state and national meetings. Several faculty and graduate students participated in international conferences.

SD 4: Outreach: Internships in industry and community agencies are a priority in all departments. International programs of study are available in four departments, HID in Finland and England, HDF in Finland, SWK in Scotland, and TDM in Mexico. Faculty from all departments engaged in consultations and professional collaborations with industry or agency representatives. TDM, the CCEP program, and the dietetic internship program rely on advisory boards representing the industry. The Center for New North Carolinians was approved by the Board of Governors and will be housed in HES.

SD 5: Enrollment: HDFS has developed articulation agreements with 38 community colleges to attract and recruit students with AAS degrees in early childhood development and education. NFS is acutely sensitive to the need to enroll, retain, and recruit students, both at the graduate and undergraduate level. A major goal of NFS over the next five years is to increase the number of students enrolled in the department.

School of Health and Human Performance

Cornerstone: Technology: Two new multimedia systems for classroom instruction were added to the HHP building. All classrooms in the HHP building are now equipped with multimedia systems. Thirty nine new computers were purchased for HHP faculty and staff.

Cornerstone: Facilities: A new floor was installed in one of the dance studios along with added wall mirrors and enhanced lighting. HHP Room 420-A was divided to create two offices in RPT.

Cornerstone: Public and Private Support: Dance brought in about $20,000 at the box office. Over $250,000 was raised from donors to support scholarship and program funds in the School.

Cornerstone: Administrative Systems: School Guidelines for Assigning Faculty Workloads were approved. School Guidelines for Appointment, Reappointment and Promotion of Academic Professional Track Faculty (non-tenure track) were approved.

SD 1: Exemplary Learning Environments: Dance structured a new BA degree concentration with a capstone experience for each. Also developed was a capstone experience in performance and additional work in both choreography and performance for BFA students. The Community Youth Sport Development concentration (CYSD) in ESS was approved. Physical Education Teacher Education Concentration was reorganized and renamed Exercise and Sport Science Pedagogy. Organizational Behavior (RPT 614) was added to the graduate program. CSD, Dance and ESS cited improvements made based on the University/Departmental/Undergraduate Review process from reviews initiated during the
1998-1999 academic year. The entry-level MS Program in athletic training was granted candidacy status for its final accreditation. A new student exchange program in Dance was established with the Theater Academy of Helsinki. A new externally funded Tinnitus Clinic was established in CSD. Dance has moved forward with its Distance Education MA program. PHE will offer its first two, completely online courses in Fall 2001.

SD 2: Research: Faculty published 4 books; 66 refereed journal articles and 5 book chapters; gave 66 public performances and made 111 presentations. Forty seven (47) faculty or 92% in the School articulated their research/inquiry agenda in the annual UNCG Report Form. Thirty four (34) proposals were submitted by 22 faculty members and $442,508 were attracted for the period May 2, 2000 - April 30, 2001.

SD 3: Sense of Community: The School established a standing committee on diversity and each department head solicited input from faculty and students about policies and procedures that present unreasonable barriers/obstacles to student progress. Obstacles identified were dealt with at the appropriate level to improve student services.

SD 4: Outreach: School faculty offered numerous community workshops; served as consultants and gave presentations to organizations, public schools, and hospitals in the local community and beyond; public dance performances both on and off campus. CSD, Dance, ESS and RPT offered outreach activities with public education.

SD 5: Enrollment: All HHP departments revised and developed new recruitment brochures. The new School web page was enhanced to enable each department in the school to improve their respective web pages. Visits to feeder schools and personal contacts, etc was used by all five departments. Active recruiting took place by departments at professional meetings off-campus. Articulation agreements were developed between several departments and a number of community colleges. A new specialty program/teach was developed in CSD. Dance made changes in its MA in Dance Education, the new Sports Medicine concentration and the new CYSD concentration in ESS are expected to help attract new students. Attracting new grant/contracts to fund graduate students is an excellent recruitment strategy. In addition to greater faculty effort, new brochures, revised web pages, etc., information/recruiting sessions for surrounding colleges were conducted. Also, recruitment visits were made to other institutions of higher education.

School of Music

Cornerstone: Technology: 23 faculty personal computers were updated. Technological equipment has been ordered for the Acoustics Research Laboratory. The School's new electronic sign at the corner of Market and McIver Sts. went on line.

The School of Music will continue to rely upon its standing, broad based, faculty/staff Technology Committee for advice on appropriate, prioritized initiatives/strategies. Lists of priorities are maintained at the School level. The School of Music hired an Instructional Technology Consultant. This consultant, as well as the School's Computer Consultant, was added to the School's Technology Committee. New hires in music education and music theory have extensive technological expertise/experience. Computer software used in the teaching of freshman music theory and ear-training was upgraded.

Cornerstone: Public and Private Support: The School of Music received pledges/gifts totaling $90,629 ($1,075 in capital funds, $75,164 in current restricted funds, and $7,290 in endowed funds). Near the end of the year, an Arthur Tollefson Student Travel Fund was established with a balance of $15,000.

Cornerstone: Administrative Systems: The University hired a new Director of Development for the School of Music, a person holding undergraduate and graduate degrees in music and possessing extensive experience in arts administration and fundraising. The Assistant to the Dean expanded her undergraduate advising responsibilities. The hiring of a Concert Manager precipitated modifications and improvements in room and concert scheduling policies/procedures.
SD 1: Exemplary Learning Environments: The approval of new undergraduate General Education Core (GEC) requirements precipitated revisions in the School of Music's undergraduate major curricula. Writing Intensive Courses (WAC) and Speaking Intensive Courses (SAC) in the School were identified. The School of Music created MUS 402 (Music as a Profession), MUS 703 (Research Methods for Performers), and MUS 749 (Seminar in Higher Education for Performers). The Jazz Studies Concentration within the B.M. in Performance (a) added MUS 103 (Principles of Jazz Theory), MUS 402, and MUS 409 (Jazz Pedagogy) to its curriculum and (b) started teaching jazz and classical performance studies concurrently. MUS 367a (General Music in the Elementary School) was revised to provide greater practicum experience. MUS 601 (Research Methods in Music) and MUS 650 (Seminar in Music Education) adopted web-enhanced formats. The M.M. in Music Education replaced a comprehensive final examination requirement with MUS 692a,b (Portfolio Development in Music). The opera program revised its curricula to effect improvements in workshop/ studio training.

Preparations were made within the Division of Music Education for the NCATE visit in fall, 2001. The official National Association of Schools of Music evaluation team for the Association's scheduled spring 2002 reaccreditation visit to UNCG was appointed.

SD 2: Research: The School of Music faculty gave 380 public performances and presentations on campus and elsewhere. The public lecture series sponsored by the Division of Composition, History, and Theory was expanded. Two performance faculty were specifically charged with instituting and implementing a new Artist/ Faculty Chamber Series. Overall, the School gave over 700 concerts/ recitals at UNCG and off-campus to a total estimated attendance of over 20,000. A poster session featuring the work of Honors students in music was established.

SD 3: Sense of Community: The School of Music maintained its traditional policy of supporting all faculty participating in meetings of professional organizations (international, national, regional, local) at 70% of allowable expenses. The School provided full support for its Piano Technician to attend Piano Technician Guild seminars and for its Recording Engineer to attend an international workshop in Amsterdam.

SD 4: Outreach: The School of Music hosted a UNCG Summer Institute for Faculty Development in Race and Gender Diversity May 14-18, 2001. On May 14-15, Nyonu Spann, Executive Director of the Green Circle Program addressed "Dialogues in Diversity." On, May 16, Dr. Elizabeth Gould from Boise State University addressed "Gender and Music Issues in the Academy." On May 17-18, Dr. Guthrie Ramsey from the University of Pennsylvania addressed "Race, Culture, and Music in Academe."

For the 4th time in 7 years, the UNCG Opera Theater was awarded 1st place in the National Opera Association's Opera Production Competition for its spring 2000 production of Gian Carlo Mennotti's The Consul. The University Symphony Orchestra undertook its first-ever multi-state tour culminating in a performance at the Kennedy Center for the Performing Arts in Washington, DC. The University Wind Ensemble was featured on National Public Radio. The School of Music's 2000 Focus on Piano Literature commissioned and premiered 7 new piano works by American composers. The North Carolina Symphony Orchestra held a 3rd annual daylong residency at UNCG.

School of Music faculty regularly visit public schools throughout the Mid-Atlantic region as guest conductors, performers, and clinicians. Interactions with public school personnel are particularly strong during the School's Summer Music Camp and its Carolina Band Festival and Conductors Conference.

James Curnow's Three Episodes for Trumpet and Piano, a work commissioned by Dean Arthur Tollefson and premiered by Dr. Edward Bach and Dean Tollefson at the School's 2000 Focus on Piano Literature, won 2nd place in the International Trumpet Guild's 2001 Trumpet Composition Competition.

Music faculty performed or presented in 27 states (California, Colorado, Connecticut, DC, Georgia, Hawaii, Idaho, Illinois, Indiana, Iowa, Kentucky, Maryland, Massachusetts, Minnesota, Nebraska, Nevada, New Jersey, New Mexico, New York, North Carolina, Ohio, Oregon, South Carolina, Tennessee, Texas, Virginia, and Wisconsin) and seven foreign countries (Canada, Chile, France, Ireland, Italy, Lithuania, and the Netherlands).
Music faculty gave many master classes and adjudicated many competitions including the National Trumpet Competition. 10 new compositions were penned by music faculty while performances of their compositions were given in Alabama, Arizona, Georgia, Louisiana, North Carolina, New York, Virginia, and New Zealand. Several faculty, students, and alumni performed as members of the Greensboro Symphony Orchestra. Nancy Walker gave a lecture-recital at the annual meeting of the College Music Society in Toronto. Eleanor McCrickard was appointed to the international Scientific Committee for “A Critical Edition of the Music of Alessandro Stradella.”

A student brass quintet placed 1st in the International Brass Quintet Competition and placed 2nd in the National Trumpet Competition. In so doing, it won out over student quintets from nationally renowned music programs at Indiana University, Northwestern University, the Cincinnati College-Conservatory, and the Peabody Institute of Music.

SD 5: Enrollment: The School of Music produced two new glossy, four-color, multipage viewbooks focusing upon its undergraduate and graduate music programs. The visually striking publications were described as UNCG's "best ever" by a senior University administrator. New graduate fliers were mailed to over 1700 colleges/ universities listed in the College Music Society's Directory of Music Faculties in Colleges and Universities, U.S. and Canada. The School of Music website was significantly revised and upgraded and a separate website for UNCG's Summer Music Camp, an important feeder to the University, was established.

School of Nursing

Cornerstone: Technology:  Six computers were purchased for administrative staff. Administrators and staff who work with BANNER have appropriate desktop computers and printers to accommodate the specifications needed. The fiber optic cabling to be installed in Fall, 2001 also will benefit administrative systems. The support of the instructional technology consultant has helped to strengthen skills of administrative staff.

The School of Nursing has attempted to replace approximately one-third of the faculty personal computers each year. During the 2000-2001 year, eight computers were purchased for faculty. While this number did not represent one-third of the nursing faculty, roughly half of the faculty computers were updated in the previous year.

Cornerstone: Facilities: Moore Building modifications included the renovation of the old television studio in Rooms 223 and 223-A into three staff offices and a workroom. The former staff workroom, 211, was renovated into a four-station Research Center with a small meeting area. Three faculty offices were created in Room 301 where a grant office was formerly housed. That grant (College Bound Sisters) and another (Point 4 the Future Folic Acid Education Project) were moved to the first floor of 310 McIver Street, the house adjacent to the Moore Building, which was renovated for grant offices and a conference room.

Cornerstone: Public and Private Support: During the past year, the School of Nursing has been successful in obtaining a major gift from Dr. Jean Brooks. She has pledged $500,000 to the School of Nursing to support the Nurse Practitioner program. Also, a unitrust was established for $300,000 from the Fisher's to support the gerontology program and clinics in the school. The school received an additional $10,000 from the Peter Sharp Foundation in New York to support the geriatric clinics. The school received other gifts to support undergraduate and graduate scholarships as well as contributions to the various endowed funds in the school. In addition, monies from the will of Eloise R. Lewis were added to the professorship.

Cornerstone: Administrative Systems: The School of Nursing departmentalized. The three departments are: Adult Health, Parent-Child and Community-Practice.
SD 1: Exemplary Learning Environments: The School revised the Honors Program in accordance with guidelines established by the university honors program. The 500 level courses were revised to be in compliance with the SACS criteria. Combined instruction of graduate and undergraduate students must be structured to ensure appropriate attention to both groups. The new general education requirements were approved for the undergraduate curricula. Faculty continue to use web assisted instruction for students.

Curriculum Outcomes for critical thinking, communication abilities and therapeutic nursing interventions were assessed for all students. Data for 1999-2000 were collected, analyzed and processed through committees for maintenance or revision of curricula.

The passage rate on the NCLEX exam for first-time takers was 82% for 2000, with 75 out of 91 graduates passing the exam. The graduates from the nurse anesthesia MSN concentration had a 100% passage rate (N=14) from North Carolina Baptist Hospital School of Nurse Anesthesia and 94% (17 out of 18 passed) from Raleigh School of Nurse Anesthesia.

The senior level curriculum changes were implemented in the fall 2000. A plan was developed for the North Carolina Board of Nursing visit September 11-13, 2001. The proposal to plan a doctoral program was not approved by UNC General Administration. The faculty have formed a task force to plan developing another proposal to submit for permission to plan a doctoral program.

SD 2: Research: Consultants assisted faculty with developing their research. Honoraria monies funded statistical consultation as well as editorial assistance with manuscripts. Two grant funded projects were moved to the renovated McIver House. These were the College Bound Sisters and the Folic Acid Education projects. Faculty continued to submit grant proposals and receive funding as outlined in the Annual Report.

A search for a new director of research was successful.

SD 3: Sense of Community: The student organizations in the School of Nursing increased participation. The Association of Nursing Students received 5 awards from the state and one from national for their student participation and activities. The School of Nursing alumni Association sponsored students to attend meetings, held a Christmas reception, helped with a breakfast for students during exams, and inducted students at the graduation exercises for a one year free membership.

SD 4: Outreach: The school continued to maintain clinical agreements with agencies and added new sites. A new cohort of RN to BSN students began summer 2000 in the Hickory outreach program and the MSN program continued.

The nursing clinic at Village Green terminated as it closed summer 2000. A new clinic at Hampton Homes was opened in the fall 2000. The clinics at Alanzo Towers, Gateway Plaza and Coley-Jenkins continued.

The School of Nursing Advisory Board met four times during the year. New members appointed included Lou Bates, Peggy Williford and Catherine Turner. Terms completed, Dr. Ruby Barnes, Jan Williams and David Talbot. Programs during the year included the nurse practitioner program- Laurie Kennedy-Malone, University Advancement- Dr. Patti Stewart, NCLEX results and review of goals for 2000-2001 along with the celebration of the 35 year of the school of Nursing.

Gamma Zeta Chapter of Sigma Theta Tau celebrated its 25 anniversary with a research forum and gala dinner meeting. The alumni Association held its annual brunch and recognized Jo Winchester as the distinguished alumni award.

SD 5: Enrollment: New brochures for both the undergraduate and graduate programs were developed and distributed during the year. Faculty and administration participated in the phone calls for newly admitted students. The School of Nursing participated in career fairs, hosted booths, visited junior and senior high schools and placed ads in nursing publications.
The enrollment in the school of Nursing included: Spring 2001 273 graduate students and 696 undergraduate students. Place goals for 2000-2001 after this.

**Undergraduate Education and Special Academic Initiatives**

**Cornerstone: Public and Private Support:** The campaign for the Ashby Endowment for Residential College passed the $100,000 mark.

**Cornerstone: Administrative Systems:** The SACS Self-Study was initiated in a kickoff visit by Commission on Colleges Associate Executive Director Tom Benberg November 8-9, 2000. During spring 2001 the Steering Committee, working with the Principal Committees, approved the Self-Study Plan, developed instruments for reports and surveys, and developed editorial guidelines. Faculty and Staff Surveys were conducted in April and May and academic and non-academic units, departments and offices completed reports by various summer deadlines. The Faculty Survey, all academic reports, and the generic non-academic reports were all completed and submitted through the SACS web site.

**SD 1: Exemplary Learning Environments:** The General Education Program (GEP) approved by the General Faculty in March 2000 was developed for Fall 2001 implementation. A structure of General Education Core (GEC) Committees was established, one for each GEC category and each marker. Each GEC Committee developed guidelines for the category and reviewed courses submitted by academic departments according to those guidelines. An additional committee composed of the Chairs of the GEC Committees, the Chair of the Undergraduate Curriculum Committee (UCC) and the Associate Provost of Undergraduate Education and Special Academic Initiatives coordinated the process. In addition to approving the work of the GEC Committees, the UCC developed and administered procedures for a revision of all undergraduate programs to incorporate the GEC and other expectations of the GEP, including requirements for a Writing Intensive course and a Speaking Intensive course in the major, technology and research components in the major, and any other changes related to the charge to review major requirements in terms of the Student Learning Goals of the GEP. All tasks were completed in time to reflect the new program in the 2001-02 Undergraduate Bulletin.

Data gathering for the four residential programs that recruit freshmen (Residential College/RC, Strong College/SC, Grogan College/GC, and the Freshman Experience Program in Reynolds Residence Hall/RRH, a Housing and Residence Life program) indicates that freshman (fall 1999) to sophomore (fall 2000) retention for all three halls with faculty involvement was better than that for all freshmen or RRH (RC: 95%; SC: 86%; GC: 77%; RRH: 71%; all freshmen: 74%). Cumulative grade point averages for 1999-2000 freshmen were as follows: RC: 2.98; SC: 3.22; GC: 2.68; RRH: 2.58; all freshmen: 2.69.

Key questions on the spring 2000 Sophomore Survey were sorted by program. Although the differences varied from program to program and question to question, students in the residential programs were in general more positive in their responses. For example, “good” and “excellent” responses to the statement “UNCG faculty care about your academic success and welfare” were RC: 70%, SC: 67%, GC: 74%, RRH: 67%, other halls: 65%.

In order to allow better coordination of the residential programs with a faculty component, in fall 2000 Residential College and Strong College were transferred from the College of Arts and Sciences to the Associate Provost for Undergraduate Education and Special Academic Initiatives, who also administers Grogan College. Residential College has begun to expand its activities, including the classes it offers, into neighboring Guilford Hall. It has also developed a special relationship with the African American Studies Program, which will offer classes in Guilford Hall next year. Strong College introduced a tutorial course taught on site. Grogan College won two Residence Life awards, the Community Development Program of the Year Award for the “Grogan at a Glance” slide show and the Academic Development Program of the Year Award for its week-long Academic Success Program.

The Undergraduate Studies Council (USC), utilizing survey results, summaries of the 1999-2000 reviews of the Honors Program, Residential College, and Strong College, and personal experience, determined that special academic programs are a valuable avenue by which students can achieve close relationships with faculty, an important corollary of student satisfaction, academic success, and identification with the institution. The USC recommended that any funds available for greater support of such endeavors.
should be devoted not to the creation of new extracurricular programs but to the creation of additional small course sections of courses meeting general education requirements, including Freshman Seminars and Writing Intensive/ Speaking Intensive courses.

The interdisciplinary bachelor of arts program in Hospitality Management completed its first year of operation with 20 declared first or second majors enrolled. Interest in the program continued to grow among potential students and the hospitality industry in the community.

Office of the Associate Provost for Research

Cornerstone: Administrative Systems: The Office of the Associate Provost for Research experienced another successful year. In addition to facilitating the development of grant and contract proposals, the office participated in initial planning for a new research building, initiated searches for a technology transfer officer and a compliance officer and supported faculty participation in Connectivity Expo 2001, travel to present research papers, and deans’ research initiatives.

The University continues to move forward towards achieving the goal of becoming the Triad’s public research university by 2008 with grant/contract funding exceeding $50,000,000.

SD2: Research: This year was marked by continued success relative to the securing of federal grants and contracts. Especially rewarding was our efforts with Meyers and Associates, our Washington, DC based consultants. UNCG received nearly $4 million ($3,966,000) in congressional appropriations through earmarks. Seven of the sixteen faculty proposals presented by Meyers and associates to members of the North Carolina Delegation were supported and eventually approved by Congress. As a result of a more efficient process for reviewing proposals both on campus and at Meyers and Associates, 26 funding proposals were submitted for review and consideration by the North Carolina Delegation for FY02.

The multidisciplinary research unit in the life sciences, the Gene and Micro Array Application Project had an active year with monthly meetings, lectures/labs, seminars of the users group which includes staff, students, and selected researchers. A consultant was hired for one year and he worked with the members during the meetings. A microarray scanner and computer have been purchased.

The GMAP moved closer to its mission which is to promote the application of gene and micro array technology in research and teaching in order to stimulate internal and external collaborations, technology transfer, external funding, and the training of highly skilled scientists who are prepared to enter the regional biotechnology workforce.

SD3: Sense of Community: The APR expanded the former Research Directors group into the Research Administrators group which includes the associate deans of research and chairpersons of the Institutional Review Board, the Patents and Copyright Committee, and the Institutional Animal Care and Use Committee, the GMAP, and the Research Policy Committee. Monthly meetings with notes and constant feedback to faculty have been a success.

SD4: Outreach: Minerva, the University research magazine, was distributed to universities, government offices, national private corporations, and alumni.

Graduate School

Cornerstone: Technology: A web-based application was developed within the Banner Student Information System for graduate admission. The MBA program is serving as the beta test for this new development.

Cornerstone: Facilities: The Genetic Counseling and Gerontology Programs were relocated to 119 McIver Street in August 2000. This space includes 4 offices (2 Program Directors, Associate Director for Genetic Counseling, Administrative Assistant) a seminar room/library, two student workrooms, a break room and storage space.
Cornerstone: Administrative Systems: A search was conducted during the academic year and an Associate Director was hired for the Genetic Counseling Program effective May 1, 2001. A permanent office assistant IV was hired jointly with the Gerontology program.

SD 1: Exemplary Learning Environments: The Interim Dean served on the New Student Programs Committee to bridge connections between the Graduate School and Student Affairs and communicate the needs of graduate students. Two courses in the Gerontology program, “Health and Aging,” and “Critical Issues of the Aged” utilized YahooGroups.com, a free, secure server that allows a faculty member to link students together by email, and to create and post documents to them.

SD 2: Research: Summer Research Awards were given to ninety-seven graduate students (48 PhD/ DMA, 11 MFA, 38 Masters) to conduct research for Summer Session I, 2001.

SD 3: Sense of Community: Guidelines for Good Practice in Graduate Education was distributed to all incoming graduate students and included in the 2000-01 Graduate Bulletin. A committee composed of members of the Graduate School staff was formed to review Graduate School policies and procedures. Changes were made to allow new graduate students to enroll at an earlier date by participating in the rolling registration process.

SD 4: Outreach: Students enrolled in the MS Genetic Counseling Program had multiple opportunities for field work/observation in the Greensboro community and at the area medical schools as part of the Genetic Counseling Program. This activity included observations at the Greensboro Developmental Evaluation Center and at multiple specialty clinics at Duke, UNC-Chapel Hill and Wake Forest University School of Medicine.

SD 5: Enrollment: Graduate enrollment for Fall 2000 reflected a -0.1% decrease from Fall 1999. Enrollment was primarily at the master’s level. Spring 2001 showed a 5.1% increase in enrollment from Spring 2000 and a 1.4% increase from Fall 2000. The increase in enrollment for Spring 2001 was significant. Beginning with Fall 2000 semester the Graduate School assumed responsibility for the ViSioNS program, which is an opportunity for visiting and non-degree seeking students to enroll in classes and earn graduate credit. A good portion of ViSioNS students eventually become degree-seeking, admitted students. The Graduate School worked cooperatively with Enrollment Management Services to develop an Evening University. Most graduate programs offer courses or programs in the evening, some beginning at 4 p.m. The Joint Master’s of Social Work is currently planning a part-time program that would enroll students for Friday evening and Saturday classes. The first part-time class will be admitted for Fall 2002.

Walter Clinton Jackson Library

Cornerstone: Technology: Jackson Library continues to provide campus, state-wide, and national leadership in information and instructional technologies. This year, the Library assumed responsibilities for providing training and technical support for the Instructional Technology Consultants assigned to the College and schools. The ITC’s, in turn, work directly with the faculty to design and implement web-enhanced courses. To further these endeavors, the Library purchased and configured hardware and administers and maintains the new campus learning management systems, Blackboard and WebCT.

To bolster the already exceptional delivery of high-quality information resources and integrated, user-friendly access to these resources, the Library engaged in several new initiatives. Two new positions were added to the Electronic Resources and Information Technology Department. The Reference Department designed and implemented a six-chapter online tutorial for students and a pilot “Chat Reference” service to provide live real-time reference service online, while the Documents/Microforms Division implemented an e-mail reference service.

Existing computer-based services were streamlined and enhanced to improve access and ease of use and ensure more productive scholarship. These refinements are evident in the heavily used e-Reserves service, in the integrated online library system, in document delivery systems, and in course web sites and guides.
Jackson Library is a national leader in many of these initiatives, most notably in customized enhancements to the online system and library services for distance education. Disseminating information about our initiatives at national and state-wide conferences and sharing advice freely through listservs have led to wide-spread emulation of our programming. Our content-rich web sites also draw national attention. This year, the Documents web site "Sexual Harassment Resources" was highlighted in print and online by USA Today.

Cornerstone: Facilities: New construction and furnishings, renovations, and upgrades improved facilities for library users and staff alike. To relieve severe overcrowding, six new offices for Reference staff and a first-floor conference room were constructed, while Room 63 was renovated for use by the Electronic Resources and Information Technology staff. More comfortable seating and new desks improved access to information services, the handicapped entrance was enhanced to permit independent access for disabled users, and a room was renovated for use by the Office of Disability Services. Wiring and conduit work undertaken during the Telecommunications Infrastructure Project resulted in new fiber optic cabling and a significant increase in the number of ports throughout the buildings. Plans for installing a desperately needed new HVAC system for Special Collections and University Archives were completed.

Cornerstone: Public and Private Support: University Advancement provided part-time (20%) support for the Library’s fund-raising efforts, while the “One Million and Beyond” campaign was launched to raise funds for the purchase of William Blake’s “Illustrations of the Book of Job”, the Library’s one-millionth volume, and to support programs and events scheduled in celebration of this event. The Friends of the Library Board of Directors voted unanimously to support this effort, with the chair providing leadership for the campaign.

The University Librarian developed a strategic plan for fund-raising, meets quarterly with personnel from University Advancement, and attended several workshops and a national conference devoted to fund-raising. Two librarians attended the World Cello Conference to heighten awareness of Jackson Library’s cello music collections (labeled by a publisher “a mecca for cello”), while the planned publication of several annotated scores for cello and a brochure will further publicize these materials and garner external support for their maintenance and preservation.

Cornerstone: Administrative Systems: Librarians and staff revised mission statements, policies, and procedures to address campus and state-wide issues related to computer-based services and improve and expand access to all services and resources.

New Library, Public Services, and Public Workstation policies were developed and policies and procedures for borrowing among the sixteen UNC campuses were revised. New software procedures were implemented to improve placing materials on reserve and accessing these materials, managing electronic journals and document delivery options, replacing books, tracking and reporting statistics and funds, and repairing books. The ongoing examination and redesign of policies and procedures is a basic tenet of Library operations.

SD2: Research: Jackson Library joined a select company with the acquisition of its one-millionth bound volume. Approximately 250 academic libraries in America have reached this level, a traditional symbol of a library’s research status. The book selected as the millionth volume befits the occasion. William Blake’s Illustrations of the Book of Job is one of only 315 copies published in 1826. A prominent book historian has described Job as one of the supreme masterpieces of graphic art.

Division of Continual Learning

The year was a good one for the Division of Continual Learning. All major objectives that were within the control of the Division were accomplished. Infrastructure, especially technological, financial and personnel issues, have been reassessed and redesigned. A strategic plan for distance learning and for the Division of Continual Learning have been developed. An environmental scan for the community and its continuing education needs has been accomplished. Program review occurred. New quarters were secured and moved into by the Division.
Overall enrollments in the DCL program (credit and non-credit) were 21,073, a decrease of 3,706 or 15 percent from FY 1999-2000. However, the decrease was due entirely to the anticipated ending of the University’s Community College Extension Program and the need to move 107 off-campus distance learning courses back on-campus after the 101 enrollments fell in the fall term.

The Division of Continual Learning addressed the cornerstones and strategic directions of the University Plan. Technology has been upgraded to serve our clienteles better. 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 policy, structures and processes for measuring and rewarding faculty participation in extension.

The focus on the development and delivery of distance education courses for credit continues to consolidate DCL activities. This has necessarily involved strategic directions 1 and 4. DCL has worked closely with Deans and the UTLC on faculty, course and program development. UNCG has worked to increase the number of degrees it will offer off-campus. Beginning fall term 2001, several new degree programs will begin off-campus.

The Division’s overall program portfolio was considerably enriched during the year. The Fast Forward Program, in addition to increasing its enrollments by 7 percent, also successfully experimented with an online course at a pilot site. This experiment has stimulated increased demand among the Fast Forward students and has led to a number of other courses being considered for online delivery. Exploration of providing courses for private high schools and home schoolers has also begun.

The Master of Arts in Liberal Studies (MALS) Program reached a new high, having increased its enrollments by 16 percent. It continues to develop its e-learning capacity to both enrich face-to-face courses and achieve the goal of offering the entire program online.

Youth Programs continue to grow at a rate of approximately 3 percent, although Liberal Studies clearly saw the greatest percentage of growth, up 33 percent.

The concentration on infrastructure, systems and program portfolio has positioned the Division well for the coming years. The expectation is that the Fast Forward Program will continue to grow as will the Liberal Studies Programs. After the Front Door Policy issues are addressed and University conference space is restored as a result of completion of building projects, Conference Housing numbers should be restored. The aggressive launching of non-credit programs by the “Summer Shorts Program” indicates DCL’s intention to explore the non-credit market aggressively.

The staff restructuring has taken place, strengthening the Financial and Budget areas, as well as customer service in Registration.

International Programs

Cornerstone: Facilities: The UNC-Exchange Program moved into temporary headquarters in the Brown Building, and the UNCG/INTERLINK English Language Center renovated space in the basement of the McIver Building which will become its headquarters as of July, 2001.

Cornerstone: Public and Private Support: In August 2000, the NC General Assembly funded the UNC-Exchange Program (administered by UNCG’s International Programs Center) with a recurrent budget of $150,000 per year. Additional private donations raised the capitalization of the International Programs Endowment Fund to $4.1 million.

SD 1: Exemplary Learning Environments: During 2000-01, UNCG enrolled 224 degree-seeking foreign students and 93 international exchange students, and INTERLINK enrolled 80 foreign students in its intensive English language programs, thereby bringing the total number of international students on the UNCG campus to 397 (a 16% increase over the comparable number for the previous year). IPC administered a new, grant-funded program for international students which focused on the November
U.S. elections. During the Spring semester, IPC launched its new Honors Program Abroad with ten UNCG students going on exchange to the University of Hull, U.K.

SD 4: Outreach: The IPC director served as an outside consultant to two other UNC institutions seeking to improve their international programs offices, and other IPC staff provided a number of workshops on study abroad and international student management for administrative personnel drawn from throughout the UNC System. In 2000-01, IPC supported 250 UNCG students participating in Study Abroad programs and 81 UNCG faculty members traveling overseas for professional purposes. In addition, the Center welcomed 19 visiting scholars from overseas who were at UNCG for a Semester or more, and 53 international visitors who were on campus for shorter periods. Also the UNC-Exchange Program (administered by IPC) sent 90 UNC students overseas on six different programs (a doubling of the number of participants in the previous year). UNCG signed six new linkage agreements with universities overseas, bringing the total of such University linkages to 38. In addition, the UNC-Exchange Program signed one new state-to-state exchange agreement (bringing the total of such agreements to six), and established a UNC-ISEP Consortium, through which UNC institutions are now able to participate in the International Student Exchange Program which links American institutions with universities in 35 countries overseas.

Teaching and Learning Center

SD 1: Exemplary Learning Environments: The distributed model of support for faculty in the use of instructional technology called for in the UNCG Academic Plan became a reality during the summer of 2000 with the appointment of eight Instructional Technology Consultants. Each Unit is provided an Instructional Technology Consultant (ITC) who would reside in the Unit. The College of Arts and Sciences has funding for three positions. A search for an Instructional Technology Consultant Coordinator is now nearing completion. Each ITC reports jointly to the Director of the University Teaching and Learning Center (UTLC) and the Dean of the Unit.

During Spring 2001, licenses were purchased for the course management systems - BlackBoard and WebCT. These course management systems will eventually replace TopClass as the software used for Web-enhanced or Web-delivered courses. These systems have more advanced features than TopClass and have a greater focus on higher education course delivery needs.

The Classroom Technical Support division of the TLC completed 17 new high technology classrooms. In addition, CTS upgraded 7 of the earliest installations with new hardware.

SD 3: Sense of Community: The TLC presented 15 workshops on creating Web pages for instruction and 14 workshops on using the TopClass course management software. In addition, the TLC offered a variety of other workshops, seminars, and teleconferences to provide information and instruction to faculty on distance education courses and issues. These activities are outlined in 1.5.2 above.

The TLC administers TopClass course and user accounts and offers workshops to faculty in authoring with TopClass. In the fall and spring semesters of 2000-2001, 185 courses enrolling approximately 6000 students used TopClass. Although most of the instructors who used TopClass used the software to enhance traditional classroom courses, approximately 20 of the TopClass courses were offered at a distance. The development of a distance learning course is normally an evolutionary process over several semesters and many of the current TopClass courses could be offered at a distance with a minimum of additional development.

Weatherspoon Art Gallery

Cornerstone: Technology: Weatherspoon staff worked with Management Information Systems and Special Accounting to rectify problems with the conversion of the prior database to the MultiMIMSY database. Betty Hardin, as implementation project team leader, prepared a handbook of entry procedures for Special Accounting. The Weatherspoon’s Registrar’s Office has prepared a similar manual for in-house use. A team of Weatherspoon staff and staff from Management Information Systems and Network Services began working to develop a web-based public kiosk that will make information on highlights
from the permanent collection available to the public. A digital camera and two new computers were acquired—one for the registrar’s office, to accommodate upgrades to the MultiMIMSY software, and one for the office manager, for improved graphic design and web capabilities. Additional software was required for three administrative support positions in order to run the Banner system.

The Weatherspoon has continued to build its web site, adding more information and graphics about exhibitions and educational programs, including a special web page for the North Carolina Arts Council Artist Fellowship Exhibition developed by Art faculty and students.

**Cornerstone: Facilities:** Several important improvements were made to the Cone Building during the past year, including: a multi-media visual display unit in the Cone Building Auditorium, a new computer system to monitor temperature and humidity throughout the building, a rebuilt chiller, additional data loggers, to better control climate fluctuations, a new alarm system, with new multiplexer and new motion detectors, and new locks were put on outside entry and office doors.

**Cornerstone: Public and Private Support:** The Weatherspoon Art Gallery targeted fundraising activity in three areas: special projects support, educational programs, and general operating. The Weatherspoon received three collection-related grants: 1) a prestigious $100,000 American Collections Enhancement grant from the Henry Luce Foundation for the new collection management project; 2) a $3,100 Museum Loan Network travel grant to visit the Baltimore Museum of Art and explore possibilities of several long-term loans from their Cone Collection; and 3) a $7,500 grant from The Judith Rothschild Foundation to help purchase two drawings by artist Jay DeFeo.

For exhibition projects, the Weatherspoon received $15,000 from the National Endowment for the Arts to support the upcoming **Priceless Children**. A total of $93,200 was raised for From Warhol to Pop and Back Again.

A $10,000 grant from the F. W. Kirby Foundation has supported such educational programs as Family Workshops, Community Family Day, gallery guides, and curriculum materials for teachers. The Dillard Fund again contributed $20,000 for the purchase of works from Art on Paper 2000. The North Carolina Arts Council awarded $17,500 in general operating support and $5,000 to participate in the New Realities program for strategic, long-range planning.

**Cornerstone: Administrative Systems:** Administrative changes this year were the upgrading of the Office Assistant to Office Manager to better reflect and compensate the variety of responsibilities in that position, the appointment of a Curator of Education, and the resignation of the Registrar.

**SD 1: Exemplary Learning Environments:** Constituents throughout the university used the three exhibitions that comprised From Warhol to Pop and Back Again as touchstones for class discussions and projects. In 2000-2001, staff and docents offered guided tours to forty-two UNCG classes. Other classes from various departments across campus visited on self-guided tours and the Freshman 101 Writing classes relied heavily on Weatherspoon exhibitions for writing assignments.

The Weatherspoon works particularly closely with the Department of Art through annual and biennial exhibitions, respectively, of student and faculty work and hosting Falk Visiting Artist exhibitions. Weatherspoon staff members offer tours and lectures to department classes, and serve on student critique and graduate thesis review panels. Weatherspoon resources are used to meet requirements for the BA and MFA programs in the Department of Art. Graduating BA in Art students entered work in the Juried Senior Exhibition and MFA students presented their thesis exhibitions in the Weatherspoon’s galleries.

**SD 2: Research:** During the past year, the Weatherspoon has made an effort to produce a gallery guide for each of its exhibitions, whether special, temporary exhibitions or installations of the permanent collection. The Weatherspoon Curator of Collections published the major catalogue for the nationally traveling Stanton Macdonald-Wright exhibition and a catalogue on the work of artist Guy Rose and several articles on topics in early American modernism for national journals. The Curator of Exhibitions published the first monograph on the work of painter Dona Nelson, to accompany her exhibition at the Weatherspoon last October. Work is underway on an exhibition of highlights from the Lenoir C. Wright
Collection of Japanese woodblock prints and a major catalogue is planned to accompany it. As part of her work on completing and verifying collection records, the Assistant Curator is researching individual works and contributing to the knowledge on particular pieces. External funding has been sought and, in many cases, granted to support such research endeavors at the Weatherspoon.

**SD 3: Sense of Community**

Each year, the Weatherspoon provides numerous community-building activities for students, faculty, staff, and their families. These include exhibition openings, lectures, gallery talks, panel discussions, film and video screenings, hands-on art-making workshops, and docent-led tours; most are offered free of charge to the campus community. Faculty and students may request to view works in storage for study purposes. Students are offered a discounted membership. Last September, the gallery hosted the kick-off for the yearlong roster of activities that comprised “ARTsmART.”

**SD 4: Outreach**

In the past year, two exhibitions organized by Weatherspoon curators—Tom Friedman by Ron Platt and Stanton Macdonald-Wright by Will South—traveled nationally to major institutions. The biggest success this year was the From Warhol to Pop and Back Again project. In addition to attracting more than 15,000 people to campus in a three-month period, the project was advertised and promoted in markets throughout the state. It received media coverage in Raleigh, Charlotte, Chapel Hill, Wilmington, and Winston-Salem, among other cities.

**Enrollment Services**

**Cornerstone: Technology**

All Enrollment Services web pages were redesigned and enhanced. The University Registrar’s Office continues to be involved with the expansion of technology functions: EDI (electronic data interchange), the Series 25 products for automation of classroom scheduling and facilities use forecasting, registration materials sent to students through email, an intranet for the office, worked directly with MIS for creation of the staff/student/faculty directory information on the UNCG Web, and continue to work in coordination with MIS and other functional users to investigate ways to convert the Student ID from the Social Security Number to a system generated ID. Student Academic Services created their first web-based form that students complete and submit online—Change from AULER to GEC. The Financial Aid Office implemented a communication system that coordinates both phone calls and web chats. The Undergraduate Admissions Office purchased E-Coms to function as an independent recruitment software and brought-up the new version of our electronic undergraduate application.

**Cornerstone: Facilities**

The Information Station hub was opened in the Mossman commons providing a "one-stop" shopping for the University. Approximately 80% of all issues and questions addressed to the generalists staffing Information Station can be addressed without sending the student elsewhere. Student Academic Services underwent significant renovations to better utilize existing space and better serve students.

**Cornerstone: Administrative Systems**

The University Registrar’s Office has been involved with an intense evaluation of all office functions to determine ways to refine and enhance processes that are currently less than optimal. The main goal is to improve working conditions and processes for staff, as well as to increase efficiency of operations and service to the public. The Financial Aid Office, in response to student feedback, has implemented a new Counseling Model. Under the new model we have trained professional counselors at all first contact points: front desk, phone, e-mail and web chats. Students are more quickly served and receive better quality service under the new counselor model.

**SD 1: Exemplary Learning Environments**

Based upon the cumulative GPA data collected at the conclusion of the 2000 fall semester Special Support Services students continue to perform well academically. 63.5% achieved 2.50 or better; 33.5% achieved 3.00 or better; and 11.0% achieved 3.50 or better.

**SD 3: Sense of Community**

The University Registrar’s Office continues to participate in monthly meetings of each unit within the Office to allow staff to be heard, and provides input for solutions to service needs. Worked with the Academic Policies and Regulations Committee and Faculty Senate to change the Academic Standing Policy to provide SAS more latitude in granting exceptions to the 12-
semester hour limit for probationary students. SAS improved the degree audit request form and process to serve students needs better and to address graduating seniors’ advising concerns. The Student Success Center staff presented a workshop to the ES division, entitled, “Experience the Student Success Center.” The SSS newsletter, The Signal” was distributed to all SSS students, staff and ES division directors.

SD4: Outreach: Outreach activity sponsored by Special Support Services – Independent Living Skills Program, Guilford County Department of Social Services, workshop presented to 45 high school age students entitled, “Life Skills and Opportunities Beyond High School,” August 2000. John Foreman was appointed to the North Carolina Council of Educational Opportunity Programs (NCCEOP) Executive Board Northern Representative for a two-year term.

SD 5: Enrollment: SSS significantly increased the staff/student contact within each grant component. Successful incorporation of the SSS and LAC into the Student Success Center will result in more focused academic support programming and lessen duplication of services traditionally offered. The URO strives to provide as many services as possible to aid in the recruitment and retention of students. Some examples include: the URO Web site which provides information on all services, the electronic mailing of registration materials, transfer credit evaluation worksheets are turned around to Admissions within 48 hours of receiving them, access to progress toward degree information, and EDI acceptance of transcripts. Rolling advising and registration was piloted for Spring 2001 and will continue on an ongoing basis for Fall 2001 and thereafter.

SAS created new degree audit masters in Excel for all majors, second majors and minors and degree audit forms will be available on the SAS Web page in Excel and PDF formats. The SAS staff liaison program was created to ensure better communication between academic departments and SAS, particularly for orientation and graduation clearance. SAS created a hard-copy bookmark of academic support services available to undergraduates.

The daily admissions information sessions and group tours enjoyed a 3% increase over the last academic year, and we moved to the Anne and Benjamin Cone Building to conduct the majority of our sessions as we await the dedicated space in the new student center. The seven large campus visitation programs proved to be successful and the overall attendance was up from last year’s program totals. Early estimates show an average increase in attendance of 7-9%. The Black Student Visitiation Program’s attendance increased just over 14%. Spring receptions for admitted students were increased from eight to twelve and the increase in attendance was just over 5%. Implementation of a series of new evening information sessions to attract the ATS population to sessions to cover the myriad of academic opportunities that are available to this cohort. The Telecounseling Program enjoyed a 5% increase in student or parent contacts. Some 5,407 contacts were made during the academic year and proved to be vital to our enrollment strategy.

Student Academic Success (SAS) 100 format was changed to improve the experience for students. Revamped the training program and instructor manual. Enrollment in UNS 101 reached 697 students, the highest enrollment ever. The Peer Academic Leader (PAL) program provided twenty peer leaders to assist freshman with the adjustment to college. Each PAL was assigned to a UNS section and assisted the instructor by leading class discussions, assisting with classroom activities, and facilitating out-of-class activities.
Table A
Faculty Awards
Teaching, Research, Service

Board of Governors Teaching Excellence Award

These awards were established in 1994 by the UNC Board of Governors to underscore the importance of teaching. A faculty member from each of the sixteen UNC universities receives this award; this year each recipient was honored with a $7,500 reward. UNCG's recipient was:

Michael McIntosh, Nutrition and Foodservice Systems

Alumni Teaching Excellence Awards

Each year the University (faculty and students) selects two faculty to be honored for excellence in teaching. The awards of $7,500 for the tenured recipient and $4,500 for the nontenured recipient were presented at the University Excellence Awards Convocation. The recipients were:

- Marsha Paludan
  Associate Professor, Theatre

- Grayson Salze
  Lecturer, Mathematical Sciences

Unit-level Teaching Excellence Awards

Each year each Professional School and the College of Arts and Sciences select one of their faculty members to be honored with an award of $1,000 for excellence in teaching. The recipients were:

College of Arts and Sciences
Bryan School of Business and Economics
School of Education
School of Health and Human Performance
School of Human Environmental Sciences
School of Music
School of Nursing

Lee Zacharias
Paul Muchinsky and Kevin Raedy
Jane Myers
Virginia Hinton
Cheryl Lovelady
Eleanor McCrickard
Linda Wheeler

Research Excellence Awards

Advised by representatives from the ad hoc Advisory Committee on Research, the Associate Provost for Research, and the Provost, the Chancellor selected two individuals to be honored for excellence in research. The awards of $7,500 for a Professor and $4,500 for an Assistant or Associate Professor were presented at the University Excellence Awards Convocation. The recipients were:

- Carl Goldstein
  Professor of Art

- John Dunlosky
  Associate Professor of Psychology

Gladys Strawh Bullard Award

The recipient of the faculty Bullard award of $500 for outstanding leadership and service to the University was John Rife, Associate Professor of Social Work.
### Table B

**UNCG Teaching Improvement Grants**

**ACT/CTEP Grants, Fall 2000/Spring 2001**

<table>
<thead>
<tr>
<th>Name</th>
<th>Department</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Craig Cashwell</td>
<td>Counseling and Educational Development</td>
<td>$1950</td>
</tr>
<tr>
<td></td>
<td>To equip a play therapy facility within the Counseling and Consulting clinic, to make substantive curricular revisions to CED 641 (Counseling Children), and to expand the clinical opportunities for students in master’s and doctoral internships.</td>
<td></td>
</tr>
<tr>
<td>Carla Corroto</td>
<td>Housing and Interior Design</td>
<td>$2600</td>
</tr>
<tr>
<td></td>
<td>To enhance the comprehension of visual learners in a traditionally text-based class by developing a web-enhanced course.</td>
<td></td>
</tr>
<tr>
<td>Nan Enstad</td>
<td>History/Women’s Studies</td>
<td>$1617</td>
</tr>
<tr>
<td></td>
<td>For two workshops on movement and pedagogy for faculty and graduate students connected to the Women’s Studies Program.</td>
<td></td>
</tr>
<tr>
<td>Virginia Hinton</td>
<td>Communication Sciences and Disorders</td>
<td>$1500</td>
</tr>
<tr>
<td></td>
<td>To facilitate the development of interactive learning modules for CSD 554, Advanced Speech Science.</td>
<td></td>
</tr>
<tr>
<td>Katherine Jamison/Thomas Martinek</td>
<td>Exercise and Sport Science</td>
<td>$6000</td>
</tr>
<tr>
<td></td>
<td>To develop a new concentration in community youth sport development and to evaluate and enrich four new courses that support the goals of the concentration.</td>
<td></td>
</tr>
<tr>
<td>Paula Kaiser</td>
<td>Business Administration</td>
<td>$3000</td>
</tr>
<tr>
<td></td>
<td>To fund a one-time course reduction to develop, implement, publicize, and assess a three-course sequence of business communication courses that are designed to meet AULER requirements.</td>
<td></td>
</tr>
<tr>
<td>Henry Levinson</td>
<td>Religious Studies</td>
<td>$1393</td>
</tr>
<tr>
<td></td>
<td>To investigate the use of portable technologies in web-assisted classes for the transmission and manipulation of classroom information and instructional technologies.</td>
<td></td>
</tr>
<tr>
<td>Julie Reinhart</td>
<td>Library and Information Studies</td>
<td>$2000</td>
</tr>
<tr>
<td></td>
<td>To substantially revise the online graduate course LIS 604, Telecom and the Internet, with more opportunities for student interaction, collaboration and feedback, as well as more efficient evaluation techniques.</td>
<td></td>
</tr>
<tr>
<td>Denise Tucker</td>
<td>Communication Sciences and Disorders</td>
<td>$1400</td>
</tr>
<tr>
<td></td>
<td>To attend the Symposium of the International Evoked Response Audiometry Study Group to participate in professional development activities related to brain mapping and other AER evaluation techniques.</td>
<td></td>
</tr>
<tr>
<td>Bill Tullar</td>
<td>Business Administration</td>
<td>$3000</td>
</tr>
<tr>
<td></td>
<td>To research, design, and implement a new course in human resource information systems and to train other faculty to teach the course.</td>
<td></td>
</tr>
<tr>
<td>Karen Weyler</td>
<td>English Department</td>
<td>$3000</td>
</tr>
<tr>
<td></td>
<td>To provide course release time to substantially revise English 251 to increase student interaction, to address the needs of students with diverse learning styles, and to enable the course to fulfill the Instructional Technology competencies recommended by the department.</td>
<td></td>
</tr>
</tbody>
</table>
### Table C
Minority Teaching Faculty 2000-2001

African/African-Americans (35)

<table>
<thead>
<tr>
<th>College of Arts and Sciences (9)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Willie L. Baber, Professor (1989)</td>
</tr>
<tr>
<td>Curtis Brandon, Lecturer (1996)</td>
</tr>
<tr>
<td>Steven R. Cureton, Assistant Professor (1997)</td>
</tr>
<tr>
<td>Sally Ann H. Ferguson, Associate Professor (1990)</td>
</tr>
<tr>
<td>Mary B. Floyd, Associate Professor (1983)</td>
</tr>
<tr>
<td>Janine C. Jones, Assistant Professor (1999)</td>
</tr>
<tr>
<td>Deborah A. Pelli, Lecturer (1987)</td>
</tr>
<tr>
<td>Paula J. Underwood, Lecturer (1998)</td>
</tr>
<tr>
<td>Naurice F. Woods, Jr., Lecturer (1989)</td>
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</table>

<table>
<thead>
<tr>
<th>Bryan School of Business and Economics (6)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Moses Acquaah, Visiting Assistant Professor (2000)</td>
</tr>
<tr>
<td>Kwasi Amoako-Gyampah, Associate Professor (1990)</td>
</tr>
<tr>
<td>Samuel K. Bonsu, Instructor (2000)</td>
</tr>
<tr>
<td>Channelle D. James, Lecturer (1996)</td>
</tr>
<tr>
<td>Sheryl E. Joshua, Lecturer (1999)</td>
</tr>
<tr>
<td>Norwood McMillian, Visiting Assistant Professor (1995)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>School of Education (4)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ceola R. Baber, Associate Professor (1989)</td>
</tr>
<tr>
<td>Lloyd Bond, Professor (1988)</td>
</tr>
<tr>
<td>Jewell E. Cooper, Visiting Assistant Professor (1999)</td>
</tr>
<tr>
<td>Patrick E. Davis, Assistant Professor (2000)</td>
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<table>
<thead>
<tr>
<th>School of Health and Human Performance (5)</th>
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</thead>
<tbody>
<tr>
<td>Regina M. Pulliam, Lecturer (1998)</td>
</tr>
<tr>
<td>Louise F. Raleigh, Lecturer (1998)</td>
</tr>
<tr>
<td>Diane M. St. George, Assistant Professor (1999)</td>
</tr>
<tr>
<td>Charlesena F. Stone, Assistant Professor (1997)</td>
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<table>
<thead>
<tr>
<th>School of Human Environmental Sciences (7)</th>
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</thead>
<tbody>
<tr>
<td>Peggye Dilworth-Anderson, Professor (1988)</td>
</tr>
<tr>
<td>Gloria S. Boutte, Associate Professor (1999)</td>
</tr>
<tr>
<td>Tracey M. Brown, Lecturer (1999)</td>
</tr>
<tr>
<td>Marilyn J. Edwards, Clinical Assistant Professor (1995)</td>
</tr>
<tr>
<td>Andrea C. Hunter, Associate Professor (1999)</td>
</tr>
<tr>
<td>Carolyn A. Moore, Associate Professor (1990)</td>
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<tr>
<td>Cynthia D. Pulliam, Lecturer (2000)</td>
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<table>
<thead>
<tr>
<th>School of Music (2)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Constance L. McKoy, Assistant Professor (1999)</td>
</tr>
<tr>
<td>Levone T. Scott, Lecturer (1992)</td>
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<table>
<thead>
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<th>Department</th>
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<tr>
<td>Anthropology</td>
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<td>African American Studies</td>
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<td>Information Systems and Operations Management</td>
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<td>Business Administration</td>
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<td>Business Administration</td>
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<td>Business Administration</td>
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<td>Curriculum and Instruction</td>
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<td>Educational Research Methodology</td>
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<td>Curriculum and Instruction</td>
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<td>Counseling and Educational Development</td>
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<tr>
<td>Dance</td>
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<tr>
<td>Public Health Education</td>
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<tr>
<td>Communication Sciences and Disorders</td>
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<tr>
<td>Public Health Education</td>
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<tr>
<td>Recreation, Parks, and Tourism</td>
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<tr>
<td>Human Development and Family Studies</td>
</tr>
<tr>
<td>Human Development and Family Studies</td>
</tr>
<tr>
<td>Housing and Interior Design</td>
</tr>
<tr>
<td>Social Work</td>
</tr>
<tr>
<td>Human Development and Family Studies</td>
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<tr>
<td>Social Work</td>
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<tr>
<td>Social Work</td>
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</tbody>
</table>
School of Nursing (2)
Emelia P. Amoako, Lecturer (1999)
Lenora A. Richardson, Associate Professor (1988)

Asian/Pacific Islander (21)

College of Arts and Sciences (9)
Aquell Ahmad, Assistant Professor (1994)
Maya Chhetri, Assistant Professor (1999)
Peter T. Dola, Lecturer (1997)
Paul P. Mou, Assistant Professor (2000)
Parag Parker, Lecturer (2000)
Promod R. Pratap, Associate Professor (1994)
Tripti Sen, Lecturer (1982)
Yumna Siddiqi, Assistant Professor (1997)
Jie Wang, Associate Professor (1993)

Business Administration
Information Systems and Operations Management
Information Systems and Operations Management
Accounting
Information Systems and Operations Management
Information Systems and Operations Management
Economics

School of Human Environmental Sciences (4)
Charles J. Kim, Professor (1990)
George Loo, Associate Professor (1990)
Hyunjoo Oh, Visiting Assistant Professor (2000)
He Yan, Assistant Professor (1999)

Textile Products Design & Marketing
Food, Nutrition and Food Service Management
Textile Products Design and Marketing
Textile Products Design and Marketing

European (2)

College of Arts and Sciences (8)
Iluminada Amat, Visiting Assistant Professor (1994)
Roberto E. Campo, Associate Professor (1989)
Veronica Grossi, Assistant Professor (1997)
Victoria Martin, Visiting Assistant Professor (1999)
Alina Ramirez, Lecturer (2000)
Walter L. Salinger, Professor (1972)
Mark J. Smith-Soto, Professor (1975)
Carmen T. Sotomayor, Associate Professor (1987)

Romance Languages
Romance Languages
Romance Languages
Romance Languages
Romance Languages
Romance Languages
Romance Languages
Romance Languages

School of Health and Human Performance (3)
Katherine M. Jamieson, Assistant Professor (1999)
Victoria C. Sanchez, Visiting Assistant Professor (2000)
Eluza M. Santos, Assistant Professor (1996)

Exercise and Sport Science
Public Health Education
Dance

Hispanic (11)
Table D
UNCG Faculty Research Support

Summer Research Grants

The University provides funds each year to support a limited number of summer research awards. The program was established to assist scholars and creative artists at early stages of their professional careers. Only untenured assistant professors are eligible to apply for a summer Excellence Research Grant. Priority is given to proposals that show significant promise and eventual extramural support. The purpose of the program is to bring scholarly and artistic endeavors more rapidly to completion.

Twenty Two Summer Excellence Research Grants of $4,000 each were awarded to faculty for summer 2001:

Name | School/Department
--- | ---
Amy Adamson | Biology
Heidi Carlone | Curriculum & Instruction
Patrick Davis | Counseling & Educational Development
Paul G. Davis | Exercise and Sport Science
Gail K. Dickinson | Library & Information Studies
Liam M. Duffy | Chemistry
Kathleen Franz | History
Anne C. Fletcher | Human Development & Family Studies
Jill E. Fuller | Sociology
Nancy Green | Mathematical Sciences
Steve Haines | Music
Phyllis W. Hunter | History
Katherine Jamieson | Exercise and Sport Science
Thomas Jackson | History
Timothy Krebs | Political Science
Dennis LaJeunesse | Biology
Daniel B. Reed | Music
Bryan Riemann | Exercise and Sport Science
Karen Weyler | English
Malcolm Schug | Biology
Dean E. Wendt | Biology
Victoria White | Counseling and Educational Development

Publication Subsidies

The Faculty Research Policies and Grants Committee made publication subsidy awards for faculty totaling $2,000.

New Faculty Awards

New Faculty Awards (20) totaling $83,258.67 were made from overhead receipt funds for 2000-2001.
Name

Patrick E. Davis
Harper Roehm
Al Farooq Salam
Victoria White
Katherine Jamieson
Victoria White
Heather Helms-Erikson
Denise Anderson
Susan Letvak
Dennis Lajeunesse
Peter Carmichael
Richard Chant
Paul Mou
Dean Wendt
Bryan Riemann
Paul Davis
Lynne Lewallen
Heidi Carlone
Jill Fuller
Terry Schwartz

School/Department

Counseling and Educational Development
Business Administration
Information Systems and Operations
Management
Counseling and Educational Development
Exercise and Sport Science
Counseling and Educational Development
Human Development and Family Studies
Recreation, Parks and Tourism
Nursing
Biology
History
Curriculum and Instruction
Biology
Biology
Exercise and Sport Science
Exercise and Sport Science
Nursing
Curriculum and Instruction
Sociology
Recreation, Parks and Tourism

Regular Faculty Research Grants

For 2000-2001, fourteen faculty received Regular Faculty Research Grants totaling $71,138.

Name

Anthony N. Fragola
Emily D. Edwards &
Marsha Paldan
Matthew Barr
Andrew Willis
Anne C. Fletcher
Denise Anderson
Thomas R. Kwapis
Joseph B. Mountjoy
Terri Shelton
Vidyaranya B. Gargeya
Michael K. McIntosh
Elizabeth P. Lacey
Mark D. Hens
Esther M. Leise

School/Department

Broadcasting/Cinema
Broadcasting/Cinema
Theatre
Broadcasting/Cinema
Music
Human Development and Family Studies
Recreation, Parks, and Tourism
Psychology
Anthropology
Psychology
Information Systems and Operations
Management
Nutrition
Biology
Biology
Biology
Research Assignments

For 2000-2001, thirty-six faculty received research assignments:

<table>
<thead>
<tr>
<th>Name</th>
<th>School/Department</th>
</tr>
</thead>
<tbody>
<tr>
<td>Francine Blanchet-Sadri</td>
<td>Department of Mathematical Sciences</td>
</tr>
<tr>
<td>Julie V. Brown</td>
<td>Department of Sociology</td>
</tr>
<tr>
<td>Kelly J. Burke</td>
<td>School of Music</td>
</tr>
<tr>
<td>Bruce J. Caldwell</td>
<td>Department of Economics</td>
</tr>
<tr>
<td>Susan D. Calkins</td>
<td>Department of Psychology</td>
</tr>
<tr>
<td>Roberto E. Campo</td>
<td>Department of Romance Languages</td>
</tr>
<tr>
<td>Kathleen A. Casey</td>
<td>Department of Educational Leadership and Cultural</td>
</tr>
<tr>
<td>Foundations</td>
<td>Department of English</td>
</tr>
<tr>
<td></td>
<td>Department of Geography</td>
</tr>
<tr>
<td></td>
<td>Department of Political Science</td>
</tr>
<tr>
<td>Fred D. Chappell</td>
<td>Department of English</td>
</tr>
<tr>
<td>Keith G. Debbage</td>
<td>Department of Geography</td>
</tr>
<tr>
<td>Ruth H. Dehoog</td>
<td>Department of Political Science</td>
</tr>
<tr>
<td>Stuart Dischell</td>
<td>Department of English</td>
</tr>
<tr>
<td>Paul F. Duvall Jr.</td>
<td>Department of Mathematical Sciences</td>
</tr>
<tr>
<td>Michael Frierson</td>
<td>Department of Broadcasting/cinema and Theatre</td>
</tr>
<tr>
<td>Diane L. Gill</td>
<td>Department of Exercise and Sport Science</td>
</tr>
<tr>
<td>Nancy J. Gladwell</td>
<td>Department of Recreation Parks and Tourism</td>
</tr>
<tr>
<td>Robert C. Hansen</td>
<td>Department of Broadcasting/cinema and Theatre</td>
</tr>
<tr>
<td>Glenn L. Helms</td>
<td>Department of Accounting</td>
</tr>
<tr>
<td>Mary W. Helms</td>
<td>Department of Anthropology</td>
</tr>
<tr>
<td>Shirl J. Hoffman</td>
<td>Department of Exercise and Sport Science</td>
</tr>
<tr>
<td>Gerald A. Juhnke</td>
<td>Department of Counseling and Educational Development</td>
</tr>
<tr>
<td>Karen L. Kilcup</td>
<td>Department of English</td>
</tr>
<tr>
<td>Bruce K. Kirchoff</td>
<td>Department of Biology</td>
</tr>
<tr>
<td>Colleen E. Kriger</td>
<td>Department of History</td>
</tr>
<tr>
<td>Jarrett Leplin</td>
<td>Department of Philosophy</td>
</tr>
<tr>
<td>Barbara B. Levin</td>
<td>Department of Curriculum and Instruction</td>
</tr>
<tr>
<td>William A. Link</td>
<td>Department of History</td>
</tr>
<tr>
<td>Novem M. Mason</td>
<td>Department of Housing and Interior Design</td>
</tr>
<tr>
<td>Elizabeth J. Natalie</td>
<td>Department of Communication</td>
</tr>
<tr>
<td>Promod R. Pratap</td>
<td>Department of Physics and Astronomy</td>
</tr>
<tr>
<td>James W. Sherbon</td>
<td>School of Music</td>
</tr>
<tr>
<td>Jeffrey S. Soles</td>
<td>Department of Classical Studies</td>
</tr>
<tr>
<td>Carmen T. Sotomayor</td>
<td>Department of Romance Languages</td>
</tr>
<tr>
<td>Robert H. Stavn</td>
<td>Department of Biology</td>
</tr>
<tr>
<td>Jonathan R. Tudge</td>
<td>Department of Human Development and Family Studies</td>
</tr>
<tr>
<td>Jacquelyn W. White</td>
<td>Department of Psychology</td>
</tr>
<tr>
<td>Stephen R. Yarbrough</td>
<td>Department of Romance Languages</td>
</tr>
</tbody>
</table>
Mini-Grant Awards, Fall 2000/Spring 2001

Denise Anderson Recreation, Parks and Tourism $300
To attend the Society of Parks and Recreation Educator’s Teaching Institute to learn state of the art techniques and trends in teaching related to facilitating student engagement, experiential education, teaching students with learning disabilities, and web-enhanced instruction.

Leandra Bedini Recreation, Parks and Tourism $300
To attend the Society of Parks and Recreation Educator’s Teaching Institute to learn state of the art techniques and trends in teaching related to service learning, distance education, teaching students with diverse abilities, and web-enhanced instruction.

Hazel Brown Nursing $300
To attend the twelfth International Congress on Women’s Health Issues in order to obtain updated information relevant to adolescent pregnancy prevention.

Nancy Gladwell Recreation, Parks and Tourism $300
To attend the Society of Parks and Recreation Educator’s Teaching Institute to learn state of the art techniques and trends in teaching related to facilitating student engagement, experiential education, teaching students with learning disabilities, and web-enhanced instruction.

Ellen Jones Nursing $300
To attend the National Organization of Nurse Practitioner Faculty to participate in discussions of national trends in health policy, the future of advanced practice nurses, and the use of web-based resources in curriculum development.

Janine Jones Philosophy Department $300
To attend the Imagination and the Arts conference in Leeds, England in order to research conceptions of imagination, the nature of imaginings, and the place of imagination in the individual arts.

Lucinda Kaukas Housing and Interior Design $300
To attend the meeting of the Interior Designers Educators Council to discuss the connection between practice and education.

Lynne Lewallen School of Nursing $300
To attend the Southern Nursing Research Society Annual Meeting to share information regarding the latest research in teaching maternal-child health, nursing research, and nursing education.

Linda Wheeler Nursing $300
To attend the Nursing Education Technology Conference to discuss topics in distance education, computerized learning, financing, and motivation.
Table E
Faculty Scholarly and Creative Works—Statistics

UNC General Administration periodically requests data on the numbers of scholarly and creative works published, performed, or presented during a particular academic year. The following table provides data from the academic units on the number of books and other creative publications, the number of refereed journal articles published (includes book chapters), and the number of public performances, presentations, juried exhibitions, scholarly papers, etc. during 2000-01. While the table reveals the numbers of works published, it does not reveal the number of works in progress, books reviewed, or books, articles, creative works under consideration for publication.

<table>
<thead>
<tr>
<th>Academic Unit</th>
<th>Books and Other Creative Publications</th>
<th>Refereed Articles, Book Chapters</th>
<th>Public Performances, Presentations, etc.</th>
</tr>
</thead>
<tbody>
<tr>
<td>College of Arts and Sciences</td>
<td>31</td>
<td>224</td>
<td>540</td>
</tr>
<tr>
<td>Bryan School of Business &amp; Economics</td>
<td>2</td>
<td>57</td>
<td>96</td>
</tr>
<tr>
<td>School of Education</td>
<td>7</td>
<td>77</td>
<td>232</td>
</tr>
<tr>
<td>School of Health and Human Performance</td>
<td>4</td>
<td>71</td>
<td>177</td>
</tr>
<tr>
<td>School of Human Environmental Sciences</td>
<td>9</td>
<td>96</td>
<td>76</td>
</tr>
<tr>
<td>School of Music</td>
<td>10</td>
<td>1</td>
<td>380</td>
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<tr>
<td>School of Nursing</td>
<td>1</td>
<td>18</td>
<td>79</td>
</tr>
<tr>
<td>TOTAL</td>
<td>64</td>
<td>544</td>
<td>1580</td>
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</table>

Total Activities: 2,188
<table>
<thead>
<tr>
<th>Academic Unit</th>
<th>Number Appointed</th>
<th>Expenditure Total</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>College of Arts &amp; Sciences</strong></td>
<td></td>
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</tr>
<tr>
<td>Anthropology</td>
<td>3</td>
<td>$3,750</td>
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<tr>
<td>Art</td>
<td>2</td>
<td>2,250</td>
</tr>
<tr>
<td>Biology</td>
<td>4</td>
<td>4,500</td>
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<tr>
<td>Broadcasting/Cinema &amp; Theatre</td>
<td>4</td>
<td>5,250</td>
</tr>
<tr>
<td>Chemistry</td>
<td>4</td>
<td>6,000</td>
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<tr>
<td>Classical Studies</td>
<td>1</td>
<td>1,500</td>
</tr>
<tr>
<td>Communication</td>
<td>1</td>
<td>1,500</td>
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<tr>
<td>English</td>
<td>1</td>
<td>1,500</td>
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<tr>
<td>Geography</td>
<td>1</td>
<td>1,500</td>
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<tr>
<td>German and Russian</td>
<td>1</td>
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<tr>
<td>Mathematical Sciences</td>
<td>2</td>
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<tr>
<td>Political Science</td>
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<tr>
<td>Psychology</td>
<td>5</td>
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<tr>
<td>Sociology</td>
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<td>1,500</td>
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<tr>
<td><strong>Total for College</strong></td>
<td>32</td>
<td><strong>$42,750</strong></td>
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<td><strong>Bryan School of Business and Economics</strong></td>
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<td>3</td>
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<tr>
<td>Economics</td>
<td>1</td>
<td>1,500</td>
</tr>
<tr>
<td><strong>Total for School</strong></td>
<td>4</td>
<td><strong>$5,250</strong></td>
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<td><strong>School of Education</strong></td>
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<tr>
<td>Curriculum and Instruction</td>
<td>2</td>
<td>$3,000</td>
</tr>
<tr>
<td><strong>School of Health and Human Performance</strong></td>
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<td></td>
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<tr>
<td>Communication Sciences and Disorders</td>
<td>8</td>
<td>$9,450</td>
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<tr>
<td>Dance</td>
<td>2</td>
<td>3,000</td>
</tr>
<tr>
<td>Exercise and Sport Science</td>
<td>1</td>
<td>1,500</td>
</tr>
<tr>
<td>Recreation, Parks, and Tourism</td>
<td>1</td>
<td>1,500</td>
</tr>
<tr>
<td><strong>Total for School</strong></td>
<td>12</td>
<td><strong>$15,450</strong></td>
</tr>
<tr>
<td>Academic Unit</td>
<td>Number Appointed</td>
<td>Expenditure Total</td>
</tr>
<tr>
<td>--------------------------------------------------</td>
<td>------------------</td>
<td>-------------------</td>
</tr>
<tr>
<td>School of Human Environmental Sciences</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nutrition and Foodservice Systems</td>
<td>2</td>
<td>$1,500</td>
</tr>
<tr>
<td>Housing and Interior Design</td>
<td>2</td>
<td>2,500</td>
</tr>
<tr>
<td>Human Development and Family Studies</td>
<td>1</td>
<td>1,500</td>
</tr>
<tr>
<td>Social Work</td>
<td>1</td>
<td>1,500</td>
</tr>
<tr>
<td>Textile Products Design &amp; Marketing</td>
<td>4</td>
<td>5,250</td>
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<tr>
<td>Total for School</td>
<td>10</td>
<td>$12,250</td>
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<tr>
<td>School of Music</td>
<td>5</td>
<td>$6,750</td>
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<td>School of Nursing</td>
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<tr>
<td>GRAND TOTAL</td>
<td>72</td>
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</table>
### Table G

#### External Grants and Contracts

<table>
<thead>
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Prepared by ons 6/6/01
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Prepared by crs 6/5/01
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<td>Other</td>
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<td>$3,857,177.00</td>
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<td>$1,884,357.00</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>$24,290,216.00</strong></td>
<td><strong>$33,057,581.00</strong></td>
<td><strong>$23,588,047.00</strong></td>
<td><strong>$18,341,500.00</strong></td>
<td><strong>$15,786,000.00</strong></td>
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#### FTE Comparisons of Award Data By Academic Unit

<table>
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<tr>
<th>A&amp;S</th>
<th>FY01</th>
<th>FY00</th>
<th>FY99</th>
<th>FY98</th>
<th>FY97</th>
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<tr>
<td>$3,854,292.00</td>
<td>$4,227,067.00</td>
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<tr>
<td>Business Other</td>
<td>$249,811.00</td>
<td>$630,386.00</td>
<td>$11,000.00</td>
<td>$120,825.00</td>
<td>$293,878.00</td>
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<tr>
<td>Business Depts</td>
<td>$249,811.00</td>
<td>$630,386.00</td>
<td>$11,000.00</td>
<td>$120,825.00</td>
<td>$293,878.00</td>
</tr>
<tr>
<td>Total Business</td>
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<td>$630,386.00</td>
<td>$11,000.00</td>
<td>$120,825.00</td>
<td>$293,878.00</td>
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<tr>
<td>Ed Other</td>
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<td>$19,452,449.00</td>
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<td><strong>$21,255,271.00</strong></td>
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<td><strong>$11,644,480.00</strong></td>
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<tr>
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<td>$361,780.00</td>
<td>$549,003.00</td>
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<td>$7,498.00</td>
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<td>$1,500.00</td>
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<td>Nursing</td>
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<td>$458,650.00</td>
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<td>$643,046.00</td>
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#### FTE

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<tr>
<th>A&amp;S</th>
<th>FY01</th>
<th>FY00</th>
<th>FY99</th>
<th>FY98</th>
<th>FY97</th>
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</thead>
<tbody>
<tr>
<td>$15,484.18</td>
<td>236</td>
<td>$15,040.84</td>
<td>222</td>
<td>$10,545.78</td>
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<tr>
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<td>37</td>
<td>$13,412.47</td>
<td>47</td>
<td>$220.00</td>
</tr>
<tr>
<td>Business Depts</td>
<td>$6,751.65</td>
<td>37</td>
<td>$13,412.47</td>
<td>47</td>
<td>$220.00</td>
</tr>
<tr>
<td>Total Business</td>
<td>$6,751.65</td>
<td>37</td>
<td>$13,412.47</td>
<td>47</td>
<td>$220.00</td>
</tr>
<tr>
<td>Ed Other</td>
<td>$40,811.96</td>
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<td>$40,808.93</td>
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<td>$472,361.58</td>
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<td>$32,432.94</td>
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Prepared by ors 6/5/01
Table H
2000-01 Outreach Activities by Unit

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<tr>
<th></th>
<th>A&amp;S</th>
<th>B&amp;E</th>
<th>SOE</th>
<th>HES</th>
<th>HHP</th>
<th>SOM</th>
<th>SON</th>
<th>Jcks Libr</th>
<th>Weather-spoon</th>
<th>TOTAL</th>
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<tbody>
<tr>
<td>Public lectures, workshops</td>
<td>330</td>
<td>18</td>
<td>127</td>
<td>61</td>
<td>60</td>
<td>5</td>
<td>20</td>
<td>3</td>
<td>15</td>
<td>639</td>
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<tr>
<td>Concerts, shows, performances (attendance)</td>
<td>21 (23,421)</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>67 (22,460)</td>
<td>700 (20,000)</td>
<td>-</td>
<td>-</td>
<td>59 (29,267)</td>
<td>847 (95,148)</td>
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<tr>
<td>Partnerships, outreach with business/industry</td>
<td>10</td>
<td>20</td>
<td>1</td>
<td>31</td>
<td>5</td>
<td>2</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>69</td>
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<tr>
<td>Partnerships, outreach w/ public schools</td>
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<td>-</td>
<td>230</td>
<td>5</td>
<td>57</td>
<td>48</td>
<td>-</td>
<td>20</td>
<td>-</td>
<td>399</td>
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<td>Consultations w/public groups, agencies</td>
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<td>13</td>
<td>120</td>
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<td>13</td>
<td>-</td>
<td>13</td>
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<tr>
<td>Clinics, health services (clients)</td>
<td>1 (295)</td>
<td>31 (900)</td>
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<td>-</td>
<td>18 (2831)</td>
<td>-</td>
<td>4</td>
<td>(700)</td>
<td>-</td>
<td>55 (5004)</td>
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</tbody>
</table>
### Table I

Instructional Agreements

Between May 1, 2000 and April 30, 2001 the Provost approved 347 instructional agreements. The following table provides a comparison of data for three academic years. Note that instructional agreements are effective until changed by one of the parties, so many are carried over from one year to the next.

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<th>2000/01</th>
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<td>Accounting</td>
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<td></td>
<td>5</td>
</tr>
<tr>
<td>Mathematical Sciences</td>
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<td>1</td>
<td></td>
</tr>
<tr>
<td>Political Science/Environmental Studies</td>
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<td>1</td>
<td>4</td>
</tr>
<tr>
<td>Psychology</td>
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<td>5</td>
<td></td>
</tr>
<tr>
<td>Romance Languages</td>
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<td></td>
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<tr>
<td>Sociology</td>
<td></td>
<td>1</td>
<td>5</td>
</tr>
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<td>Women's Studies</td>
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<td>9</td>
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<td><strong>School of Education</strong></td>
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<tr>
<td>Counseling and Educational Development</td>
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<td>22</td>
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<tr>
<td><strong>Genetic Counseling</strong></td>
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<td></td>
<td>2</td>
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<tr>
<td><strong>Health and Human Performance</strong></td>
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<tr>
<td>Communication Sciences and Disorders</td>
<td>9</td>
<td>21</td>
<td>18</td>
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<tr>
<td>Exercise and Sport Science</td>
<td>18</td>
<td>15</td>
<td>27</td>
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<tr>
<td>Recreation, Parks and Tourism</td>
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<td>27</td>
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<td><strong>Human Environmental Sciences</strong></td>
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<tr>
<td>Textile Products Design and Marketing</td>
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<td>26</td>
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<tr>
<td>Nutrition and Foodservice Systems</td>
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<td>6</td>
<td>2</td>
</tr>
<tr>
<td>Housing and Interior Design</td>
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<td>19</td>
<td>21</td>
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<tr>
<td>Human Development and Family Studies</td>
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<td>37</td>
<td>45</td>
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<tr>
<td>Social Work</td>
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<td>20</td>
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<tr>
<td><strong>Nursing</strong></td>
<td>79</td>
<td>57</td>
<td>47</td>
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<tr>
<td><strong>Residential College</strong></td>
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<tr>
<td><strong>Total</strong></td>
<td>277</td>
<td>362</td>
<td>347</td>
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<tr>
<td><strong>Summer Session</strong></td>
<td><strong>2000-2001 Enrollments</strong></td>
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<td></td>
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<td>----------------------------------------</td>
<td>---------------------------</td>
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<tr>
<td>Summer Session I &amp; II</td>
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<tr>
<td><strong>Conferences &amp; Space Requests</strong></td>
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<tr>
<td>Conferences &amp; Space Requests</td>
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<td><strong>Liberal Studies</strong></td>
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<tr>
<td>MALS</td>
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<tr>
<td>Emeritus</td>
<td>1062</td>
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<tr>
<td>Weekend Odyssey</td>
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<td></td>
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<tr>
<td><strong>Distance Learning and</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Professional Development</strong></td>
<td></td>
<td></td>
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<tr>
<td><strong>Distance Learning, Off-campus &amp; Extension</strong></td>
<td>1894</td>
<td></td>
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<tr>
<td><strong>Youth Programs</strong></td>
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<tr>
<td>All-Arts &amp; Sciences Camp</td>
<td>1911</td>
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<td>Summer Getaway</td>
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<td>Fast Forward</td>
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<td><strong>Non-credit</strong></td>
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<td>Summer Shorts</td>
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<tr>
<td><strong>Community Music School</strong></td>
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<tr>
<td>GRE/GMAT/LSAT</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Continuing Education Visitor &amp; Visiting Auditors</td>
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<td></td>
<td></td>
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<tr>
<td>General</td>
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<td>CEU</td>
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<tr>
<td><strong>TOTAL</strong></td>
<td><strong>21,073</strong></td>
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**NOTES:**
*This total reflects duplicated headcount and projections for May & June enrollments in 2001. The basis for comparison of 2000-2001 and 1999-2000 is solely that of fiscal year including Summer Session.*
**All Spring 2001 Stand Alone courses were pulled out of DCL and scheduled through the 101 campus budget.*
***The Community Music School was discontinued as of Summer 2000.*
### UNCG Degree-Seeking International Student Enrollment Statistics

#### I-20's Issued*

<table>
<thead>
<tr>
<th>Year</th>
<th>94-95</th>
<th>95-96</th>
<th>96-97</th>
<th>97-98</th>
<th>98-99</th>
<th>99-00</th>
<th>00-01</th>
<th>01-02</th>
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</thead>
<tbody>
<tr>
<td>Cumulative Totals as of May 1</td>
<td>5</td>
<td>6</td>
<td>4</td>
<td>17</td>
<td>43</td>
<td>58</td>
<td>73</td>
<td>89</td>
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<tr>
<td>as of July 1</td>
<td>30</td>
<td>35</td>
<td>57</td>
<td>54</td>
<td>114</td>
<td>108</td>
<td>157</td>
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<tr>
<td>as of August 15</td>
<td>78</td>
<td>92</td>
<td>160</td>
<td>80</td>
<td>139</td>
<td>138</td>
<td>160</td>
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<tr>
<td>Yield: New Students</td>
<td>36</td>
<td>43</td>
<td>56</td>
<td>34</td>
<td>62</td>
<td>77</td>
<td>91</td>
<td>-</td>
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<tr>
<td>Yield %</td>
<td>46%</td>
<td>46%</td>
<td>35%</td>
<td>42%</td>
<td>44%</td>
<td>56%</td>
<td>59%</td>
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</table>

*I-20's are immigration documents issued upon confirmation of admission and financial verification.

#### Degree-International Student Enrollment (As of Beginning of Fall Term)

<table>
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<th>95-96</th>
<th>96-97</th>
<th>97-98</th>
<th>98-99</th>
<th>99-00</th>
<th>00-01</th>
<th>01-02</th>
</tr>
</thead>
<tbody>
<tr>
<td>143</td>
<td>125</td>
<td>152</td>
<td>145</td>
<td>174</td>
<td>201</td>
<td>201</td>
<td>224</td>
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</table>

#### Total INTERLINK Enrollment

<table>
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<th>Month</th>
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<th>97-98</th>
<th>98-99</th>
<th>99-00</th>
<th>00-01</th>
<th>01-02</th>
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</thead>
<tbody>
<tr>
<td>Jan. &gt;97</td>
<td>14</td>
<td>August &gt;97</td>
<td>38</td>
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<td></td>
<td></td>
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<tr>
<td>Jan. &gt;98</td>
<td>41</td>
<td>August &gt;98</td>
<td>42</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Jan. &gt;99</td>
<td>49</td>
<td>August &gt;99</td>
<td>49</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Jan. &gt;00</td>
<td>55</td>
<td>August &gt;00</td>
<td>80</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Jan. &gt;01</td>
<td>74</td>
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<td></td>
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</tbody>
</table>

*Note: UNCG INTERLINK Program still holds highest student enrollment of all INTERLINK™ campuses

#### Matriculation from INTERLINK to UNCG

- INTERLINK students Eligible* for Enrollment at UNCG: 100
- Students to Matriculate to UNCG: 82
- Percentage of Eligible students to enroll in UNCG: 82%

*Eligible means they either earned the recommendation of the Director of INTERLINK or they achieved the required TOFEL score for admission.
### UNCG Study Abroad Student Numbers, 1992-93 to 2000-2001

Over the past nine years we have sent and received the following on our Study Abroad programs (most, but not all, were participants in bilateral and multilateral exchange agreements):

<table>
<thead>
<tr>
<th>Country</th>
<th>92-93</th>
<th>93-94</th>
<th>94-95</th>
<th>95-96</th>
<th>96-97</th>
<th>97-98</th>
<th>98-99</th>
<th>99-00</th>
<th>00-01</th>
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<td>3</td>
<td>4</td>
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<td>Austria</td>
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<td>0</td>
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<tr>
<td>Costa Rica</td>
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<td>9</td>
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<td>5</td>
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¹ The number of in-coming exchange students is less than the number of out-going UNCG students as almost all of the in-comings stay for the whole academic year, but two-thirds of the out-going students spend only a semester overseas.

² "Other" includes: ISEP exchanges to such countries as Uruguay, Hong Kong, La Reunion, Korea, and Tanzania; and programs sponsored by other universities to such destinations as Egypt, Ghana, Greece, Ireland, Israel, Italy, Japan and South Africa.
UNCG's International Linkages 2000-2001

As of May, 2001, UNCG has the following linkage partners:

<table>
<thead>
<tr>
<th>Linkage Agreement</th>
<th>Country</th>
<th>Date</th>
<th>Purpose of Agreement</th>
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<tr>
<td>Signed Pre-2000-2001</td>
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<td>U. of Guadalajara</td>
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<td>1989</td>
<td>Fac. Exchange</td>
</tr>
<tr>
<td>U. of Hull</td>
<td>U.K.</td>
<td>1993</td>
<td>Fac/Student Exchg.</td>
</tr>
<tr>
<td>U. of Plymouth</td>
<td>U.K.</td>
<td>1993</td>
<td>Fac/Student Exchg.</td>
</tr>
<tr>
<td>Mannheim U.</td>
<td>Germany</td>
<td>1993</td>
<td>Student Exchange</td>
</tr>
<tr>
<td>U. of Oulu</td>
<td>Finland</td>
<td>1993</td>
<td>Fac/Student Exchg</td>
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<td>F/H Worms</td>
<td>Germany</td>
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<td>U. of Bamberg</td>
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<td>Student Exchange</td>
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<td>RMIT</td>
<td>Australia</td>
<td>1993</td>
<td>Student Exchange</td>
</tr>
<tr>
<td>U. Autonoma</td>
<td>Costa Rica</td>
<td>1994</td>
<td>Student Exchange</td>
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<tr>
<td>Deakin U.</td>
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</tr>
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<td>U. of Wroclaw</td>
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<td>U. Rennes II</td>
<td>France</td>
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<td>U/Wales (Bangor)</td>
<td>U.K.</td>
<td>1995</td>
<td>Student Exchange</td>
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<tr>
<td>V@oj’ U.</td>
<td>Sweden</td>
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<td>ITESM</td>
<td>Mexico</td>
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<td>Hebrew U.</td>
<td>Israel</td>
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<td>Edith Cowan U.</td>
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<td>Jean Moulin-Lyon 3</td>
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<td>Slovenia</td>
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<td>Nara Women's Univ.</td>
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Subtotal: 32

Signed in AY 2000-2001

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<td>Aarhus School of Business</td>
<td>Denmark</td>
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<tr>
<td>The Theatre Academy</td>
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Subtotal: 6

Total: 38

The University of North Carolina at Greensboro is also a member of UNC-EP, allowing for multilateral student exchanges to universities in Baden-Wurttemberg; Germany; Central Finland; Israel; Mexico (ITESM); New South Wales Australia; and qresund University (Denmark and Sweden).
### University of North Carolina at Greensboro
#### Summary of Fall Admissions Activity as of May 31, 2001

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<th>N</th>
<th>%</th>
<th>N</th>
<th>%</th>
<th>N</th>
<th>%</th>
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**NOTES:**
1. SAT Total Scores include converted ACT Scores.
2. Mean Transfer GPA is generally computed only for admitted applicants.
3. NTA (Non-traditional adults): A separate classification for an adult who has been away from school one year or longer, who does not meet traditional admissions requirements.

Office of Institutional Research
June 1, 2001
### Status of Accreditations (June, 2001)

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<th>ACCREDITING GROUP</th>
<th>Application Year [New Only]</th>
<th>Initial Accred. (Year)</th>
<th>Last Reaffirmation (Mo/Sem, Yr)</th>
<th>Interim Report (Year)</th>
<th>Next/curr Self-Study Visit (Mo/Sem, Yr)</th>
<th>Next Team Visit (Mo/Sem, Yr)</th>
<th>Next Reaff. Expected (Mo/Sem,Yr)</th>
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<td>National Accrediting Agency for the Clinical Laboratory Sciences (NAACLS)</td>
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June, 2001—Page 3
# RENEWABLE SCHOLARSHIP OFFERS TO INCOMING FRESHMEN

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<td><strong>Total Actual Yield</strong></td>
<td>76</td>
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*The Deans' Scholarship Program offers have decreased significantly because the funds are quite small. Most of the funds generate enough income to make new offers only once every four years.
## Faculty Profile Statistics

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<td>%</td>
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1. The source of information, for all statistics except ethnicity, is the UNCG Fact Book.
2. As a percentage of Total Faculty which includes personnel who are temporary, less than nine months, and non-resident aliens.
3. As a percentage of Full-time Faculty which includes personnel who are temporary, less than nine months, and non-resident aliens.
4. The Faculty Rank category "Other" represents full-time non-tenure track visiting appointments.
5. The total full-time faculty listed under "Appointment Status" is higher than the full-time faculty reported on the IPEDS-S Fall Staff Report because the first count includes personnel who are temporary, less than nine months, and non-resident aliens, all of whom are excluded from IPEDS-S Reports.
6. As a percentage of Total FT IPEDS-S Population. Source of data was the Office of Institutional Research.
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New Appointments: Professor (6)

Human Development and Family Studies
Biology
Information Systems and Operations Management
Curriculum and Instruction
Romance Languages
Nutrition and Foodservice Systems

New Appointment: Distinguished Professor (1)

Textile Products Design and Marketing

New Appointments: Associate Professor with Permanent Tenure (3)

Recreation, Parks, and Tourism
Counseling and Educational Development
Educational Leadership and Cultural Foundations

New Appointments: Assistant Professor (38)

Business Administration
Biology
Recreation, Parks, and Tourism
Business Administration
Communication
Curriculum and Instruction
History
Curriculum and Instruction
Housing and Interior Design
Counseling and Educational Development
Exercise and Sport Science
Communication
Library and Information Studies
History
Sociology
Music
Human Development and Family Studies
Political Science
Political Science
Nursing
Nursing
Psychology
Biology
Nursing
Nursing
Nutrition and Foodservice Systems
Biology
Human Development and Family Studies
Library and Information Studies
Exercise and Sport Science
Business Administration
Information Systems and Operations Management
Recreation, Parks, and Tourism
Music
White, Victoria E.
Wideman, Laurie
Woodley, James A.
Young, Welborn E.

Counseling and Educational Development
Exercise and Sport Science
Business Administration
Music

New Appointments: Professional Librarian (1)
Walter Clinton Jackson Library

Promotions: To Professor (12)
Psychology
Business Administration
Biology
Political Science
Textile Products Design and Marketing
Educational Leadership and Cultural Foundations
English
Anthropology
Psychology
Specialized Education Services
Dance

Promotions: To Associate Professor (12)
Sociology
Social Work
Theatre
Curriculum and Instruction
Business Administration
Public Health Education
Political Science
Specialized Education Services
Public Health Education
Geography
Educational Leadership and Cultural Foundations
Music

Associate Professor Granted Permanent Tenure (1)
Psychology

Professional Librarian Granted Permanent Tenure (1)
Walter Clinton Jackson Library

Reappointments to Second Probationary Term (26)
Music
History
Economics
Accounting
Walter Clinton Jackson Library
Sociology
Music
Walter Clinton Jackson Library

Wisniewski, Edward J.

Sally, Dana M.

Barret, Mary A.
Barton, Richard E.
Bears, Peter M.
Biggart, Timothy B.
Bullard, Sharon W.
Cureton, Steven R.
Fadial, Jr., John M.
Felts, John W.
Finley, William K.
Harden, J. William
Holmes, Gerald V.
Krebs, Timothy B.
Lashley, Carl A.
Leafstedt, Carl S.
Lennartson, Gerald J.
Lowe, Kevin B.
Mayo, Cris S.
Moraru, Cristian
Nelson, Nancy J.
Raeidy, Kevin M.
Riehl, Carolyn J.
Rosenbaum, Dan T.
Schmitz, Randy J.
Shields, Thomas P.
Tucker, Denise A.
Walsh, Craig T.

Walter Clinton Jackson Library
Accounting
Walter Clinton Jackson Library
Political Science
Educational Leadership and Cultural Foundations
Music
Geography
Business Administration
Educational Leadership and Cultural Foundations
English
Textile Products Design and Marketing
Accounting
Educational Leadership and Cultural Foundations
Economics
Exercise and Sport Science
Chemistry and Biochemistry
Communication Sciences and Disorders
Music
Table Q
Academic Organization And Senior Appointments

Changes in Academic Organization
The following Senior Academic and Administrative Officer positions in University Advancement were each changed into two positions in order for the schools to have individual development officers:

Director of Development for Schools of Education and Health & Human Performance
Director of Development for Reunion Gifts and School of Nursing
Director of Development for Schools of Music and Human Environmental Sciences

Appointments of Senior Academic and Administrative Officers

Academic Administration
Dr. Maureen Grasso was named Interim Dean of the Graduate School, effective July 1, 2000.

Dr. Rebecca B. Saunders was named Interim Associate Dean of the Graduate School, effective August 1, 2000.

Dr. Dale H. Schunk was named Dean of the School of Education, effective February 28, 2001.

Dr. Laura S. Sims was named Dean of the School of Human Environmental Sciences, effective August 1, 2000.

Business Affairs
Mr. Rollin R. Donelson was named Director of Police and Public Safety, effective June 26, 2000.

Ms. Carol P. Fleming was named Director of Contracts and Grants, effective October 1, 2000.

Student Affairs
Dr. James M. Lancaster’s title was changed from Assistant Vice Chancellor for Student Affairs to Associate Vice Chancellor for Student Affairs, effective July 1, 2000.

University Advancement
Ms. Martha L. Carter was named Director of Development for Academic Programs, School of Nursing, effective March 12, 2001.

Ms. Virginia J. Cornell was named Director of Development for Bryan School of Business and Economics, effective June 1, 2000.

Dr. Raymond P. Covington’s title was changed from Director of Development for Planned Giving to Assistant Vice Chancellor for Development, effective June 1, 2000.

Ms. Carol N. Feisler was named Director of Corporate and Foundation Relations, effective July 1, 2000.

Mr. Weston W. Hatfield’s title was changed from Assistant Vice Chancellor for Development to Associate Vice Chancellor for Development, effective July 1, 2000.
Mr. Peter MacBeth was named Director of Development for Academic Programs, School of Music, effective March 12, 2001.

Ms. Mildred H. Powell was named Director of Development for Academic Programs, School of Health and Human Performance, effective January 1, 2001.

Mr. Jeffrey K. Woods was named Director of Development for Academic Programs, School of Education, effective December 1, 2000.
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The University of North Carolina at Greensboro
Office of the University Registrar
Degrees Awarded from 1993-2001

Table 1

Degrees Awarded from 1993 to 2001
# GRADUATE ASSISTANTSHIPS/TOTAL EXPENDITURES

## NUMBER OF GRADUATE ASSISTANTSHIPS AND TOTAL EXPENDITURES

**FISCAL 1991-2000**

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<td>$ 14,500</td>
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<td>Dance</td>
<td>14</td>
<td>$ 63,000</td>
<td>$ 16,500</td>
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<td>Exercise &amp; Sport Science</td>
<td>30</td>
<td>$ 155,000</td>
<td>$ 39,800</td>
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<td>Public Health Education</td>
<td>13</td>
<td>$ 9,000</td>
<td>$ 47,000</td>
<td>$ 31,100</td>
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<td>Rec., Parks &amp; Tourism</td>
<td>12</td>
<td>$ 5,000</td>
<td>$ 31,000</td>
<td>$ 24,000</td>
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<td>TOTAL FOR HHP</td>
<td>84</td>
<td>$ 254,000</td>
<td>$ 152,300</td>
<td>$ 94,600</td>
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<td>HUMAN ENVIRONMENTAL SCIENCES</td>
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<td></td>
<td></td>
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<td>Textile Products Design &amp; Marketing</td>
<td>10</td>
<td>$ 38,250</td>
<td>$ 15,500</td>
<td>$ 10,700</td>
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<td>Food, Nutrition, and FSM</td>
<td>27</td>
<td>$ 103,860</td>
<td>$ 15,795</td>
<td>$ 37,770</td>
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<td>Housing and Interior Design</td>
<td>2</td>
<td>$ 10,750</td>
<td>$ -</td>
<td>$ -</td>
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<tr>
<td>Human Development &amp; Fam. Studies</td>
<td>26</td>
<td>$ 167,250</td>
<td>$ 17,250</td>
<td>$ 39,000</td>
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<tr>
<td>Social Work</td>
<td>21</td>
<td>$ 6,544</td>
<td>$ 9,719</td>
<td>$ 34,000</td>
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<td>TOTAL FOR HES</td>
<td>86</td>
<td>$ 326,654</td>
<td>$ 58,264</td>
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<td>SCHOOL OF MUSIC</td>
<td>62</td>
<td>$ 176,073</td>
<td>$ 41,525</td>
<td>$ 32,629</td>
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<td>SCHOOL OF NURSING</td>
<td>175</td>
<td>$ 30,000</td>
<td>$ 22,500</td>
<td>$ 146,569</td>
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<td>OTHER DEPARTMENTS</td>
<td>105</td>
<td>$ 184,365</td>
<td>$ 179,607</td>
<td>$ 139,450</td>
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<td>SUMMER SESSION II 2000</td>
<td>72</td>
<td>$ 13,500</td>
<td>$ 27,283</td>
<td>$ 55,573</td>
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<td>ACADEMIC UNIT</td>
<td># APPOINTED</td>
<td>GRADUATE SCHOOL FUNDS</td>
<td>DEPARTMENT</td>
<td>OTHER</td>
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<td>---------------</td>
<td>------------</td>
<td>----------------------</td>
<td>------------</td>
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<tr>
<td>SUMMER SESSION I 2000 MINORITY PRESENCE GRANT</td>
<td>226</td>
<td>$ 115,000</td>
<td>$ 117,068</td>
<td>$ 69,114</td>
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<td>GRAND TOTAL</td>
<td>1346</td>
<td>$ 2,421,967</td>
<td>$ 1,860,052</td>
<td>$ 1,056,067</td>
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<tr>
<td>TUITION WAIVERS</td>
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<td>GRAND TOTAL ALL SOURCES</td>
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2000-2001 GRADUATE SCHOOL FELLOWSHIPS

<table>
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<tr>
<th>FELLOWSHIP</th>
<th>TOTAL AWARDED</th>
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<tbody>
<tr>
<td>Rev. &amp; Mrs. G.D. Albanese Fellowship</td>
<td>$ 5,000</td>
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<tr>
<td>Alumni Fellowship</td>
<td>$ 14,000</td>
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<tr>
<td>Barwick &amp; Jackson Sink Fellowship</td>
<td>$ 5,000</td>
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<tr>
<td>Excellence Fellowship</td>
<td>$ 42,000</td>
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<tr>
<td>Charles Hayes Fellowship</td>
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<tr>
<td>Hugh B. Hester Fellowship</td>
<td>$ 28,000</td>
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<tr>
<td>Holderness Fellowship</td>
<td>$ 20,000</td>
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<tr>
<td>Ellen Tucker Lyon Fellowship</td>
<td>$ 4,000</td>
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<tr>
<td>Henry Weil Fellowship</td>
<td>$ 8,000</td>
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<tr>
<td>Josie Nance White Fellowship</td>
<td>$ 1,500</td>
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<tr>
<td>Class of 1933 Fellowship</td>
<td>$ 5,000</td>
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<tr>
<td>Bryan Fellowship</td>
<td>$ 14,500</td>
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<tr>
<td>TOTAL FELLOWSHIPS</td>
<td>$ 231,000</td>
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<tr>
<td>Service Category</td>
<td>Count</td>
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<td>------------------------------------------------</td>
<td>-----------</td>
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<tr>
<td>Classroom Technical Support</td>
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<tr>
<td>Classroom support &amp; training</td>
<td>880 hrs</td>
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<td>Non-multiplex installations</td>
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<tr>
<td>Multimedia installations &amp; upgrades</td>
<td>27</td>
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<tr>
<td>Satellite Downlinks (teleconferences)</td>
<td>61</td>
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<tr>
<td>Special Event Coverage</td>
<td>402 hrs</td>
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<td>Creative Services</td>
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<td>Production for Instructional Use</td>
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<tr>
<td>Slides &amp; Prints</td>
<td>4618</td>
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<td>Computer Graphic</td>
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<tr>
<td>Color Prints/Transparencies</td>
<td>39</td>
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<tr>
<td>Video Production</td>
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<td>Production for Non-Instructional Use</td>
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<td>Slides &amp; Prints</td>
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<tr>
<td>Computer Graphic</td>
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<td>Color Prints/Transparencies</td>
<td>725</td>
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<td>Video</td>
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<td>Instructional Development</td>
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<td>Teleconferences/Webcasts Sponsored</td>
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<td>Media Services</td>
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<td>Feature Video Bookings</td>
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<td>Faculty Instructional Video Bookings</td>
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<td>Equipment Bookings</td>
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<td>Children's Collection Circulation</td>
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<td>OMR Scanning -Data</td>
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<td>New and Replacement Videotapes</td>
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<td>Hrs of TLC Classroom Use for Classes</td>
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<td>----------------------</td>
<td>---------</td>
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<td>Recipients</td>
<td>44</td>
</tr>
<tr>
<td>Females</td>
<td>41 (93%)</td>
</tr>
<tr>
<td>Males</td>
<td>3 ( 7%)</td>
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<tr>
<td>African American</td>
<td>10 (23%)</td>
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<tr>
<td>Asian American</td>
<td>2 ( 5%)</td>
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<tr>
<td>Hispanic</td>
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<tr>
<td>SATV</td>
<td>576</td>
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<td>SATM</td>
<td>577</td>
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<tr>
<td>SATT</td>
<td>1166</td>
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<tr>
<td>UNCG</td>
<td>1026</td>
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<tr>
<td>Withdrew</td>
<td>11</td>
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<td>Added</td>
<td>3</td>
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<td>Probation</td>
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<tr>
<td>Graduated</td>
<td>26</td>
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<td>Total</td>
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APPENDIX

REPORTS
State Appropriations

In 2000-01, the Division of Academic Affairs received an increase from state appropriations through certain designated expansion categories. A salary increase package for both EPA and SPA employees was provided.

Expansion

Some $4.4 million in funding to address on-campus enrollment changes was allocated to the Division of Academic Affairs. Of this amount, $410,407 was allocated to Library operations and acquisitions and $3,332 was appropriated for student aid. $3.57 million was provided to address needs in instructional units; this amount included 41.34 new teaching positions. Nearly $415,000 was also provided to establish staff support positions, address existing staff reclassification and compensation needs, and to provide additional funding for student support functions.

$1 million was allocated to address enrollment in the distance learning environment. These funds were allocated for teaching salaries, for upgrade and acquisition of the necessary educational and data processing equipment to carry out these initiatives, and for library enhancements.

Salary Increases

Salaries for continuing faculty and EPA non-faculty were increased an average of 4.2%. These funds, as appropriated by the Board of Governors, were used as determined by the Chancellor to award increases to faculty, non-faculty EPA employees, and senior academic and administrative officers on the basis of merit, and to augment vacant positions that the University is seeking to fill. An increase of 4.2% was awarded to the SPA staff.

Budget Flexibility

During 2000-01, units in the Division of Academic Affairs used budget flexibility to meet needs of strategic importance in the realms of teaching and research. Funds were transferred to purchase computer equipment, office equipment, educational equipment, as well as specialized supplies and materials for use in the classrooms, laboratories, and studios of the campus.

Unrestricted Gifts and Investment Income

Continued growth in the University’s unrestricted endowment allowed the Chancellor to allocate the sum of $446,000 to support the annual Conference on African-American Culture and Experience, the Excellence Awards day, awards programs for teaching, research, and graduate teaching excellence, the Race and Gender institute, searches for key administrative posts and general discretionary needs in the instructional and service units of academic affairs. Through an allocation of unrestricted gifts and investment income, the University continued the contract with a consulting firm in the nation’s capital, which will enhance the University’s ability to acquire research and training funds from Federal sources.
Indirect Cost Recovery

Some $2.56 million from indirect cost funds recovered by the University was available for distribution in 2000-01. Ten percent of each grant’s earnings was allocated to the principal investigators, and an equal amount was appropriated to the principal investigator’s home department. After this distribution, funding was allocated to support several permanent positions in the Divisions of Academic Affairs and Business Affairs, the international travel of the faculty, the Advancement of Curriculum and Teaching (ACT) grants, the Research Council’s New Faculty Grants, and the Faculty Research Grant award program. Funding was again allocated to the undergraduate research assistantship program. Start-up funding for newly appointed faculty members in the sciences was provided. Operating costs for the centers and institutes (Institute for Health, Science, and Society and the Center for the Study of Social Issues) were covered from this source. A research development fund held by the Associate Provost for Research was substantially funded from this source.
The officers of the Faculty Senate for the 2000-2001 academic year were Daniel Winkler (Chair), Samuel Miller (Chair-elect), and Bennett Ramsey (Secretary). Mariana Newton served as Past Chair and Parliamentarian. The Secretary of the General Faculty was Bonnie Yarbrough. Linda Raper served as the Director of the Faculty Senate Office.

Faculty Senate meetings usually were scheduled from 3 to 5 p.m. on the first Wednesday of each month in the Virginia Dare Room of the Alumni House. A total of seven meetings were held from September to early April; the January 10 and April 25, 2001, meetings were canceled to allow committees time to finish their business and to prepare written reports. In March, the Faculty Senate met on the second Wednesday at 4 p.m., preceded by the General Faculty meeting scheduled from 3 to 4 p.m.

Faculty Senate forums were held from 3 to 5 p.m. on the third Wednesday in September, October, November, February, and March. These meetings were devoted primarily to discussion of future action items.

Faculty Senate officers met with Chancellor Patricia Sullivan and Provost Edward Uprichard before each Senate meeting to discuss the agenda. The officers of the Faculty Senate and the chairs of the Senate committees attended breakfasts hosted by the Provost in the Virginia Dare Room twice a semester. In addition, the officers had monthly breakfast meetings with the Provost to discuss various campus issues.

The Faculty Senate took action on the following items, as reported in the official minutes of the Faculty Senate:

- Recommendations for Faculty Senate Committee Structure and Recruitment Changes
- Revisions to the “Regulations on Academic Freedom, Tenure and Due Process”
- Amendments to The Constitution of the Faculty
  - Article III, Section 2 (6) making the Associate Provost for Research a nonvoting member of the Faculty Senate
  - Article III, Section 12 (4) providing a mechanism for the replacement of an elected member of the Promotions and Tenure Committee of the Faculty Senate
- Faculty welfare
  - Resolution: Annual Performance Review
  - Resolution: Health Insurance Coverage
- Academic policies and regulations
  - Resolution: Expansion of Probation Hours
  - Resolution: Removal of the “Guidelines for the Evaluation of Teaching” (April 15, 1986) from the Handbook for Faculty
  - Military Call-up Policy
- Senate governance and practices
  - Appointments and elections to Senate committees
  - Recommendations of faculty for appointment to University committees, task forces, ad hoc committees, or special assignments

In addition to the aforementioned action items, the Faculty Senate meetings and forums were important catalysts for other endeavors, including a revision of the Academic Integrity Policy guidelines and a leadership workshop directed by Provost Uprichard for deans and department heads/chairs.
Also, a draft of the "Policies and Procedures of the Faculty Grievance Committee" was presented as a report to the Faculty Senate on April 4, 2001, with the expectation that it will receive Senate approval during the fall 2001 semester. Additional topics for Senate forums included updates on the UNCG Master Plan, the SACS self-study, the higher education bond referendum, the salary equity policy, graduate education, and items mentioned during the Senate roundtable discussions. Further, deans of the College and schools submitted unit-based teaching criteria to the Provost's Office.

At the beginning of the academic year, Faculty Senate officers decided that each would meet with one third of the 21 Senate committees. Faculty Senate officers/designees were represented on many committees, including the UNCG Board of Trustees, the University Planning Council, the Staff Council, the SACS Steering Committee, the Campus Safety Oversight Committee, the Handbook for Faculty revision project, the Affirmative Action Committee, the UNCG Benefits Committee, the Human Relations Council, and the Faculty Grievance Committee's policies and procedures revision project. Officers also awarded five scholarships from the Faculty Scholarship Fund totaling $3,000 to five student recipients: Amy Arnold-Canuso, Susan Colbert, Kathleen Ferrell, Sarah Gibson, and Shelli Plott. The Chair of the Faculty Senate requested that committee chairs forward the names of members providing outstanding service (as well as specific information regarding their contributions) during the academic year. This information was sent to Provost Uprichard for discussion with unit deans.

The Faculty Senate web site was updated by James Kaiser, Director of Information and Technology, so that minutes from meetings dating back approximately a year would be available online. Also, the web site was updated with new documents relating to faculty governance, committee membership, and action items. New committee information on the web site allows Senate committees to disseminate documents more quickly and efficiently.

The Faculty Senate had a very productive year. Agenda items for the 2001-2002 academic year include:

- Revisions to The Constitution of the Faculty
- Approval of the revised "Policies and Procedures of the Faculty Grievance Committee"
- Revisions to academic policies and regulations regarding double majors, dual degrees, and second undergraduate degrees
- Development and approval of a personal exigency policy
- Recommendations of the Graduate Studies Committee

Respectfully submitted,

Daniel T. Winkler
Chair of the Faculty Senate
ACTION ITEMS PASSED BY THE FACULTY SENATE
With the Chancellor's Responses
2000-2001

September 6, 2000

00-9-1 Approval of nominations for membership on appointed Senate committees as recommended by the Committee on Appointed and Elected Committees
Received and approved

00-9-2 Approval of the Military Call-up Policy
Received and approved

October 4, 2000

00-10-1 Recommendation of G. Donald Jud, Department of Business Administration, for membership on the University Committee on Honorary Degrees
Received and approved

00-10-2 Approval of nominations for membership on appointed Senate committees as recommended by the Committee on Appointed and Elected Committees
Received and approved

00-10-3 Election of members to serve on the Promotions and Tenure Committee
Received and approved

December 6, 2000

00-12-1 Amendment to The Constitution of the Faculty: Article III, Section 2 (6) making the Associate Provost for Research a nonvoting member of the Faculty Senate
(forwarded to the General Faculty for action)
Received

00-12-2 Approval of revisions to the "Regulations on Academic Freedom, Tenure and Due Process: The University of North Carolina at Greensboro" as amended
(forwarded to the General Faculty for action)
Received

00-12-3 Resolution concerning course adds with faculty permission
Received and approved

February 7, 2001

01-2-1 Amendment to The Constitution of the Faculty: Article III, Section 12 (4) providing a mechanism for the replacement of an elected member of the Promotions and Tenure Committee of the Faculty Senate
(forwarded to the General Faculty for action)
Received

186
March 14, 2001

01-3-1 Approval of the amended “Recommendations for Faculty Senate Committee Structure and Recruitment Changes” presented by the Faculty Senate Task Force on Committee Structure
Received and approved

01-3-2 Recommendation of the proposed calendars for the academic years 2002-2003 and 2003-2004 to the Chancellor for approval
Received and approved

April 4, 2001

01-4-1 Approval of nominations for membership on appointed Senate committees to begin July 1, 2001, as recommended by the Committee on Appointed and Elected Committees
Received and approved

01-4-2 Resolution concerning annual performance review
Received and approved

01-4-3 Resolution regarding health insurance coverage as amended
Received and approved

01-4-4 Resolution relating to the expansion of probation hours as amended
Received and approved

01-4-5 Resolution pertaining to the removal of the “Guidelines for the Evaluation of Teaching” (April 15, 1986) from the Handbook for Faculty
Received and approved

01-4-6 Election of Senate officers for 2001-2002
Received and approved

Respectfully submitted,

Bennett H. Ramsey
Secretary of the Faculty Senate
2000-2001
ACTION ITEMS PASSED BY THE GENERAL FACULTY
With the Chancellor's Responses
2000-2001

March 14, 2001

01-3-1 Amendment to The Constitution of the Faculty: Article III, Section 2 (6) making the Associate Provost for Research a nonvoting member of the Faculty Senate
Received and approved

01-3-2 Amendment to The Constitution of the Faculty: Article III, Section 12 (4) providing a mechanism for the replacement of an elected member of the Promotions and Tenure Committee of the Faculty Senate
Received and approved

01-3-3 Approval of revisions to the "Regulations on Academic Freedom, Tenure and Due Process: The University of North Carolina at Greensboro" as amended
Received and approved

Respectfully submitted,

Bonnie T. Yarbrough
Secretary of the General Faculty
2000-2001
FACULTY SENATE AND FACULTY COMMITTEES
2000-2001

A. Elected

Faculty Senate
Academic Policies and Regulations Committee
Committee on Appointed and Elected Committees
Committee on Due Process
Faculty Assembly Delegation
Faculty Government Committee
Faculty Grievance Committee
Faculty Promotions and Tenure Guidelines Committee
Faculty Welfare and Professional Development Committee
Graduate Studies Committee
Promotions and Tenure Committee of the Faculty Senate
Research Grants Committee
Undergraduate Curriculum Committee

B. Appointed

Academic Computing Committee
Budget Committee
Commencement and Ceremonies Committee
Enrollment Management Committee
Faculty Compensation Committee
Intercollegiate Athletics Committee
Library Committee
Research Policies Committee
University Teaching and Learning Center Committee
FACULTY SENATE AND FACULTY COMMITTEES
2000-2001

I. ELECTED

FACULTY SENATE

Chair: Daniel Winkler
Chair-Elect: Samuel Miller
Secretary: Bennett Ramsey

Chancellor: Patricia Sullivan

College of Arts and Sciences
Karin Baumgartner (2003)
Alan Cook (2003)
George Dimock (2003)
(fall 2000, temporary replacement - John Maggio)
Emily Edwards (2003)
Walter Salinger (2003)
(replacement for Timothy Johnston)

Business and Economics
Martha McEnally (2003)

Education
DiAnne Borders (2003)

Health and Human Performance

Human Environmental Sciences
Jo Leimenstoll (2003)

Music

Nursing

Library

Officers

Voting Members

Keith Cushman (2002)
David Dunlap (2002)
Hugh Parker (2002)
(fall 2000, temporary replacement - David Wharton)
Jeffrey Patton (2002)
Maya Chhetri (2002)
(replacement for Jie Wang)

William Crowther (2001)
John Jezorek (2001)
Julian Lombardi (2001)
(spring 2001, replacement - Anne Hershey)
Francis McCormack (2001)
Bennett Ramsey (2001)
Gary Rosenkrantz (2001)

John Eatman (2001)
Stephen Layson (2001)

Kieth Wright (2002)
John Gamble (2002)
James Sellers (2002)

Robert Wineburg (2002)

Cheryl Lovelady (2001)

George Kiorpes (2002)
Anita Tesh (2002)

Dana Sally (2002)

Nonvoting Members

Provost: Edward Uprichard
Immediate Past Chair of the Senate: Mariana Newton – HEALTH AND HUMAN PERFORMANCE
Vice Chancellors: James Clotfelter, Carol Disque, Philip Richman, Patricia Stewart
Interim Dean of the Graduate School: Maureen Grasso
Council of Deans Representative: Lynne Pearcy – NURSING
Head of the Faculty Assembly Delegation: James Evans – COLLEGE
Chair of the Staff Council or the Chair’s Designee: Barbara Barton – MANAGEMENT INFORMATION SYSTEMS
Two Graduate Students: Douglas Risner, Clint Taylor Jr.
Two Undergraduate Students: ________________________

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PROMOTIONS AND TENURE COMMITTEE OF THE FACULTY SENATE

DiAnne Borders (2002) - EDUCATION
Hazel Brown (2002) - NURSING
George Kiorpes (2002) - MUSIC
John Jezorek (2001) - COLLEGE
Cheryl Lovelady (2001) - HUMAN ENVIRONMENTAL SCIENCES
Daniel Winkler, Chair (2001) - BUSINESS AND ECONOMICS
Kieth Wright (2001) - EDUCATION

SECRETARY OF THE GENERAL FACULTY - Bonnie Yarbrough (2001) - BUSINESS AND ECONOMICS

ACADEMIC POLICIES AND REGULATIONS

William Collins (2003) - BUSINESS AND ECONOMICS
Marian Harrison (2003) - HUMAN ENVIRONMENTAL SCIENCES
Paul Stewart, Chair (2003) - MUSIC
Francine Johnston (2002) - EDUCATION
John Richards (2002) - HEALTH AND HUMAN PERFORMANCE
Linda Kilgariff (2001) - COLLEGE
Lois VonCannon (2001) - NURSING

SENATOR: Hazel Brown (2001) - NURSING
EX OFFICIO AND NONVOTING: Designated by the Provost
STUDENTS: The President of the Student Government and the President of the Graduate Student Association will be invited to attend or to send a representative.

COMMITTEE ON APPOINTED AND ELECTED COMMITTEES

Susan Anderson (2001) - replacement for Nicholas Williamson - BUSINESS AND ECONOMICS
Susan Dennison (2001) - HUMAN ENVIRONMENTAL SCIENCES
William Finley (2001) - LIBRARY
Jill Green (2001) - HEALTH AND HUMAN PERFORMANCE
Constance McKoy (2001) - MUSIC
Bennett Ramsey (2001) - COLLEGE
Edgar Shroyer (2001) - EDUCATION
Anita Tesh, Chair (2001) - NURSING

SENATOR: James Sellers (2001) - HEALTH AND HUMAN PERFORMANCE

COMMITTEE ON DUE PROCESS

Roberto Campo (2003) - COLLEGE
Nancy Fogarty (2003) - LIBRARY
Mark Gottsegen (2002) - COLLEGE
Robert Guttentag, Chair (2001) - COLLEGE

SENATOR: Cheryl Lovelady (2001) - HUMAN ENVIRONMENTAL SCIENCES
FACULTY ASSEMBLY DELEGATION

Delegates
James Evans, Head (2003) - COLLEGE
Christopher Ruhm (2003) - BUSINESS AND ECONOMICS
Keith Howell (2002) - HEALTH AND HUMAN PERFORMANCE
Richard Swanson (2001) - HEALTH AND HUMAN PERFORMANCE

Alternates
Nancy Courts (2003) - NURSING
Gerald Ponder (2003) - EDUCATION
Harold Goodall (2001) - replacement for Walter Salinger - COLLEGE
Daniel Winkler, Chair of the Faculty Senate (2001) - BUSINESS AND ECONOMICS

FACULTY GOVERNMENT

April Wreath (2003) - LIBRARY
Edward Arrington (2002) - BUSINESS AND ECONOMICS
Scott Lawrence, Chair (2002) - COLLEGE
Karen King (2001) - HEALTH AND HUMAN PERFORMANCE

SENIATOR: Gary Rosenkrantz (2001) - COLLEGE

FACULTY GRIEVANCE

Francine Blanchet-Sadri (2003) - COLLEGE
(2003) - EDUCATION
Ashley Barret (2002) - MUSIC
Allan Goldfarb (2002) - HEALTH AND HUMAN PERFORMANCE
Laurie Kennedy-Malone, Chair (2001) - NURSING
Mary Morgan (2001) - HUMAN ENVIRONMENTAL SCIENCES
John Neufeld (2001) - replacement for Bruce Caldwell - BUSINESS AND ECONOMICS

SENIATOR: Jeffrey Patton (2001) - COLLEGE

FACULTY PROMOTIONS AND TENURE GUIDELINES

(Chairpersons of the 8 Unit Committees on Promotions and Tenure)

Mary Jane Conger (2001) - LIBRARY
Keith Cushman (2001) - COLLEGE
Margaret Dick (2001) - NURSING
Karen King (2001) - HEALTH AND HUMAN PERFORMANCE
Paul Muchinsky, Chair (2001) - BUSINESS AND ECONOMICS
Gerald Ponder (2001) - EDUCATION
Patricia Sink (2001) - MUSIC
Robert Wineburg (2001) - HUMAN ENVIRONMENTAL SCIENCES

EX OFFICIO AND NONVOTING: Chair and Chair-elect of the Faculty Senate
FACULTY WELFARE AND PROFESSIONAL DEVELOPMENT

James Benshoff, Chair (2003) - EDUCATION
Jonathan Tudge (2003) - HUMAN ENVIRONMENTAL SCIENCES
Pamela Werstlein (2003) - NURSING
John Fells (2002) - LIBRARY
Tony Wingler (2002) - BUSINESS AND ECONOMICS
Michael Burns (2001) - MUSIC
Thomas Martinek (2001) - HEALTH AND HUMAN PERFORMANCE
Stephen Yarbrough (2001) - COLLEGE


GRADUATE STUDIES

Elected
Susan Calkins (2003) - COLLEGE
Gerald Juhnke (2003) - on leave fall 2000, temporary replacement - Craig Cashwell - EDUCATION
William Tullar (2003) - BUSINESS AND ECONOMICS
Neal Stewart (2002) - COLLEGE
Beth Barba, Chair (2001) - NURSING
Deborah Bell (2001) - COLLEGE
Gregory Carroll (2001) - MUSIC
Garrett Lange (2001) - HUMAN ENVIRONMENTAL SCIENCES

Appointed
Sheldon Balbirer (2001) - BUSINESS AND ECONOMICS
Beatrice Kovacs (2001) - EDUCATION
Martha Taylor (2001) - HUMAN ENVIRONMENTAL SCIENCES
Jan Van Dyke (2001) - on leave fall 2000, temporary replacement - Susan Stinson - HEALTH AND HUMAN PERFORMANCE

SENATOR: Kwasi Amoako-Gyampah (2001) - BUSINESS AND ECONOMICS
STUDENTS: 2 Graduates
The Dean and Associate Dean of the Graduate School are voting members.

RESEARCH GRANTS

Elected
Margaret Dick (2003) - NURSING
Donald Jud (2003) - BUSINESS AND ECONOMICS
Kay Pasley, Chair (2002) - HUMAN ENVIRONMENTAL SCIENCES
Denise Tucker (2002) - HEALTH AND HUMAN PERFORMANCE
Judith Niemeyer (2001) - EDUCATION
Hephzibah Roskelly (2001) - replacement for Liliana Paredes - COLLEGE
Kent Williams (2001) - MUSIC

Appointed
Robert Cannon (2001) - COLLEGE
Anthony Fragola (2001) - COLLEGE
Allan Goldfarb (2001) - HEALTH AND HUMAN PERFORMANCE
Roy Stine (2001) - COLLEGE

SENATOR: John Jezorek (2001) - COLLEGE
EX OFFICIO AND NONVOTING: Director of Research Services

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UNDERGRADUATE CURRICULUM

Laura Linder (2003) - COLLEGE
James Prodan, Chair (2003) - MUSIC
Larry Taube (2003) - BUSINESS AND ECONOMICS
Elisabeth Hurd (2002) - replacement for Martha Taylor - HUMAN ENVIRONMENTAL SCIENCES
Lisa Roberts (2002) - LIBRARY
Saundra Westervelt (2002) - COLLEGE
Colleen Kriger (2001) - COLLEGE
Jennifer Sandoval (2001) - NURSING
Nancy Vacc (2001) - EDUCATION
Ann Wieser (2001) - HEALTH AND HUMAN PERFORMANCE

SENATOR: George Dimock (2001) - COLLEGE
EX OFFICIO AND NONVOTING: Appointed by the Provost

II. APPOINTED

PARLIAMENTARIAN OF THE FACULTY SENATE - Mariana Newton (2001) - HEALTH AND HUMAN PERFORMANCE

PARLIAMENTARIAN OF THE GENERAL FACULTY - Mariana Newton (2001) - HEALTH AND HUMAN PERFORMANCE

ACADEMIC COMPUTING

Terry Brandsma (2003) - LIBRARY
Lynette Lawrance (2003) - HEALTH AND HUMAN PERFORMANCE
Randy Ralph, Chair (2003) - EDUCATION
Carol Baker (2002) - replacement for Craig Cookman - NURSING
Peter Bearse (2002) - BUSINESS AND ECONOMICS
Robert Muir (2001) - COLLEGE
Kent Williams (2001) - MUSIC
He Yan (2001) - HUMAN ENVIRONMENTAL SCIENCES

SENATOR: Anne Hershey (2001) - replacement for Bruce Kirchoff - COLLEGE
EX OFFICIO (VOTING): Chair of the Library Committee
EX OFFICIO AND NONVOTING: Associate Vice Chancellor for Information Technology and Planning

BUDGET

William Harden, Chair (2003) - BUSINESS AND ECONOMICS
David Holley (2003) - MUSIC
Kay Pasley (2003) - HUMAN ENVIRONMENTAL SCIENCES
Sharon Bullard (2002) - replacement for Rick Anderson - LIBRARY
Emily Edwards (2002) - COLLEGE
Hazel Brown (2001) - NURSING
James Carmichael (2001) - EDUCATION

SENATOR: Francis McCormack (2001) - COLLEGE

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COMMENCEMENT AND CEREMONIES

Cristian Moraru (2003) - COLLEGE
Dianna Vass, Chair (2003) - HUMAN ENVIRONMENTAL SCIENCES
Channelle James (2002) - BUSINESS AND ECONOMICS
Kelly Burke (2001) - MUSIC

SENATOR: Alan Cook (2001) - COLLEGE
EX OFFICIO AND NONVOTING: University Registrar
STUDENTS: Chief Marshal, Assistant Chief Marshal, a Member of the Senior Class, 1 Graduate

ENROLLMENT MANAGEMENT

Daniel Bibeau (2003) - HEALTH AND HUMAN PERFORMANCE
Virginia Karb (2003) - NURSING
Charles Tisdale, Chair (2003) - COLLEGE
Pamela Cash (2002) - BUSINESS AND ECONOMICS
Mary Jane Conger (2002) - LIBRARY
Richard Fabiano (2002) - COLLEGE
Carl Lashley (2002) - EDUCATION
Nancy Bucknall (2001) - COLLEGE
Novem Mason (2001) - HUMAN ENVIRONMENTAL SCIENCES

Scott Rawls (2001) - MUSIC

SENATOR: ___________ (2001) - replacement for Jie Wang - COLLEGE
EX OFFICIO AND NONVOTING: Appointed by the Provost
STUDENTS: The President of the Student Government and the President of the Graduate Student Association will be invited to attend or to send a representative.

FACULTY COMPENSATION

Anthony Fragola (2003) - COLLEGE
Julia Hersberger (2003) - EDUCATION
Lois Lietz (2002) - LIBRARY
Kenneth Allan, Chair (2001) - COLLEGE

SENATOR: John Gamble (2001) - HEALTH AND HUMAN PERFORMANCE

INTERCOLLEGIATE ATHLETICS

Deborah Hancock (2003) - NURSING
Gerald Holmes (2003) - LIBRARY
Arthur Cassill, Chair (2002) - BUSINESS AND ECONOMICS
Joseph DiPiazza (2002) - MUSIC

Novem Mason (2002) - HUMAN ENVIRONMENTAL SCIENCES
Terry Ackerman (2001) - replacement for Scott Hinkle - EDUCATION
Paul Duvall (2001) - COLLEGE

John Richards (2001) - HEALTH AND HUMAN PERFORMANCE

SENATOR: Betty Morrow (2001) - LIBRARY
EX OFFICIO (VOTING): Faculty Representative to the NCAA - David Knight (2002)
ADJUNCT: Director of Intercollegiate Athletics
STUDENTS: 1 from the Student Athletic Association, 1 from the Student Government, 1 from the Graduate Student Association
LIBRARY

Venkataraman Iyer (2003) - replacement for Joyce Cantrell - BUSINESS AND ECONOMICS
Mary Lou Veal (2003) - HEALTH AND HUMAN PERFORMANCE
Lois VonCannon (2003) - NURSING
Derek Krueger (2002) - COLLEGE
John Salmon (2002) - MUSIC
James Carmichael (2001) - EDUCATION
Elizabeth Lindsey, Chair (2001) - HUMAN ENVIRONMENTAL SCIENCES

SENATOR: Keith Wright (2001) - EDUCATION
EX OFFICIO (VOTING): Chair of the Academic Computing Committee
EX OFFICIO AND NONVOTING: Director of the Library
STUDENTS: The President of the Student Government and the President of the Graduate Student Association will be invited to attend or to send a representative.

RESEARCH POLICIES

Albert Link (2003) - BUSINESS AND ECONOMICS
Linda McNeal (2003) - NURSING
Marie Shoffner (2003) - EDUCATION
Craig Walsh (2003) - MUSIC
Arthur Anastopoulos, Chair (2001) - COLLEGE
George Lo (2001) - HUMAN ENVIRONMENTAL SCIENCES
Stuart Schleien (2001) - HEALTH AND HUMAN PERFORMANCE

SENATOR: DiAnne Borders (2001) - EDUCATION
2 ALL-UNIVERSITY INSTITUTE OR CENTER DIRECTORS

CHAIR OF THE INSTITUTIONAL REVIEW BOARD FOR HUMAN SUBJECTS
Mary Lou Veal (unspecified term)* - HEALTH AND HUMAN PERFORMANCE

CHAIR OF THE INSTITUTIONAL ANIMAL CARE AND USE COMMITTEE
John LePrie (unspecified term)* - COLLEGE

ADMINISTRATIVE STAFF FOR THE COMMITTEE
Associate Provost for Research: ________________________
Director of the Office for Research Services: Beverly Maddox-Britt
Director of Contracts and Grants from the Division of Business Affairs:
Carol Fleming

*Terms are not specified for the chairs of the Institutional Review Board for Human Subjects and the Institutional Animal Care and Use Committee because their time as committee chairs is specified within their respective committee structures.

UNIVERSITY TEACHING AND LEARNING CENTER

Jean Camp (2003) - EDUCATION
Kay Lovelace (2003) - HEALTH AND HUMAN PERFORMANCE
Stephen Lucas (2002) - BUSINESS AND ECONOMICS
Maureen O'Rourke (2002) - NURSING
Lisa Tolbert (2002) - COLLEGE
Kathryn Crowe, Chair (2001) - LIBRARY
James Sherbon (2001) - MUSIC
Jonathan Tudge (2001) - HUMAN ENVIRONMENTAL SCIENCES

SENATOR: Jo Leimenstoll (2001) - HUMAN ENVIRONMENTAL SCIENCES
EX OFFICIO AND NONVOTING: Director of the University Teaching and Learning Center

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STUDENT APPOINTMENTS TO THE FACULTY SENATE AND FACULTY COMMITTEES
2000-2001

FACULTY SENATE

Douglas Risner
Graduate Student

Clint Taylor Jr.
Graduate Student

Undergraduate Student

Undergraduate Student

ACADEMIC POLICIES AND REGULATIONS

John Shearin
President of the Student Government or a Representative

John Spiegel
President of the Graduate Student Association or a Representative

GRADUATE STUDIES

Clint Taylor Jr.
Graduate Student

Teddy Weathersbee-Kardash
Graduate Student

COMMENCEMENT AND CEREMONIES

Susan Wall
Chief Marshal

Kimberly Miller
Assistant Chief Marshal

Maria Tuazon
Assistant Chief Marshal

Senior

Jennifer Hansen
Graduate Student

ENROLLMENT MANAGEMENT

John Shearin
President of the Student Government or a Representative

Daniel Paredes
President of the Graduate Student Association or a Representative

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Nathan Jameson
Student Athletic Association

Student Government

Gina Desko
Graduate Student Association

John Shearin
President of the Student Government or a Representative

Jason Church
President of the Graduate Student Association or a Representative

LIBRARY