

THE UNIVERSITY OF NORTH CAROLINA

GREENSBORO

**DIVISION OF
ACADEMIC AFFAIRS
ANNUAL REPORT**

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Division of Academic Affairs

ACTIVITIES IN SUPPORT OF THE UNCG PLAN 2001-2002

CORNERSTONES

Cornerstone: Technology

T-1 New telephone and/or voice mail systems were installed in 14 academic departments and 4 academic administrative units:

CAS: Anthropology, Biology, English, Broadcasting & Cinema , German, Russian, & Japanese, and Mathematical Sciences.

HES: Human Development & Family Studies (the Family Research Center and Child Care Education Program), Social Work, Nutrition & Foodservice Systems.

HHP: Communication Sciences & Disorders, Public Health Education.

SOE: Curriculum & Instruction, Educational Research Methodology / Center for Educational Research & Evaluation.

In the office of the **Associate Provost for Research**, a new phone system was installed.

In the **Graduate School**, call forwarding capability was activated on two phones to assist with administrative services

The **Teaching & Learning Center** replaced all original telephones with refurbished telephone desk sets.

The **Weatherspoon Art Museum** installed a new digital phone system.

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

Jackson Library continued to work with contractors in the installation of conduit and fiber optic cable throughout the Library. The library also informed Physical Plant about incomplete or incorrectly installed aspects of the project.

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: A secure intranet was developed to accommodate syllabi policy documents and procedural memos for all classes, making all this information easily accessible to the SACS Self-Study Committee and visiting team. The web site was also improved.
- CAS: The College purchased four new copiers. **Art** purchased a color printer and print engine. **English** and the other departments in McIver had fiber optic cable installed. **German, Russian, & Japanese** purchased a fax/copy/phone machine, a TV/VCR, and a DVD-player. **Sociology** completed the new wiring in Graham building, providing high-speed connections to all classrooms and offices. **Women's Studies** bought one new printer.
- HES: A Client Service Technician was hired by Instructional Technology to serve as the school's hardware/software specialist. **NFS** elected a liaison with Client Services.
- HHP: New computer network and telephone lines were installed in the HHP building.
- SOE: Phase 4 of the campus telecommunications network infrastructure project was completed by Network Services for the Curry Building (installation of new data and phone outlets). **SERVE** is upgrading all PC windows operating systems to Windows2000XP. The server platform is in the process of being upgraded to Novell 6.0. **Teaching Resources Center** purchased 4 Dell computers, 1 Apple G-4, 2 scanners, 2 Dell laptops, 2 I-Book laptops, 2 data projectors, 3 camcorders, and 3 digital cameras.
- SOM: New transfer switches were installed for all network connections in the building.
- SON: An option was added to the menu on the main telephone line which allows callers to spell the last name of faculty or staff on the number pad to reach that individual.

Institute for Health, Science, & Society (IHSS) purchased a networked laser printer.

The **Graduate School** purchased five computers and monitors, two laptops, one 15 inch flat screen monitor, two printers, one projector, two scanners, and additional memory for seven existing computers. To ensure the safety of the staff, an emergency/help security alarm system and electronic door locks were installed.

In **Gerontology**, Adobe Acrobat 5.0 software and a digital camera were purchased to improve the quality of and efficiency in producing quarterly newsletters, promotional materials, web page, and other administrative documents. Additional memory was purchased for the Director's computer.

Jackson Library upgraded the telephone system, changing 84 phones and installing 31 new lines, installed new NT PC running the Novell Client at the Current Periodicals/Reserves Desk, and replaced walkman-style headphones with heavier weight headphones. The Library also purchased and installed Windows XP upgrades for all staff machines in the Library, Symantec Ghost software on public and staff machines, upgrade packages for Windows 2000 servers, Windows calendar software on 80 Library workstations, 45 Dell Optiplex workstations, 1 Dell Power Edge, 36GB hard drive for server storage, 4 Hewlett Packard Laser Jet printers, 5 Hewlett Packard Laser Jet maintenance kits, 1 Epson Perfection scanner with Yamaha CD-RW, and numerous software upgrade packages for the Library's staff and public machines.

The **Division of Continual Learning (DCL)** engaged consultants from KPMG to review and assess all of its technological systems to improve systems and develop features which will be

compatible with the Banner system. DCL continued to work with Information Technology to expand implementation of the Banner system for DCL credit and non-credit registration. In the summer of 2001, DCL hired two Instructional Technology Consultants to support distance learning and web initiatives. DCL personnel have also received training in improved use of the technology and continue to improve the internal budget reporting system.

International Programs purchased new computers and software in preparation for the implementation of the new Student and Exchange Visitors Information System (SEVIS) mandated by federal legislation in the aftermath of the attacks of September 11. In addition, IPC improved its Web page, particularly those sections dealing with international students and the UNCG exchange programs. The Center also collaborated with the Graduate School in creating an electronic brochure to recruit international graduate students.

Enrollment Services upgraded web services offered to students and faculty, including online RSVP forms for commencement, graduation application, course schedule search, student tuition payment information, and faculty grading instructions. In an ongoing effort to expand Banner functions, the University Registrar's Office continued to develop the CAPP, worked with SCT to develop web-based functioning, and worked with MIS to enhance security. The Registrar's Office also implemented Resource / Schedule 25 for the development of Fall '02 Schedule of Courses. Intranet software was installed in the office of Publications and Student Services. The Financial Aid Office implemented imaging software, allowing access to all documents submitted by a student as well as all application data on a desktop workstation. The Evening University created an undergraduate website and a graduate website. The Admissions Office implemented a new Web chat. Student Academic Services installed new software to improve web site management and began to provide many services on-line. SAS also began using an Access database and developed a departmental intranet to provide information typically found in a hard-copy operational manual.

Weatherspoon Art Museum: The MultiMIMSY project continues to progress well. The registrars are currently digitizing images of works in the collection, and space has been requested on the UNCG server in order to provide web access to the collection. A DVD projector was also purchased.

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, the Director of the Teaching Learning Center (TLC), and the Chief Technology Officer discussed integrating Blackboard with the Banner system to upgrade the functionality of the course management system. Library faculty and staff met with the Chief Technology Officer and several Instructional Technology Consultants to discuss the course management system. The University Librarian served on ITP's Administrative Systems Committee; the Associate Director, on the University's Web Oversight Committee; and the Assistant Director for Electronic Resources and Information Technologies (ADERIT) is Chair of the University's Web 3 Committee. The Electronic Resources and Information Technology (ERIT) faculty and staff consult with ITP personnel on initiatives related to the campus network and other IT projects and issues. Personnel from ITP serve on the Library's Systems Advisory Committee. A professional librarian serves on the Banner Project and Campus Pipeline teams.

Teaching & Learning Center: The Director and the Instructional Technology Consultants of the TLC worked closely with the Director of Instructional Technology to plan the integration of the

Blackboard course management software with the Banner student information database. When the project is complete, student names will be automatically loaded to Blackboard and course “shells” will automatically created. Information Technology will also supply daily student support and faculty support for problems not related to course design.

T-5 Each unit has developed a plan for updating faculty computing resources. During 2001-2002, faculty PC's were updated in the units as follows:

B&E: 8 computers were updated, falling short of the plan to update 50.

CAS: 69 computers were updated, exceeding the plan to update 44.

HES: 16 computers were updated or replaced.

HHP: 7 computers were updated, falling short of the plan to update 22.

SOM: 2 computers were purchased.

SOE: 28 computers were updated.

SON: 22 computers were updated.

Jackson Library: 35 computers were updated.

Cornerstone: Facilities

The Division of Academic Affairs has played a major role in meeting the facilities needs of the campus through involvement in the University Facilities Bond effort, development of the UNCG Master Plan, continuous assessment of campus space allocations, and efforts to seek appropriate off-campus space for lease purposes. Senior Associate Provost Boyette chairs the campus Bond Facilities Core Committee, and has overseen the development of program statements for two new buildings and renovation of the Stone Building. Construction on the new Studio Arts building is anticipated to begin in July 2003 and be completed in December 2004. Construction on the new Humanities & Research building is expected to begin in March 2004 and be completed in late January 2006. Renovation of the Stone Building should begin in August 2003 and be completed in late July 2004.

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

B&E: Bulletin boards were installed by the door to each classroom.

CAS: **Anthropology** repainted Graham building facilities, resurfaced blackboards in Graham 423 & 424, and ordered blinds for Graham 423 & 424.

Art installed 3-phase wiring in the kiln house in order to accommodate a new electric kiln. A sink in the common area of graduate studio (McIver 159) was replaced and correctly reinforced after collapsing; another sink in graduate studio (McIver 160) was reinforced in order to prevent collapse.

Broadcasting & Cinema consolidated six computer-based Final Cut Pro editing systems into a converted conference room (Carmichael 105) to create a non-linear editing facility, and upgraded the editing stations. A faculty office (Brown 203) was converted into a conference room. A four-camera security system for the Carmichael Building was purchased and installed.

Chemistry & Biochemistry renovated Petty 225 and Eberhart 114, 417, & 437.

Communication Studies updated and furnished Ferguson Lobby.

English painted the hallway on the first floor of McIver and wired the building with fiber optic cable.

German, Russian & Japanese purchased office furniture for the new McIver 334 faculty office, storage closets for the departmental lounge in McIver 337, and new furniture, maps, and lamps for McIver 337. New carpet was installed in the secretary's office in McIver 336.

History installed a computer projection unit in McIver 225 (classroom).

Mathematical Sciences bought one new laptop computer to support the departmental projector equipment.

Philosophy plastered and painted staircase areas adjoining the Department offices in Foust. Faculty offices were upgraded to grounded three-pronged electrical receptacles.

Physics remodeled cabinets in biophysics research laboratory, added electrical outlets in Petty 101, and added new screens, new computer and computer cabinet, and new projectors to lecture Petty 116.

Political Science replaced office chairs.

Sociology added dimmer switches to 302 Graham and painted the administrative office suite.

Women's Studies bought new office furniture for the African American Studies program and created new space for adjunct faculty with a computer/web access.

HES: New carpeting, furniture, and painting were installed in offices 218,219, 229-235, new carpet was installed in 202, and privacy panels were installed in 231, 235.

HDF: Repairs and renovations were completed on the **Family Research Center**.

IAR: Refinished floors in Stone 169 and 263.

NFS: Remodeled labs in 327, 303, 304, graduate student offices in 301 and 333, and 307 and 308 in Nutrition Education Center.

TDM: New privacy paneling was installed in 361 to secure area for storage of equipment. Graduate student offices on third floor were improved with the addition of continuous writing surfaces to replace desks, new filing cabinets, and book shelves.

HHP: A lounge in the Dean's Office complex was renovated to create a new office for the HHP Director of Research.

Communication Sciences & Disorders modified an observation/therapy room in the Speech and Hearing Center, re-carpeted and painted most of the faculty and staff offices, hallways, and some laboratories, installed new lighting, remodeled the department's library/conference facility, and installed signs in the lobby of the Speech and Hearing Center.

Dance: Two studios (HHP 221A and 221B) and the hallway leading to them were painted, which included repair of plaster.

Public Health Education was assigned a new room, 133 HHP, for graduate assistant space.

SOM: A catwalk was installed in Organ Hall. Elsewhere, front doors were repaired, main hallways painted, and rook leaks repaired.

SOE: Walls were resurfaced and wallpaper was replaced in Dean's conference room, 315 Curry. 247 and 249 Ferguson were renovated to serve as a Teaching Resources Center for licensure programs campus wide. Teaching stations were added to classrooms 237, 238, 247, 331, and 332 Curry, as well as 251 Ferguson. 219 and 333 Curry are being divided in half to add new faculty office space. Storage space in room 347 Curry is being renovated to add a new faculty office space.

Educational Research Methodology / Center for Educational Research & Evaluation repaired ceiling leak in 215 Curry and installed cubicle partitions in 216 Curry to convert space to graduate student office cubicles.

Southeastern Regional Vision for Education was assigned approximately 500 sq. ft. of additional office space on the first floor of 915 Northridge to accommodate staff growth. SERVE is currently in the process of leasing approximately 1,800 sq. ft. of office space in Atlanta, GA to support continued and expanding staff operations in that state.

Teaching Resources Center renovated Director's office to provide an office and technology workroom area. Adjacent bathroom is being converted into a storage closet.

SON: Room 223 was renovated and converted into three staff offices, a work area, an area for test scanning, and a supply storage closet.

Graduate School: Two offices were painted and new blinds were installed in the Dean's Office and on the side exit door. The **Gerontology** department bought an addition to the Director's desk for left-handed compatibility.

Jackson Library: Constructed office for the Head of Acquisitions; Replaced roof on the Library Tower; Remodeled a hallway to create storage for electronic equipment; Installed Nova desks (computers set below the desk surface) in the Library Training Room; Installed new shelf range

indicator signs . Installation of HVAC unit for Special Collections / University Archives Department underway. Books on Tower floors four through nine and half of Main basement are being re-distributed to create growth space. The entire collection has been checked for shelving accuracy. A numbering system for all book shelves was also implemented to facilitate easier communication with staff, students and facility personnel.

International Programs: The UNCG INTERLINK English Language Center moved from the basement of the Mendenhall Student Residence Hall to much-improved quarters on the ground floor of the Foust Building.

The **Teaching & Learning Center** created three offices and a training area for workshops.

The **Weatherspoon Art Museum** purchased shades for the Falk Gallery, Gallery 5, and the west tower of Gallery 7. The museum also had a door installed leading out to the east tower to block light from that area and to alleviate humidity in the gallery.

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

CAS: McIver 334 was converted into faculty offices for **Classical Studies, English, History,** and **German, Russian & Japanese** .

HHP: **Exercise & Sports Science:** Preliminary plans are underway to convert 225 HHP for use as a sports medicine/athletic training classroom and treatment room.

The **Office of Technology Transfer** is renovating rooms 315, 317, 319, 331, 333, and 335 in the Brown Building.

F-3 Work in the unit to plan new or remodeled classroom and research facilities in response to the bond-funded 2001-2008 Facilities Plan:

CAS: **Anthropology** will move the Physical Anthropology teaching lab to the new science building. **Art** is planning for the new Studio Arts Center. **Broadcasting & Cinema** met to discuss relocation during the renovation of the Brown Building in 2006. **Biology** will move teaching labs to new science building, which should free up space for faculty research. The departmental office suite in Eberhart will be renovated to allow the connection to the new building. **Chemistry & Biochemistry** will move to the new science building. **Classical Studies, English, History, German, Russian & Japanese** , and **Romance Languages** are planning for the new Humanities Hall. **Physics** has begun planning for the temporary move to McIver building in 2005. **Theater** held discussions regarding a temporary move from Aycock and Brown to permit renovations.

HES: **IAR:** Programming and schematic design were completed for the Studio Arts Instructional Building to house departments of Art and Interior Architecture.

HDF: The Program Statement and design plans for the renovation of the 1929 wing of Stone Building include space for a new behavioral research center, a computer lab, seminar rooms, and larger classrooms. The centerpiece will be an interdisciplinary behavioral research center with multipurpose rooms for observation, interviewing, videotaping, and audiotaping. In addition, the renovation will provide space for research and outreach activities of **The Center for New North Carolinians**.

TDM: Department Chair met with the architects and space planners in charge of the renovation of the 1929 wing and discussed the layout of the entire third floor and the furnishings needed in the multi-use classrooms and labs on that floor.

- F-4 The **Teaching & Learning Center** completed installation of sixteen more technology classrooms (total to date: 64). In January, all workstation locks were replaced so that all workstations can be opened with the same key.

Cornerstone: Public and Private Support

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

- P-0 Results of fund-raising activity include:

B&E: New dollars for 2001-02, including pledges and gifts to the Bryan School, amount to \$555,633, an increase of 92% over the previous year.

CAS: At the end of the third quarter of the fiscal year 2001/2002, private funds raised in support of the College of Arts and Sciences totaled \$573,154. This is a significant decrease from the prior year's \$3,297,364, which was a record-setting year. The funds raised in the first three quarters of this year are supporting several continuing projects such as the Science Building, an English professorship, the Jewish Studies program, and a wide variety of scholarships and program enrichment funds

HES: The school received \$113,587 in gifts and pledges for the current fiscal year. The auction sponsored by the HES Foundation Board raised \$7,000 for students. **HDF** established two new funds this year: The Child Care Education Program Endowment Fund, which supports ongoing operational needs of **CCEP**, and the Dr. Emily B. Visher Fund, a restricted account providing stipends for graduate students in HDF. Nutrition and Foodservice Club raised \$687 through its annual fund-raisers.

HHP: The School conducted its first telethon and received \$4210 in pledges.

Dance: Estimated box office receipts for 2001-2002 are \$22,000, which does not include monies credited to the student organization, Prime Movers, for their concert. This figure represents a 10% increase over the maximum brought in during previous years.

Hospitality Management Program: Scholarship fund-raising was initiated with the Greensboro Merchants Association in coordination with the Dean's office and the corporate relations liaison.

Recreation, Parks, & Tourism: As part of the UNCG 2nd Century Campaign, the RPT Graduate Program Department Fund (#423309) was established. Through a combination of RPT faculty and community member donations, a total of \$6,408 has been received and an additional \$1,302 pledged in its 3rd year as of the writing of this report.

SOE: In private support, the SOE has received more than \$2,300,000 against an all-inclusive goal for the year of \$1,270,000. This total includes support from outright gifts, pledges for

future gifts and planned gifts for priority needs including scholarships & fellowships, program support, new initiatives, facility improvements and annual support.

Center for Educational Studies & Development: Children's Festival/Health Celebration T-Shirts and Advertisement were sponsored by 98.7 The Point.

Counseling & Educational Development: student organizations conducted annual fund-raisers to support professional development activities, including providing grants to students to attend and/or present at professional conferences.

Curriculum & Instruction: Three faculty participated in various fund-raising activities, including personal meetings with prospective donors.

Library & Information Studies continues to work with the LIS Alumni Association to solicit funds in support of the Cora Paul Bomar Lecture Fund, the M. Sangster Parrott Scholarship Fund, and the Mary Francis Kennon Johnson Scholarship Fund.

The **National Paideia Center** received a grant from the Z. Smith Reynolds Foundation to support Paideia Implementation in the Asheville, NC City Schools.

Specialized Education Services received \$200,000 gift from ARC of Greensboro to support undergraduate and graduate students preparing to be special education teachers. SES also received two new endowments: \$20,000 for the Harlan S. Cato Scholarship Fund from the Friendship Sertoma Club of Greensboro and \$100,000 for the Crystal Dawn Wood Scholarship.

SOM: The **School of Music** received \$241,000 in gifts, including an endowment for maintenance of the Herring Garden by William Herring (\$25,000), the trumpet used by Miles Davis in Kind of Blue (\$70,000), bequest from the will of Daphne Doster-Mastroianni (\$40,000), the Richard Cox Scholarship Campaign (\$26,000), an 1869 Steinway piano from George Lucktenberg (\$30,000), and a Graduate Fellowship Endowment from William Morrison (\$50,000). There is also a planned gift from Doris Funderburk for the Miles Davis Jazz Studies Program (\$11,000 / year following the death of her last child).

SON: Hearst Foundation: \$500,000 for fellowships; Evelyn Sharp Foundation \$5,000 for the geriatric clinics, Marilyn Evans \$5,000 for scholarship; Dr. Jean Brooks \$50,000 discretionary money for the dean; Dr. Filbert Moore \$5,000 for the geriatric clinics, Dr Hazel Brown \$13,000 for scholarship; Establishment of Rachel Llewellyn Scholarship-\$10,000.

Jackson Library: The annual Friends of the Library Book Sale raised \$4,631.75 in 2001. In addition, Friends of the Library and other donors supported the library's celebration of its one-millionth printed volume with gifts totaling \$13,670.

The **Division of Continual Learning** is in the process of applying for grant money for the 2002-2003 school year by contacting corporations, community foundations and federal programs.

The **Teaching & Learning Center** : In March 2002, the TLC was awarded \$105,000 by UNC General Administration to fund the integration of the Blackboard course management software

with the Banner student information database. Funds from this grant will also purchase a server to house the software as well as training for the Blackboard software administrators.

The Weatherspoon Art Museum: The F. W. Kirby Foundation made a gift of \$10,000 to purchase a DVD projector and to support the exhibition, *Lab Results*. The Dillard Fund contributed \$10,000 for the purchase of works on paper for the Dillard Collection. The Blakemore Foundation has pledged \$9,500 in support of the catalogue and educational programs for *Inside the Floating World: The Lenoir C. Wright Collection of Japanese Prints*. The Greensboro Convention and Visitors Bureau awarded the Weatherspoon a SETRAC grant of \$10,000 to promote the Weatherspoon's name change, new logo, and 60th anniversary year in media across the state. The Community Foundation of Greater Greensboro awarded \$5,000 for youth programming and teachers' workshops. The Cemala Foundation is providing \$25,000 to support design of the collection website and installation of computer monitors for visitor access to the collection. The museum was awarded three grants from the North Carolina Arts Council: \$10,000 for General Operating Support; \$8,500 in New Works for *Lab Results*; and \$5000 for the last of a three-year participation in its New Realities program. On the advice of Charles Cheek, the museum received \$20,000 from the Lynn R. and Karl E. Prickett Foundation for the Lynn Richardson Prickett Acquisitions Endowment. Other individuals contributed more than \$20,000 to the Benefactors Fund. Members of the Cone Family made donations totaling \$10,000 to support framing, conservation and printing costs of three exhibitions focusing on the Cone gifts of art to the museum. Contributions from past and present Association Board members are being made to the Len Wright exhibition and catalogue. Other private contributions, in the form of gifts of art, should total nearly \$500,000 when fully valued.

P-1 Efforts toward establishing a process for setting unit development priorities included:

B&E: Unit development priorities are established as part of the process of establishing strategic planning priorities at the Bryan School's annual planning retreat. The Chancellor's 2008 Vision Statement is used for guidance and direction in setting priorities.

CAS: The Dean of the College solicited input from every department head and special program head about their fund raising requests. The requests were then reviewed by the Dean and members of his senior staff in terms of the requests' academic priority, alignment with the College's and the University's mission, and alternate sources of funding. The Director of Development for the College provided input on the fundability of the various requests. The total amount requested was compared with the total amount of funding predicted to be available from the community for Arts & Sciences projects. Because the amounts requested exceeded the projected amount available, the list was pared down in light of the priorities described above. Final priorities were reviewed with the Director of Development, Director of Corporate and Foundation Relations, Associate Vice Chancellor for Development, Vice Chancellor for Advancement, Provost and Chancellor for review.

HES: Departmental and School needs were discussed and priorities were set in a retreat involving the Dean's staff and Department Chairs. After the retreat, the Dean and Development Director met to further develop fundraising initiatives related to these needs. The fundraising initiatives were forwarded to the Associate Vice Chancellor for Development, Vice Chancellor for Advancement, Provost and Chancellor for review.

HHP: Fund-raising events were coordinated with the UNCG Development Office through the efforts of HHP Major Gifts Officer as well as various other personnel in the School.

Dance participated in Dean's initiatives.

In the **Hospitality Management Program**, a profile of general prospect characteristics was defined and communicated to Advancement liaison in HHP. A resource wish list is also being created.

Recreation, Parks, & Tourism continuously explores and identifies priorities for development through the national accreditation and certification standards, monthly faculty meetings, beginning-of-the-year 2-day retreats, and discussions with the Dean at Dean's Administrative Cabinet meetings. Also, the Department faculty meet twice annually with our Professional Advisory Committee, a 16-member group of professionals across our three concentrations, to help set priorities consistent with trends in the discipline.

SOE: The process to establish unit development priorities began with a review of the previous year's major gift plan by both the Dean and Director of Development. Goals yet to be achieved from that plan were evaluated and either carried over for inclusion in the current year's priorities or eliminated. All department chairs were asked to submit a prioritized list of departmental needs, and these lists were reviewed by the Dean and Director of Development. New initiatives, as identified by the Dean, and the probability of successfully soliciting private support for any given priority as estimated by the Director of Development, were considered as priorities were selected. Also, input from the Provost's Office and University Advancement was considered.

The **National Paideia Center** has a semi-autonomous Outreach Team that plans for and acts on Outreach Opportunities. This team includes a part-time development officer.

SOM: During the Fall Semester the Dean and the MGO established the list of development priorities for the year and for the next five years. This was reviewed by the SOM Council and ultimately forwarded to the Vice Chancellor for Advancement.

SON: The 2001-2006 Major Gifts Implementation Plan has been determined along with a description of each category. There is a work plan for Linda Carter and she assists in following the development priorities for the school.

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

B&E: Quarterly evaluations have been implemented for the corporate/foundation officer and the major gifts officer with the vice chancellor of university advancement, associate vice chancellor for development, and dean. A telethon and letter fund-raising program for select Bryan School graduate level alumni was successful. The Cornerstone Council Steering Committee was established and held its first meeting. And a new marketing associate has been assigned to the Bryan School on a half-time basis.

CAS: University Advancement provided helpful input during the setting of development priorities, and the process worked well. The Dean and an Associate Dean meet regularly with the College's Director of Development and Director of Corporate and Foundation Relations to review development plans and progress. The same group has a quarterly evaluation with the Vice Chancellor for Advancement and the Associate Vice Chancellor for Development. Development staff attend the College's Administrative Council

meetings on a regular basis. College faculty participate in fund-raising planning and calls as requested by Development staff

HES: Fund-raising activities are conducted by the Dean in collaboration with University Advancement staff. Activities include the Scholarship Dinner, Retired Faculty Tea, Unbroken Band Luncheon, Reunion, the Lifetime Donors and Chancellor's Society reception, and personal visits by the Dean to prospective donors. The School worked with University Relations to coordinate a celebration for the Child Care Endowment and the James B. and Carolyn L. Hunt Scholarship. Department Chairs also worked with the Annual Fund Office to solicit graduate alumni for a gift to the School. In addition to these meetings and activities, the Dean worked with University Advancement to involve HES Foundation Board members in fund-raising activities such as the HES Auction. The Dean and Board members have also worked with members of the development staff to identify potential donors and develop fund-raising strategies. Faculty members and Department Chairs have also participated in many donor visits and other cultivation activities for the school. **NFS** worked with the Development Office to send mass mailings to recent graduates. **TDM** collaborated with the Development Office to develop a list of corporate contacts. In collaboration with the development office, **SWK** has initiated a fund raising effort with graduates of the **JMSW** program for the first time.

HHP: Four primary new fund-raising initiatives were established for the School last summer: the proposed Center for Women's Health and Wellness; the Teaching Enhancement Initiative; the Faculty Development Initiative; and the Student Recruitment Initiative. In addition, priority was established for bringing non-endowed but developing funds and scholarships in HHP to fruition.

Dance: With University Advancement, the Dean explored a theater renovation fund.

Recreation, Parks, & Tourism worked closely with the department's 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 have been successful with the procurement of a \$36,000 (3-year) grant from Pyramids Wellness Centers to fund a 50%-time graduate assistant and faculty supervision.

SOE: Significant progress has been made over previous years in coordinating fund-raising activities of the School of Education with University Advancement. Communication between the School's Director of Development and Office of Development Staff, the Associate Vice-Chancellor for Development and the Vice-Chancellor for University Advancement is frequent and effective. Key University Advancement staff members are made aware of all fund-raising activities undertaken by the School's Director of Development and often assist/guide the Director of Development in planning activities. UA staff members are included by the Director of Development in School activities when appropriate. The Director of Development has assisted UA staff on numerous occasions with non-School fund-raising/development activities and keeps UA priorities in mind in the performance of job activities. Contacts have also been made with the Director of Corporate and Foundation Relations.

SOM: All fund-raising activities have been coordinated with University Advancement,

particularly in spring semester when the School of Music was without a Major Gifts Officer.

SON: All fund raising activities are coordinated with University Advancement. There is a quarterly meeting between the Development Office, Vice Chancellor for Advancement and the Dean and Associate Dean in the School of Nursing.

Center for the Study of Social Issues (CSSI) continues to work with the Vice Chancellor for University Advancement pertaining to the possibility of soliciting an endowment.

Graduate School: Discussions were held with Dr. Stewart in the Development Office regarding increasing the visibility of graduate study and highlighting the financial need of graduate students with potential donors

Weatherspoon Art Museum: A Needs Assessment completed for the Weatherspoon totaled \$3.1 million. With staff input from our long-range planning process, the Director and a representative from University Advancement established fund-raising priorities over the next five years which focus on eight areas: Courtyard Renovation; Publications and Exhibitions Support; Art Education; Marketing and Promotion; Digitizing the Collection; Conservation; Guide to the Collection; and a lead gift for expansion of the museum. A special fund-raising committee has been established to support these efforts. Weatherspoon staff actively continue to seek funding on all fronts and currently have proposals out to four agencies and one foundation totaling \$152,500.

P-6 The **DCL** has hired a Director of Community Relations to help implement the CALL initiative (Community Advancement through Lifelong Learning). While facilitating off-campus learning opportunities, this new direction also provides support in the form of partnerships, money, space and instructors. This direction is a unique response to Action Greensboro's request for University involvement in the City. The business plan that supports the CALL initiative involves establishing the Division as a clearinghouse for educational activities in and around Greensboro. A catalog of new non-credit courses that will serve as the springboard for the new direction and will help secure outside funding to take programs into areas that may not be able to afford enrichment courses has been developed.

Cornerstone: Administrative Systems

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

As-0 The **Hospitality Management** BA Program was transferred to HHP in December 2001.

Academic Budget Policy: In the 2002 spring semester, the Chancellor approved a revision of the policy *Use of Indirect Costs Recovered*. The Office of the Provost revised the policy to reflect changes in state regulations.

Regulations on Academic Freedom, Tenure, and Due Process: During the 2000 spring semester, work began to revise the University's "Regulations on Academic Freedom, Tenure and Due Process." Included in the revisions are several mandatory changes, which were brought about by both changes in *The Code of the Board of Governors* and directives from General Administration. The majority of the revisions take place in Section 3 of the Regulations. Several new sections/subsections have been added, including a section on the Post-Tenure Review Process.

Sections have been revised to bring the Regulations into compliance with other University policies. There are also a number of editorial revisions, which include the relocation of sections to enhance the readability of the document and the inclusion of gender-neutral language. During the 2000-01 academic year, the revisions were finalized and approved by the General Faculty and the Board of Trustees. In September 2001, the Office of the President approved the revised Regulations.

Faculty Participation in Policy Development

Faculty Workload Policy: During the 2001-2002 academic year, the Office of the Provost, in conjunction with the General Faculty, drafted a faculty workload policy. The Chancellor approved it on April 3, 2002.

Personal Exigency: During the 2001-2002 academic year, the Office of the Provost, in conjunction with the Faculty Government Committee, drafted a procedural document providing guidelines for administering the personal exigency clause in the newly revised "Regulations on Promotion, Tenure and Due Process." The Faculty Senate and the Chancellor approved the document in the 2002 spring semester.

Policies and Procedures of the Faculty Grievance Committee: During the 2000-01 academic year, the Office of the Provost in conjunction with the Office of the University Counsel, the Faculty Grievance Committee, and the Faculty Government Committee drafted policies and procedures of the Faculty Grievance Committee. The Faculty Senate and the Chancellor approved the document during the 2002 spring semester.

Senior Academic and Administrative Officers (SAAO): On April 12, 2001, The Board of Governors amended its personnel policy on employees exempt from the State Personnel Act (EPA) and the personnel policy for senior academic and administrative officers (SAAO). The revisions were made by the BOG to provide a more competitive annual leave package, to address a number of annual leave issues not previously covered, and to revise some outdated leave provisions. The BOG called upon each constituent institution to establish campus-specific guidelines concerning the accrual, advancement, transfer, and payout of annual and sick leaves for EPA employees and SAAOs. These mandated revisions were made to UNCG's "*Policy on Employees Exempt from the State Personnel Act and Personnel Policies for Senior Academic and Administrative Officers (Tier II)*" and provided an opportunity for the inclusion of a statement clarifying the requirement for annual review of employees in these personnel classifications. The Board of Trustees approved the revised UNCG policies on September 6, 2001.

Other Personnel Items

Educational Assistance Program: During the 2001-2002 academic year, the Office of the Provost developed a draft policy allowing EPA Nonfaculty to be reimbursed for approved educational courses related to their current University position. This reimbursement is subject to approval by their supervisors and the appropriate division heads.

Institutional Plan for Management Flexibility: During the 2001-2002 academic year, the Board of Governors approved a policy granting management flexibility concerning personnel appointments to the Boards of Trustees of Special Responsibility Constituent Institutions. In order to receive this flexibility, each institution must submit an institutional plan to the Board of Governors for approval. The Office of the Provost developed a draft of UNCG's institutional plan during the 2002 spring semester. It was approved by the Board of Trustees on April 18, 2002 and forwarded to the Office of the President for review.

Part-Time Faculty Policy: During the 2001-2002 academic year, the Office of the Provost developed a policy covering the employment of part-time faculty. This policy was developed to comply with SACS recommendations concerning part-time faculty. These recommendations include limiting the number of part-time faculty, requiring that part-time faculty meet the same requirements for credentials as their full-time counterparts teaching in the same disciplines and establishing comprehensive policies concerning the employment of part-time faculty members, including providing for appropriate supervision, orientation and evaluation. The Chancellor approved this policy on April 3, 2002.

Phased Retirement Program for Tenured Faculty: UNC's Phased Retirement Program (PRP) for Tenured Faculty was approved by the Board of Governors on a continuing basis during the 2001-2002 academic year. The continuing benefit includes changes related to criteria for eligibility and the implementation and monitoring of the PRP. The Office of the Provost revised UNCG's Institutional Guidelines Pertaining to the Phased Retirement Program to reflect the changes mandated by the Board of Governors and submitted it for approval to the Office of the President during the 2002 spring semester. If the revised guidelines are approved, they will go into effect at the commencement of the 2002-2003 academic year.

Significant development/modification of unit policy/administrative procedures included:

- HES: The *HES Faculty Assembly Instrument of Governance* was revised and approved this year, giving rise to the Chair's Council, composed of department chairs and meeting on a monthly basis. **SWK** implemented a policy requiring outcome evaluation of student learning, employment, and continuing education for all BSSW and JMSW students on an annual basis, and a policy requiring all BSSW and JMSW students to complete required community-based volunteer placements and internships.
- HHP: Appointment-based advising was implemented for spring semester, replacing the practice of offering one all-day advising session for all students.
- SOE: All policies and procedures for the School of Education are currently under review. Items which call for annual (or periodic) review are being identified so as to schedule them for faculty review in the 2002-2003 academic year. Similarly, policies that are no longer valid are being removed from the SOE policy manual. The manual is being updated with respect to such things as contact information, relevant deadlines, committee roles/functions, etc.
- Library & Information Studies:** A revision of the departmental policy manual has begun with sections of the manual apportioned out to the members of the various departmental committees. Cut-off dates for student applications to the MLIS program for the fall and spring semesters have been established and should be in effect next year.
- Teaching Resources Center:** Members of the TRC Advisory Committee, along with the TRC Director, wrote a Collection Development Plan for the Center. All other policies match those of Jackson Library.
- SOM: There was a concerted effort to utilize Blackboard as an enhancement to courses taught in the School of Music and to rely less on printed documents. The School of Music Council, consisting of the five Division Chairs, 4 elected faculty representatives (two tenured and two untenured), the Dean, and the Associate Dean met regularly in an advisory capacity to the Dean. This was particularly helpful during this year of transition of

administration. Further, the elected Student Council met with the Dean on a monthly basis to provide input and advice to the Dean from the students' perspective.

The **Associate Provost for Research** stepped down on March 31, 2001. The Provost served as the Associate Provost for Research from April 2, 2001 - July 31 and a half-time interim Associate Provost for Research was appointed August 1. The Director of the **Center for the Study of Social Issues (CSSI)** stepped down on June 30, 2001 and an interim Director was appointed September 10 and served in that capacity until November 1, 2001, when she became the Director. The position of Deputy Director remains vacant. The Director of the **Institute for Health, Science, and Society (IHSS)** also stepped down on January 1, 2002 and an interim Director was appointed. A Director for the **Office of Technology Transfer** was hired in April.

The Interim Associate Dean of the **Graduate School** consulted with the following departments: Art, Library Studies, and Music, to review and modify existing deadlines to increase the efficiency of the application flow process. A handbook for the Directors of Graduate Study—containing procedures, policies, and forms—was designed, developed, and distributed at the August 2001 annual meeting with directors.

A permanent Director for the **Gerontology** program was hired in July, 2001. The program also expanded the Gerontology Advisory Committee membership to include representation from local government and agencies serving the aging population. Under advisement of the Gerontology Advisory Committee, new policies were implemented regarding student and course evaluations, as well as peer faculty review. In addition, the Advisory Committee reviewed criteria for admission to the Gerontology Post-Baccalaureate Certificate and Master of Science in Gerontology Program and made recommendations on all applications. Student information was organized into a database to document student progress, GPA, provisional evaluations, practicum experiences, and professional affiliations. A Gerontology Alumni database is under development and will be used to track current and past job placements. A practicum/supervised research placement database was established to assist community, faculty and students in determining their practicum/supervised research experience.

Jackson Library:

- Negotiated with a new vendor a photocopy contract that included replacing old photocopy equipment with new machines and debit cards, developing policies for the transition, and training staff in the use of the new equipment.
- Reviewed and audited Access Services Statistics for uniformity in content and format.
- Implemented e-mail notices for users with e-mail addresses to save postage.
- Increased the price-limits of new books to reflect more accurately the current market cost.
- Changed the academic year loan date to August 31 to reach more faculty members and provide a larger window for renewing books online.
- Established a new policy with Greensboro Public Library which limits referred patrons to checking out two books at a time.
- Revised overdue fines rates for Current Periodicals/Reserves (CPR) to improve fairness.
- Reduced the number of new journal issues receiving full holdings processing.
- Upgraded and revised web pages for CPR.
- Improved the process by which patrons request materials checked out to other patrons.
- Introduced a new Microsoft Access report on closed-out serial titles.
- Devised a new method for Monographs Unit staff to use in reporting and recording statistics on numbers of items received.
- Acquisitions/Serials staff wrote or updated procedural manuals.

- Clarified reporting lines and procedures for Serials support staff.
- Increased frequency of claiming books, improved the fulfillment rate, diminished the number of long-unfilled orders.
- Obtained financial statements from vendors reporting invoices charged to prepayments to ensure reliability of fund balances.
- Revised Acquisition Department Web pages, simplifying formats and updating contact and approval plan information. Added a Collection Management link and Web pages to assist library liaisons and academic department representatives.
- Improved procedures for withdrawing music materials identified as lost or missing in our online catalog, resulting in a more accurate display of holdings.

The **Division of Continual Learning** implemented a project to move all registrations and fee assignments to Banner, revised internal reporting and projections of programs and course delivery costs, and continued to refine policies and procedures in accordance with the professional advice of KPMG.

International Programs: In the wake of the September 11 attacks, IPC has had to deal with several significant, federally mandated changes in the administration of its F, J, and H1B visa programs. These changes range from the closer monitoring of non-immigrant aliens on the UNCG campus, to the implementation of new rules and regulations dealing with enrollment, work permission, extension of stays, etc.

Enrollment Services: Personnel in the University Registrar's Office provided training for staff in the academic units who assist with registration and schedule development. Training sessions included a review of the latest in upgrades to the system as well as processes and policies associated with those functions.

Weatherspoon Art Museum: The Weatherspoon promoted the Assistant Registrar to the position of Registrar and hired an Assistant Registrar and an Office Manager to fill vacancies.

As-6 The work of the SACS Self-Study involved a major effort from the approximately 120 faculty, staff, and students members of the Steering Committee, the Principal Committees, and the working groups set up to study additional areas. All Principal Committee reports were completed, revised as necessary, and approved by the Steering Committee. In addition, a draft list of "Proposals for the UNCG Plan 2003-2008" was developed and presented to the Executive Staff, the Deans Council, and the University Planning Council Drafting Group. After they were approved and edited, reports were placed on the Self-Study web site. The Assessment Data Base and the Faculty Credentials Data Base were refined. During Summer 2002 the Committee reports will be further edited to provide a draft of the Self-Study document for campus review in early Fall 2002.

SOE: **Counseling and Educational Development:** The **Teachers Academy** coordinated a successful review of university-wide professional education programs by the National Council for the Accreditation of Teacher Education (NCATE) and the North Carolina Department of Public Instruction. This coordination included the preparation of the NCATE Continuing Accreditation Institutional Report and final editing of the specialty area reports for all 38 individual licensure programs. These reports will be available for the SACS self-study and archives.

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.

1.1.4 Except for the Speaking Intensive requirement, the General Education Core (GEC) was required of all students entering in the 2001-02 academic year. Many returning students chose to switch to the new set of course requirements, but most continued to follow the All University Liberal Education Requirements (AULER) which the GEC was designed to replace. Faculty members and staff in advising centers and the Office of the Registrar effectively addressed all problems that arose from the double system and from explaining the complexities of the new requirements.

B&E: ECO 518, 555, and MGT 309 were approved as both Speaking Intensive and Writing Intensive courses. Students in the bachelor of science program take MGT 309 to fulfill the Writing and Speaking Intensive requirements, while those in the bachelor of arts program in economics take either ECO 518 or 555 to meet the requirements.

CAS: The College has had a Writing Intensive requirement for over a decade and already has a large number of Writing Intensive courses. All but two departments have developed Speaking Intensive courses and will offer them in Fall 2002.

HES: All departments within the School are currently teaching at least one Writing Intensive course as part of their program requirements.

HHP: All departments have approved Writing Intensive courses in place, including CSD 556, DCE 305, and RPT 251. Courses in place with Speaking Intensive approval include DCE 505 and RPT 511.

SOE: CUI 375 and CUI 551 were approved as Writing Intensive courses. CUI 400, SES 447, and SES 578 were approved as a Speaking Intensive courses.

SOM: MUS 402 was established as a Writing Intensive course.

SON: The School received approval for three Writing Intensive courses (NUR 210, 370, and 492) and two Speaking Intensive courses (NUR 440 and 372).

Jackson Library: Reference librarians worked with the UCC to implement information literacy standards into the curriculum.

1.1.5 During Fall 2001, each GEC Committee reexamined the student outcome goals established for its category and developed an assessment plan. Six GEC Committees have chosen to develop short instruments for administration in a sample of course sections or through a web survey. Three committees have chosen the portfolio method of assessment, with a sample of student portfolios being examined. Some GEC Committees began assessment activities in spring 2002.

Each Committee has also projected a schedule for review of the data, in most cases, on a two- or three-year cycle. Special assessment projects in two areas of general education, mathematics and global perspectives, where survey results have been disappointing, were also explored. A short instrument on international awareness was developed and administered through the web to students enrolled in courses in that category. A survey of departments to determine particular math skills seen as weak is scheduled for fall 2002. UNCG is one of five partnering institutions on a FIPSE grant awarded in 2002 to James Madison University for the development of a computer-based assessment package. Representatives of the project came to campus to discuss the opportunities available. UNCG agreed to pilot evaluation items in critical thinking and fine arts areas in general education or major assessment in 2002-03.

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 included:

CAS: **Chemistry** is executing a drastic revision of General Chemistry courses (CHE 111 and 114) based on poor math scores of incoming students on nationally normed exams.

German, Russian, & Japanese Studies: In response to assessment information, the department offered a German Conversation course (GER291) and an experimental German Film Series course (GER292).

Geography: To improve student performance, the Internship/Applied Project research paper was increased from 3 to 3-6 hours and the M.A. degree requirement was increased from 30 to 33 hours.

Political Science modified its requirements for the major, dropping one required 200-level course and increasing the number of required 300-level hours to improve student performance.

Sociology: The senior level theory course now includes a requirement that students prepare a professional book review in the style of *Contemporary Sociology*.

Theatre: The Senior BA Capstone Project has been enhanced through the addition of a specific practicum class, THE 450G. THE 565 (Theatre Field Studies) has been activated within the curriculum to provide class work that relates to community involvement. The BFA in Theatre Education has been enhanced through the addition of a second section of THE 454 (Teaching Methods for Theatre Arts) that includes direct faculty supervision in elementary school internships.

HHP: The **Public Health Education** Department aligned courses more closely with professional competencies for certified health education specialists.

SOE: **Counseling & Educational Development:** Student performance results on the National Counselor Exam (NCE) and departmental annual follow-up surveys of graduates and employers are reviewed each year and changes in course syllabi are made as needed.

Curriculum & Instruction: Annual evaluations of the department's Professional Development School program are used to modify the program annually.

Educational Research Methodology: 4 new courses were added (ERM 643, 670, 675, and 729) in response to minor curriculum weaknesses identified by ERM faculty. Revisions of the Comprehensive Qualifying Examinations (CQEs) for both the master's and doctorate degree programs include uniform CQE test development practices, proctored examination administrations, and formalized scoring and evaluation procedures.

SON: A change in the course description for NUR 440 was approved based on assessment conducted by the North Carolina Board of Nursing. Revisions for NUR 580, NUR 682, and NUR 687 were approved based on departmental assessment plans. A new course, NUR 581 (End-of-Life Care) was approved. Changes in cognate requirements also were approved including deletion of BIO 111 as a cognate and expansion of the social science cognates to include SOC 101 or 201 or ATY 100.

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: Students in **Finance, Insurance & Real Estate** may now take up to two advanced accounting courses as electives in the major. FIN 350 (Fundamentals of Financial Risk Management) has replaced FIN 320. These changes will improve students' accounting backgrounds and prepare them for entry-level positions in finance. In BUS 220 (Field Experience in Business), a new procedure was implemented in response to student needs whereby their first semester would be an exchange at UNCG and the second would be an internship on a regular fee-paying basis at Walt Disney World. BUS 105B (Business Skills Development and Career Planning) was developed in response to student concerns about career planning. In response to student exit interviews, ECO 694 (Seminar and Research in Economics I) is being revised to incorporate peer editing. In response to student demand for more opportunities for specialization, the M. S. in Accounting Program was revised to offer concentrations in three areas. The Bryan School implemented an elective course, BUS 105B (Career Planning and Business Skills Assessment), designed to prepare students for internships. In response to feedback from alumni about the need for data mining skills, the **Economics Department** added ECO 692 (Predictive Data Mining) to the MA in Economics program and modified ECO 648 (Applied Macroeconomics). A study of student and employer interest in and understanding of internship programs has been the basis for continued work on internships during 2001-02.

CAS: **African American Studies** added a section of AFS 210 and AFS 305 to meet student demand.

Anthropology professors shared more of their own research with students and sponsored workshops covering methods, technology, and application of theory. Professors are also sponsoring more trips for the students.

Art: Based upon recommendations citing the need for a non-western component in the Art History curriculum, the Department developed and offered Art 314 (African Art) and Art 103 (Survey of Non-Western Art).

Biology: Six BIO 105 labs and one BIO 111 lab each semester were added to better meet student demand for these courses. A new concentration in Human Biology was developed in the Biology B.S. program.

Broadcasting & Cinema revised the MFA program in film and video production by initiating new graduate level courses, reducing five 500-level courses to the 400-level, re-sequencing the order of MFA required and elective courses, and simplifying MFA qualifying procedures.

In **Classical Studies**, Group projects were added to a number of courses by different instructors, and additional web resources were added to several courses. Students in LAT 401 (Virgil) and CCI 405 (Advanced Mythology) took optional weekend excursions to the National Gallery of Art in Washington, D.C.

Communication Studies modified its Graduate Program, altering and renumbering nine courses; gained College and University approval for Undergraduate Program revisions, including reduction of number of required courses for majors and new assessment procedures; instituted new service learning options in CST 200 (Communication & Society) and CST 399 (Research Methods); added additional courses in CST 105 to fall schedule to accommodate expected demand in enrollment from Speaking-Intensive requirement; modified CST 211 to a “blended mode delivery” course using Blackboard; created CST 460 (Issues in Mass Mediated Communication); created CST 505 to strengthen theoretical and practical implications of department mission statement; and created CST 311 to take advantage of the newest argumentation theory.

German, Russian, & Japanese Studies revised departmental programs to reflect more student-centered, interactive, and multimedia oriented teaching styles. Lower-level language courses provided more digital teaching and learning tools.

Geography: Expansion of the GIS to enhance the level of preparation of students for GIS-related jobs was based on survey of recent graduates and employees.

History implemented two new graduate concentrations in Public History (Historic Preservation and Museum Studies) which represent an unusual collaboration between the University and community groups.

The **Honors Program** revised its requirements to provide greater access for traditional freshmen and transfer students. The Program also revised its student evaluation instrument to allow for more useful assessment of courses individually and to assess student satisfaction with course offerings over time.

International Studies 400 was offered as a dedicated INS course in spring 2002 in response to student demand.

Linguistics added four new courses guided by the "Seven Principles of Good Practice." Two new concentrations in the Linguistics major were developed to accommodate differing student preferences. The Linguistics Committee developed a set of Student Learning Outcomes to help guide the major program.

Physics & Astronomy expanded the requirements for the B.S. degree and added courses in biophysics and astrophysics to the requirements, which will allow students to take courses that may relate more directly to a wider range of career options.

Psychology added courses at the 300 level that expand the offerings that apply psychological principles in social context. The department also began closer supervision and more careful preparation of graduate students who assist with teaching writing in our Writing Intensive research methods course.

Religious Studies developed four additional upper level courses in response to major student's requests for more upper-level and African American Religion courses.

Romance Languages offered one course online, submitted for approval Spanish 499 as a service learning course, organized a French conversation period, offered a month-long intensive program in Angers, France, and addressed a critical need by offering Spanish 100 (Beginning Spanish for Health Care Professionals). The Spanish faculty reorganized the lower levels of instructions.

HES: **HDF:** HDF 441, 450, 460, 481, and 681 were revised to integrate the GIFTTS system of care philosophy. Practicum placements were revised for Birth-Kindergarten licensure students in order to implement a Professional Development School model.

IAR: Changed name of the department to Interior Architecture to reflect program focus and increased credits for upper level studio courses to 6 credits.

NFS: NFS 213 (Nutrition: Facts and Fantasies) was redesigned to reflect the Vision Statement. The Foodservice Systems Management concentration was revised to reflect employer needs and student preferences. The name of this new concentration is Nutrition Management. The Master of Science, non-thesis option, was developed and received approval from the Graduate Studies Committee. The name of the department has been changed to Department of Nutrition to better reflect the area of focus. NFS 569 (Internship in Food Systems Management) was increased from 4 to 9 credits and NFS 623 (Current Trends in Nutrition) was increased from 1 credit to 3 credits.

SWK: Field instruction in the BSSW program increased the number of BSSW or MSW level supervisors to increase quality in field instruction and the JSW program incorporated more content on diversity in response to requests from accrediting agency. SWK took the following steps to improve the BSSW and JMSW programs: strengthening 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, reviewing our curricula to ensure relevance of content to social work practice in community agencies, and expanding the peer review program to assess the quality of teaching in the department.

HHP: **Dance:** Revisions in the BFA program were initiated and approved to meet guidelines of its professional accrediting association and to allow students to take more free electives. Major changes were made in several DCE courses in response to student evaluations, including incorporation of student discussions and incorporation of up-to-date video tapes and other course materials and topics such as dance in popular culture. DCE 217 added movement analysis content as recommended by accrediting organization. Several

faculty added group projects and/or online discussions to course requirements. Faculty added assignments requiring students to demonstrate their learning in diverse ways, such as Power Point presentations and oral group presentations. One faculty member added or improved several projects that promote active learning, including concept mapping/journaling in one course, an online discussion group in another, and a portfolio project in a third.

Exercise & Sport Science : In response to senior student surveys, a new course, ESS 353 (Injuries and Illnesses in Physical Activity) was developed and approved by the University as a required course in Fitness Leadership and Sports Medicine to better address employer expectations.

Hospitality Management Program: Specialization electives were added to enhance curriculum. The sanitation certification exam offered by National Restaurant Association and the planned certification exam requirement in facilities management offered by American Hotel & Lodging Education were added as requirements. Advising focused on insuring that Accounting and Statistics courses preceded appropriate courses and Sanitation was separated as a one-unit course from former food science course to accommodate HMT students not required to take Chemistry.

Recreation, Parks, & Tourism: RPT 111 (Introduction to RPT), 251 (Professional Preparation in RPT), and 511 (Senior Seminar in RPT) were improved to better prepare graduates for the workplace. RPT 614 (Organizational Behavior in RPT) was added to the graduate program. RPT 201 (Introduction to Community Leadership), RPT 423 (Meeting and Event Planning and Management), and RPT 443 (Recreation Facility Management) were added to the undergraduate program. Revisions were made to the Leisure Services Management and Travel, Tourism, and Commercial Recreation concentrations at the undergraduate level.

SOE: **Curriculum & Instruction:** The PhD concentrations in Teacher Education and Higher Education were separated for instructional and program purposes based on student input from a survey. Four new courses in the Higher Education program were offered for the first time based on a planning process over the last two years. The planning process involved student preference, employer input, and student and employer participation.

Educational Leadership & Cultural Foundations: All MSA and Ed.D. courses were aligned with Interstate School Leaders Licensure Consortium (ISSLLC) standards. Guidelines for the MSA practicum experience were revised based on student and faculty feedback. Two new courses that reflect best practice research were developed for the MSA program and approved.

Educational Research Methodology: Two new course offerings (ERM 670 729) provide comprehensive advanced training in measurement and testing.

Specialized Education Services: Two post-baccalaureate alternative initial licensure programs were created to adhere to high professional standards while responding to potential student and employer requests for programs to help in addressing the critical shortage of special education teachers in the region, state, and nation.

SOM: The School added MUS 402 to the undergraduate curricula, Jazz theory to the Jazz curriculum, and Technology in Music to all degree programs.

SON: Needs assessments for the proposed doctoral program were sent to prospective employers and students in Summer 2001 and the results were used to plan the program.

Enhancements of student outcomes measures included:

B&E: The Bryan School implemented the Educational Testing Service (ETS) Business II test, administered to students in the capstone Common Body of Knowledge (CBK) course, MGT 491 (Business Policy and Strategy). This test provides individual and programmatic feedback on student learning and retention in the School's CBK courses and also allows the School to compare its students' performance with 388 other business schools that use the test. The Bryan School also developed its own version of the ETS Business II test that it will give to MGT 491 students in alternate semesters. Finally, the Bryan School developed an assessment test to provide feedback to the faculty on student learning and retention in the pre-admission courses. The Bryan School developed a more formalized assessment plan for the School and its departments, programs, and offices. In this first year of a three-year implementation cycle, many newly developed assessment efforts are underway, including the ETS tests that are being administered to seniors and assessment activities in various capstone courses.

CAS: **Art** added a cumulative portfolio requirement for all upper-level undergraduates which will be kept on file as a part of each student's academic performance.

Biology: Learning objectives adopted by the faculty will receive central attention in departmental assessment efforts.

Classical Studies: LAT 204 (Intermediate Latin II) developed scansion explanations and exercises and added an additional exam. Based on concerns about the quality of students entering the initial licensure program in Latin (U129), **Classical Studies** also revised its program requirement so students will need to achieve a minimum 3.0 average in Latin language courses. The department also instituted a requirement that students seeking initial licensure ("A" certification) in Latin take the National Latin Exam in or before their Junior year.

English administered ETs exam to 20 randomly selected students to measure student learning outcomes in literature.

German, Russian, & Japanese Studies articulated a more unified approach to the assessment of its upper-level German courses with the use of course portfolios rather than student portfolios. Moreover, since these course portfolios contain teaching and testing materials from several instructors over a period of time, they form a cross-sectional basis for the formulation of better standard evaluation instruments.

History revised its advising plan and offered more courses with the R designation.

International Studies: A more systematic effort is underway to assess student outcomes of graduating seniors in conjunction with the final approval of their plan of study.

Philosophy established a Senior Capstone Course.

Physics began to administer a brief basic math skills test to students in introductory courses and to graduating seniors.

Political Science implemented a more sophisticated student portfolio system.

Romance Languages formed a permanent Assessment Committee.

Women's Studies developed and offered WS 490, a capstone course, and developed more effective senior portfolio evaluation procedures.

HES: **SWK** implemented a new annual alumni outcome survey for JMSW students.

HHP: The **Dance** department implemented a course-based portfolio project. Based on one of the Student Learning Goals for the BA, changes were made in requirements for two concentrations. Revised student learning goals were used as a basis for revision of evaluation materials in dance education courses. Student outcome measures for undergraduate programs were also revised.

The **Hospitality Management Program** learning goals were revised.

SOE: **Educational Leadership & Cultural Foundations:** The capstone experience in the MSA program was significantly revised based on student and faculty feedback.

1.3.2 Improvements based on University Departmental Review process from reviews initiated during the 2001-2002 cycle included:

CAS: **Art:** The departmental review report addressed Recruitment and Retention, Curriculum Objectives and Assessment, Contributions to General Education and Special Undergraduate programs, Instructional Productivity and Class Sizes, Resources, and Planning for the New Instructional Arts Building.

German, Russian, & Japanese Studies completed the NCATE, and DPI reviews and revised their mission statement to reflect the diverse and broad objectives of the program. The department also revised key components of the language, literature, and culture course sequences, and reevaluated the congruence between the departmental missions and the proficiency outcomes of our students.

Linguistics: As a result of a previous departmental review and a subsequent review by the Linguistics Committee, the Linguistics Committee proposed the following changes to the Linguistics major: splitting the Linguistics major into 2 separate concentrations, General and Applied Linguistics; introducing a total of 4 new courses for a revised curriculum, including introductory and advanced courses; revising core and elective curricula in the major.

Political Science, as a result of the departmental review, revised its student outcome measures, modified its requirements for the major, agreed to encourage more students to pursue the honors option, and agreed to clarify its guidelines on undergraduate internships.

Religious Studies, in response to a departmental review, provided advisors for all second majors, instituted portfolio system for Senior Seminar, Department **Honors**, and Internships, enhanced African American offerings, continued planning and development of Jewish Studies program and distinguished chair of Jewish Studies, and hired a visiting professor of Jewish Studies.

Romance Languages: changes made in French and Spanish programs in response to earlier reviews were submitted for DPI and NCATE reviews in 2001.

Theatre is developing additional courses tailored to the honors program. In addition, an “introduction to design” class is being developed for departmental students who are not design/technology majors as well as non-majors.

HES: **IAR** made teaching load of 1 studio + 1 lecture course consistent, increased base level of salary lines, and improved mentoring of junior faculty.

SWK: Enrollment in the JMSW program was increased to 68 full-time students. The department also expanded honor society activities, scholarship / assistantship opportunities, and departmental awards for students.

HHP: **Public Health Education:** Changes in the 2+ agreements (tightening of the courses accepted for transfer as HEA courses) were made to better facilitate the progress of 2+ students through the program and to standardize advising. DPHE updated its U-407 audit sheets to improve advising and degree clearance.

Recreation, Parks, & Tourism: Hired a Fieldwork Coordinator.

SOE: **Library & Information Studies:** Revised mission statement, began reconstituting the Department Advisory Committee, and is considering the proposed revisions to the ALA Standards for accreditation.

SOM: Faculty teaching in the ANP / GNP concentration developed a comprehensive plan to prepare students for the computerized certification exam taken post graduation.

Program accreditation activity included:

B&E: The **Accounting Department** received accreditation from AACSB International (The Association to Advance Collegiate Schools of Business). Of the 1,200 accounting programs in the nation, UNCG’s is one of only 160 to receive this accreditation. As a consequence of the AACSB accreditation process, the **Accounting Department** identified new priorities with respect to relevant practical experience of faculty, restructuring the M. S. degree in Accounting, placement processes, and fund-raising activity. Based upon a departmental self-study during 2001-02, the **Department of Business Administration** made changes to all concentrations in the B. S. in Business Administration, moving all from 12 to 18 hours and adding more specified course-work in each concentration.

CAS: All licensure programs passed accreditation reviews by the National Council on Accreditation of Teacher Education (NCATE) and the NC department of Public Instruction (NCDPI).

Mathematical Sciences: The undergraduate Computer Science program received accreditation by CAC/ABET.

The **Theatre** Department received final approval from the National Association of Schools of Theatre accreditation commission last year.

HES: **HDF:** The undergraduate and graduate Birth-Kindergarten teacher education programs were approved by NCATE without any areas of improvement and NCDPI recognized our programs with commendation.

HHP: **Communication Sciences & Disorders** submitted its annual report to the American Speech-Language-Hearing Association (ASHA) July 1, 2001, for the purposes of maintaining its accreditation status for the following academic year. In addition, the CSD Department renewed its membership to the Council of Academic Programs in Communication Sciences & Disorders (CAPCSD) for the 2001-2002 academic year.

Exercise & Sport Science: The second year of JRC-AT candidacy status was granted to the M.S program in athletic training.

The **Public Health Education** department applied to the Council on Education for Public Health (CEPH) for an extension to its accreditation period and faculty voted to seek accreditation from CEPH as a Preventive Medicine/Community Health program.

Recreation, Parks, & Tourism: Reaccreditation was granted through 2006 from the NRPA/AALR Council on Accreditation.

SOE: **Counseling & Educational Development** completed a specialty accreditation self study for CACREP. The report by the site team indicates all standards were met. The report by the teacher education program and all licensure programs were reviewed by a team from NCATE and NCDPI.

SON: The undergraduate nursing program for prelicensure students was fully approved with no stipulations by the North Carolina Board of Nursing in Fall, 2001. The Council on Accreditation of the American Association of Nurse Anesthetists granted full accreditation to the Raleigh School of Nurse Anesthesia affiliated with the School of Nursing.

1.3.3 Efforts to evaluate, modify and/or enhance student academic support services appropriate for diverse learning environments included:

CAS: **Anthropology** and **German, Russian, & Japanese Studies** improved departmental advising, and the **Honors Program** instituted advising for all program participants. The **Linguistics Program** centralized advising under one faculty advisor, and **Religious Studies** added advising for second majors. **Communication Studies** produced a new handbook "Guidelines for Teaching Assistants" outlining best practices in teaching.

HHP: **Communication Sciences & Disorders** offers CSD 219, a course that entitles students at UNCG with communication difficulties to receive speech-language rehabilitative/enhancement services. Most of the students who currently enroll in this course are foreign language and/or African American students who are learning accent

reduction and/or code switching techniques. In addition, through the NC University Consortium, these services are extended to the students of NC A&T State University.

SOE: **Library & Information Studies:** A web page was created to provide improved access to departmental information. The uneven advising load was redistributed among the faculty and advisement sheets were developed to enable faculty members unfamiliar with school media curriculum requirements to adequately advise students in this area.

Specialized Education Services: New advising checklists were developed for the undergraduate programs in EDC and SPED. For M.Ed. and add-on licensure programs in special education, advising sheets were revised to reflect program revisions, new advising materials were prepared for the PAIL programs, and student handbooks for all graduate program options are being developed.

Teaching Resources Center: Resources were purchased that reflect a variety of ethnic groups and support diverse learning styles.

SOM: Graduate advising was available by phone and e-mail as well as in person, and undergraduate advising was offered online.

SON: A separate position was created to assume responsibility for graduate student records.

The **DCL** continued efforts to be brought fully into the Banner Student Information System. DCL has been successful in expansion of services to students at a distance, including accessing PIN numbers and accounts.

1.3.4 Representatives of the **Graduate School** served on the Student Academic Services Group and a taskforce to develop new initiatives for incoming students.

1.3.5 **Jackson Library** made the following improvements to support instruction:

- Maintained more than 160 web pages that make access to federal and state documents.
- Provided support for instructors and students in Speaking-Across-the-Curriculum, Writing-Across-the-Curriculum, and distance education programs by providing program-based electronic reserves and reserves.
- Provided 281 instruction or orientation sessions to 5,309 students (6,600 contact hours) for a 11.10% increase compared to last year.
- Created an online electronic reserve submission form to permit faculty to submit electronically their requests to have materials placed on reserve. Experienced a 26% increase in the usage of e-reserves, an 18% increase in the number of courses with items on reserves, and a 77% increase in the number of documents in the reserves scanned file.
- Added nine new electronic databases as a result of recommendations.
- Developed Journal Finder to locate full-text journal literature online more quickly and easily.
- Offered pay-per-view service to allow instant access to online full-text articles from 1,656 journals, even if the Library does not subscribe to these titles. Also expanded digital audio and pdf reserves to improve online student access to special materials.
- Increased the number of available e-journals by 40.1% compared to last year, growing from 8,844 to 12,388.
- Expanded the number of titles covered and improved the functionality of "News and Newspapers Online" by allowing users to create persistent profiles.
- ILL implemented an Ariel/Prospero/CLIO system that has significantly decreased the

time it takes for students and faculty to receive an article that they have requested.

- Implemented a OneFile book review link from within the online catalog.
- Increased the collection of e-books by approximately 25%, from 13,000 to 16,100.
- ERIT is currently implementing greater operational redundancy for the Library's servers to improve the Library's service availability for critical online functions.
- The Reference Department designed a new template for Reference web pages.
- Created 18 new online guides for business classes that received over 21,000 hits.
- Created a new online guide, "Finding Book Reviews."
- Special Collections/University Archives expanded information on its web pages.
- Special Collections/University Archives added 57 new web pages for a total of 482.
- Online Library Course Guides, now titled "Resources by Subject", provide a subject portal for each academic department and several programs on campus (43 total).

1.3.6 The SACS Self-Study Institutional Effectiveness Committee (IEC) reviewed all components of the UNCG assessment program as a part of its study of compliance with the institutional effectiveness section of the *Criteria*. The IEC brought these varied components together under what it terms the "operational definition of institutional effectiveness at UNCG," a comprehensive inventory of evaluation and planning activities. These include documented progress toward Areas of University Focus, and improvements through use of survey results, departmental profiles, program review processes, evaluation of outcomes in academic and non-academic areas, and the development of proposals for the UNCG Plan through the SACS Self-Study. The IEC review found the evaluation and planning activities of the university to be in compliance with two exceptions. It proposed recommendations in the areas of assessment of the Student Learning Goals of the General Education Program and of degree program assessment plans, noting that 29 out of 49 departments could not satisfactorily demonstrate that they had used assessment data to improve their programs. The IEC also proposed that UNCG establish a Director of Assessment with appropriate research support to provide assistance to academic departments in designing and carrying out assessment activities.

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

1.4.0 Courses that have added an instructional/informational technology component in the current year include:

B&E: Sixty sections now use the Blackboard system. Seven courses introduced enterprise resource planning (ERP) systems to their students through the use of SAP software. ECO 711 (Predictive Data Mining) added the use of MATLAB and SAS Enterprise Miner Software to enable students to analyze large data sets. MATLAB and more forecasting materials were added to ECO 648 (Applied Macroeconomics).

CAS: Approximately 230 courses or sections added significant technological components this year, including 17 in **Anthropology**, 9 in **Art**, 6 in **Biology**, 2 in **Chemistry**, 9 in **Communication Studies**, 63 in **History**, 7 in **Physics**, 3 in **Political Science**, 15 in **Psychology**, 5 in **Religious Studies**, 4 in **Spanish**, and 1 in **Women's Studies**. Blackboard was used for courses in **Broadcasting & Cinema**, **Philosophy**, and **Sociology**. In **Classical Studies**, six new courses used web-based materials, video clips, and Power Point slides. Many **English** instructors added Blackboard and / or web pages to their classes. **German, Russian, & Japanese** expanded online content for many courses **Sociology** faculty added the use of electronic reserve, and multi-media to their

courses. Online courses were offered in **Art, Biology, English, German, Russian, & Japanese Studies, Geography, Psychology, Religious Studies, and French.**

HES: Thirty courses in the School added or improved technology components. In **HDF**, six courses added a technological component, web pages were updated for three classes, and online course materials were developed for one class. Two **IAR** courses added web-based teaching materials. Three courses in **NFS**, five courses in **SWK**, and twelve courses in **TDM** added technology components.

HHP: Ninety courses in the School added or improved technology components. In **Communication Sciences & Disorders**, twenty-seven courses added Blackboard, Power Point, or online instruction. **Dance** added technology components to eighteen courses, including the required use of e-reserves, Power Point, and Blackboard. Eighteen courses in **Exercise & Sport Science** and one course in the **Hospitality Management Program** utilized Blackboard. **Public Health Education** offered four courses online. Four courses in **Recreation, Parks, & Tourism** added instructional technology components.

SOE: At least sixty courses added new technology components this year. Twenty-five courses in **Curriculum & Instruction** added Blackboard and other web-based teaching methods. Four **Educational Research Methodology** courses added significant technological components. ERM 604 and 605 were offered as “blended” web based courses, with 604 meeting 60% online and 40% on campus, and 605 meeting 80% online and 20% on campus. **Library & Information Studies** added Blackboard and other technology components to eight courses. In **Specialized Education Services**, 6 courses added web-supported materials, eleven graduate courses have been newly developed for online delivery, and four additional courses had a significant increase in web-supported or technology-supported instruction. Overall, approximately 30% of undergraduate and 90% of graduate courses in **SES** have significant technological components.

SOM: Nineteen music faculty utilized Blackboard or web sites as course enhancements.

SON: Thirty courses in the School were taught using TopClass or Blackboard applications.

Graduate School: In **Gerontology**, web based teaching applications and Blackboard were used as instructional technologies for HEA 676 (Health and Aging).

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

B&E: Infusion of enterprise resource planning (ERP) into courses where appropriate; Development of Web-based distance learning delivery for courses and B. S. in Business Studies; General IT desktop support for faculty and staff; Effective instructional / informational technology infrastructure to support faculty teaching and research.

CAS: The College is committed to developing pedagogically sound e-learning courses, especially within the General Education Curriculum. Top priorities are to provide a regular cycle of computer replacement, one time funds for special technology requests, faculty development in Instructional Technology and Pedagogy, encouragement for departments to keep up to date lists of priorities and needs in information and instructional technology, and appraisal of faculty and staff in the College about developments on campus and in other units pertaining to technology. Priority lists are

maintained at the departmental level.

HHP Priority lists are maintained at the departmental level.

SOE: Priority lists are maintained at the departmental level.

SOM: The goal is to incorporate an online component in every course.

SON: Priorities are to renovate the computer lab in Moore 322 , update multimedia teaching stations in all classrooms, and purchase palm pilots for nurse practitioner students and faculty.

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

B&E: A second SAP server was installed in the summer of 2001 and is used to support SAP in various classes. **ISOM** joined the Microsoft Developer Network Academic Alliance (MSDNAA) and two personal computers were converted to servers to support activities for classes utilizing the MSDNAA software. One personal computer was converted to a Linux server to support instruction on open source systems. All thirteen computers in the classroom workstations were replaced, making them identical to those in the Bryan School labs. The overhead projectors in ten of the classrooms were replaced.

CAS: The duties of a new Assistant Director of the College of Arts and Science Advising Center (**CASA**) include oversight of the College web page and assistance to departments with their web pages.

Art added a new large-format printer to the studio and expanded the studio's server to include a web server, student storage space and server-based applications.

English: The McIver classrooms were wired to provide internet connections.

Geography: made updates of hardware and installed mapping and remote sensing software.

Women's Studies: The Program developed the WMS web page to assist students seeking information.

HES: Multimedia technology equipment stations were installed in Stone 142, 204, 214, 217, and in Graham 402 and 404.

HHP: The availability of an Instructional Technology Consultant and a (half-time) Computer Technician in HHP has increased the effectiveness of faculty use/application of instructional technology.

Communication Sciences & Disorders: The following technological advances have been purchased and implemented in support of research and clinical priorities: a pulseoximeter, a laptop, scanner, and printer for the Neuro Lab, and several computers for the Audiology Clinic.

The **Dance** department self-funded a minimal video-editing laboratory and re-wired the

box office to support installation of a ticket printer.

Public Health Education: Guilford County bought a \$17,000 health risk appraisal software system for the DPHE in return for help measuring risks among employees.

SOE: Teaching stations were added to Curry classrooms 237, 238, 247, 331, and 332, as well as 251 Ferguson. Two new computers were purchased for the graduate assistant offices of **Educational Research Methodology** and the **CERE**. In **Library & Information Studies**, a digital media production system was added.

SON: The instructional technology consultant is now employed 100% in the School of Nursing to meet distance education needs. Room 322 was renovated and a new School of Nursing and student computer lab was installed with twenty new computers.

The **Teaching & Learning Center:** Using funds from the TLC, unit budgets, and the Office of the Provost, technology classrooms were completed in: CAS (2 installations), HHP (2 installations), SOE (5 installations), and SON (7 installations).

1.4.3 Support given to faculty curriculum and instructional grants integrating instructional / informational technologies into courses / programs:

The **Teaching & Learning Center:** Nine Advancement of Teaching and Learning Grants and two Faculty Instructional Development Mini-Grants were given to faculty for the integration of technology. These grants totaled \$33, 437. An additional \$5742 was awarded for non-technology related projects.

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 & 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
Numerous workshops designed to improve online instruction
Various teleconferences related to teaching and learning
Hosted two Conferences on Teaching with Technology

A Total of 398 attended these activities. A total of 16 TLC grants for improved instruction were awarded this year, including a grant to Career Services for a one-day workshop for faculty internship coordinators.

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

B&E: 68 faculty participated in TLC workshops, 4 applied for / 1 received TLC grants, 30 attended other instructional workshops, and 6 received non-TLC grants to improve instruction.

CAS: 90 faculty participated in TLC workshops, 26 applied for / 4 received TLC grants, 76 attended other instructional workshops, and 2 received non-TLC grants to improve instruction.

HES: 18 faculty participated in TLC workshops, 3 applied for / 2 received TLC grants, 13

attended other instructional workshops, and 1 received non-TLC grants to improve instruction.

HHP: 29 faculty participated in TLC workshops, 5 applied for / 3 received TLC grants, 12 attended other instructional workshops, and 1 received non-TLC grants to improve instruction.

SOE: 23 faculty participated in TLC workshops, 4 applied for / 2 received TLC grants, 79 attended other instructional workshops, and 2 received non-TLC grants to improve instruction.

SON: 2 faculty members received TLC grants.

Graduate School: Gerontology: Two faculty members attended the UNC TLT Technology Conference, Spring, 2002.

Jackson Library: Seventeen library faculty attended TLC workshops.

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

Graduate School: The instructional format for **Gerontology** 501 “Critical Issues in Aging,” was expanded to exemplify the multidisciplinary/interdisciplinary nature of gerontology. Ten faculty members from diverse departments at UNCG and UNCCH were guest lecturers.

Jackson Library implemented a Lead Student Assistant Program, providing student employees the opportunity to gain supervisory experience. University Archives supervised the work of two student assistants with special interests in History and Historic Preservation.

The **Division of Continual Learning** developed a wider range of learning activities in its distance learning courses thanks in part to the addition of a new instructional designer who assists faculty in the development of online courses. Departmental meetings are held regularly to ensure that courses use the newest technology and offer diverse learning environments. DCL also improved learning opportunities in its traditional courses, offering more hands-on experiences, the employment of additional content professionals, and catering course offerings to the needs and wants of the students. DCL gathered and studied course evaluation data to ensure that all of our new and recurrent courses accomplish their goals.

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

CAS: The College developed workshops on Speaking and Writing-Across the Curriculum, offered three workshops for Freshman Seminar Instructors on course design, gave three presentations to Administrative Council on Assessment, sponsored a luncheon workshop on teaching portfolios and offered five workshops for CAS support staff focusing on EPA personnel policy and paperwork.

The **Art** Department participated in the UNC system’s Sculpture Consortium.

The **Biology** Department hosted its second Environmental Symposium.

Communication Studies developed a 1 1/2 hour workshop on service learning for a faculty symposium in the region.

English sponsored a national conference: Technology in the College English Classroom: Literature, Culture, & Pedagogy.

German, Russian, & Japanese organized a Faculty Retreat at the end of the spring semester designed to focus on short and long-range strategies to advance faculty development, curricular programs, student relations, and alumni contacts.

Mathematical Sciences resumed a weekly seminar program which features presentations by faculty members and invited speakers from other institutions.

Women's Studies held faculty presentations of research and several meetings designed to foster interdisciplinary research and grant activity.

HES: A workshop was organized for **HDF** faculty and graduate students to discuss diversity issues in early childhood.

HHP: **Communication Sciences & Disorders** held a regional symposium.

SOE: **Counseling & Educational Development** offered one workshop on suicide assessment, one panel presentation for Women's History Month, and a series of brown bag lunches.

Curriculum & Instruction conducted fifteen professional development programs for schools, state agencies, UNCG faculty, and other IHE faculty on topics such as teaching for diversity and teaching mathematics.

Educational Research Methodology / Center for Educational Research & Evaluation: Two faculty conducted an off-site short-course on assessment and achievement for teachers (Summer Leadership Institute) and one faculty member conducted an invited workshop at the University of Maryland, October, 2001.

Specialized Education Services offered a 3-hour workshop on addressing pupil behavior in public schools.

SON: Sixteen faculty participated in an online course to improve understanding of the National Council Licensure Examination required for registered nurses to practice and to improve test construction ability. Faculty also engaged in consultation sessions with accreditation consultants, doctoral program consultants, and consultants for professional writing and research.

Jackson Library provided a campus workshop on "Searching for Sponsors on the Web."

Continual Learning: The Fast Forward Program conducted its fifth annual Fast Forward Teachers Symposium.

The **Teaching & Learning Center:** 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 TLC also hosted the annual conference of the Teaching and Learning Collaborative.

The TLCs 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 2001-2002 the titles included:

- Are We Testing What We Are Teaching? How to Construct Accurate and Useful Tests
- Improving Multimedia and Online Courses with Instructional Design
- Teaching and Assessing for Critical Thinking and Deep Learning
- Using Information Technology in a Traditional Classroom
- Surviving and Thriving in Your Online Course
- Staying the Course: Retaining Online Students
- Streaming Video
- Effective Teaching and Learning Centers: Best Practices and Emerging Models

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 2001-2002 the topics included:

- Honor and Ethics Week (1 session)
- I Did It and I’d Do It Again: Offering an Online Course (1 session)
- Testing and Grading (3 sessions)
- The Art of Discussion Leading (3 sessions)
- Collaborative Learning in Science (2 sessions)
- Using the PRS Student Response System to Improve Instruction (1 session)
- Shattering the Silence: Diversity in the Classroom (1 session)
- The Last Day of Class (2 sessions)

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

Teaching & Learning Center: Nine Advancement of Teaching and Learning Grants were given to faculty whose proposals included new methods of instruction as well as assessment techniques to determine the value of the methods used.

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.*

The **Center for the Study of Social Issues (CSSI)** makes available training opportunities for students who are in the honors program, in internships and international exchange programs. This included one undergraduate from the Psychology Honors program, 5 students in field placements from Psychology, 1 undergraduate from Human Development and Family Studies, and 1 graduate student in Social Work, and one exchange student in the Department of Economics who are working on grant, research, and direct service activities facilitated through the Center. The **Institute for Health, Science, & Society (IHSS)** provided an internship for an undergraduate student from Department of Public Health education.

Jackson Library provided 9 instruction sessions for Freshman Seminars, 19 for UNS 101, and 7 for Interlink or international students, in addition to 8 Fast Forward sessions. Mark Schumacher

serves on the International Programs Study Abroad Selection Committee and as advisor to Strong College Community. The First-Year Instruction Coordinator leads "Team 101," a group of three librarians who provide library instruction (including English 101, UNS 101, and Freshman Seminars) to first-year students. The Special Collections Librarian presented a program to the UNCG Honors Students Forum on "Resources in Special Collections at UNCG."

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

SOM: MUS 241 was a new course requested by the Honors Program. Honors sections of 301, 3223, and 333 were also offered.

1.6.2 **UESAI:** Data gathered for the four residential programs that recruit freshmen (Residential College/RC, Strong College/SC, Grogan College/GC, all coordinated through the Office of the Provost, and a Housing/Residence Life program, the Freshman Experience Program in Reynolds Residence Hall/RRH) indicate the following freshman (fall 2000) to sophomore (fall 2001) retention rates: RC/93.8%; SC/90.4%; GC/74%; RC/77.8 %; all-university/75.6%. Cumulative grade point averages for 2001-02 freshmen were as follows: R/3.19; SC/3.20; GC/2.72; RRH/2.72; all freshmen, 2.76. Key questions on the 2001 Spartan Experience Questionnaire (SEQ) were sorted by program. (This survey is administered to a sample of 315 students from all four classes, but only freshmen numbers are provided here for comparability. The number participating for each program is therefore low, with RC/14; SC/16; GC/14; RRH/17.) . The percentage of freshmen saying they spent 20 or more hours each week studying is RC/28.5%; SC/56.3%; GC/50 %; RRH 23.8%; all freshmen/34.5%. Those who feel that UNCG has enhanced their ability to engage in successful team efforts are RC/71.4%; SC/68.8%; GC 93.9%; RRH/71.4%; all freshmen/74.6%. Those who say they would definitely recommend UNCG to a friend are RC/85.7%; SC/81.3%; GC/85.7%; RRH/81%; all freshmen/77.5%.

Additional studies in fall 2001 of the predicted gpa's of entering students suggest that the relatively low retention and gpa figures for GC can be explained in part by student characteristics; more at-risk students tend to select GC, while RC and SC attract better prepared students on the whole. Reaching this at-risk group is an important goal of the special programs. Changes instituted in GC during the 2001-02 academic year, including strengthening UNS 101 offerings and improving the Peer Academic Leader (PAL) program of returning student mentors, should improve retention and gpa figures. More improvements are in place for the 2002-03 program. GC included 140 freshmen in eleven learning communities. Following the resignation of Dr. Eileen Jackson at midyear, Mr. John Sopper was named Director and the post of Senior Fellow was eliminated.

Residential College served 124 freshmen and sophomores, including four freshmen housed in Guilford Residential Hall. RC sponsored the visit of Colman McCarthy of the Center for Teaching Peace to campus. RC also cooperated with the African-American Studies program, sharing resources including the lounge/classroom in Guilford RH. Strong College served 260 students, freshmen through seniors. The total student gpa for Moore-Strong RH, 3.31, is the highest of any hall. The SC tutorial was offered by Dr. Susan Buck.

1.6.3 Increased support for and expansion of special academic programming included:

SOE: The **Teaching Fellows** program received additional support in two areas this year. \$5,000 from the Associate Provost for Enrollment Management went to the creation of recruiting materials. \$1,000 from the Dean supported an alumni event in April.

1.6.4 New programming added to broaden range of students impacted by special programs:

CAS: The **Honors** Program revised its requirements to make it accessible to a greater range of students, including transfer students.

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

International Programs: 286 degree-seeking international students and 122 exchange students from overseas were enrolled, thus making the total international student population 408. In addition, the INTERLINK Language Center enrolled 64, bringing the total number of international students on the UNCG campus to 472. This represents an 18.9% increase over the comparable number for Academic Year 2000-2001 (397).

Several new student exchange programs were introduced, including exchanges with: the University of Keele, Manchester Metropolitan University, and the Winchester School of Art, all in the U.K.; the University of Castilla de la Mancha, in Toledo, Spain; and the Nara Women's University in Nara, Japan. In addition, UNCG sent its first students to the new European Studies Semester Program at the University of Mannheim, Germany. IPC developed several new approaches to international student recruitment which rely on an increased utilization of Web-based resources.

1.7.0 Other efforts to increase presence of international students:

HES: **SWK** offered a student exchange program with University of Strathclyde.

HHP: The **Dance** department hosted a visit in April by a faculty member from its newest exchange partner, Theater Academy of Helsinki, in hopes that the first students can be exchanged within a year.

SOE: **Educational Research Methodology / Center for Educational Research & Evaluation** graduate degree program materials have been made more accessible on the web. The Director of Graduate Studies in **Specialized Education Services** maintained personal contact with prospective international students, ensuring that they accessed all necessary information concerning requirements, financial assistance, and housing. SES had 5 international students in M.Ed. and Ph.D. programs representing 5 countries.

Jackson Library employed ten international students. Terry Brandsma served as an instructor for the English Exchange 2001 Program in Moscow.

1.7.1 New international student recruitment programs:

B&E: **Economics** recruited five new students for the M.A. in Applied Economics Program from foreign universities. One faculty member traveled to three campuses of Instituto Tecnológico y de Estudios Superiores de Monterrey (ITESM) to promote study at UNCG and the joint UNCG/ITESM/Walt Disney World (WDW) Exchange program, an effort that resulted in 22 new ITESM students. At Disney's request, **Business Administration** designed a course in which students can enroll while participating in the Disney College

Program. Also, an arrangement has been structured with the WDW College Program, ITESM, and UNCG whereby students in Mexico can participate in an exchange program at UNCG and be assured of acceptance in the WDW College Program. This effort has dramatically increased the number of students from Mexico participating in the exchange program.

HES: **IAR** increased networking in Finland, Iceland, Scotland, and Australia.

SOM: The School is investigating increased opportunities for exchange activities for students and faculty at the University of Klagenfurt and the Karntner Landeskonservatorium in Austria.

The **Graduate School** developed an electronic brochure for the International Programs Center, which can be sent as an email attachment to prospective graduate students.

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

CAS: **Broadcasting and Cinema** sponsored film programs consisting of African and Latin American films. **German, Russian, & Japanese Studies** sponsored a German folklore event and co-sponsored a state-wide German Day with Guilford College. The department continued its German and Russian film series and helped to launch a Japanese film series. **Women's Studies** sponsored several events with an international focus, including several during Women's History Month.

HHP: **Dance** faculty planned the Latin American Arts Festival and implemented a a Latina dance concert.

SOE: **Educational Research and Methodology / Center for Educational Research & Evaluation** became the international "home" of the Psychometric Society.

International Programs implemented two new signature activities. The first was a week-long celebration of the Tenth Anniversary of the founding of the Center which brought to campus two dozen representatives of overseas partner universities and agencies, as well as many other off-campus friends, donors, and dignitaries. The week featured a variety of colloquia, receptions, banquets, and other events. The second signature activity was a festival of the Arts of Latin America, which was conducted throughout Spring Term, 2002. It featured an orchestral performance of Mexican music, dancers from Mexico, Brazil, Panama, film presentations from Colombia, and many other attractions that brought to campus several hundred people from off-campus. In addition, the 20th Annual International Festival, held in April, 2002, attracted over 3,000 campus and community attendants, the largest crowd ever to attend this annual signature event. Finally, the weekly Friday Fests, held in UNCG's International House (Phillips-Hawkins) each attracted 70 to 80 people drawn from both on- and off-campus.

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

International Programs was able to secure financial support for three students going on exchange to Japan from the Japan Association for Foreign Student Affairs (JAFSA). IPC also assisted three other study abroad students to secure scholarships from the English-speaking Union, the German Academic Exchange Service (DAAD), and the Nagoya University of Foreign Studies Scholarship Program.

SOE: Grants from the American Institute of Certified Public Accountants (AICPA) and the National Board of Professional Teaching Standards (NBPTS) were used to fund research assistantships for some international graduate students.

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 concentrations, structural changes in programs, and program discontinuations include:

B&E: The M. S. in Accounting degree was completely restructured during the academic year.

CAS: **Biology** developed and gained approval for a new undergraduate concentration in Human Biology.

Communication Studies restructured the undergraduate and graduate programs.

The **Honors Program** replaced the two-track system where students choose to earn General Honors or Honors in the Major (both 4-year programs) with a General-Education Honors component to be completed by the end of the sophomore year and a Disciplinary Honors (which includes the option of interdisciplinary studies) component to be completed by graduation.

Mathematical Sciences: added new courses in bioinformatics and forwarded a request for undergraduate concentrations in this fast moving field.

Religious Studies enhanced offerings in African American Religions, adding REL 332, 355, and 356.

Women's Studies created a new streamlined major designed to allow students to pursue double majors within and outside the College of Arts and Sciences. The Program also offered a new minor.

HES: In **NFS**, the M.Ed. Program was discontinued and replaced with a M.S. non-thesis option in the M.S. Program.

HHP: The **Dance** department discontinued concentrations in performance and choreography within the BFA.

In **Exercise & Sport Science**, curricular approval was gained for the addition of an Entry Level Master's Program in Sports Medicine/Athletic Training (ESS) and an Accelerated Master's Program for Undergraduates - BS in ESS Sports Medicine and MS in ESS Athletic Training.

The **Hospitality Management Program** increased internship course credit from 9 hours to 12 hours, deleted Travel and Tourism specialization, and added Hospitality Marketing and Sales specialization.

1.8.1 New programs approved by the Board of Governors include:

B.A. in **African American Studies**, to be first offered Fall 2002

Ph.D. in **History**, to be first offered Fall 2002

1.8.2 Request for Authorization to Establish submitted to Office of the President:

M.A. in **Conflict Resolution**
Ph.D. in **Geography**
Ph.D. in **Economics**
Ph.D. in **Information Systems**

Request for Authorization to Plan submitted to Office of the President:

Ph.D. in **Nursing**

1.8.3 Post-Master's Certificates in Advanced School Counseling and Music Theory Pedagogy were approved.

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:

HES: **HDF**: HDF622 was revised to capitalize on web-based, distance learning strategies and a non-tenure, Academic Professional faculty position was established to support an off-campus, degree completion program in Human Development and Family Studies

SOE: **Specialized Education Services**: A new faculty member with a strong technology background joined the department and has assumed responsibilities as the Director of Technology.

SOM: The School offered one distance-learning course.

1.9.2 New distance learning/extension programs include:

B&E: The **Department of Business Administration** received approval to offer a Business Studies concentration in the B. S. in Business Administration in a distance format.

CAS: The **German, Russian, & Japanese** department's active engagement in the "German Studies Consortium" has facilitated distance learning through cross-listing course offerings and sharing departmental courses with other UNC-system German departments.

HES: **SWK** held three teleconferences on child welfare at the TLC.

HHP: **Communication Sciences & Disorders**: Phase Two of the NC Consortium for Distance Education in Communication Sciences & Disorders (CSD) was initiated with 2 courses offered in Fall 2001 and two courses offered Spring 2002 for the purposes of professional development and continuing education.

The **Dance** Department entered first year of "semi-distance" MA in dance education, facilitated by a summer offering of a graduate course and some distance education classes within several courses.

The **Hospitality Management Program** developed a special web-based section of HMT

211 for B&E exchange students from Mexico.

SOE: **Curriculum & Instruction:** Extension MEd. Program was offered in Asheboro / Randolph county.

Specialized Education Services: Undergraduate program in BK was expanded in Wake County.

Graduate School: The **Gerontology** Program Director worked with the North Carolina Institute on Aging (IOA) , Appalachian State University, UNCC, and the IOA Educational Committee toward the establishment of a statewide gerontology consortium to increase access to gerontological education.

Continual Learning: The M. Ed. in Special Education (Cross-Categorical Studies) was approved for fall 2001 launch. This program will incorporate the web-based Add-On Licensure in Special Education as its foundation, and will deliver additional courses in distance format to Alamance, Davidson, Forsyth, Guilford, Randolph & Rockingham counties.

1.9.3 New infrastructure to support distance learning activities includes:

In **Continual Learning**, the process for activation of UNCG user accounts was finally made available online for off-campus students and a task force to merge the registration process for distance learning courses with that of on-campus courses was formed.

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.*

The office of the **Associate Provost for Research** interacted extensively with faculty through increased one-on-one contacts, phone calls, e-mail, and *ad hoc* committees to gain input about the proposed Areas of Research Emphasis. Through research and interdisciplinary training opportunities made available through **Center for the Study of Social Issues (CSSI)** grants, faculty from multiple departments are collaborating with CSSI staff (e.g., Public Health, HDFS, Political Science, Social Work). The **Institute for Health, Science, & Society (IHSS)** is coordinating the preparation of proposals across several departments on campus. The **Office of Research Services (ORS)** plays a central role in working with faculty to participate in opportunities to procure funding.

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, 2001 through April 30, 2002, the Provost approved a total of 138 searches for full-time, tenure-track faculty, visiting faculty, lecturers, and administrative positions. This represented a decrease of thirty-four percent under the 208 searches approved during this same period of time in 2000-2001. Sixty-five percent of these searches had been completed by the time of this report. Of the 138 searches, tenure-track searches numbered 51 of which 34 had been completed by the time of this report. Fourteen searches were still open, and five had been terminated. The gender breakdown for the completed tenure-track searches was fifteen females and nineteen males. Of this total, seven minority candidates, three African-Americans, two Asians, and two Hispanics had been hired in tenure-track positions. For a breakdown of minority faculty by department and rank, see Table C in the Appendix.

Final statistics for 2000-2001 revealed that of the 208 searches conducted in all divisions, 166

were successful. The University hired 95 females and 71 males, as compared to 85 females and 67 males in the previous year. Total tenure-track searches numbered 79 (as compared with 67 for 1999-2000) of which 60 were successful. Of this number, The University hired 26 females and 34 males. Females hired were up from the 21 hired in 1999-2000, and males hired were up from the 29 hired in 1999-2000. Eleven female minorities were hired in tenure-track positions; two were Hispanics, five were African-Americans and four were Asians. Additionally, one Hispanic, two African-American and five Asian males were hired in tenure-track positions. Final statistics on searches conducted for the 2001-2002 academic year will not be available until September.

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 2001-2002 UNCG faculty published 61 books and 572 refereed articles or book chapters. There were 1963 public performances by faculty. Details are provided in table E in the Appendix.

The interim **Associate Provost for Research** worked to identify research foci for the campus and the directors of **Center for the Study of Social Issues (CSSI)** and the **Office of Research Services (ORS)** participated in focus groups addressing the foci. A letter was sent to all faculty and numerous visits occurred to discuss research foci, including one-on-one contacts, phone calls, e-mail, and *ad hoc* committees. The final outcome was the identification of five Areas of Research Emphases for the University. The APR was a member of the Research Enterprise Committee, a committee composed of campus and community representatives and formed to explore the creation of a UNCG Research Foundation. A partnership with North Carolina A&T State University and the Nussbaum Center for Entrepreneurship centered on technology transfer is being formed. In the **Institute for Health, Science, and Society (IHSS)**, proposals were submitted to develop technical support capability and infrastructure for effective and efficient use of genomic technology. **ORS** staff also participated in many national and state organizations that relate to campus research activities.

Jackson Library: Twelve librarians authored thirteen articles in refereed journals and seven book reviews. One librarian wrote more than 300 abstracts.

Weatherspoon Art Museum continuously researches works in the collection and makes every effort to provide educational materials in the form of interpretive wall texts and gallery guides for every permanent collection exhibition. The Assistant Curator is developing an electronic collection database. Curators also regularly conduct research in developing special exhibitions and contribute original scholarship in the form of gallery guides and catalogues.

2.1.2 Increases in support for refereed research/inquiry presentations at national and international meetings included:

CAS: In **English**, the Scholar's Travel Grant was increased to a \$350 match. **Geography** professors presenting papers at professional meetings had a larger percentage of their costs reimbursed. In **Sociology**, faculty received Kohler Fund grants for international travel, four faculty received matching funds from the UNCG Scholars Travel Fund, and graduate students were offered support to attend professional meetings.

HES: **HDF:** \$650 was allocated for each tenure-track faculty member to cover travel expenses associated with presentations at professional meetings, and additional funds were made available for non-tenured faculty.

IAR: Total travel support for faculty research was increased to \$7300.

SOE: **Counseling & Educational Development** used 101 funds to support faculty travel.

Educational Leadership & Cultural Foundations made additional funds available beyond the minimum of \$700 per member. The Dean also provided additional funds for several faculty.

Specialized Education Services was able to fund two faculty presentations related to technology using 107 funds. The SOE also funded a trip to Washington, DC for a new faculty member to network for federal grant-writing.

2.1.4 **Associate Provost for Research:** To support the extensive planned renovations to Minerva, the selection of a New Advisory Board is in progress. Meetings with the Vice Chancellor of University Relations and staff to discuss focus, layout, distribution, and publication time frames have occurred. Review of research magazines from other research intensive/extensive universities is in progress.

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

CAS: **Anthropology** held Friday Faculty Forums and maintained a web page where such events can be advertised.

Art: Semester artists-in-residence hosted open studios exhibiting their studio productivity and gave slide presentations of their artwork. Department-sponsored Falk Visiting Artists led discussions about their works exhibited at the Weatherspoon Art Museum, gave slide presentations on their work, and consulted with graduate students about their studio work in progress. The Department co-sponsored an exhibition with the Weatherspoon Art Museum. Four faculty members gave “lunchtime talks” on their art works presented at the Faculty Biennial Exhibition at the Weatherspoon Art Museum. Studio art faculty invited each other to their classes to give slide presentations of their artwork and to demonstrate techniques.

Broadcasting & Cinema: The semester-end screening session in which students and faculty exhibit and discuss their works was expanded to a full day with students required to attend as part of the credit earned in appropriate courses.

In **Biology**, Master’s students are required to submit a research proposal to the department and give a presentation of their completed research.

Classical Studies re-instituted its Tea Talk series, with one talk given this spring and another already scheduled for next fall. The program is designed to allow faculty to present work in progress to students in an informal setting that will help model for students the various kinds of research done in our field.

Communication Studies sponsored four departmental colloquia in which faculty, graduate students, and undergraduate research assistants presented their work.

German, Russian, & Japanese offered a German Studies Roundtable, which includes advanced students and interdisciplinary faculty discussing arts and humanities issues.

Mathematical Sciences began a weekly seminar series, inviting faculty and graduate students to attend and participate.

Theatre: The number of presentations associated with the BA Capstone Project has doubled. The regular display of student designer creative work is being used to honor the creative capabilities of students in the design program. The weekly Monday Workshop sequence allows for student directors and actors to share their creative projects with the department faculty and their peers.

Women's Studies began a faculty lecture discussion series and "Celebration of Research in Women's Studies" featuring work by faculty and students.

HES: Funds were provided to support 13 graduate students at professional meetings.

HDF: A Research Forum series was held every other Friday, with scholarly presentations by faculty and graduate students. **HDF** also co-sponsors a graduate student conference each spring.

IAR: Hosted a brown bag lunch series for faculty and students.

TDM: A fashion show was held at end of spring semester to allow students in two design classes to exhibit their clothing designs and project work.

HHP: A brown bag lunch series was initiated for faculty participating in a grant-writing workshop to share their proposals with colleagues.

Public Health Education: Both undergraduate and graduate students made poster presentations regarding their internship experiences.

SOE: Procedures have been established for using the SOE display case to showcase student research efforts on a department by department basis.

The **Teachers Academy** co-sponsored an Ashby Dialogue program called "Creating Connections for Children in Our Community: Developing an Interprofessional Curriculum for the Next Generation of Professionals."

SOM: New faculty presented their research/performed during the first several student convocations of the year, held on Wednesday of each week.

SON: The Research and Scholarship Committee sponsored a Poster Symposium in March.

The **Center for the Study of Social Issues (CSSI)** entered into a variety of research activities with UNCG faculty such as assisting faculty in making contact with community partners, having faculty participate in writing CSSI grants, and utilizing faculty expertise in training and direct

program services. The Ashby Dialogue Conference, sponsored by CSSI this spring, illustrates one activity related to this area. With regard to students, CSSI's Division of Children, Youth, Families and Communities facilitates an interdisciplinary field placement among HDFS, Psychology, and Social Work. While primarily related to training, the placement and the regular meetings among the varied UNCG faculty and students provide a forum to discuss research that impacts service learning and service delivery.

The **Institute for Health, Science, and Society (IHSS)** has three new activities that promote sharing research among campus faculty:

- Faculty Needs Assessment: 15 department representatives were interviewed and asked to describe the individual and collaborative research activity in his or her department, as well as incentives and barriers to research at UNCG. Information from these interviews will be used in planning collaborative research initiatives from the Institute.
- The Gene Microarray Applications Project is an interdisciplinary on-campus effort to develop gene array technology.
- The Institute is compiling a faculty database based on faculty areas of research and expertise to aid in developing collaborative projects across campus.

Graduate School: In **Gerontology**, students presented their practicum experiences and projects at a Spring Gerontology Program's Brownbag session.

Genetic Counseling sponsored a program during which graduating students presented their Capstone Experience Projects. Participating faculty from UNCG, Duke University, UNC Chapel Hill and Wake Forest University School of Medicine, and all first-year Genetic Counseling program students were invited.

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

- 2.2.0 **Jackson Library** improved / developed learning environments in the following ways:
- Provided access on the campus network to primary source global commodity data for faculty and students through the U.S./State Export Trade Database and the U.N.'s Trade Analysis System.
 - Selected, evaluated, edited and added high-quality Internet resources to the Cooperative Online Resource Catalog (CORC) and our own web-based catalog.
 - Developed and maintained an electronic textbook site with subject access to enable distance students to locate and purchase textbooks through the Web.
 - Completed the cataloging of the Matz Cello Collection and 52% of the Scholz cello materials, making the materials readily accessible for the first time.
 - The Journal Tracker table-of-contents and document delivery service is now used by twelve departments in the sciences, health professions, information systems, and languages.
 - Special Collections/University Archives purchased, received as donations, or transferred a total of 940 new titles (books and manuscripts).
 - Special Collections/University Archives staff hosted 22 UNCG classes for 361 participants.
 - Several manuscripts were donated by Lee Zacharias of UNCG's Creative Writing Program to add to her collection. Several letters and manuscripts were added to the Randall Jarrell Collection, the cornerstone of the Creative Writing Collection at UNCG.

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

CAS: All new hires in professorial ranks had active research/inquiry agendas.

HES: New faculty with active research agendas were hired in **IAR** (2) and **NFS** (2).

HHP: **Public Health Education** hired 4 new assistant professors with active research agendas.

SOE: **Counseling & Educational Development**: The new faculty member hired for Fall 2002 has several publications and several empirically-based works in progress.

Curriculum & Instruction hired two new faculty members with active research agendas in writing, multicultural education, and school reform.

Library & Information Studies hired a faculty member with a research agenda.

SOM: Four new hires have active research / creative activity agendas.

SON: Two new hires have active research agendas.

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

B&E: 100%

CAS: 228, 92%

HES: 47, 96%

HHP: 53, 88%

SOE: 52, 96%

SOM: 42, 93%

SON: 21, 93%

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: In **Art**, all course syllabi are placed in faculty teaching portfolios and are reviewed by the Peer Review Committee and the Post-Tenure Review Committee.

The **Biology** peer review policy includes review of syllabi and other teaching materials. The General Biology Review committee meets regularly and updates courses regularly as new knowledge and materials become available.

In **Broadcasting & Cinema**, a process is in place for peer review of teaching.

Classical Studies now has almost all course syllabi on-line for ease of review. Syllabi of probationary faculty are subject to review annually; those of tenured faculty are reviewed for post-tenure review and/or otherwise as needed.

In **German, Russian, & Japanese**, the reappointment reviews of tenure-track faculty, the tenure reviews, and the post-tenure reviews reflect the recommended structures involving scholarship, teaching, and service criteria as outlined by the University.

In **Geography**, all faculty were reviewed by two of their peers in at least one class to make sure current knowledge/research was being incorporated into the courses.

All **History** faculty annually submit teaching portfolios which include syllabi.

In **Philosophy**, the Department Head reviews course syllabi/teaching annually.

Political Science faculty members prepare a teaching portfolio for their annual evaluation, which are reviewed by all faculty senior in rank to the portfolio owner.

In **Religious Studies**, course syllabi are submitted as part of teaching peer review.

In **Sociology**, all Sociology faculty submit teaching portfolios as a part of the annual review process. Peer reviews are included in the portfolio.

In **Theatre**, peer review committees include the review of course syllabi/teaching relative to new knowledge and research as part of the department peer review process each semester.

Women's Studies peer review and evaluation of syllabi were conducted by the Curriculum and Evaluation Committee and through portfolio evaluation by the Director of Women's Studies.

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, a system has been developed to discuss and organize syllabi used across multiple sections of large enrollment courses.

IAR conducts a semester-end studio review process.

NFS: New knowledge is presented weekly at department seminars and then incorporated into all new courses through the peer-review process of syllabi.

SWK: All syllabi are reviewed annually.

HHP: **Communication Sciences & Disorders** faculty are now required to submit syllabi to the department head.

All **Dance** syllabi were posted on the Department's web site and included in the annual review of continuing faculty.

Hospitality Management Program: Peer instructional review was implemented

Public Health Education: The Undergraduate Program Committee reviewed course syllabi as part of program review.

SOE: **Counseling & Educational Development:** Faculty conduct ongoing reviews of their course syllabi and teaching for each of their courses each year. All faculty members at the assistant and associate levels have systematic peer reviews of their teaching.

Curriculum & Instruction: Peer reviews of teaching routinely include reviews of syllabi and class sessions for best practice and research verified content.

Educational Leadership & Cultural Foundations: Faculty review syllabi and teaching at department meetings, retreats, and program area meetings.

Educational Research Methodology / Center for Educational Research & Evaluation: Faculty reviewed all courses, syllabi, and programs, and shared their course syllabi with each other and solicited feedback.

Library & Information Studies: The LIS Curriculum Committee regularly reviews course syllabi and effective means of instruction.

Specialized Education Services is reviewing syllabi as part of its program development activities.

SON: The School has a process in place for faculty peer review.

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 curricula in all programs in the **Department of Accounting** were reviewed as part of the accreditation process for AACSB International (The Association to Advance Collegiate Schools of Business). On recommendation of external reviewers, the **Department of Business Administration** examined the curriculum for majors/concentrations. The department has responded by approving an increase in the number of credit hours in the major/concentration from 12 to 18 hours, which should improve students' knowledge in particular functional areas.

CAS: **Classical Studies** created five new courses at the 600 level and one at the 400 level as a result of a self-study. These courses are directly related to current practice in our field (major authors and genres) and in the field of teacher education (portfolio development).

The **German, Russian, & Japanese** departmental review process led to the revision of the German tutorial courses to better fit the outcomes of the independent studies formats as articulated in the student learning goals of the major. The department also offered an experimental German Film course designed to advance the speaking skills of majors and minors.

Linguistics: The Linguistics Committee reviewed its curriculum and proposed 4 new courses based on new knowledge/research.

HES: **IAR:** As a result of the five year departmental review and FIDER accreditation self study,

course content continues to be reviewed and improved.

NFS: The Didactic Program in Dietetics is reviewed regularly by the American Dietetic Association. Part of this review 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.

HHP: Recreation, Parks, & Tourism: A national reaccreditation review team acknowledged the faculty's strong teaching, scholarship, and diversity.

SOE: Assessment activities currently are underway to examine the extent to which licensure programs adequately address key training competencies for general and special educators relative to meeting the needs of students with disabilities.

Counseling & Educational Development: The accreditation self-study (CACREP) involved detailed review of curricular offerings. The departmental review is underway.

Educational Research Methodology / Center for Educational Research & Evaluation faculty are nearing completion of process of re-evaluating their graduate degree programs and curricula. New graduate degree program alignments and course offerings will be proposed in the Fall 2002.

SOM: The Self-Study for National Association of Schools of Music reaccreditation revealed three areas of deficiency in the curriculum: improvisation instruction, technology instruction, and admission requirements for graduate music programs. In response, the faculty modified curricula to include the teaching of improvisation, added two courses in music technology to each degree program, and added a diagnostic and remedial process to all graduate degree programs.

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: 65 graduate assistantships supported by state funds; 4 supported by external funds.

CAS: 271 graduate assistantships supported by state funds; 72 supported by external funds.

HES: 62 graduate assistantships supported by state funds; 21 supported by external funds.

HHP: 47 graduate assistantships supported by state funds; 21 supported by external funds.

SOE: 43 graduate assistantships supported by state funds; 17 supported by external funds.

SOM: 68 graduate assistantships supported by state funds.

SON: 11 graduate assistantships supported by state funds; 9 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 3 students with URAs, 4 students involved in research outside the URA programs, and 22 graduate students involved in faculty research.

CAS: There were 50 students with URAs, 302 students involved in research outside the URA programs, and 195 graduate students involved in faculty research.

Anthropology faculty are encouraged to apply for funding to involve undergraduates in research and they maintain information sessions to encourage such participation.

In **Biology**, credit for research is offered that can be used toward undergraduate elective credit in biology, and the department provides funds on a competitive basis for research supplies.

Broadcasting & Cinema faculty encourage students to participate in their creative endeavors as writers, crew, actors, and technicians.

In **Communication Studies**, students may enroll in Independent Study and Independent Research to work on collaborative projects with faculty members and the department has expanded the colloquium series to involve more students.

In **Geography**, travel funds were made available for students to deliver papers (co-written with faculty) at professional meetings.

Philosophy students must submit a research paper to compete for the Roger Schwirck Award.

Physics faculty are encouraged to nominate students for the Glaxo Women in Science Program.

In **Psychology**, undergraduate research opportunities are publicized in class and online, and the importance of research experience for graduate school is emphasized.

All **Theatre** faculty are required or encouraged to involve students in their research.

Graduate students in **Women's Studies** are invited to participate in research presentations involving interdisciplinary research with faculty.

HES: There were 50 students with URAs, 43 students involved in research outside the URA programs, and 100 graduate students involved in faculty research.

HHP: There were 17 students with URAs, 62 students involved in research outside the URA programs, and 149 graduate students involved in faculty research.

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

SOE: **Counseling & Educational Development**: faculty-student collaborations are given a high

priority in review, post-tenure review, and promotion and tenure documents.

Curriculum & Instruction has research collaboration with doctoral students built into its statements of mission and principles. The department also supports students with travel funds when possible and holds research colloquia twice annually.

Educational Research Methodology / Center for Educational Research & Evaluation: Graduate students are encouraged to attend research conferences and students who participate in research are included on all presentations and publications as co-authors.

Specialized Education Services: All GAs and all undergraduates employed through external grant funds assist faculty in research.

SOM: One student was awarded a URA.

SON: Two students received URAs. Approximately 100 graduate students were involved in faculty research. The School publishes a guide for students delineating faculty areas of research and students are encouraged to approach faculty for participation in their research through advanced nursing projects and theses.

In the **Center for the Study of Social Issues (CSSI)**, nine students were involved in faculty research. The divisions housed within CSSI involved numerous undergraduate and graduate students in research. The **Institute for Health, Science, and Society (IHSS)** now has seven graduate assistants and one new undergraduate assistant.

Graduate School: Graduating students from the MS **Genetic Counseling** Program completed Capstone Experience Projects. Each student worked with a Capstone Project Committee comprised of the Program Director or Assistant Program Director and two additional members, either on-campus faculty (from Psychology and Biology) or adjunct faculty from affiliated institutions. In **Gerontology**, three students were involved in faculty research.

Weatherspoon Art Museum staff regularly engages graduate assistants and paid and unpaid undergraduate students in exhibition and collection related research, as well as in the development of educational materials.

2.3.4 The **Graduate School** sponsored a Thesis/Dissertation Workshop in October 2001 to address navigating the thesis/dissertation process as well as the academics and politics of doing a thesis or dissertation. The Graduate School at NCA&T invited The Graduate School at UNCG to a workshop "Writing the Winning Dissertation" April 2002. Twenty UNCG students attended the workshop on NCA&T's campus. A workshop for graduate students on how to develop a "Plan of Study" was sponsored by the Graduate School, February 2002. The Graduate School sponsored five Doctoral Forums, an informal year-long dialogue about meaningful and important topics specific to doctoral student life (i.e., transferable skills and opportunities, transition to academia, academic search process, leadership). In addition an Orientation for new students and a workshop for Teaching Assistants were held in August 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 SERVE was approved to be established as a separate Center in Spring 2002. A request to

plan the Center for Women's Health and Wellness in HHP was approved.

The **Center for the Study of Social Issues (CSSI)**, with the help of ten faculty members from five different departments, worked with three non-profit organizations, county departments, seven other research institutions, local police departments, and agencies involving the homeless. The **Division for Community-Based Evaluation** worked with a number of organizations throughout North Carolina that are attempting to improve individual and community quality of life. The **Division for Children, Youth, Families, and Communities** changed the name of the Guilford Initiative for Training and Treatment Services (GIFTTS) to Guilford County's System of Care in order to emphasize the system's philosophy. The **Division for the Prevention of Youth Violence and Aggression** extended the High Point Youth Violence Initiative to at-risk youth and initiated a research project that uses information from High Point schools to develop prevention strategies. The Division also initiated the **Greensboro Violent Crime Task Force** and the **Guilford County Task Force on Teen Prostitution**. The **Institute for Health, Science, and Society (IHSS)** created numerous new initiatives including the Children's Healthy Lifestyles Initiative and Student Tobacco and Alcohol Resource Teams.

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

- B&E:** The **Center for Global Business Education & Research** is implementing the Title VI B grant program for "Selling North Carolina to the World." This involved a seminar series on textile and furnishings importing/exporting. Students involved in the program are helping area furniture/textile manufacturers increase their exporting capacities. Seven faculty members are involved. The **Office of Business and Economic Research (OBER) in the Center for Applied Research** completed two activities this year that involved two faculty members: a Rockingham County social services analysis and an economic/demographic analysis of Downtown Greensboro. One faculty member is involved in OBER's site study for Spray Cotton Mill. OBER also was awarded a contract by the United Way of Greater Greensboro to conduct a labor-market survey. In spring 2002, OBER and the Dean of the Bryan School planned and coordinated a visit to Greensboro by consultants from the Boston-based Initiative for a Competitive Inner City (ICIC).
- HES:** **HES:** The **Center for Research** provided funding for 6 faculty research projects and facilitated the grant submission process. The **Center for New North Carolinians** received over 1 million dollars in new external funding to support four major programs: AmeriCorps ACCESS, Interpreter ACCESS, Immigrant Health ACCESS, and Refugee Microenterpize/Small Business Development. In addition, the Center collaborated on a taxpayer assistance project targeted to immigrants and refugees and smaller funded projects on HIV/AIDS were begun. UNCG interdepartmental representatives, including 5 faculty members, staff and graduate students, began meeting at the **Family Research Center** in February to explore opportunities for interdisciplinary research on predictors of successful adoptive placements of special needs children. Four **NFS** faculty members were involved in these new Centers.
- HHP:** **Communication Sciences & Disorders** conducted a collaborative research activity with the **UNCG Office of Disability Services**. The Department Head is a Fellow of the

Division for Youth Prevention Center of the **Center for the Study of Social Issues** (CSSI).

A **Recreation, Parks, & Tourism** faculty member initiated student development and student learning research with **UNCG Department of Leadership & Service-Learning** housed in **Student Affairs**. Another faculty member is a board member of **CSSI**.

SOE: **Counseling & Educational Development**: Four faculty are involved with **CSSI / IHSS. Center for Educational Studies & Development**: Activities this year included Children's Festival/Health Celebration, Piedmont Young Writers Conference, Study Skills Workshops, Creative Writing Workshops, Psychoeducational Evaluations, Suicide Seminar. One faculty member was involved.

Educational Research Methodology: Four faculty members are involved in the Center for Educational Research and Evaluation (CERE). The CERE is expanding its technological capabilities to take more advantage of gathering research data via the web.

National Paideia Center featured implementation partnerships with dozens of schools in 13 states. In addition, they sponsored the Summer Paideia Leadership Institute, the Summer Paideia Implementation Institute, and the National Paideia Conference.

Pathways Resource Center: Four faculty members were involved in managing the state's college planning hotline, handling email from [www. CFNC.org](http://www.CFNC.org), developing and disseminating publications, and training middle and high school counselors.

Reading Together USA: Weaver Project: Parent-Middle School Reading Improvement.

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

B&E: A representative from **SERVE** made a presentation to 10 Economics faculty members about prospects for joint work between the two organizations. This was followed by a joint workshop attended by 20 people from **SERVE** and the **Economics Department**.

CAS: The College offered a workshop on multi-disciplinary research. **Anthropology** and the Old Salem Institute share an archaeological program in the summers, and have informational sessions with Environmental groups, the **Center for Global Business Education & Research**, and the departments of **Biology** and **Mathematics**.

Biology: One faculty member developed and led a research group which included 4 UNCG faculty. Another faculty member hosted a research planning meeting to plan field work, long term studies, and synthesizing results.

Chemistry had 6 GMAP meetings attended by approximately 60 people.

German, Russian, & Japanese faculty participated in teleconferences and the interdisciplinary German Studies Roundtable.

HES: The School sponsored a grant writing workshop attended by 27 faculty. The Director of the **HES Center for Research** and the Dean hosted informal sessions with 24 faculty from

HHP, HES, and NUR to share research interests on topics such as parenting and gender. **HDF** offered a workshop on publishing strategies attended by twenty-five faculty and graduate students.

HHP: **Communication Sciences & Disorders** hosted a Breakfast Meeting in April with the NC A&T State University Department of Speech Communication to promote future joint endeavors in teaching and research. Five faculty attended.

Exercise & Sport Science: A faculty member organized a joint HHP / HES colloquium to explore mutual research interests.

Public Health Education held a workshop on budgeting international projects attended by thirteen UNCG faculty.

SOE: **Specialized Education Services:** Four department members attended a seminar sponsored by GIFTTS and SERVE.

2.4.2 Faculty research/inquiry teams organized within or across academic units to respond to Requests for Proposals (RFP)/Help from public and private agencies:

B&E: The **Department of Accounting** worked in collaboration with the Center for New North Carolinians to administer the Low-Income Taxpayer Clinic.

CAS: **Anthropology** was involved with CFSA and the AAA in a joint project with the Business school, and outreach work with SFAA-Tourism.

Biology faculty members collaborated to continue the urban stream buffer project and were awarded \$ 60,000 for a 2-year period.

German, Russian, & Japanese faculty were involved in interdisciplinary initiative to develop grant proposal for "Carolina Immigrant Records Project".

Women's Studies faculty developed proposals for grant funding in response to requests from community agencies including the Tar Heel Triad Girl Scout Council and A Healthy Start. WMS faculty are also developing evaluations project procedures at request of Healthy Start. The Director participated in development of the interdisciplinary Immigrants Records Project.

HES: Two **NFS** faculty are involved in a project with the Immigrant Research Support Group, an activity associated with the Center for New North Carolinians CHLSI - Children's Healthy Lifestyle Initiative. Faculty in **NFS** also collaborated with faculty in the Department of Public Health Education on a grant funded to address childhood obesity.

HHP: **Exercise & Sports Science:** Three faculty members are participating in the response to a RFP coordinated through the **Institute for Health, Science & Society** (IHSS) for a Center project aimed at serving the health needs of underserved/minority populations.

Public Health Education: A faculty member organized a research team to write a proposal to the Centers for Disease Control & Prevention in response to the CDC/ATPM Cooperative Agreement PERTS.

SOE: **Counseling & Educational Development:** The Department Head is a member of the Adoption Research Work Group (includes **HDF, SWK, CSSI**).

Curriculum & Instruction: One faculty member is collaborating with a faculty member from the Biology department on a project involving the Eastern box turtle. In collaboration with one **LIS** faculty member, two faculty members submitted a grant proposal to BellSouth Foundation, which would allow them to create a Resources, Research, and Renewal Network for National Board Certified Teachers. Another faculty member will take the lead in the research component of a subcontract through NC State, which proposes a Math and Science Partnership to be funded by NSF.

Educational Research Methodology / Center for Educational Research & Evaluation
Three faculty successfully wrote a \$600K grant proposal for the National Board of Professional Teaching Standards (NBPTS). Faculty jointly generated three proposals for the National Board of Professional Teaching Standards (NBPTS).

Library & Information Studies: One faculty member is the principal investigator on a grant proposal for the National Board of Professional Teaching Standards and another is the primary investigator in a grant proposal for BellSouth Foundation. Two faculty members have been engaged in preliminary steps toward the development of a research program in geriatric bibliotherapy.

SERVE: One research scientist is pursuing collaborative work with the **Economics** Department and a number of UNCG faculty have been involved in various SERVE/UNCG proposal development efforts.

Specialized Education Services: Two faculty members applied for funding through the Office of Special Education and Rehabilitative Services for a project to prepare educational interpreters/transliterators for students who are hearing impaired in K-12 public school settings. SES (BK) and HDFs obtained a training grant from the NC-DPI to prepare BK teachers for new state initiatives and a grant from the North Carolina Department of Human Resources for the development of a parent focus in the BK training program.

SOM: Faculty from **Communication Sciences & Disorders** and faculty from SOM collaborated to submit a proposal for consideration by Rep. Howard Coble, titled "Institute for Music-Related Hearing Disorders."

SON: Seven faculty members are involved in a multi-departmental proposal in response to an RFP sent out by the National Center for Minority Health Disparities/National Institute of Health. Two faculty members collaborated with a faculty member from HHP on a proposal for research funding from the UNC Institute of Nutrition.

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

HES: Course releases were given to pre-tenured faculty preparing major grant proposals and to faculty participating in the HES grant writing workshop.

HPP: **Communication Sciences & Disorders:** Funds for equipment items were provided to two faculty members to assist them in their grant preparations.

Dance: One faculty member received support through an **HHP** initiative.

Exercise & Sport Science: Four faculty participated in two grant writing workshops.

Public Health Education: Five faculty participated in a grant writing workshop.

SOE: A full-time Contracts & Grants Administrator position was created.

Counseling & Educational Development: The Dean supported two new/assistant professors' participation in grant writing workshops/consultations.

Educational Research Methodology / Center for Educational Research & Evaluation progressed in the development of procedures for writing new proposals and explored better methods of disseminating information about new grant/contract opportunities.

Reading Together USA received support for a special education grant.

Specialized Education Services : The Dean provided support for a new faculty member to attend a federal grant project directors' meeting in Washington, D.C.

SON: A Director of Research and a full-time Office Assistant were hired to assist faculty. Consultants were provided for the application processes of two grants, faculty workload reductions were recommended where applicable, and a research office space was renovated.

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

CAS: In **Mathematics**, the Statistical Consulting Center has been decentralized so that every tenured, tenure-track faculty member in statistics now accepts consulting appointments.

HES: Mission statements for the HES Center on Research were revised this year to represent current objectives being carried out by the Center.

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

2.5.0 At the **Weatherspoon Art Museum**, government and foundation grants and corporate individual contributions supported the *Priceless Children* exhibition and catalogue (NEA); the *Lab Results* exhibition and brochure (F.W. Kirby Foundation); the *Matisse and More* brochure (private donations); and the upcoming catalogue for *Inside the Floating World* (Blakemore Foundation, Piedmont Japanese Business Association; private donations). In addition, funds helped support a practicum for Art Education majors (Community Foundation of Greater Greensboro).

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: Position announcements for tenure-track positions explicitly describe expectations for

research and external funding and job candidates are screened according to the quality and quantity of their research accomplishments, including their publications and external funding. One tenure track position was upgraded to Associate Professor with tenure in an effort to recruit faculty with active research projects.

HHP: **Exercise & Sport Science:** One new assistant professor will bring external funding to the department in the form of a third year grant from NIH.

Public Health Education: The DPHE hired four assistant professors, all of whom had experience working on funded projects.

2.5.2 Table G in the Appendix presents submission and awards statistics for Fiscal Years 01 and 02 by unit and department.

CSSI was awarded 19 grants for \$2,022,874.

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

CAS: **Anthropology** hired a linguistics professor who will help build relationships with **Communication Studies** and **English**. New hires in the **Biology** Department are designed to strengthen the articulated focal areas of Ecology/Evolutionary Biology and Molecular/Cell Biology. New hires in **Chemistry** and **Physics** will build collaborative research projects with the biological sciences. New hires in **Romance Languages** have research interests in film, cultural studies, Women's Studies, journalism, linguistics, and fashion/textiles.

HHP: **Public Health Education:** The new hires have academic degrees and research foci in anthropology, adolescent health, epidemiology of athletic injuries, and international health. These foci match well with faculty in other departments on campus resulting in several interdisciplinary research projects and proposals.

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

CAS: **Anthropology:** The Provost's office provided support for one faculty member to pursue significant external funding.

In **Biology**, the Gene Micro Array program provided money for several molecular biologists and one technician.

In **Psychology**, funding from the department's indirect cost fund was provided throughout the year to several faculty members and two faculty members received a Dean's Initiative Award for their research.

HES: Funding for a grant-writing workshop for faculty was provided by HES. The Office of the Provost provided seed money to researchers from **HDF** and **PSY** to jointly develop a proposal to NFS's Children's Research Initiative.

HHP: **Communication Sciences & Disorders:** One faculty member applied for and successfully

received one internal grant which provided the necessary seed money needed to pursue larger, external grants.

Public Health Education: Seed money was awarded to two faculty members by the **CSSI** for interdisciplinary research projects.

Recreation, Parks, & Tourism faculty received six seed grants through **CSSI**, UNCG, and other agencies.

SOE: **Teachers Academy:** USTEP funding was provided to **LIS** faculty member for the Collaboration Information Skills Instruction project (\$2500).

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

B&E: Eight faculty members participated in Grant Central training sessions.

CAS: In **Biology**, Meyers and Associates again helped the department obtain a Federal appropriation for \$500,000 for the water chip project. One **Chemistry** faculty member attended grant-writing workshops to identify agencies for her first major proposal. And acting on a suggestion from a visiting self-study team, a **Mathematics** faculty member applied for a Council of Graduate Schools Sloan grant.

HES: Meyer's and Associates and Grantcentral consultants were utilized.

HHP: Twelve faculty members participated in a grant-writing workshop provided by Grant Writers' Seminars and Workshops.

SOE: **Counseling & Educational Development:** One faculty member participated in a program with GrantCentral.com.

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

2.6.0 243 proposals were submitted to external agencies by 147 principal investigators. Submissions by administrative units, SOE, and the Graduate School increased while submissions from B&E, CAS, HES, SOM, and SON remained the same.

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 2001-02 is \$302,500. Targets for the next five years are listed below:

2002-03	\$332,750
2003-04	\$366,025
2004-05	\$402,627
2005-06	\$442,889
2006-07	\$487,178

CAS: The goal is to maintain an annual increase of 10% per year over the next five years.

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

The **IAR** five year target is to secure at least \$100,000 per year.

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

The **SWK** annual target is \$1,500,000.

HHP: **Exercise & Sport Science:** The annual target is to exceed \$150,000 in yearly awards by 2003-04 and the five year target is to have at least two multi-year awards totaling \$250,000.

Public Health Education: The goal is to attain an annual funding base from grants and contracts of \$500,000 within three years.

Recreation, Parks, & Tourism: Annual target is an increase of 50% above 1999 - 2000 AY funding.

SOE: **Curriculum & Instruction's** annual target is \$175,000; five-year target is \$650,000.

Educational Research Methodology / Center for Educational Research & Evaluation: Annual target is \$150,000; five-year target is \$750,000.

Library & Information Studies: Five-year target is \$50,000.

Reading Together USA's annual target is \$800,000; five-year target is 3 million.

SERVE shall strive to increase the dollar amount of its contract and grant portfolio by 50% over the next five years.

Specialized Education Services: Over the next five years, SES will submit at least two proposals each year for federal funding, two for state funding, and at least one collaborative proposal each year with another department or unit.

Teachers Academy will pursue 1 grant per year over the next 5 years.

SON: The five-year target is to increase dollar-awarded grants by 50%.

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

2.7.2 The **TLC** renovated McNutt to serve as headquarters for SOE's Teaching Resource Center. The Director and Associate Director met with Little and Associates Architects to discuss the relocation of the TLC during the McNutt renovation now scheduled for 2004 or after the completion of the Humanities and Research Building.

2.7.3 New space assigned to externally funded projects includes:

HES: Property is being leased at 403 S. Edgeworth for ACCESS and CNNC projects.

SOE: 341 Curry was assigned for the Center for Abuse Prevention Education / Deaf and Hard of Hearing (CAPE –DHH) project and 110 Curry was assigned for the Center for School Accountability, Staff Development, and Teacher Quality.

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

3.1 *A Community Values Statement 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: Development of the University's new program in Communication Across the Curriculum involved considerable discussion of these issues in a series of workshops attended by a large number of faculty from across the campus.

Public Health Education: The essence of our professional preparation program is to build on the foundations of a liberal education in service to a wider community. The basis of the profession is its ethical code and views of practice as partnerships with communities. These themes are addressed in all professional preparation courses by all faculty and students.

Recreation, Parks, & Tourism supports the development of civic responsibility and a commitment to a larger community through its current focus on community leadership and service-learning.

3.1.4 The Human Relations Council draft of a UNCG Community Values Statement was presented to several campus groups, including the Undergraduate Studies Council, Faculty Senate, Staff Council, and Executive Staff. Further reviews are scheduled for 2002-03.

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

3.2.0 The **School of Education** hosted the 2001-02 Race and Gender Institute. The theme was *Representation, Relationships, and Responsibility: Three New Rs for Education*, and the purpose was to look inward at curriculum, instruction, relationships, programs and policies to understand what is being done across the School and University to address race and gender issues and to make plans and recommendations about what might be done better.

3.2.2 Composition and activities of unit Race and Gender or Diversity Committees:

B&E: The Diversity Commission in the Bryan School includes 13 faculty and staff as members, and 8 are ex-officio members. This year the commission established a Cultural Diversity Day, conducted an education program for faculty regarding students with disabilities, organized an African-American faculty focus group to discuss University and School

climate for diversity, surveyed faculty, staff, and students about diversity at the Bryan School, and identified local expertise for a diversity workshop.

CAS: The College Race and Gender Committee met twice this year with the Associate Dean and helped to support special programs on diversity issues including an Ashby Dialogue on “Race Matters.” The **Theatre** department Race and Gender Institute met six times this year.

HHP: The School Diversity Committee is comprised of a faculty representative from each department.

SOE The Race and Gender Steering Committee met to discuss the issues of race and gender and their relationship to practice in the School. These discussions engendered the program for the three day Summer Institute.

SON: The Race and Gender committee is composed of five faculty, two undergraduate students, and a graduate student. The committee met six times during the year and offered guidance to each of the chairs on development of courses for global marker designations. They also planned a two hour program on Hispanic Needs in North Carolina, attended by over 100 people from inside and outside the University.

3.2.3 Programs that addressed multicultural issues included:

SOE: In May, a singer/songwriter and educator lead a discussion on the Cradleboard Education Project, a teacher training and curriculum development program that enhances understanding of diversity, particularly as it relates to Native Americans.

The **Weatherspoon Art Museum** is committed to selecting and developing exhibitions and programs that promote diversity, as well as to acquiring works by artists of varying ethnic origins for its permanent collection. Two strong examples are the Adrian Piper Retrospective presented last fall and the upcoming trio of exhibitions on Japanese art (for which we will hold a Japanese Festival Day). This year, the museum purchased a work by Beverly McIver, an African-American artist who is a native of Greensboro. Museum staff work with the Office of Multicultural Affairs, Women’s Studies, and African-American Studies programs to develop educational programs of interest and meaning to their students.

3.2.4 **SOE** offered a workshop in May to follow the Summer Institute which gave participating faculty the opportunity to critically examine their program and teaching practices The workshops addressed:

- Raising Race and Gender Issues: Book/Readings Discussion
- Race and Gender: Issues of Representation—Students
- Race and Gender: Issues of Representation—Faculty and Staff
- Teaching Race and Gender: Relationships and Responsibility
- Teaching Race and Gender: Instructional Resources and Technology

The discussions from the Summer Institute will yield recommendations for consideration in policy, curriculum, instruction, and assessment activities in the School of Education and across the University.

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:

B&E: Bryan School Student Services developed guidelines for advising and registering returning students unreasonably impacted by UNCG academic renewal policy and the continuation requirements for the Bryan School. Student Services also proposed guidelines for waivers/exceptions to the foreign-language requirement that were implemented. Bryan School Student Services and the Registrar's Office worked together to solve a problem affecting UNCG students studying abroad who were unable to register for the semester after their return because they had not yet received transfer credit for their semester's work. The process for assessing courses and credit for students returning from study abroad programs was streamlined with the International Programs Center and the Registrar's Office.

HHP: Communication Sciences & Disorders: New advising policies were established primarily at the undergraduate level.

SOE: Counseling & Educational Development: The student handbooks, which contain all Departmental policies and procedures, are reviewed and revised as needed each year. No unreasonable obstacles were identified this year.

Specialized Education Services identified problems in undergraduate advising procedures and implemented new advisement procedures.

SON: The undergraduate council (BSN) and the graduate council (MSN) reviewed all policies and procedures and reported no barriers to student progress this year.

Continual Learning reviewed several policy issues pertaining to visiting students and admissions of non-degree seeking students.

UE/SAI: The Advising Council sponsored a retreat to address ways to improve the current structure of academic advising in the academic units. Results of this effort included an instrument for student assessment of advisors and the Master Advisor program to provide training for campus advisors.

3.3.2 Efforts to improve student services in the units include:

B&E: Student Services improved communication with students by using e-mail extensively to inform students about school events, policies and procedures, registration information, and scholarship opportunities. Additionally, more effective use was made of bulletin boards. New MBA and MSITM students were advised and registered as soon after admission as possible, avoiding late registration hassles for many students. Student Services also began processing change of major and advisor assignments to insure timely and accurate information for students.

CAS: The **Linguistics Program** appointed a faculty advisor to advise all undergraduate majors. **Political Science** held an information session on graduate and professional school options and hosted a lunch about obtaining a job in Washington, D.C. **Women's Studies** improved advising through increased advising open houses and lengthened advising hours.

HES: At faculty retreats, the dedication to maintaining the high quality of student services was reaffirmed. A student committee met regularly with the Dean to voice student concerns and the Dean also held regular “coffees” with students.

HHP: A Dean’s Student Advisory Council, consisting of undergraduate and graduate student representatives was created to provide feedback to the Dean related to student services and other aspects of the HHP environment. In the Fall, a “Meet the Dean” event was held for all students to discuss concerns.

SOE: **Counseling & Educational Development** enhanced the use of its listservs for current students and graduates to include job postings at all levels and announcements about campus and community events of interest.

Educational Research Methodology / Center for Educational Research & Evaluation: Brown bag sessions, an annual picnic, a newsletter, and other informal meetings are sponsored by the Department to inform graduate students about new issues.

Specialized Education Services: The web site was enhanced and most course materials were made available on-line. Department procedures for handling initial inquiries about programs and services were also improved.

Teachers Academy: NC TEACH provided observations, email, and personal contact with participants. The Alternative Licensure Program developed an information brochure and a set of guidelines for a comprehensive alternative licensure program. In the Licensure and Field Placements area, application instructions were revised, field placement packets were developed, and the Teacher’s Academy Teacher Education Handbook was revised.

SOM: The Assistant-to-the Dean has been designated as advisor for all undergraduate music students which allows greater accessibility to an advisor who constantly keeps up with changing procedures and requirements.

SON: A plan to improve advising is under development.

Jackson Library implemented new procedures informed by user suggestions and professional workshops. The library also improved their employment ads and revised goals for undergraduate research instruction. In addition, the library worked with English 101/FMS coordinators to implement instruction more thoroughly into their courses.

Enrollment Services:

- Rolling Advising and Registration was established on the recommendation of the Advising Council. This allows new transfer, returning, and reactivated students to be advised and register much earlier than the previous narrow registration window allowed.
- The University Registrar’s Office continues to have monthly meetings to solicit staff input for solutions to service needs.
- As a result of a survey administered to Evening University students, the Bryan School agreed to start their undergraduate business courses at 6:00 p.m. rather than 6:30 p.m.
- The Faculty Senate passed a resolution from the Academic Policies Committee to increase the number of hours from extension and correspondence courses that could be applied toward an undergraduate degree.
- The substitution and waiver process for undergraduate degree requirements was reviewed by

the Advising Council and Student Academic Services and recommendations were endorsed by Dean's Council.

- The approval process for August graduation candidates to participate in May commencement was simplified with fewer signatures required and less student run-around.
- Student Academic Services conducted an advertising campaign to encourage seniors to apply to graduate before the deadlines.

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:

CSSI and **IHSS** are involved in many community building activities such as NCFACES, a program that helps develop meaningful partnerships between professionals and children with serious emotional disturbances and their families.

Jackson Library:

- The Special Projects Librarian and the Special Collections Librarian work closely with the English Department and the Creative Writing Program to plan and promote each other's events.
- The University Librarian, with the Director of the Teaching Learning Center and the Dean of the Division of Continual Learning, reviews proposals for and awards faculty development grants for web-enhanced instruction.

The **Weatherspoon Art Museum** serves many campus groups through tours, lectures, film series, panels, and other educational programs and co-sponsorship of programs and activities with other campus units. These include exhibition opening receptions; opportunities for students to study and conduct research on works in the permanent collection; semi-annual Family Days.

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:

CAS: Most departments of the College have discipline-based student organizations or clubs with faculty sponsors and faculty participation in regularly scheduled events.

HES: **HDF:** The Child Care Education Program worked with twelve departments.

HHP: The **Dance** Department supported the student organization Prime Movers in production of a student-adjudicated concert.

SOE: **Counseling & Educational Development:** All faculty attended several social events, fundraisers, and professional events sponsored by the department's two student organizations. Two faculty members also worked with TeamQUEST (UNCG Outdoor Education) to investigate the program's impact and effectiveness.

Educational Research Methodology / Center for Educational Research & Evaluation actively supports the Graduate Educational Research Methodology Student Association.

Library & Information Studies maintains two student organizations: Library & Information Studies Student Association and a chapter of the Special Libraries Association. Both groups have faculty advisors and sponsor social events and field trips to facilities in North Carolina and other states as well as student social activities.

Specialized Education Services: One faculty member co-sponsors Kappa Delta Pi, the education honorary and service organization, and another sponsors the University Association of Educators of the Deaf, a student organization.

Teachers Academy: One faculty member served as advisor to the UNCG chapter of the Student North Carolina Association of Educators (SNCAE) and another served as chapter counselor for Kappa Delta Pi.

SOM: Faculty and staff members work with SOM fraternity members who frequently assist with staffing auditions, alumni events, open houses, and convocations.

SON: Each of the student organizations in the School of Nursing has a faculty advisor.

The **Graduate School** sponsored the Doctoral Forums, the Thesis/Dissertation Workshops, and the Plan of Study workshop. The Interim Associate Dean worked with the President of the Graduate Student Association to obtain graduate student representatives on Faculty Senate Committees. The Interim Dean worked with the President of the Graduate Student Association and the Graduate Studies Committee to develop a procedure to allocate health insurance vouchers.

Gerontology students worked with graduate students in **HDF**, faculty in multiple departments, and individuals in community facilities to increase participation and awareness of the UNCG Sigma Phi Omega - Delta Gamma Chapter, which has grown from five initial members in 2001 to 20+ members in 2002. This year, the Chapter sponsored a televised conference open to the university and community on 'Family Caregiving Across the Generations,' hosted a formal initiation ceremony, and held business meetings.

The MS **Genetic Counseling** Program appointed a representative from each class to the Graduate Student Association. These representatives regularly attended meetings of the GSA and reported relevant information to their classmates.

International Programs continues to work with many student groups in an effort to encourage study abroad and international programs. Among the groups served in 2001-02 were UNS 101, the Reynolds Scholars, Teaching Fellows, the Rotoract Club, Honors, the Moore-Strong College, departmental classes (e.g., German and Russian, and Interior Architecture) and the Residential College.

The **Weatherspoon Art Museum** works with the Office of Admissions, the Office of Student Life, Freshmen Orientation, and other such groups by participating in campus fairs and by making students feel welcome at the museum. The Weatherspoon also developed programs with a variety of other departments and units across campus. The *Adrian Piper Retrospective* engaged philosophy students in an on-line chat room, and Ms. Piper's lecture was co-sponsored by that department, the Women's Studies Program, and the Office of Multicultural Affairs. *Lab Results* was a collaboration with faculty and students in three of UNCG's science departments. Museum tours are regularly offered to English 101 classes. Last fall, the Weatherspoon organized an evening open house for freshmen and participated in several student fairs on campus.

3.4.2 College/School Programs Committees whose purpose is to generate intellectual community-building programs of broad interest include:

CAS: College Programs Committee sponsored the lecture series “That’s Incredible: Science Technology and Belief,” Faculty Research Reflections, Harriet Elliot Lecture Series, Ashby Dialogues, and the CACE conference. The **Art** department organized a Programs Committee to present visual arts workshops, lectures, and class critique sessions. The **Linguistics** Committee and **Theatre’s** Academic Arts Leadership Committee also work to generate intellectual community-building programs.

HES: The HES Faculty Development Committee continues to work on programs of interest to faculty, staff, students and the community at large.

SOE: **Reading Together USA:** Weaver Foundation Committee, Jackson Middle School Committee Pulpit Forum.

Jackson Library: The Friends of the Library Board of Directors Program Committee plans programs of interest to the University and the community such as annual dinners with a nationally prominent speaker, programs for Women’s History Month, programs featuring the Library’s special collections and archives, and programs featuring local authors and book collectors.

DCL launched CALL – Community Advancement through Lifelong Learning – an initiative aimed at bringing the joy of learning to Guilford County and surrounding areas through non-credit courses.

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

CAS: The **Theatre** department participates with UNCG News Service, Arts Leadership Committee, and Office of Student Life in developing a university-wide arts calendar.

Women’s Studies: Women’s History Month Calendar was an important vehicle for increasing university awareness of events across campus. This year the Calendar was posted on the WMS website and linked to the UNCG Pipeline news page.

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.

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

B&E: Citizenship and service expectations were developed for all Bryan School full-time faculty. Spartan Athletics and the Bryan School sponsored Bryan School appreciation night at a UNCG baseball game.

CAS: In connection with the Programs Committee, the College encouraged attendance at lectures by offering free tickets to student, faculty, and staff. Departments regularly encourage faculty, staff, and students to attend events through e-mail, posters, and word of mouth.

HHP: E-mail messages are sent to all HHP faculty and staff encouraging their participation at Opening Convocation, Graduation, Homecoming, and other events.

Public Health Education: Two faculty members took their classes to the Roundtable discussion with Jocelyn Elders and to her speech as part of Black History Month and all faculty and students were encouraged to attend the Lawther Lecture.

SOE: Faculty are encouraged to attend May and December commencement ceremonies.

Graduate School staff and graduate assistants were encouraged to and did participate in university-sponsored events including Fall Convocation, Founder's Day, Honors Day, and presentations by each graduate dean candidate. The staff actively participates in the Commencement Ceremonies. Faculty from many departments and several graduate assistants assisted with the Graduate School Information Sessions for Prospective graduate students, held on-campus in May and June 2001 and in March and May of 2002.

Jackson Library encouraged participation in the celebration of its millionth volume through posters, flyers, announcements in University publications and local newspapers, spots on UNCG TV in the dormitories, list-serve announcements, e-mails to local schools, and mailed invitations to all Friends of the Library and University Relations contacts.

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

TLC staff participated in University events sponsored by Student Activities and the Weatherspoon Art Museum.

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

HHP: The **Hospitality Management Program** invited the Assistant Dean of HES and two faculty members in **Business Administration** to participate in retreats.

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

3.5.1 A campus Task Force explored the issue and submitted a report in fall 2001. Recommendations from this report will be reviewed for implementation following statewide action on this issue.

3.5.2 A Task Force on Faculty Dispute Resolution of the University of North Carolina which included two UNCG representatives delivered a report in April 2002 which called for, among other recommendations, the establishment of a mediation system on each campus address grievances under Section 607 of the UNC *Code* and other grievances if desired. Training programs to provide internal mediators and a central pool of funds to support external mediators are also recommended.

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:

B&E: 3 faculty and staff.

CAS: 70 faculty and staff.

HES: 2 administrators, 14 faculty, and 4 staff members.

HHP: 3 administrators, 12 faculty, and 5 staff members.

SOE: 19 members of the School.

SON: 25 members of the School.

12 **CSSI** staff members, 1 **IHSS** staff member, and 1 **ORS** staff member.

Graduate School: 3 administrators and 2 staff.

Jackson Library: 2 administrators and librarians attended 7 HRS workshops.

Weatherspoon Art Museum staff participated in UNCG workshops in the areas of Supervisor Training, Marketing Strategy, Power Point, and Accounting.

Enrollment Services created a position, Manager of Organizational Learning, designed to enhance staff learning opportunities, build intellectual capital, and better manage knowledge. Learning activities included a lecture series that brings nationally known professionals to the campus, a “Student for a Day” experience, book clubs, tailored training activities, and individual development plans.

3.6.1 The **TLC** director met with the Associate Dean in each unit to discuss their needs. The ITCs have also attended departmental meetings in their units to discuss instructional needs. TLC representatives serve on the UNCG Professional Academic Development Advisory Committee.

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: The **Center for Global Business Education & Research** conducted a seminar series called “America in the Global Economy.” The **Department of Accounting** conducted “Low-Income Taxpayer Clinic” workshops to assist members of the state’s immigrant population and other qualifying taxpayers with tax returns and tax-related problems. The Bryan School Office of Professional Development Programs in the **Center for Applied Research** offered the following programs:
E-Commerce, Controls, and Audit Program
Carolina Adoption Services Communications Program

Marketing Strategy Program
Construction Accounting Program

CAS: **African-American Studies:** 7 lectures and 1 play.

Anthropology: 32 talks, presentations, and workshops, including 18 in public schools and colleges and 5 in Mexico.

Archeology: 4 lectures.

Art: 35 events and 36 creative activities.

Biology: 1 public symposium.

Broadcasting & Cinema: 3 workshops, 1 film festival.

Chemistry & Biochemistry: 30 presentations and 1 symposium.

Classical Studies: 12 events.

Communication Studies: 9 events.

English: 5 lectures, 1 symposium, and 18 fiction / poetry readings.

Geography: GIS lectures.

German, Russian, & Japanese: 19 events.

History: 23 lectures and 5 performances.

Mathematical Sciences: Guest lectures.

Philosophy: 21 lectures and 1 symposium; 1 faculty member is a member of Ethics Committee at Moses Cone Health Care System.

Physics & Astronomy: 30 nights at the Three College Observatory and 1 lecture.

Political Science: 3 lectures.

Psychology: 19 seminars and workshops, 4 presentations.

Religious Studies: 5 speakers, 1 workshop, and 2 presentations.

Romance Languages: 1 lecture.

Sociology: 1 lecture, 1 presentation; sponsored 1 campus program.

Theatre: 8 workshops and 11 plays.

Women's Studies: 45 events.

HES: Assistant Dean coordinated a 10-hour workshop on management skills for the North Carolina School Food Service Association.

HDF 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.

IAR faculty served as consultants for New Hanover Hospital and four other facilities.

SWK faculty presented 71 Community Workshops.

TDM: Faculty members delivered a lecture for Women's Studies Month and presented at a local school career day, and the department held a student fashion show.

HHP: **Communication Sciences & Disorders:** The University Speech and Hearing Center provided services to 420 children and adults at the on-campus center and to 1301 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 3231. In the summer of 2001, 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. Off-campus activities (screenings, evaluation, and therapy) totaled 2516. 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 38 ticketed performances in the dance theater. Faculty participated in approximately 31 additional events, either open to the public or for targeted communities.

Exercise & Sport Science: Nine faculty provided 55 community workshops, seminars, lectures, interviews and newspaper columns during the present year.

The **Hospitality Management Program** coordinated activity with the NC Grape Council for annual conference.

Public Health Education was involved in serving hundreds of NC citizens directly and thousands indirectly through student internships with public and private health organizations. Several faculty members serve on local health agency boards or act as consultants with such agencies. Faculty members conducted a series of workshops for the NC Social Services Annual Children's Services Conference and conducted peer counselor training for 30 people through the Women's Resource Center of Greensboro.

Recreation, Parks, & Tourism faculty presented 5 community workshops.

SOE: **Counseling & Educational Development** faculty offered workshops and summer institutes for professional counselors, provided consulting services for two agencies, gave five community presentations, and served on two boards. The **Counseling & Education**

Clinic provided the following services:

20	community clients served (225 hours of service)
54	UNCG students served (328 hours of service)
462	individual counseling sessions provided
8	family counseling sessions provided
18	couples counseling sessions provided
24	SIP programs/classes offered
99	UNCG students in attendance
32	one-on-one assessments (96 hours)

Center for Educational Studies & Development sponsored the Children's Festival/Health Celebration, Piedmont Young Writers' Conference, Study Skills Workshop, Creative Writing Workshop, and Psychoeducational Evaluations.

Curriculum & Instruction sponsored Community Dialogue on Education, Parents and Communities for Kids (parent / child dialogue forums), Pulpit Forum Sessions, and Family Connections Community Literacy.

Educational Research Methodology / Center for Educational Research & Evaluation: One faculty member conducted a workshop on at the University of Maryland. Another faculty member provided voluntary consultation for the Institute for Youth Development, Washington, DC. A third faculty member provided voluntary consultation and analysis of data to the Department of Continuing Education.

Staff of the **Pathways Resource Center** offered workshops at four regional conferences, including the North Carolina Community College Student Development Personnel Association Conference and the North Carolina School Counselors Association Annual Conference.

Staff of **Reading Together USA** trained and coached approximately 267 school coordinators and district coordinators in 14 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.

SERVE was awarded a three-year MATO Task Order in the amount of \$1,140,489 to operate the National Center for Homeless Education.

Specialized Education Services offered seminars and workshops for the Virginia WEIT Program.

SON: The School of Nursing served over 700 people in four nursing clinics for the elderly.

The Arts Leadership Committee was formed, with representatives from each of the six arts departments on campus, the Weatherspoon Museum, the Office of Student Life, and the Office of the Provost, to pursue recommendations regarding a unified marketing effort for the arts to improve regional awareness of and participation in arts programming. During the spring semester under a pilot agreement a UNCG calendar for activities open to the public ran on the back page of the "This Week" section of the *News & Record* on the first Thursday of each month. The Arts Leadership Committee also pursued a unified presence for the arts on the UNCG homepage and addressed problems in the University Box Office.

CSSI, among many other activities, took an active role with the Greensboro Violent Crimes Task Force, assumed responsibility for the HUD-funded “Youthbuild” project, worked with the Winston-Salem Foundation to build social capital in Forsyth county, and worked with numerous organizations such as the Guilford School Health Alliance and the United Way of Forsyth county.

The **Gerontology** Program Director made 35 visits to facilities and agencies serving the elderly, the Senior Tar Heel Legislature, and government agencies advising on needs of the elderly, presenting the UNCG Gerontology Program, and speaking on issues for the elderly. The Program sponsored a ‘Time Slips’ training/workshop in May 2002, a nationally recognized creative application enhancing the lives of those living with dementia or Alzheimer’s. The Program Director is a member of two local committees: Council of Government Caregiver Task Force Committee and Senior Resources for Guilford, and Retired and Senior Volunteer Program Advisory Committee.

Jackson Library:

- 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).
- Provided support for the NC LIVE database, testing its usability, presenting external workshops, and having staff serve on committees.
- Shared The Women Veterans Historical Project with numerous schools and organizations and hosted the Annual Women Veterans Luncheon, which drew over 100 people.
- Provided consultation for a documentary about the Woolworth Sit-ins.
- Provided consultation to numerous groups, including the State Capitol Building Staff (University Archivist).
- Hosted the annual spring workshop and meeting of the Society of North Carolina Archivists.
- Provided 18 library instruction sessions for external school, college, and military groups.
- Provided technical consultation for numerous state and out-of-state colleges and universities and agencies such as the Food and Drug Administration.
- Offered programs, lectures, and presentations to the public, including “The Polish Experience in World War II” in the fall and an evening with author and cartoonist Doug Marlette in the spring.

A group of **DCL** staff volunteers at Habitat for Humanity the first Wednesday of every month.

International Programs: IPC staff addressed several community groups, among them the Greensboro Bar Association, the Greensboro Rotary Club, and the Dolley Madison Women's Club.

The **TLC** Director, Associate Director, and Instructional Technology Consultants offered 17 seminars and 50 workshops to the campus community.

Enrollment Services: Special Support Services delivered a presentation on stress management to Guilford County Schools and the Director of Special Support Services served on the Executive Board of the North Carolina Council of Educational Opportunity Personnel.

The **Weatherspoon Art Museum** plays an important role in UNCG’s outreach efforts 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 businesses. The Weatherspoon’s name change from “Gallery” to “Museum” is intended to clarify in the public’s mind the breadth of our offerings and thereby to

attract more visitors, especially cultural tourists. The museum also co-sponsored “First Thursdays” with the Greensboro Young Professionals Organization. Public and Community Relations Officer Patti Gross works closely with the Greensboro Convention and Visitors Bureau on mutual promotion opportunities.

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

B&E: In conjunction with the **Center for Global Business Education & Research**, several faculty members from **Business Administration** and **ISOM** are working on a research project to help selected companies increase export activity.

CAS: **Art**: consulting with American Society for Testing and Materials and other groups

Broadcasting & Cinema: collaborations with Greensboro Public Access Television and other agencies.

Biology: collaborations with City of Greensboro, National Institute of Nutrition and other agencies.

Chemistry: consultations with local firms, including Morflex and Innergy.

Communication Studies: collaborations with Action Greensboro.

Geography: collaborations with Z. Smith Reynolds Foundation and the Keenan Institute.

Mathematical Sciences: consultations with NASA, NSA, and Moses Cone Hospital.

Women’s Studies: collaborations with Healthy Start and other agencies.

HES: **HDF** met with VF Corporation to develop new products for young children.

IAR collaborated with four agencies in the Historic Preservation Project

TDM: Faculty worked with the Cooperative Extension Service at NC State University.

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

Exercise & Sport Science: Eleven faculty participated in shared, applied research with agencies such as the Hispanic Center of High Point, UNCG HOPE, Project Effort, PEPSE project (a collaboration with 13 high schools and 8 University partners), Moses Cone Family Practice, Special Olympics Soccer Tournament, and the Boys and Girls Clubs of Greensboro.

Public Health Education developed multiple research projects with hospitals,

foundations, voluntary agencies, public school districts, and health agencies. The department also established research interests with federal agencies (Health Resources and Services Administration) and national and state health professional organizations such as National Association of Local Boards of Health, NC Division of Local Health Services, and NC Association of Local Boards of Health.

Recreation, Parks, & Tourism participated in a Mental Health Association of Greensboro program with **CSSI** and several community agencies, including the Volunteer Center of Greensboro.

SOE: **Educational Research Methodology / Center for Educational Research & Evaluation** staff met 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 during Fall, 2001. Faculty also provided 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 and the American Institute of Certified Public Accountants (AICPA) Research Consortium.

Reading Together USA continues 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.

Specialized Education Services faculty completed work on a research project with SERVE and received support for a project with **HDFS** that is currently being implemented. One faculty member also represents SES on the NC-RISE project, a consortium of North Carolina universities working together to develop on-line courses accessible to all contributing members.

CSSI and **IHSS** maintain frequent communication with many academic units and centers regarding research agendas. The Directors of CSSI, IHSS, and the Center for New North Carolinians met to develop grant submissions and identify future collaborative projects. CSSI continues to collaborate with Departments of Psychology, Public Health, Political Science, and HDFS among others in the development of grant proposals. **IHSS** has direct collaborative partnerships with 18 public and private agencies through its funded research projects and indirect partnerships with over 100 state and local agencies.

The **Weatherspoon Art Museum** partners with groups on specific projects. The North Carolina Japan Center was consulted in preparation for the upcoming Japanese exhibits. The Museum is now working with the Urban Ministry on an exhibition planned for fall 2003.

4.1.3 Service to local industry by units includes:

B&E: The **Center for Global Business Education & Research** in the Bryan School received a \$155,000 grant to assist small textile and furnishings companies in the area with the development of overseas relationships. As a part of this research, the Center conducted a thorough industry survey of over 200 furnishings and textile companies, asking for opinions on specific issues as they relate to imports/exports and the U.S. economy. Data collected were analyzed and will be used to help selected companies increase their export capabilities.

CAS: One **Anthropology** faculty member belongs to a consortium that connects businesses with universities when specific information is desired. The department of **Broadcasting & Cinema** has an Advisory Committee that serves the local media industry. **Chemistry** interacted with many local industries such as PharmaCore.

HES: **TDM** sponsored an Industry Symposium on Innovation, the TDM Advisory Board was expanded with new members from the textile industry, and faculty members participated in NC World Trade meetings.

HHP: The **Hospitality Management Program** developed a relationship with International Market Authority in High Point on customer service and with Guilford County Hotel & Motel Association on industry needs for interns and college graduates in Hospitality Management.

Public Health Education: The Center for Corporate Health helped North Carolina businesses develop strategies to maintain and improve the health status of their workforces.

Recreation, Parks, & Tourism: Six members of the faculty served on various Boards of Directors and Committees, including Greensboro Area Convention and Visitors Bureau, Pyramids Wellness Centers, Independent Animal Rescue, Inc., and Trout Unlimited. Also, faculty partnered with 12 new program directors and practitioners at local fieldwork sites in parks, recreation, and tourism.

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

B&E: 66 undergraduate students and 32 graduate students participated in internships / practica for credit.

CAS: 230 undergraduate students and 91 graduate students participated in internships / practica for credit.

HES: 270 undergraduate students and 95 graduate students participated in internships / practica for credit. 47 undergraduates and 60 graduate students participated in non-credit internships.

HHP: 225 undergraduate students and 89 graduate students participated in internships / practica for credit.

SOE: 226 undergraduate students and 15 graduate students participated in internships / practica for credit. 177 undergraduate students participated in non-credit internships.

SOM: 1 undergraduate student participated in an internship for credit.

SON: 400 undergraduate students and 240 graduate students participated in internships / practica for credit. 24 undergraduate students participated in non-credit internships.

Gerontology: 19 students participated in practica for credit.

UE/SAI: A Subcommittee of ACUOPS in DCL co-chaired by the Associate Dean of CAS and the Associate Vice Chancellor of Student Affairs, studied the topic of internships. The

subcommittee surveyed students, faculty, and regional employers on ways to improve the current internship program. After studying the results of these surveys, it recommended that an appropriately staffed CSC be the central resource for students, faculty and employers. It also recommended that each academic department establish an internship coordinator and provide better information to students on internship benefits and opportunities.

Spartan Trak, the web-based information source published by the Career Services Center (CSC) in Student Affairs, published 3,280 internship opportunities listed by employers, 101 of them in North Carolina. CSC referred 1281 resumes for students to the internship sites.

Weatherspoon Art Museum: The Curator of Education worked with Art Education majors who met their practicum requirement by participating in a museum after-hours youth program.

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

B&E: Two faculty members in **Economics** made presentations to AP Economics classes at Smith High School.

CAS: Fourteen departments and two special programs in the College reported outreach activities/partnerships/linkages with the public schools. Such activities include presentation of lectures, design of web presentations, installation of exhibitions, tours of UNCG facilities, judging school contests and fairs, and service on boards and in organizations.

HES: **HDF** has productive partnerships and linkages with many public educational institutions and provided tours for agencies and schools.

SWK: Through the department's accredited School Social Work licensure program, students are placed in field instruction/internship programs in Guilford, Forsyth, Davidson, Alamance, Iredell, and Rockingham County public schools.

HHP: **Dance** faculty taught classes or performed at 6 local schools, participated in an Arts Festival for Guilford county students, and hosted a High School Dance Day for area schools.

The **Hospitality Management Program** developed a relationship with Guilford County High School Tech Prep Program.

SOE: **Collegium for the Advancement of Schools, Schooling & Education** provided advising for schools in Florida, Georgia, Michigan, Ohio, and Virginia.

Counseling & Educational Development: Faculty worked on a school violence project in Washington, DC schools. One faculty member established partnerships with schools in Davidson county and Forsyth county.

Curriculum & Instruction maintains Professional Development School relationships with approximately 21 elementary and middle schools in Guilford, Rockingham, and Forsyth county. Faculty also impact Triad area schools with small grants from the University /School Teacher Education Partnership (\$2500-5000 each) and with larger grants and contracts. Faculty reported approximately 10 U/STEP grants for improving reading, linking vertical teams of teachers to support AP programming, training

administrator,s and serving special needs and diverse learners in schools.

Educational Leadership & Cultural Foundations faculty served in the following roles: facilitator in High Standards Collaborative Project in Caswell County, Rockingham County, and Durham; Advisor on leadership training and development for 9 school districts in Florida, Georgia, Michigan, North Carolina, and Ohio.

Educational Research Methodology / Center for Educational Research & Evaluation: Faculty consulted with Guilford County schools on evaluation research and measurement issues and served on a technical search committee. Two faculty members sit on the North Carolina Department of Public Instruction Technical Advisory Committee on Testing. The CERE staff and three ERM faculty members are involved in a National Board of Professional Teaching Standards (NBPTS) validation study.

Library & Information Studies: A faculty member worked with Guilford County school media specialists on the integration of information skills into classroom instruction.

National Paideia Center formed implementation partnerships with several North Carolina school systems and provided workshops for a number of North Carolina schools.

Piedmont Triad Education Consortium provided services to 6,381 people this year in 17 North Carolina County school districts.

Specialized Education Services: The undergraduate program in special education created PDS partnerships with selected schools in Rockingham County.

Teachers Academy engaged in a number of partnership activities with public education through its USTEP, Coach²Coach and NCTEACH programs.

Teaching Fellows assisted the Teague Family Foundation in the “Hooked on Books” project whereby all the third and fourth graders at Jones Elementary School took a trip to Borders Book Store and were allowed to purchase \$75.00 in books.

Teaching Resources Center worked with educators in Rockingham County Schools to submit a diversity grant proposal to the State Library of North Carolina.

SOM: Faculty conducted research, tested development / administration / analysis projects, and helped with portfolio evaluation in area public schools. Practica in MUS 633 and MUS 367a involved work with public school music classes.

Jackson Library continued its partnership with Wiley Elementary School begun with the previous school year to support the school’s literacy initiative. During 2000-2001, 6 volunteers contributed 129 hours of service to 14 children. The library also provided technical support for two Black History Month presentations for the Guilford County Public Schools. And the University Archivist, with four veterans, met with students from Rockingham County’s McMichael High School.

Continual Learning is developing a partnership with the GEAR-UP program of the UNC Office

of the President to host an All-Arts & Sciences Camp for the GEAR-UP participants. GEAR-UP signs seventh graders and their families (from socio-economically disadvantaged counties in North Carolina) to a pledge that the students will get on the college track. DCL's Fast Forward program, a concurrent enrollment partnership program, served eighteen public schools and seven private schools in seven North Carolina counties. Registrations totaled 1592.

Weatherspoon Art Museum has developed new or stronger partnerships this year with the Center for Creative Arts, ArtQuest, the YWCA, and the Guilford County School System. In June, we will submit a grant to the North Carolina Arts Council specifically for audience development and will partner with several other organizations to this end.

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

4.2.0 Overall, the **Division of Continual Learning** served 20,003 persons in FY 2001-2002, a 5% decrease from FY 2000-2001. Specific **DCL** activities included:

The Master of Arts in Liberal Studies (MALS) had 298 registrations in 2000-2001 (an increase of 16% from the previous year) and offered a non-credit course for its alumni.

The Fast-Forward Program had 1592 registrations in 2001-2002 (an 11% increase from the previous year), offering expanded course offerings and entering three new schools.

Other Extension Courses/Programs include: English Composition for adult students, Study Abroad program in China, 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), and the DisneyWorld College Program (online learning experiences for students who intern at Disney World).

The Emeritus Society increased number of course offerings from 14 in FY 2000-2001 to 21 in FY 2001-2002.

The All-Arts and Sciences Camp had 1902 total campers, a slight decrease from last year, and 21 campers and parents participated in Summer Getaway, a one-week trip to Spain.

Summer Shorts conducted 7 short courses or workshops targeting diverse populations ranging from people interested in the Middle East conflict to ballroom dancers. Summer trips for the Emeritus Society members were also offered.

The Visiting Auditors Program had 170 enrollments in golf, dance, tennis, aerobics, swimming, and weight training courses.

SAT Test Prep had 120 enrollments, an increase of 19% over last year.

Graduate Test Prep had 218 enrollments, an increase of 14%.

The Test Prep program hosted a workshop for regional administrators on "Cambridge Test-Making Strategies: The Six-Step Approach."

Conference Services served 3937 people for workshops and conferences and brought gross revenues of \$138,195 to the university.

CEU issued 286 transcripts in 2001-2002.

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).

4.2.1 Ways in which relationships between Academic Units and The **Division of Continual Learning (DCL)** were strengthened:

B&E: The **Center for Global Business Education & Research** continued its successful partnership with **DCL** to offer "Experience Business Abroad" trips/programs for both students and the community. In 2001-02, 30 students took the course for credit through the **DCL**.

CAS: A growing number of faculty in almost every department of the College participated in one or more of **DCL** sponsored programs or in distance-learning offerings.

HHP: **Communication Sciences & 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**.

SOE: **Counseling & Educational Development** worked with **DCL** this year on an advanced post-master's certificate in school counseling.

Curriculum & Instruction: The relationship between **CUI** and **DCL** was strengthened by the startup of the Asheboro Med cohort.

Educational Leadership & Cultural Foundations worked closely with **DCL** in delivering the MSA Program in Alamance County.

Specialized Education Services worked with **DCL** to obtain permission to offer the M.Ed. in Cross-Categorical Special Education online.

Teachers Academy: Staff of NC TEACH and **DCL** worked closely to develop procedures and budget for NC TEACH's Summer Institute.

SON: The School of Nursing worked with **DCL** in offering the outreach program in Hickory, NC. At the request of **DCL**, the School is offering two courses in the first summer session to assist with 107 credit hour production.

CSSI held discussions with **DCL** about possible collaborations which include developing grants and evaluating offerings related to the content areas of the Center, and having **DCL** provide the structure for **CSSI**'s new initiative, Kids Korps Academy.

The **Weatherspoon Art Museum** worked with **DCL** to develop a course in contemporary art to be offered fall 2003. The Museum Curator of Education developed and offered a mini-course in modern and contemporary art as part of docent training this past year.

DCL: The Advisory Council on University Outreach and Public Service (ACUOPS) met during the year with representatives from each of the academic and other major University units appointed to this committee. **DCL** continues to work with Academic Departments in developing needs assessment for distance and online programs as they explore viable options for the University. **DCL** provided information and support to units offering distance learning programs, including registration, policy updates, etc. for programs offered through the 107 budget purpose. Advice and consultation on Conference and Events Management has also been provided to departments. 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 including assistance with the development of online courses.

4.2.2 **DCL** engaged a consulting firm, the Arts and Sciences Corporation, to assess the need for a UNCG/Triad Training Network and support strategic planning for expanded community outreach. Phase I has begun with the initiation of the CALL (Community Advancement through Lifelong Learning) Program for the fall of 2002.

4.2.3 The Arts and Sciences Corporation will also conduct an environmental scan of the area.

4.2.4 Special programs in the units for targeted groups included:

B&E: The Bryan School offered 12 sections as distance learning courses in the Fall and 18 in the Spring. The Office of Professional Development Programs in the **Center for Applied Research** offered 8 non-credit courses.

CAS: **Anthropology** offered Independent Study credit for students participating in the French Archaeological summer field experience as well as degree-seeking students participating in the summer experience at Old Salem.

Biology offered Human Genetics, and Human Embryology and Teratology courses for students in the Genetic Counseling Program.

Broadcasting & Cinema developed MALS 610 (Creativity and the Workplace) and offered Movie Making Workshops.

German, Russian, & Japanese developed new courses for upper-level students.

The **Linguistics** program is aimed at students interested in teaching English as a second language.

Religious Studies offered one course online, developed one MALS course, and created Two MALS/Women's Studies Certificate Courses.

HES: One **TDM** faculty member offered an Emeritus Society course on Culture, Identity and Dress through the **DCL**.

HHP: A 1-semester hour course was developed for students in Gerontology and **CSD**.

SOE: **Curriculum & Instruction:** New courses include CUI 535, a course in reading and writing in the content areas for high school and K-12 teachers, and CUI 589, a new social studies course for middle grades teachers.

Educational Research Methodology / Center for Educational Research & Evaluation:
Special web-based versions of ERM 604 and ERM 605 are being offered to support distance education certificates/graduate degree programs offered by **SES** and **CUI**.

The MS **Genetic Counseling** Program, in collaboration with the Department of **Counseling & Educational Development** sponsored a *Clinical Supervision Workshop* for genetic counselors in North Carolina. The program was approved by the American Counseling Association (ACA) for Category 1 Continuing Education Units for genetic counselors.

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

4.3.5 The CALL (Community Advancement through Lifelong Learning) catalog will serve not only as a course inventory, but as a promotional, informative piece for DCL and the University. It will include “advertisements” for other programs on campus: Evening University and Adult Transfer Student. It will also highlight the City of Learning aspect that forms the foundation for the CALL vision. The catalog will be distributed monthly through direct mail, in racks around the area, and in schools and libraries.

4.4 *All UNCG students will have the opportunity to participate in an experiential or service-learning experience.*

4.4.3 Progress towards offering elective courses centered around service-learning concepts or experiences includes:

UE/SAI: The Undergraduate Curriculum Committee worked with the Director of the Office of Leadership and Service Learning, which was established in Student Affairs in 2001-02, to systemize the offering of service learning courses on campus. Eight faculty members took part in the Service Learning Institute at Elon University in February. The University became a member of Campus Compact, a national organization promoting service learning opportunities for students.

CAS: **Romance Languages:** submitted Spanish 499 (Internship) for C&T committee approval. **Women’s Studies:** WMS 490 is being redesigned to include a service learning component.

HES: **HDF** collaborated with other departments to develop and offer a cross-listed course, HDF 481/681 (Family-Centered Interdisciplinary Practice: System of Care).

TLC: A faculty member who coordinates experiential learning received an Advancement of Teaching and Learning grant from the TLC to offer summer 2002 workshops to departmental internship coordinators.

4.4.4 Integration of service-learning experiences into the curriculum:

B&E: The **Department of Accounting** added service-learning experiences to four courses through work in the Low-Income Taxpayer Clinic.

CAS: Art 363 and 496, CST 200, 460, 399, and 499, and WMS/BCT 325 added service learning experiences. **Broadcasting & Cinema** class projects engaged students in service activities. **Sociology** also implemented a new internship course.

HHP: Service Learning experiences were expanded in ESS 330 and HEA 347.

SOE: **Educational Leadership & Cultural Foundations** added a service-learning experience to the MSA Program through the ELC 690 practicum.

The **CSSI** director coordinates field placement in the Department of Psychology and uses CSSI's contacts with community partners to facilitate meaningful service-learning experiences. In addition, each Division has graduate students working on direct service projects. Two **IHSS** students work extensively with local school groups.

Gerontology students participated in service learning at Hall Towers Senior Center and Gateway, both senior housing centers. The students held a 'Tea Party' where seniors were invited to bring a tea cup or special 'trinket' for sharing memories.

The **Weatherspoon Art Museum** regularly supports graduate and undergraduate students to work with the curators, registrars and other professional staff. Students also volunteer as gallery greeters and to help with 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: 79 faculty members traveled overseas on IPC funding. These included 49 who attended international conferences and were funded by the International Travel Fund; 21 whose international travel was supported by the Kohler Fund; and nine who went overseas in their capacities as directors of UNCG's various Study Abroad programs. An additional eleven UNCG faculty (with assistance from the Kohler Fund) assumed long-term (six weeks or more) research and /or teaching assignment abroad: two in the United Kingdom and one each in Australia, Canada, Finland, France, Germany, Ghana, Greece, Japan, Mexico, Italy, Spain, and New Zealand.

UNCG also welcomed 22 long-term (i.e., one semester or more) visiting scholars from overseas. These included six from Korea, six from Moldova, two from Venezuela, and one each from Australia, Canada, Germany, India, Russia, Thailand, and Turkey. In addition, IPC hosted 54 short-term international visitors. Finally, acting as the H-1B and TN visa processor for Academic Affairs, IPC did the immigration work for 19 foreign nationals hired by UNCG.

During 2001-2002, 233 UNCG students (only a slight decline from last year) took part in Study Abroad Programs. A majority of the students were on one-for-one student exchange programs. In return for these students, UNCG welcomed 122 international exchange students, most of whom were at UNCG for the entire academic year. (See Table K in the Appendix)

By May 1, 2002, 147 UNCG students had been recruited for Study Abroad for Summer 2002, Fall 2002, and full year 2002-03. Of these, 79 (up from last year's 65) are for full-year or semester programs and 68 (down from last year's 88) are going on Summer programs.

In addition to these bilateral programs, the UNC-Exchange program, located within IPC, had a year of expansion. In 2001-2002, UNC-EP exchanged 211 students between UNC and its university system partners in seventeen countries--on every continent except Antarctica.

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: The **Center for Global Business Education & Research** offered two “Experience Business Abroad” programs, one to France in which 17 students and 2 faculty members participated, and one to Mexico in which 13 students and 4 faculty members participated. The Bryan School, with the Kenan-Flagler Business School at UNC-CH, sponsored a three-week program on writing, researching, and teaching business cases for 27 faculty members from the Tec de Monterrey (ITESM) system headquartered in Monterrey, Mexico.

CAS: **Anthropology:** one member lectured in Switzerland. Another member traveled with students to France. One professor works in Mexico and gave five lectures there. A fifth member presented a paper in Italy.

Art: six student exchanges, short-course study abroad, and contact with students and faculty in England, India, and Spain.

Biology: one faculty member consulted in Australia and New Zealand, one faculty member sponsored visiting scientists from China and traveled to China, one faculty member traveled to Zurich, and one faculty member traveled to Montreal, Canada.

Broadcasting & Cinema: hosted several international undergraduate students; students from Germany, India, Korea, Romania, and Taiwan are enrolled in the MFA program.

Chemistry: one faculty member collaborated with National University, Mexico City, Mexico, and one collaborated with the University of Sussex, UK.

Classical Studies: one faculty member took students to Greece to work on an archaeological dig.

Communication Studies: one faculty member and two students studied at Vaxjo University, Sweden this year, and one student attended classes in Copenhagen.

English: one faculty member is a Fulbright Visiting Lecture in Bulgaria and at two Italian universities, and 15 English majors studied abroad each semester.

Geography: one faculty member traveled to Wales.

German, Russian, & Japanese: eleven students participated in study-abroad programs.

The **Honors Program** offers HSS 310 (Honors Abroad) in Britain

Linguistics: one faculty member spoke at an international linguistics conference in Amsterdam and another member toured speech-language pathology facilities in Rome and in Pescara, Italy.

Philosophy : two faculty members attended or participated in International conferences or colloquia overseas.

Political Science: a number of undergraduate majors studied abroad and three faculty members worked with scholars in other countries.

Religious Studies: one faculty member lectured at the University of Paris.

Romance Languages: a Summer Program in Madrid, Spain; a Summer Program in Angers, France; and a Graduate Student Exchange, Universidad de Castilla-La Mancha, Toledo, Spain.

Sociology had four faculty members who participated in programs for research and/or as a visiting scholar in India, Russia, Mexico, Germany and England.

HES: Two faculty attended the Experience Business in Mexico Course and the department chair and one faculty member visited a potential academic partner in Denmark.

HHP: Two students did internships in Australia and Scotland.

Dance hosted faculty visitors from Finland and Austria. Faculty members collaborated with organizations in Brazil, Canada, France, and Taiwan.

Two students in **Public Health Education** did international study.

In **Recreation, Parks, & Tourism**, one faculty member presented a paper in Canada and another served as an external reviewer for Haifa University, Israel.

SOE: **Educational Research Methodology / Center for Educational Research & Evaluation:** Faculty and graduate students participated in international research conferences such as AERA, NCME and LTRC during the past year, which provided contact with international faculty and students.

Student Advising & Recruitment Center: Two faculty members received a Kohler Grant to establish a study abroad experience for Teaching Fellows and other undergraduate students pursuing teaching licensure as a part of their degree at Manchester Metropolitan University in Manchester, England.

Specialized Education Services: One faculty member traveled to Germany and presented to BK teachers there.

SOM: Students now may spend a semester at the University of Klagenfurt (Austria) in conjunction with the Karnten Landeskonservatorium.

4.5.2 International Programs: The Department of Romance Languages revived its Summer in France Program with a month-long study abroad program in Angers, in which thirteen students participated. Fifteen students are going on the Social work program to Scotland. Two students will participate in a new program offered by the Theater Department. Three students will participate in the Classics Department's archaeological fieldwork program in Crete.

New summer abroad opportunities for students include:

CAS: **Biology** took students to China for a course. **GAR** placed one Japanese language student in a program in Japan. **Romance Languages** had a program in France. **Theatre** offered "Ancient Theatre in Greece, Italy, and England."

- 4.5.3 **International Programs:** UNCG signed two new student and faculty exchange agreements with the University of Istanbul, Turkey, and Hangnam University, Seoul, Korea. With the addition of these two new agreements, UNCG now has 40 linkage partners overseas (See Table K). IPC is currently working on the development of new linkage agreements with universities in Ireland, Brazil, and Bulgaria that should be signed in the coming academic year. In addition, in May 2002, the UNC-Exchange Program within IPC signed a new state-to-state student exchange agreement with Paraná, Brazil. This brings to seven the number of state-to-state agreements now administered by the UNC-EP (the others are with Germany, Israel, Finland, Australia, Mexico, and Denmark/Sweden). UNC-EP also has signed a system-wide agreement with the International Student Exchange Program, permitting twelve UNC campuses to participate in ISEP exchanges.
- CAS: **Anthropology** continued its association with University of Oulu in Finland and began a relationship with Mannheim University in Germany and several Mexican universities.
- Art** established a partnership with the University of Southampton, England.
- Chemistry** began a relationship with University of Hull, University of Keele, and Nottingham Trent University.
- Communication Studies** continues its arrangement with Vaxjo University, Sweden.
- Geography** began a new initiative with Manchester Metropolitan University.
- German, Russian, & Japanese** established associations with the University of Klagenfurt, Austria, the University of Estonia, Nara Women's University, and Nagoya University of Foreign Studies, and has an ongoing relationship with the University of BadenWürttemberg.
- Sociology** established relationships with University of Vienna, Austria, and the University of Haifa, Israel.
- HES: **TDM** created an alliance with EUC-SYD in Denmark.
- HHP: **Dance:** Collaborative research and study continues between the Theater Academy of Helsinki and a member of the Dance faculty.
- SOE: **Educational Research Methodology / Center for Educational Research & Evaluation** is exploring an alliance with the University of Twente, Enschede, The Netherlands which is one of the premier international universities for the study of advanced psychometrics. **Educational Research Methodology / Center for Educational Research & Evaluation** is exploring an alliance with the University of Twente, Enschede, The Netherlands which is one of the premier international universities for the study of advanced psychometrics. This is a continuing alliance.
- 4.5.4 **International Programs** worked with the Bryan School to expand its special international internship program for UNCG exchange students in cooperation with Disneyworld, Florida. Twenty-two students, most from Mexico, participated in the program. Two students from HHP and one from HES did internships while on study abroad programs.

- 4.6 *UNCG will provide leadership for the UNC system in the area of outreach by serving as the host for selected system-wide public service units. (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 2001 first-time freshmen enrollment was 1908.

5.3.2 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:

HHP: The Susan Stout Scholarship Award, originally providing funds only for **Exercise & Sports Science**, is now being shared with the other HHP Departments. As a result, **Communication Sciences & Disorders** is now able to provide a \$2,000 scholarship to a qualified rising senior and **ESS** is able to provide two \$2,000 Awards to excellent graduate students.

SOM A \$50,000 endowment for a graduate fellowship was received in May.

5.3.4 New involvement by Unit faculty, staff, students and alumni in undergraduate recruiting activities:

B&E: The Bryan School Director of Student Services worked with the Admissions Office and the Alumni Office to provide young alumni to participate in selected spring information sessions for admitted students.

CAS: All departments in the College held information sessions during the two Admitted Student Open Houses. **Art** hired an alumna to conduct recruitment tours. **Broadcasting & Cinema** made an effort to involve prospective students in Movie Making workshops and in the Carolina Film and Video Festival. Two **Geography** faculty members worked with Guilford County Schools to recruit graduating high school seniors.

HHP: **Dance** faculty recruited students at the two departmental auditions.

Hospitality Management Program conducted a letter campaign targeting 369 high schools and community colleges in NC, VA, TN, and SC.

Public Health Education faculty members traveled to 7 area community colleges to recruit new students.

Recreation, Parks, & Tourism Undergraduate Recruitment and Retention Committee consulted with the Associate Provost for Enrollment Services and met with CASA advisors.

SOE: **Educational Research Methodology / Center for Educational Research & Evaluation:** Faculty targeted nontraditional undergraduate areas such as industrial engineering and computer science for recruitment.

Student Advising and Recruitment Center: Guilford, Rockingham, Forsyth, Davidson, Randolph, and Stokes County schools were targeted for recruitment for Teaching Fellows this year.

Specialized Education Services expanded the activities related to Apply Yourself. A database of all inquiries about programs is kept and follow-up correspondence is scheduled.

An **International Programs** representative visited the Washington embassies of Saudi Arabia, the United Arab Emirates, and Oman in an effort to recruit students participating in those nations' government scholarship programs.

The **Weatherspoon Art Museum** serves as the site for Admissions Office orientation sessions and accommodates Art Department tours for prospective high school students.

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: **Broadcasting & Cinema, History, and Romance Languages** cosponsored film programs dealing with African and Latin American films. A faculty member in **Philosophy** organized UNCG's first African American Lecture Series, "Race Does Matter." **Theatre** had great success in attracting representatives from under-represented groups to campus via a production of *A Raisin in the Sun* and participation with projects of the Internationalizing the Arts Committee. **Women's Studies** sponsored programming that appealed to the Latino community and targeted economically disadvantaged minority girls through the Initiative for Girls program.

Graduate School: The Director of Graduate Recruitment attended the Institute for Recruiting Teachers in Andover, MA, July 18-21, 2001. The institute attracts gifted minority students from across the country that are interested in pursuing graduate education. A special mailing went to minority students in Virginia and North Carolina. Graduate School representatives visited the following historical black colleges and universities: Johnson C. Smith, Fayetteville State University, North Carolina A&T State University, North Carolina Central University, Elizabeth city State University, Bennett College, Winston-Salem State University, Shaw University, and St. Augustine's University.

5.5 *The University's share of the of the North Carolina College applicant pool will increase 0.5 percent annually (target year 1999-2000).*

5.5.0 **Enrollment Services:** Freshmen applications should reach a record of 8,000 this year. By enhancing online services, the University Registrar's Office provided earlier feedback to students and improved the processes of completing degree audits, determining academic standing, providing financial aid, and advising. The Evening University has improved the evening course scheduling and the marketing, recruitment, and retention of evening undergraduate and graduate students. The Admissions Office distributed a CD-ROM at college fairs. Seven campus visitation programs were held, as well as twelve spring receptions for admitted students.

5.5.3 Development of new recruitment materials included:

CAS: The Departments of **Broadcasting & Cinema, Biology, Communication, German, Russian, & Japanese, History, Political Science, Sociology,** and **Theatre** updated their web pages to improve their recruiting potential. **Biology, Communication, German, Russian, & Japanese, Psychology,** and **Theatre** also developed new printed recruiting materials. **Broadcasting & Cinema** contacted more than seventy-five prospective students and their parents by telephone and/or mail and invited them to attend the Movie Making 2002 workshops. The Department also encouraged high school students to submit films to the Carolina Film and Video Festival.

HES Web pages have been updated in all departments and an update is underway in the unit this summer. New instruction and new program brochures are being used in **SWK** and are being developed in **NFS**. **HDF** held several information/recruitment sessions for students in Wake and surrounding counties and advertised the new Birth through Kindergarten degree completion program in the Raleigh newspaper.

HHP: **Communication Sciences & Disorders** developed new brochures of the undergraduate and graduate programs and the UNCG Speech & Hearing Center, the Preschool Language Program, and the Language-Literacy Program.

Dance: The Departmental web page and all recruitment publications were revised.

Exercise & Sport Science: A new brochure was developed for the Community Youth Sport Development Undergraduate concentration.

Recreation, Parks, & Tourism: Several new publications were revised to publicize and recruit new students into the undergraduate and graduate programs.

SOE: **Curriculum & Instruction** developed new fliers and improved web information describing doctoral programs. **Educational Research Methodology / Center for Educational Research & Evaluation** enhanced the departmental web site.

Enrollment Services: The Evening University created new recruiting materials including fall and spring brochures, postcards, and newspaper, radio and billboard advertisements.

5.5.4 New academic programs and special academic opportunities designed to attract prospective students include:

CAS: The new major in **African American Studies** was designed to attract prospective students with the opportunity to meet their educational and career objectives. The **Biology** Department designed a new undergraduate concentration in Human Biology to attract a new population of undergraduate students. The Department of **Geography** now offers a B.A. in Geography through the Evening University. The Department of **Physics & Astronomy** reached formal agreement with UNCC School of Engineering for the formation of a 3/2 Engineering Program.

HES: In **NFS**, the Nutrition Management option was implemented.

HHP: **Exercise & Sport Science:** Curricular approval was gained for the addition of an Entry Level Master's Program in Sports Medicine/Athletic Training.

Recreation, Parks, & Tourism: Two courses have been designed to attract prospective students: RPT 101 (Leisure and American Lifestyles) and RPT 201 (Introduction to Community Leadership).

SOE: **Educational Research Methodology / Center for Educational Research & Evaluation:** Four new course offerings were implemented (ERM 643, ERM 670, ERM 675, and ERM 729) which emphasize practical research and technological assessment.

Specialized Education Services: Post-undergraduate Alternative Initial Licensure programs (PAIL) for learning disabilities and behavior/emotional disabilities were created to attract students teaching in NC schools without licensure.

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: The Learning Assistance Center experienced a 300% increase in student attendance at the academic skills workshop series. The Special Support Services academic skills, counseling, and tutoring components showed a 100% growth in student contact from 2000-01 to 2001-02. Attendance at Adult and Transfer Service information sessions increased 23%. Student Success Center tutorial programs are now College Reading and Learning Association (CRLA) certified.

CAS: **Broadcasting & Cinema** entrusted departmental advising to a single full time faculty specialist to ensure quality advising. **Religious Studies** assigned Department Head advising duties for all second majors. **Romance Languages**, in conjunction with the Office of Students with Disabilities and the Learning Assistance Center, initiated a program of workshops for developing successful study habits for language learning.

HES: The new Assistant Dean is available to assist students in addressing their needs and concerns.

HHP: **Communication Sciences & Disorders:** A notebook describing financial opportunities was developed for graduate students and placed in the student workroom.

SOE: **Specialized Education Services** programs are revising student handbooks.

SOM: To improve academic support services, the School designated the Assistant to the Dean as the advisor for all undergraduate students and created a student services web site.

5.6.3 Activities to promote student / faculty interaction and active learning include:

CAS: **Broadcasting & Cinema, German, Russian, & Japanese**, and the **Honors Program** upgraded facilities to improve student faculty interaction. **Linguistics, Philosophy, Religious Studies**, and **Women's Studies** developed new courses to improve active learning. **Romance Languages** reorganized Spanish 101-204. **Anthropology** took students to Monticello and the Department of **Art** traveled to Florida to showcase student art. The Student Art Alliance was supported by the Student Government Association to travel to New York City for visits to art museums and galleries. **Broadcasting & Cinema, Geography, Mathematical Sciences, Political Science**, and **Sociology** developed or reorganized Student groups. **Art** established an Alumni group and **Broadcasting & Cinema** created an industry-based advisory group.

HES: In **IAR**, more studio space was provided for students.

HHP: **Dance**: Several extra-large classes were divided to enhance student success.

Recreation, Parks, & Tourism rejuvenated the RPT Association (RPTA) student club.

5.6.4 **Enrollment Services**: Enrollment in UNS 101 reached 701 students, the highest enrollment ever.

5.6.5 Improvement in the advising process for UNCG students included:

Enrollment Services: The Student Academic Services web page was improved to provide better service to students, and SAS began e-mailing students when degree audits were ready. The Advising Council piloted the Master Advisor Program in January to enhance faculty advisor training. Advisors who participated in the pilot will train other faculty advisors in the future. Academic advisors in SAS participated in an in-house advisor development program. The SAS 100-Strategies for Academic Success Program was enhanced by requiring a textbook and standardizing the curriculum and teaching methods.

B&E: The Bryan School Director of Student Services incorporated a session on advising issues in the Bryan School New Faculty Orientation and provided materials to be included in the orientation notebook. Each academic department dedicated a portion of a departmental faculty meeting to revising advising policies and procedures and to learn about GEC from an advising perspective. The Bryan School Undergraduate Student Services Office reduced the ratio of advisors to advisees in the group advising sessions from 5 to 1. Advising for Master of Business Administration students was improved by designating four faculty members to assist the Associate Director of MBA Student Services with advising over 200 students.

CAS: **Biology, Broadcasting & Cinema, German, Russian, & Japanese Studies**, the **Honors Program, Linguistics**, and **Religious Studies** reviewed their advising structure and adjusted their advising assignments accordingly.

HHP: **Communication Sciences & Disorders**: The faculty 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.

Exercise & Sport Science: An Advising Task Force was initiated in the department to examine the advising process and develop improved procedures. Group advising procedures have been instituted for students electing the Sports Medicine concentration.

Public Health Education prepared an advising guide for faculty and held a training session for new and continuing faculty members. The Undergraduate Program Committee met twice with Student Academic Services staff to improve the advising forms and procedures used across both units.

SOE: The **Student Advising & Recruitment Center** initiated an evaluation process during spring advising in order to evaluate and improve the advising process.

SOM: has centralized undergraduate advising to the office of the Assistant to the Dean to a large extent and developed an online system for scheduling advising appointments.

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 2001 reflected a 9.4% increase from Fall 2000. Graduate enrollment for Spring 2002 reflected a 6.3% increase from Spring 2001.

	<u>Fall 2001</u>	<u>Spring 2002</u>
Master's Degrees	2035	1968
Doctoral Degrees	473	478
Postbaccalaureate	460	477
TOTAL	2968	2923

5.7.1 Additional support obtained for graduate fee waivers, assistantships, and scholarships included:

CAS: The Departments of **Chemistry, Communication Studies, and English** increased external graduate support budgets. The Departments of **Romance Languages, Broadcasting & Cinema, and Women's Studies** found internal monies to support their graduate students.

HES: The School had 22 additional fee waivers, including 2 **HDF** grants and 20 **SWK** grants. **IAR** had four new assistantships. **SWK** had nine new contract or grant-funded assistantships and one scholarship.

HHP: **Communication Sciences & Disorders** provided for 5 additional assistantships from NC Consortium and 2 from monies earned from clinic accounts.

Public Health Education: The DPHE secured 9 assistantships that were funded external ly.

- SOE: received \$607,000 in Scholarship and Fellowship funds.
- SOM: received \$5000 from the International Tuba and Euphonium Conference, \$5000 from Kindermusik, \$10,000 from Summer Music Camp, \$2000 from Opera, and \$1500 from a CSSI grant. Approximately \$50,000 in graduate assistantship stipends was contributed from the School of Music salary reserve budget for AY 2002-03.
- SON: A \$500,000 endowment from the Hearst Foundation was received to support graduate GNP students.
- 5.7.2 New graduate student recruiting strategies include:
- B&E: A marketing position shared with the University Relations office was filled and work was begun on an expanded marketing plan for the Bryan School, with the initial focus on the MBA program. Regional competitive analyses of MBA programs and undergraduate programs were completed this year, and bids are being solicited from agencies for the design of a marketing campaign. Five information sessions for Bryan School graduate programs were offered, representing an increase of two sessions over previous years. One session was specifically for Post-Master's candidates. A total of 207 students attended the sessions. A letter from the Dean and MBA Director was mailed to over 800 MBA alumni in North Carolina providing them with information about the Post-Master's certificates. The Bryan School held two graduate information sessions for INTERLINK students, with twenty-five students attending.
- CAS: **Broadcasting & Cinema, Biology, and History** developed new printed brochures. **Broadcasting & Cinema, Biology, Chemistry, Geography, History, Mathematical Sciences, and Women's Studies** revised their web sites with a clear objective of graduate recruiting. The Departments of **Chemistry & Biochemistry** and **Classical Studies** used regional & national conferences to advertise their programs. The Departments of **Broadcasting & Cinema, Chemistry & Biochemistry, and History** used direct telephone and mail to approach highly qualified students. The following departments used on campus recruiting events to host interested students: **Broadcasting & Cinema, Chemistry & Biochemistry, Political Science & Psychology.**
- HES: **HDF** distributed a new flyer to more than one hundred departments nationwide.
- HHP: **Communication Sciences & Disorders** made recruitment calls to high-priority students, provided certain students with tuition waivers and departmental assistantships, and informed students of assistantships existing elsewhere on campus.
- Exercise & Sport Science** recruited in AAHPERD publication (*Update*) and *ACSM Graduate Program Directory*.
- Public Health Education** updated its web page to improve recruitment.
- Recreation, Parks, & Tourism** Graduate Recruitment Committee developed and is implementing a targeted letter writing campaign to earmarked practitioners (some former students) who show potential of success in our graduate program. Also, the committee is conducting focus groups with current graduate students to determine factors that were instrumental in their decision to matriculate in RPT at UNCG.

SOE: **Counseling & Educational Development** expanded use of Apply Yourself (e.g., emails to targeted groups), expanded campus visits for doctoral applicants, and placed an updated ad in a national newsletter of professional counseling association.

Educational Research Methodology / Center for Educational Research & Evaluation sent an announcement card mailer to prospective schools in spring 2002 suggesting post-graduate job potential in educational research and measurement.

Library & Information Studies faculty members attended career days on the UNCG and other UNC campuses, as well as a recruitment session sponsored by the Charlotte/Mecklenburg schools. The Department also procured a display to be used at library conferences in the state for recruitment purposes.

Specialized Education Services expanded use of Apply Yourself (database and consistent follow-up correspondence), distributed posters, enhanced website, and participated in NC-TEACH.

SON: Over 3,000 brochures were disseminated.

The **Graduate School** coordinated newspaper ad campaigns in August and December to promote enrollment through VISIONS, a program that permits students to register for classes (up to 9 credit hours) without being admitted to a particular program of study. Thirty thousand four-color post cards were printed and mailed to prospective graduate students. A series of five letters or emails are being sent to new prospective graduate students added to the database. The correspondence provides information regarding academic programs, financial aid opportunities, career services and the admission process. Letters were sent to graduating seniors from 14 NC colleges (9100 names) offering congratulations and information about graduate programs at UNCG. Postage paid reply cards were enclosed. Several thousand residents in North Carolina received a direct mail flyer from the Graduate School to promote graduate education. Representatives from the Graduate School distributed information at graduate school/career fairs at twenty-three institutions in the Southeast. Last fall, the web site was completely updated to improve the look and navigation of the site. The viewbook was converted to an electronic file and can now be viewed from the web. As a result of these efforts, the pool of prospective students increased 12% and requests for information increased to 15,984, a 7.1% percent increase over last year's 14,920.

The **Gerontology** Program identified an appropriate departmental pool for colleges and universities within a five state region from which the program will recruit. A mailing database was created; a promotional flyer was designed and produced, and mailings will occur in September. A second flyer targeting the population currently employed in facilities serving the elderly population has been developed and will be printed and distributed during July/August 2002. The program produces a quarterly newsletter with a distribution of 800 through campus mail and 1,500 to the community and nationally. The Gerontology Program's Information Specialist attended training on program marketing this Spring, and as a result, the program is evaluating current recruitment efforts to advance program growth.

The MS **Genetic Counseling** Program developed a recruitment poster that was distributed to Biology Departments at all public and private colleges and universities in North Carolina, Virginia, South Carolina, and Georgia. The web site and brochure were

updated to enhance the unique features of the program.

5.7.3 New graduate programs offered:

B&E: The Post Master's Certificate in Information Technology was first offered in fall 2001.

CAS: The Post-Baccalaureate Certificate in Geographic Information Science began this year.

HES: The M.Ed. program in Family Life and Parent Education was reactivated.

HHP: Curricular approval was gained for the addition of an Entry Level Master's Program in Sports Medicine/Athletic Training.

5.7.4 Revisions in graduate programs include:

B&E: The curriculum for the M.S. in Accounting was changed from an elective-based program to one that includes 12 required hours as well as concentrations in three areas of specialization.

CAS: **Biology** developed a new course in Biotechnology using a workshop format

Broadcasting & Cinema initiated six new graduate level courses, reduced five 500-level courses to the 400-level, re-sequenced the order of MFA required and elective courses, and simplified MFA qualifying procedures.

Classical Studies added one new required course was added to the M.Ed. program as well as four new electives.

Geography obtained approval for the hours for the M.A. in Applied Geography to be raised from 30 to 33.

Romance Languages applied more rigorous standards in the evaluation of Comprehensive Examination answers and Master's Theses.

HES: **HDF**: HDF 603 (Research Laboratory Practicum in Human Development and Family Studies) was developed for MS and PhD students. A new portfolio requirement was added for the M.Ed. program in Birth-Kindergarten: Interdisciplinary Studies in Education and Development.

In **IAR**, the research methods requirement changed from 12 to 9 credits.

HHP: **Exercise & Sport Science** faculty passed a policy regarding the minimum number of hours in ESS for students in the Ph.D. program.

Recreation, Parks, & Tourism: A new graduate course, RPT 614 (Organizational Behavior in Recreation, Parks, and Tourism), was developed and offered. The Capstone experience for all RPT graduate students was modified.

SOE: **Educational Leadership & Cultural Foundations**: Due to rapid growth of the MSA Program, the required courses for the program are now offered 2 of every 3 semesters,

instead of only once annually.

Educational Research Methodology / Center for Educational Research & Evaluation: Procedures for the Comprehensive Qualifying Examinations for the MEd and PhD were formalized.

Specialized Education Services: The M.Ed. program in Cross-Categorical Special Education was revised to increase flexibility in options, expand required areas of focus, and eliminate redundancies in coursework.

SON: Revisions in NUR 580, NUR 682, and NUR 687 were completed.

Genetic Counseling: Minor curriculum changes for the MS Genetic Counseling Program were approved, including reclassification of BIO/GEN 516 to BIO/GEN 616 and changes in course prerequisites. Policies for the Capstone Experience were developed and implemented for our first class of students.

The **Gerontology Program** replaced one research methods course with a graduate statistics requirement to conform to recommendations by the Association for Gerontology in Higher Education. The undergraduate statistics course does not count towards the student's credit hours for the degree. In addition, students are encouraged to take the graduate statistics course prior to "Research Methods in Aging." The Gerontology Program supported the development of the new course, "Cognitive Aging" that will be cross-listed with Psychology. The first offering was in Spring 2002 and will be offered Spring 2003. The Gerontology Program developed an experimental course, "Practical Issues in Aging." This course offers three modules during the semester on applied topics in aging; each module is a one credit-hour course. Students may take up to three modules in the semester. Courses are taught Friday afternoon and evening; followed by all day Saturday. This in-depth and time intensive course is portable and the program plans to offer "Practical Issues in Aging" at other Piedmont locations supported by UNCG.

5.7.5 Measures utilized to manage graduate enrollment growth include:

CAS: The Departments of **Chemistry & Biochemistry** and **Mathematical Sciences** have allocated grant money to recruit qualified graduate students. The Departments of **Broadcasting & Cinema, Political Science & Theatre** use enrollment caps and strategic admission to maximize course offerings and financial support.

HES: **IAR** focused on recruiting graduate students into the Historic Preservation Program.

HHP: **Communication Sciences & Disorders** already has maximum enrollment allowed by accreditation standards, but 4 tuition waivers from the Graduate School led the faculty to enroll 4 more students than our highest enrollment in the last three years.

SOE: **Educational Leadership & Cultural Foundations:** In order to cope with increased enrollments, the summer offerings in the MSA program were expanded.

Genetic Counseling: The MS Genetic Counseling Program employs consistent use of the Apply Yourself system to establish regular communication with prospects who have indicated an interest in the program. Each month, a personalized email is sent to all new prospects.

5.7.6 Summer initiatives for graduate students include:

CAS: The Departments of **Biology** and **Chemistry & Biochemistry** have supported summer research programs. The Departments of **Classical Studies, English, and Theatre** offer special format summer classes for working teachers. The **History** Department has significantly improved its longstanding relationship with Old Salem, Inc. Along with the MESDA Summer Institute, the Department is participating in a new summer program on preservation technology. The **Theatre** department runs the UNCG Summer Repertory Theatre during the month of June. MFA students are provided with the opportunity to design, direct, and/or act in three to four plays under professional theatre conditions.

HES **IAR**: The Museum for Early Southern Decorative Arts Summer Institute offers a summer program for Historic Preservation/Museum Studies graduate students.

HHP: **Communication Sciences & Disorders** graduate students are offered approximately 3 seminars during the summer, as well as several practicum opportunities.

Public Health Education offers 2 graduate courses each summer.

Recreation, Parks, & Tourism graduate students are offered an internship opportunity, RPT 697 (Internship in Leisure Services).

SOE: **Counseling & Educational Development** offers one core course, one advanced course, internship sections, and two elective courses.

SOM: The School of Music now offers a summer Master's Degree in Music Education.

The **Graduate School: Gerontology** students are encouraged to use summer for their practicum/supervised research experiences or to begin thesis work. Students in the MS Genetic Counseling Program are required to enroll in three, one-credit courses offered during the Summer Session.

5.7.7 Efforts to make graduate programs available through Evening University:

CAS: The Departments of **Chemistry, Classical Studies, English, Geography, Sociology, and Women's Studies** offer many courses during the evenings.

HHP: Most graduate offerings in **Exercise & Sport Science, Public Health Education, and Recreation, Parks, & Tourism** are offered in the evening.

SOE: **Educational Leadership & Cultural Foundations, Educational Research Methodology / Center for Educational Research & Evaluation, and Specialized Education Services** offer many graduate courses in the evening.

SOM: Most of the PHD courses and MM in Music Ed courses are offered in the evening.

5.9 *Adult undergraduate enrollment will increase by 2 percent annually over the next five years (target year 2001-2002).*

5.9.2 **Enrollment Services**: The Evening University has two web sites, one for undergraduates and the other for graduate students. The undergraduate Evening University website

links to Adult and Transfer Services, Financial Aid, Registration and the Registrar's Office, the Office for Adult Students, Undergraduate Admissions and UNCG academic departments.

5.9.3 Support for the Evening University included:

Enrollment Services: The Director of the Evening University manages recruitment, course scheduling, retention, marketing, and student services for evening degree students. Support is available to the Director from all Enrollment Services Offices. The Evening University includes six undergraduate degrees, twenty-nine graduate degrees, five post baccalaureate certificates, and three post masters certificates. Since the inception of the Evening University in spring 2001, evening undergraduate degrees have been added in geography and small business. A three-year GEC/CAR plan has been developed. Free parking is available to Evening University students after 5:00 p.m.

B&E: The Bryan School added the Small Business concentration to the evening undergraduate offerings and developed a three-year plan for offering evening courses.

HES: HDF: A needs assessment conducted to determine the feasibility of expanding the Birth-Kindergarten teacher licensure program to Evening University students determined that additional resources would be needed.

The **Gerontology** Program offers all courses after 5 PM. Some courses start as late as 7 PM so that students may take a second course earlier in the evening.

5.9.4 The **Graduate School** coordinated information sessions for prospective graduate students. In July, 2001, March 2002 and May 2002, approximately 300 participants attended the sessions.

Enrollment Services: All evening graduate degrees, post baccalaureate certificates, and post masters certificates are promoted at Piedmont Triad area recruitment events. The Director of the Evening University and staff from the Graduate School frequently attend events together.

5.9.6 Progress towards creation of campus projects in the airport area and High Point include:

Enrollment Services: The Piedmont Triad Higher Education Center will offer fall 2002 courses in Business and Nursing. A Survey of Higher Education Opportunities and Interests has been administered to area adult students, community college students, and area businesses to guide decisions on degree offerings, course delivery preferences, and course offering times.

B&E: The Bryan School is working with the University to offer sections of five courses at the airport location in fall 2002.

DCL staff is working with a campus and GTCC committee to explore the expansion of selected undergraduate degree completion opportunities at the airport location. These courses will use a blended delivery model of some web-based instruction and some face-to-face lecture instruction. The areas of **Business Administration, Nursing, Social Work, and Education** have been targeted.

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

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

Business Administration: Kevin Lowe received the *Outstanding Reviewer Award* from the Western Academy of Management in March 2002. Don Jud and Daniel Winkler received the 2002 American Real Estate Society Manuscript Award for the #1 ranked paper in the Innovation category. Lew Brown served as president of the 500-member North American Case Research Association, which promotes excellence in field-based case research, case writing, and case teaching in business.

Economics: Christopher Ruhm's research regarding the connection between unemployment rates and people's health received nationwide attention and coverage in media such as *Business Week* and *Fortune*. Peter Bearse was named to the International Scientific Program Committee for the C. Warren Neel Conference on the New Frontiers of Data Mining, Knowledge Discovery, and e-Business, June 2002. Bruce Caldwell was general editor of the series *The Collected Works of F.A. Hayek*, published by the University of Chicago Press and Routledge; Al Link gave the keynote address at two workshops – Statistics Canada (Ottawa, March) and Ministry of Economy, Trade and Industry (Tokyo, April).

ISOM: Prashant Palvia was named the Joe Rosenthal Excellence Professor. He also served as conference Chair of the 2nd annual Global Information Technology Management World Conference (June 2001).

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

Alana Sine, a December **Accounting** graduate, received the Katharine Guthrie Gold Medal Award given by the North Carolina CPA Foundation. Her top score on the Uniform Certified Public Accountant (CPA) Examination put her in the company of only 120 individuals nationwide.

Kimberly McClintock, an **ISOM** graduate student, won First Place in the Donald W. Fogarty Student Paper Competition, graduate division. Her paper, "Global Sourcing for Contract Manufacturing: A Case Study of Banner Pharmacaps," will be published in the *Production and Inventory Management Journal*, the practitioner journal for the American Production and Inventory Control Society (APICS).

COLLEGE OF ARTS AND SCIENCES

Program recognition

Geography: The Field Camp was chosen by the State Climate Center to be the Triad Weather Station Site.

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

Art: Roberta Rice was named Higher Education Art Educator of the Year by the North Carolina Art

Education Association; Andy Dunnill was awarded two residencies at Bennington College and at the Fundacion Valparaiso in Mojacar, Spain; Billy Lee will exhibit in a group show at the Peggy Guggenheim Museum in Venice, Italy; Cora Cohen had solo exhibitions of her painting at the Bentley Gallery in Scottsdale, Arizona and at Stephanie Hering, Berlin, Germany; John Maggio had solo exhibitions at the Hackett/Freedman Gallery in San Francisco and at the Sarah E. Gillespie Gallery, William Carey College.

Broadcasting/Cinema: Michael Frierson's video, "The Secret Lives of Art Supplies," was presented on UNC-TV's North Carolina Visions, a program featuring the best of NC's independent film and video.

Classical Studies: Kathryn Williams won the Heather Hart-James Faculty Research Award for summer 2002 research.

Communication: Harold Goodall became Chair of the Ethnography Division of the National Communication Association.

English: Fred Chappell shared the Roanoke-Chowan Poetry Award and received the Mihai Poetry Medal from the Republic of Moldava; Keith Cushman was a Fulbright Senior Specialist in Bulgaria.

Geography: Keith Debbage received the Roy Wolfe Award from the AAG Recreation, Tourism and Sport Specialty Group for outstanding research.

Mathematical Sciences: Paul Duvall was an invited consultant for the National Security Agency.

Theatre: John Gulley directed *Two Gentlemen of Verona* for the North Carolina Shakespeare Festival; Randy McMullen was elected via jury as the ACTF Region IV design nominee for the ACTF National Design Fellowship.

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

Broadcasting/Cinema: Christoph Baaden (MFA, 2001) received the national Student Emmy Award in the music category by the American Academy of Television Arts and Sciences.

Geography: Jennifer Alford received the internationally competitive internship with ESRI in Redlands, CA; Jason Teaster received a nationally competitive summer internship at Yellowstone National Park.

Psychology: Erica Middleton received a 3-year Predoctoral Graduate Fellowship from the National Science Foundation; Julie Midthun, graduate student, received a \$96,000 grant from the national Cancer Institute to support doctoral research.

SCHOOL OF EDUCATION

Program recognition

CED: The counseling program was ranked 3rd in the nation in the latest *U.S. News and World Report* study. UNCG's program is the only top ten program not located in a major research/flagship university or elite private institution.

Teachers Academy: As a result of the IHE Performance Report mandated by the State Board of Education and coordinated by the Teachers Academy, UNCG was recognized as an exemplary institution in teacher education and rated as the number one institution for the second consecutive year.

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

CED: Dr. Nicholas Vacc received the David K. Brooks, Jr., Distinguished Mentor Award, American Counseling Association Foundation; Dr. L. DiAnne Borders received the ACA Research Award, American Counseling Association; Dr. Jane Myers was named to the National Panel of Experts on Caregiving and Mental Health, Rosalyn Center Institute for Human Development Caregivers Program.

ELC: Dr. Ulrich Reitzug and Dr. Carolyn Riehl were chapter authors in the *2002 NSSE Yearbook on Educational Leadership*; only five universities in the country are able to make a similar claim.

ERM: Dr. Lloyd Bond received the American Education Research Association Presidential Citation for Lifetime Achievement.

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

CED: Students had 6 refereed journal articles published, gave 51 presentations at state, regional, and national conferences, and held 18 offices and/or other leadership positions in state, regional, national and professional associations.

ERM: Doctoral candidate Maryann Sympson received the ETS Summer Research Fellowship Award to work with Dr. Robert Mislevy (University of Maryland and formerly of ETS) on Bayesian inference networks.

SCHOOL OF HUMAN ENVIRONMENTAL SCIENCES

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

HDF: Heather Helms-Erikson and Andy Supple were selected to be among 12 new scholars in the country to participate in the National Science Foundation Research Mentoring Program in Human Sciences; Heather Helms-Erikson was selected to participate in the National Institute on Aging/Brookdale Foundation Summer Institute on Aging Research; Andy Supple received a 2002 UNCG Summer Excellence Award; Peggye Dilworth-Anderson was elected to the Board of Directors of the Alzheimer's Association.

IAR: Tina Sarawgi presented two papers at international conferences and garnered a total of almost \$26,000 in grant support, including the nationally prestigious Joel Polsky/Fixtures Furniture/IIDA Foundation Research Award of \$10,000; Anna Marshall-Baker served as Editor of the Interior Design Educators' Council Record, Chair of the IDEC Task Force for Legislative Concerns, Chair of the South Region of IDEC, member of the IDEC Executive Board, and an invited juror at the University of Cincinnati. She was also designer of record for the Neonatal Intensive Care Unit at New Hanover Regional Medical Center in Wilmington, NC.

NFS: Cheryl Lovelady received the "First Author Published Paper Award" from the Research Dietetic Practice Group of the American Dietetic Association for her article, "The effect of weight loss in overweight, lactating women on the growth of their infants," published in the *New England Journal of Medicine*, February, 2000.

SWK: Jacalyn Claes was appointed by the Governor to the North Carolina Certification Board for Social Work; Raleigh Bailey received the Outstanding Leadership Award from the NC Governor's office and was appointed to serve on the Board of Directors of the African Services Coalition; Carolyn Moore served

as President of the National Black Child Dev. Institute.

TDM: Faculty were appointed to serve on the Board of Directors, International Trade and Finance Association, 2002-2005 and the executive board of International Textile and Apparel Association (ITAA).

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

IAR: A team of four IAR students won first prize in the Interior Design Educators' Council International Competition; Emily Brown was chosen for the internationally prestigious Steelcase Student Design Exchange.

NFS: Keiko Takahashi, master's student with George Loo, won second place in the Dietary Bioactive Compounds poster competition at Experimental Biology in New Orleans; J. Mark Brown, doctoral student with Michael McIntosh, was awarded the 2002 American Society of Nutritional Science (ASNS) Predoctoral Fellowship; Polly Sisk, Nutrition Doctoral Student, received \$2,000 from the International Lactation Consultant Association for her research study, "Effects of Education and Lactation Support to Mothers Who Deliver Very-Low-Birth Weight Infants", Aug. 2001.

SCHOOL OF HEALTH AND HUMAN PERFORMANCE

Program Recognition

CSD was recognized by the Department of Public Instruction in Raleigh, NC, February 2002, at its Lead Speech-Language Pathologists (SLPs) Study Group Meeting as a training program who routinely graduates SLPs with high leadership capabilities.

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

CSD: Perry Flynn was the UNCG Venue Director for the North Carolina Special Olympics Basketball Championships (March) and served as Director of the NC Special Olympics Equestrian Sport Development Team.

Dance: Jill Green received the 21st Century Award for Achievement (International Biographical Centre, Cambridge, England). Jan Van Dyke received the NC Dance Alliance Annual award for Contributions to the Growth and Development of Dance in North Carolina.

ESS: Katherine Jamieson was awarded the Jackie Joyner Kersee Volunteer Award by the Boys and Girls Clubs of Greensboro.

SCHOOL OF MUSIC

Program Recognition

The UNCG opera program received a first-place award from the National Opera Association for its production of *Orpheus in the Underworld*.

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

Dennis AsKew performed a solo recital at the International Tuba and Euphonium Conference 2001 in Lahti Finland. Compositions by Eddie Bass were performed at Southeastern Composers' League Forum and the College Music Society Mid-Atlantic Chapter. He won the American Society of Composers, Authors, and Publishers Standard Award, based on the number of performances, for the third year in a

row. Kelley Burke's compact disc of Russian clarinet music was released by a commercial label. William Carroll was presented the Lara Hoggard Award presented by American Choral Directors Association for distinguished service to choral music in NC. Richard Cox won the Choral Excellence Award presented by Southern Division of the American Choral Directors Association. John Deal served as Chair of the National Association of Schools of Music Region VII. Joseph DiPiazza gave solo performances for the Tcherpnin conference at Washington Library, Chicago, the Skokie Arts Council, Skokie, Il., and the Walton Performing Arts Center of the University of Arkansas. John Fadial served as Concertmaster of Greensboro Symphony and Assistant Concertmaster of the Eastern Music Festival. Robert Gutter served as Conductor/Music Director for Greensboro Philharmonia and the Fayetteville Symphony and also conducted the Vienna Festival Chamber Orchestra, the Polish Sudets Philharmonic Orchestra in Paris, and the State Academic Capella Symphony Orchestra in St. Petersburg, Russia. Christopher Hutton did a recital tour of New Zealand and served on the faculty of the Eastern Music Festival. Robert King performed a recital at Saint Giles' Cathedral in Edinburgh, Scotland. George Kiorpes was commissioned by the National Building Museum to record piano music on the theme of Early American Transportation. His compact disc of Chopin had three printings with a fourth planned. John Locke did guest conducting in Ohio, Florida, Missouri, Arkansas, and with the US Air Force Band. Carol Marsh was keynote lecturer at the Amherst Early Music Festival. Cort McClaren hosted a National Conference on Percussion Pedagogy. Eleanor McCrickard's edition of Stradella's Cantata was performed in Pisa, Italy. Scott Rawls performed two concerts with the Locrian Chamber Players, New York, and served as President, NC American String Teachers Association of the National School Orchestra Association. John Salmon gave two solo recitals for the Festival de Musica del Mediterraneo, Spain. James Sherbon delivered the keynote address for the Southeastern Music Education Symposium. Mitchell Turner's composition were performed at the Southeastern Composers' League Forum and the College Music Society, Southern Division. Nancy Waler published a book and gave a solo performance for the College Music Society Mid-Atlantic Region. She is Regional Governor for National Association of Teachers of Singing. Kent Williams served as Editor of *Music Theory Pedagogy* and President of Music Theory Southeast. Andrew Willis gave four fortepiano recitals in Palermo, Italy, with Malcolm Bilson and a solo performance with Mozart Orchestra of Philadelphia.

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

The Trumpet Ensemble and a student soloist were finalists in the National Trumpet Competition. UNCG students placed first in their categories at the Raleigh Symphony Concerto Competition, the NC National Association of Teachers of Singing Competition, the NC American String Teachers Association/National School Orchestra Association state competition. Another student won the Premio Nacional de Musica, one of highest honors in Costa Rica.

SCHOOL OF NURSING

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

Assistant Dean Eileen Kohlenberg served as Board President of the North Carolina League for Nursing.

Adult Health: Nancy Courts received the Excellence in Research award, and Maureen O'Rourke the Excellence in Nursing Education award, from the Gamma Zeta Chapter of Sigma Theta Tau International. Mary Jo Helfers received the Ann Magnussen Award of the American Red Cross, Southeastern Region.

Community Practice: Beth Barba served as a Research Scholar for the John A. Hartford Foundation Institute on Aging. Jayne Lutz received the Community Award from the Wesley Long/Moses Cone Foundation for work with residential centers for older adults.

Parent-Child: Heidi Krowchuk was elected a Fellow of the American Academy of Nursing. Margaret Dick received the Excellence in Nursing Leadership Award, and Debra Stanford the Excellence in Nursing Practice Award, from the Gamma Zeta Chapter of Sigma Theta Tau, International.

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

UNCG received an award from the North Carolina Association of Nursing Students (NCANS) for the Most Community Health Projects.

GRADUATE SCHOOL

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

Gerontology hosted the Conference on Aging of the NC Institute on Aging and the Memory Walk of the Western Carolina Chapter of the Alzheimer's Association.

WALTER CLINTON JACKSON LIBRARY

Program Recognition

Jackson Library was accepted into membership in the Association of Southeastern Research Libraries, whose 36 members represent the most prestigious research libraries in the Southeast.

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

Tim Bucknall was awarded the NCLA Resources and Technical Services Significant Contributions Award at the NCLA Biennial Conference for significant contributions to the development of resources and technical services solutions in North Carolina libraries, in particular, his outstanding work with NC LIVE throughout the State.

INTERNATIONAL PROGRAMS

Associate Provost Charles Lyons was awarded a Fulbright fellowship to visit several universities in Brazil (July 2001) and a grant from the German Academic Exchange Service (DAAD) to visit higher educational institutions and agencies in Germany and Belgium (November 2001).

WEATHERSPOON ART MUSEUM

Permanent collection exhibitions traveled in the past year to the Maier Museum of Art, Lynchburg VA, Hickory Museum of Art, Asheville Art Museum, and the Art Gallery at NC State University. Individual works from the collection have been lent to exhibitions at University Gallery, University of Massachusetts at Amherst (which traveled to Bowdoin College Art Museum, Brunswick, ME and Harn Museum of Art, University of Florida, Gainesville) and Mills College Museum of Art, Oakland, CA (which traveled to Boise Museum of Art, ID and Marsh Gallery, University of Richmond, VA), among others.

Two of the Weatherspoon's exhibition catalogues—for *Priceless Children* and *Inside the Floating World: The Lenoir C. Wright Collection of Japanese Prints*—are being nationally distributed by The University of

Washington Press. In addition, Curator of Exhibitions Ron Platt contributed an essay for the exhibition *On Wanting to Grow Horns: The Little Theater of Tom Knechtel*. Organized by the Otis College of Art in Los Angeles, the exhibition premiered at the Weatherspoon and traveled to Otis and two other venues in Hawaii and Seattle.

EXECUTIVE SUMMARIES BY UNIT

RESPONSE TO UNCG PLAN

Bryan School of Business and Economics

Cornerstone: Technology: A Bryan School intranet was developed to allow access to documents by faculty and staff and the SACS Self-Study visiting team. The site is password protected and contains syllabi, policy documents and procedural memos. Due to budget constraints, only 8 of 150 computers in faculty and administrative offices were replaced or updated.

Cornerstone: Facilities: To facilitate communication with students, bulletin boards were installed by the door to each classroom in the Bryan Building to post announcements regarding advising, registration, and events of interest to students.

Cornerstone: Public and Private Support: New dollars for 2001-02, including pledges and gifts to the Bryan School, amount to \$555,633, an increase of 92% over the previous year. The Bryan School implemented a telethon and letter fundraising program for select Bryan School graduate level alumni that resulted in more communication with them about the department or program in which they majored. Results included 31 pledge commitments and \$2,660 raised to date.

The Cornerstone Council Steering Committee, a volunteer advisory committee for development and advancement, was established as the forerunner of the Cornerstone Council whose charge is to maximize long-term support through fund-raising and development of public awareness and constituency relationships.

Cornerstone: Administrative Systems: Bryan School has developed a more formalized assessment plan for the School, departments, programs, and offices. In this first year of a three-year implementation cycle, many newly developed assessment efforts are underway, including the ETS tests that are being administered to seniors and assessment activities in various capstone courses.

SD 1: Exemplary Learning Environments: The Accounting Department received accreditation from AACSB International – The Association to Advance Collegiate Schools of Business. Of the 1,200 accounting programs in the nation, only 160 received this accreditation.

The Bryan School continued to infuse instructional technology into courses. Fourteen courses now use SAP software to teach students about enterprise resource planning. Also, a patented software application called LearnTrac uses Palm handheld computers to enable Bryan students to respond to questions. Their electronic responses are immediately sent to the instructor's personal computer or console, which reveals and tracks students' progress in real-time as well as throughout the length of the course. The goal is to increase both interactive learning and instructional productivity. Finally, a total of 60 Bryan School sections now employ the Blackboard system.

The Bryan School has requested approval to offer Ph.D. programs in Information Systems and Economics. The Department of Business Administration is working collaboratively with the School of Human Environmental Sciences to develop a proposal for a joint Ph.D. program in Textile Products Marketing.

Three sections of courses required for a Business Studies concentration in the Business Administration degree were offered in a distance format in spring 2002. The Bryan School will offer evening sections of five courses at an off-campus location near the airport in fall 2002. The Bryan School offered 30 sections as distance courses in 2001-02, up from 12 last year.

SD 2 Research: Seven undergraduate students and 22 graduate students were involved in faculty research. The School retained Grant Central to provide training to faculty members in writing grant proposals. Eight Bryan School faculty members participated and several are in the process of preparing proposals for review.

SD 3: Sense of Community: The Diversity Commission had a very productive year. It conducted surveys of faculty, staff, and students about their perceptions about diversity in the Bryan School, established a Cultural Diversity Day, conducted a program for faculty regarding students with disabilities, organized an African-American faculty focus group to discuss diversity climate. Citizenship and service expectations were developed for all full-time Bryan School faculty.

SD 4 Outreach: The Center for Global Business Education and Research received a \$155,000 two-year grant to assist small textile and furnishings companies in the area with the development of overseas relationships. The Center conducted a thorough industry survey of over 200 furnishings and textile companies for opinions on specific issues as they relate to imports/exports and the U.S. economy. Data collected were analyzed and will be used to help selected companies increase their export capabilities.

The Department of Accounting conducted "Low-Income Taxpayer Clinic" workshops in ten locations to assist 1,307 taxpayers, including members of the state's immigrant population, with tax returns and tax-related problems.

The Office of Business and Economic Research (OBER) worked with Action Greensboro, N. C. A&T University and the East Market Street Development Corporation to coordinate a visit to Greensboro by consultants from the non-profit Initiative for a Competitive Inner City (ICIC), which with local governments and economic-development agencies to develop inner-city business opportunities. OBER also completed an economic/demographic analysis of Greensboro's downtown area, a digital geographical information system for Downtown Greensboro, Inc., a needs/resources assessment of social services for Rockingham County, and a site study for an area textile company.

SD 5 Enrollment: The Small Business concentration of the Business Administration major is now available through Evening University. All require courses are offered in the evening in a three-year cycle with the exception of summer school courses.

Five information sessions for Bryan School graduate programs were offered, serving a total of 207 students. One session was specifically for Post-Master's candidates. The Post Master's Certificate in Information Technology was first offered in fall 2001.

A marketing position shared with the University Relations office was filled, and work began on an expanded marketing plan for the Bryan School, with an initial focus on the MBA program. A regional competitive analysis of MBA programs was completed, and bids are being solicited from agencies for the design of a marketing campaign.

College of Arts and Sciences

Cornerstone: Technology: Fiber optic cable was installed in Sociology and several departments in McIver,

and six departments added new telephone/voice mail systems. Other departments added printers and copiers.

Cornerstone: Facilities: The College developed program statements and floor plans for the proposed Studio Arts and Humanities and Research Buildings and created a new suite of offices for CASA in the Foust Building and a University Speaking Center in McIver.

Cornerstone: Public and Private Support: With the assistance of a new major gifts officer, a widely articulated needs assessment process was completed. The Science Advisory Board expanded its range and level of activity. The College of Arts and Sciences Newsletter was discontinued so that enhanced support could be provided for department and program newsletters.

SD 1: Exemplary Learning Environments: The Communication Across the Curriculum effort, directed and funded by the College, was a great success. In addition, the College made improvements in goals and faculty development for the program of Freshman Seminars, assisted departments and programs in assessment techniques and procedures, and conducted a series of workshops for faculty on development of teaching portfolios. Successful department reviews were completed in Art, Chemistry and Biochemistry, Mathematical Sciences, and Political Science. Authorization was received for a new undergraduate major in African-American Studies, Ph.D. programs in History and Geography, and a master's program in Dispute Resolution. A large number of courses added technology components or were developed for online or mixed delivery.

SD 2 Research: More graduate and undergraduate research opportunities were created as the total awards for sponsored research activity awards were \$4,638,617, opposed to \$3,654,262 last year.

SD 3: Sense of Community: The College contributes to a strong sense of community by fostering intellectual life through the Programs Committee and Ashby Dialogues and through such interdisciplinary programs such as University Honors, African-American Studies, and Women's Studies.

SD 4: Outreach: Outreach and external collaborations continue to expand through the Science Advisory Board, the establishment of program-related advisory boards, and the very large number of program-level partnerships with regional schools, industries, arts organizations, and public agencies.

SD 5 Enrollment: The College supported enrollment goals by participating in enrollment management initiatives, developing new graduate offerings, and recruiting at the graduate level.

School of Education

Cornerstone: Technology: Phase 4 of the infrastructure project was completed for the Curry Building with the installation of data and phone outlets. The Teaching Resource Center was outfitted with computers, scanners, data projectors, camcorders, and digital cameras.

Cornerstone: Facilities: A significant amount of office remodeling and renovation was done as part of an ongoing program to refurbish all faculty offices. Office spaces were added to accommodate newly hired faculty, and some classroom teaching stations were upgraded.

Cornerstone: Public and Private Support: Almost \$2.5 million was received in private gifts and pledges, with over \$1 million pending, far exceeding the target for scholarships/fellowships for undergraduate and graduate students. Program enrichment support came primarily from the Michel Family Foundation for the Teaching Resources Center and from the Yopp Family for new teacher training institutes. A

School Advisory Board was established consisting of UNCG alumni or educators with a close connection to UNCG.

Cornerstone: Administrative Systems: Three key administrative positions were added this past year: a staff member to handle administration for contracts and grants; a staff member who will work with the dean and the development officer on administrative issues and alumni relations; and a Director of the Teaching Resources Center. The SOE Personnel Committee has developed faculty workload guidelines, consistent with the new UNCG Guidelines, and revisions are underway on the SOE Policies and Procedures Manual.

SD 1: Exemplary Learning Environments: In preparation for the NCATE accreditation visit, all programs were reviewed to ensure that course content and offerings aligned with national and state standards. A task force was formed to ensure that the professional preparation curricula prepares students to interact with diverse learners. Programs, courses, and parts of courses, are being prepared for electronic delivery. A fully online certification program in cross-categorical special education will be implemented in Summer 2002.

Enrollments are strong in the first and second cohorts of the new undergraduate program in learning disabilities and behavior disorders. New faculty positions were created to expand current programs or implement new ones. The new Teaching Resources Center provides students with a state-of-the-art, technologically-rich resource for preparing teaching materials and offers a venue for instruction and workshops in technology. It is located in Ferguson with the Children's Collection, which was moved from McNutt. The Professional Development Schools were expanded to two sites in Rockingham County, to provide teacher education students with more-diverse opportunities for classroom experiences. USTEP partnership opportunities were increased to include more Piedmont Triad school districts.

SD 2: Research: SOE ranked 29th in the nation on this year's *U.S. News and World Report* list of Schools of Education, four places higher than last year and the highest ranked institution that was not a private university or a flagship public university. For the 2nd year in a row UNCG was ranked number 1 in the State Department of Public Instruction's Institutions of Higher Education Report Card.

Faculty external grant activity expanded. Planning began for an SOE Research Symposium, tentatively scheduled for March 2003, which will feature poster sessions, invited speakers, and discussions of current research in various areas of education.

SD 3: Sense of Community: SOE focused on 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.

SD 4: Outreach: SOE is highly engaged in outreach at multiple levels. Distance education offerings of courses and programs have been expanded. Faculty and students are active in professional organizations, 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.

A key goal is to link the SOE better with area school districts. The dean visited all 16 Piedmont Triad school districts, met with the superintendents, and accompanied them on tours of one or more of the schools in their districts. The dean also hosted four luncheons for superintendents and discussed ways to collaborate on key issues such as alternative licensure and support for initially licensed teachers.

Affiliated units including the Collegium for the Advancement of Schools, Schooling, and Education, the National Paideia Center, the Reading Together Program, the Piedmont Triad Education Consortium, and the Center for Educational Studies and Development provided needed services to schools and educational programs.

SD 5: Enrollment: Over 70 students interested in education programs attended the UNCG graduate recruitment fairs. The SOE participated in the Institute for the Recruitment of Teachers, a venue for identifying capable minority students for graduate study.

The dean submitted a proposal for private funding to support a new recruitment effort to draw more UNCG students into teaching, especially to those areas where critical shortages exist (special education, mathematics and science education).

School of Human Environmental Sciences

Cornerstone: Technology: Hardware and Software continue to be upgraded or replaced in a timely manner for faculty, staff and in laboratories utilized by graduate students. New telephone systems and improvements were implemented in the Family Research Center, Child Care Education Facility, and the departments of Social Work and Nutrition and Food Service Systems. Sixteen computers were updated or replaced conforming to the planned schedule of replacement. Multimedia technology equipment stations were installed in Stone 142, 204, 214, and 217, and Rooms 402 and 404 in Graham Building were converted into multi-media/technology classrooms.

Cornerstone: Facilities: Renovations in the Dean's Suite and staff offices were funded with in-kind donations and HES Foundation Funds. Extensive repairs and renovations in the Family Research Center and remodeling in NFS to enlarge lab space and graduate student offices was funded by the Dickson/Harris Teeter Foundation. New paneling was installed in 361 Stone in anticipation of remodeling for the creation of a new TDM Marketing Center. TDM Graduate student offices were remodeled.

Cornerstone: Public and Private Support: HES received \$113,587 in gifts and pledges for the current fiscal year. The auction sponsored by the HES Foundation Board raised \$7,000 for students. Over \$7,685,422 in grants and contracts have been awarded to departments and centers within the school during the 2001-2002 fiscal year. Two grant writing workshops were held, one contracted with GrantCentral and the other sponsored by the Bryan School.

Cornerstone: Administrative Systems: The *HES Faculty Assembly Instrument of Governance* was revised and approved this year, giving rise to the Chair's Council of department chairs, which meets on a monthly basis.

SD 1: Exemplary Learning Environments: All departments within HES are currently teaching at least one writing intensive course as part of their program requirements, and speaking intensive courses have been approved to begin Fall 2002. Continuous improvement in existing degree-granting programs occurred in all departments. HDF revised practicum placements for Birth-Kindergarten licensure students in order to implement a Professional Development School Model. In response to employer needs and developments, HDF revised and reactivated the M.Ed. program in Family Life and Parent Education with the first cohort of students enrolling Fall 2002. HDF undertook a comprehensive, on-site assessment of the undergraduate and graduate Birth-Kindergarten programs conducted by the National Council on Accreditation of Teacher Education and the NC Department of Public Instruction; both approved the programs with no suggestions for improvement and with commendation. NFS received approval for an

M.S. non-thesis degree which better prepares graduate students to work in the professional field.

TDM purchased Gerber Software to prepare design students to meet industry standards; IAR purchased visual imaging software for its Digital Imaging Studio; and SWK is collaborating with GTCC to present a distance learning course entitled, "Introduction to Social Work." IAR is involved in the sustainability initiative for curriculum in collaboration with Political Science, Biology, Anthropology, and Geography. The Dean's office conducted an alumni survey at both the undergraduate and graduate levels in Spring 2002; improvements in courses and degree programs will be based on these data.

SD 2: Research: Over \$7,685,422 in grants and contracts have been awarded to HES departments and centers, with HDF, NFS, and SWK obtaining multimillion dollar external funding. Faculty and graduate students presented at local, state, and national professional events and several have presented at international seminars and conferences.

SD 3: Sense of Community: The Dean held coffees with undergraduate and graduate students to address questions and concerns.

SD 4: Outreach: Faculty and all departments are actively engaged in presentations within the Piedmont Triad, the state and nation and as consultants and committee members. Over 85 different organizations received programs from HES departments. HES faculty served as consultants, on committees, and advisory boards of different state and community agencies, and performed other leadership roles in the state. IAR participated in Historic Preservation Project: Preservation Greensboro, Preservation NC, National Trust for Historic Preservation, and the Covington Foundation. TDM faculty worked on development of educational materials for the Extension Agency at NC State University. HDF participated in a meeting with VF Corporation to develop new products for young children. Over 472 HES students participated in internships this year; many without pay and on a voluntary basis.

SD 5: Enrollment: Web pages have been updated in all departments and an update of the school web pages is planned for summer 2002. SWK and NFS have developed new program brochures. HDF held several information/recruitment sessions for students in Wake and surrounding counties, and advertised the new program in the Raleigh newspaper. Three faculty participated in the Master Advisor Program.

School of Health and Human Performance

Cornerstone: Technology: The telephone system for CSD was upgraded. Due to budget constraints, only 7 of 22 faculty computer upgrades previously scheduled were completed.

Cornerstone: Facilities: The size of a faculty/staff lounge in the vicinity of the Dean's Office complex was reduced to create an office for the anticipated Director of Research for HHP. A Congressional earmark for development of a Tinnitus Clinic in CSD supported upgrading of space in the Ferguson Building.

Cornerstone: Public and Private Support: Four new initiatives served as the basis for the School's development effort, the projected Center for Women's Health and Wellness, teaching enhancement, faculty development, and student recruitment. The School conducted its first telefund, targeting alumni of HHP graduate programs.

Cornerstone: Administrative Systems: Some non-tenure track faculty were converted to the new Academic Professional Track as instructors, and a process was begun to review faculty credentials and consider appointments to the AP Track at higher ranks. The Hospitality Management B.A. program was transferred to HHP in December 2001.

SD 1: Exemplary Learning Environments: All departments made progress in the identification and approval of Communication Across the Curriculum courses. A task force has recommended an educational option for graduate students to move from the PHE-MPH program into the ESS-PhD program. RPT programs were reaccredited, and the Department of ESS submitted a self-study for an entry-level master's degree program to the Commission on Accreditation of Allied Health Education Programs. Many faculty members convert their courses to the Blackboard system.

SD 2: Research: A search for an initial appointment as Director of Research is underway. Twelve faculty attended a grant-writing workshop, and will submit proposals to either federal or private funding agencies as a result. HHP faculty published 4 books and had 60 refereed journal publications. All five departments contributed to the submission of 27 grant proposals for a total of \$664,766.

SD 3: Sense of Community: The HHP Diversity Committee offered brown bag discussion sessions with guest speakers. A new Dean's Student Advisory Council was created, with representation from undergraduate and graduate students from each department. Student organizations continue to thrive in each department, and a student organization was created in the new Hospitality Management Program.

SD 4: Outreach: Examples of the School's outreach activities to the community include on and off-campus services provided by The University Speech and Hearing Center of the Department of CSD, public dance concerts, and health, fitness, and recreation leadership programs. Student participation in off-campus internship settings included 225 undergraduate and 89 graduate students.

SD 5: Enrollment: Thirty-two students received awards totaling \$67,075 from HHP endowed funds. Four HHP faculty members participated in the Chancellor's Master Advisor Program, and will work with other HHP faculty to improve the quality and assessment of advising effectiveness.

School of Music

Cornerstone: Public and Private Support: The School of Music acquired \$430,000 in gifts. Development priorities established in Fall 2002 will continue to guide the development activity of the School during the coming year. A new major gifts officer joined the School on May 15.

SD 1: Exemplary Learning Environments: SOM is currently engaged in the preparation of a self-study for its ten-year review by the National Association of Schools of Music, which will occur February 2-5, 2003. . As a response to continued requests for increased summer programs in music education, SOM instituted a summer master's degree program in Music Education in June 2002, with 19 new graduate students enrolled. The degree will require three summer terms on campus in addition to one or two courses via distance learning.

At least 19 faculty utilized technology components (BlackBoard and their own websites) in their courses during the 2001-02 academic year. Approximately 45 courses in the School currently include some type of technological component.

SD 2: Research: Over 250 performances were presented on campus during the 2001-02 academic year by SOM faculty, students, and guest artists. Faculty in the non-performance areas of music education, musicology, and music theory were actively involved in the publication and presentation of research. SOM and HHP jointly submitted a proposal for federal funding for an Institute for Music Related Hearing Disorders. Two faculty received external funding for upcoming conferences on campus, the International Double Reed Society and the Focus on Piano Literature.

SD 3: Sense of Community: SOM students meet individually with a faculty member for private performance instruction on a weekly basis, providing opportunities for formal and informal course, career, and personal advising.

SD 4: Outreach: In addition to on-campus performances by students and faculty, 75-100 performances were given in the region and the southeast during the past academic year. Market Street Brass alone performed over 20 times in Greensboro and presented an equal number of performances in the region and in neighboring states, while the EastWind Trio and the McIver Ensemble both presented local performances and regional tours. During the fall semester the student/faculty ensemble, Gate City Camerata, performed numerous times throughout North Carolina on various artist series programs. Music Education faculty and students were particularly active in outreach activities with North Carolina's K-12 schools through internships, research activities, portfolio reviews, practica for classes, and in-service workshops. SOM faculty are actively involved in the North Carolina Music Educators Association, and the North Carolina chapters of the American Choral Directors Association and the American String Teachers Association/National School Orchestra Association. Preliminary discussions have started on the development of an exchange plan with the University of Klagenfurt (Austria) and the Karnten Landeskonservatorium.

SD 5: Enrollment: SOM faculty were actively involved in recruitment in the state, region, and nation through such activities as the Carolina Band Festival and Conductors' Clinic, the Summer Music Camp, Piano Day, North Carolina Day of Percussion, Woodwind Day, String Day, and All-State Jazz Band. Auditions by prospective students for 2002-03 increased by 22% over 2001-02 and by 7.6% over 2000-01.

School of Nursing

Cornerstone: Technology: The School of Nursing will add a fourth option to the menu on its main telephone line to allow callers to spell the last name of faculty or staff on the number pad to reach the direct line of that individual. Twenty-two faculty computers were purchased to maintain a three-year SON replacement cycle.

The student computer laboratory in Moore 322 was renovated with the installation of 20 new computers. Intramural funding provided multimedia teaching stations in all classrooms, and a grant funded palm pilots for nurse practitioner students and faculty.

Cornerstone: Facilities: Moore Building Room 223 was renovated and converted into three staff offices, a work area, an area for test scanning, and a supply storage closet. A new Research Office Room 211 was established to support the new Director or Research activities. Due to budget constraints, plans to renovate Moore 123 and provide new mailboxes for faculty were postponed.

Cornerstone: Public and Private Support: The Hearst Foundation provided \$500,000 for fellowships for nurse practitioner students, and the Evelyn Sharp Foundation provided \$5,000 for geriatric clinics. SON faculty were among the contributors to SON scholarships. Other individual contributions were made, including \$5,000 to the geriatric clinics and \$50,000 to the Dean's discretionary account. In addition a \$10,000 scholarship was established for Rachel Llewellyn, a student who tragically died in a fire in February, 2002. The School of Nursing hired a consultant to assist in the development plan.

Cornerstone: Administrative Systems: The school established three departments in the school: Adult Health, Parent-Child and Community Practice. Department chairs were appointed for all three departments.

SD 1: Exemplary Learning Environments: The School of Nursing received approval for three writing intensive courses for pre-licensure baccalaureate students and RN-BSN students and two speaking intensive courses. Revisions in courses were made based on assessment conducted for the North Carolina Board of Nursing. A task force has begun to develop a program plan and courses for a new Med-Surg/Adult Health clinical nurse specialist concentration at the graduate level in response to community need. A planning proposal for a Ph.D. in Nursing was submitted to the UNC Office of the President in Spring 2002. The proposal was based in part on needs assessments received from prospective employers and students in Summer 2001.

All instruments for measuring student outcomes were evaluated during this academic year, and minor changes in instrumentation will be implemented next year. The passage rate on the NCLEX exam for first-time takers was 92% for 2001, with 77 out of 84 graduates passing the exam. Graduates from the nurse anesthesia MSN concentration had a 100% pass rate. These included 17 graduates from North Carolina Baptist Hospital School of Nurse Anesthesia and 27 from Raleigh School of Nurse Anesthesia.

Certification rates for graduates of the ANP/GNP concentration became available for review in Spring 2002. The combined passage rate for the past year was 83%. Ninety-three students took the exam, with 14 failing. Faculty teaching in this concentration developed a comprehensive plan to prepare these students for the computerized certification exam taken post graduation.

The undergraduate nursing program for pre-licensure students was fully approved with no stipulations by the North Carolina Board of Nursing in Fall, 2001. The Council on Accreditation of the American Association of Nurse Anesthetists granted full accreditation to the Raleigh School of Nurse anesthesia affiliated with the UNCG School of Nursing. Preparation is currently underway for accreditation visits by the national League for Nursing Accrediting Commission and the Commission on Collegiate Nursing Education in Fall, 2002.

The instructional technology consultant is now appointed 100% in the School of Nursing to meet distance education needs. One graduate student has been accepted from Oman who has a Fulbright to complete the MSN program in Nursing Education. Another undergraduate nursing student will complete a summer studies program in Honduras.

SD 2: Research: The Nursing Research Office assisted in the financial support of faculty traveling to research conferences for presentation of research, training, or teaching/learning experience. In addition, on 13 occasions the Nursing Research office assisted in funding expenditures for faculty traveling to present posters or sessions related to their scholarly work. The Nursing Research website contains links to internal offices, guidelines for conducting research on the UNCG campus and the UNC system; to external funding agencies and various research resources.

As compared to 2000-2001, during the fiscal year 2001-2002 grant submissions increased by 50% and net funding increased by 55%, with the following: 20 Research Applications in 00-01, 30 Research Applications in 01-02 and \$227,259 in Research Funding Awarded in 00-01, \$352, 794 in Research Funding Awarded in 01-02.

SD 3: Sense of Community: The School of Nursing encourages responsibility to and professional leadership in the community through activities of student organizations, course assignments in the community and experiences in the community through health fairs and clinics. The Race and Gender committee in the School of Nursing with faculty and student members, planned a program on Hispanic needs attended by over 100 people. Each of the student organizations in the school have a faculty advisor. The School of Nursing alumni association sponsors students to attend meetings and holds

receptions for students.

SD 4: Outreach: The School of Nursing provided four nursing clinics for the elderly . Over 700 clients were served. Students in both the RN to BSN and the MSN programs in Hickory will complete their program in fall 2002 and a new group will begin.

The School of Nursing Advisory Board met four times during the year.. Programs during the year included: Prevention of Early Breast Feeding Attrition, Point Four Project, and the Development Plan.

SD 5: Enrollment: New brochures for both the undergraduate and graduate programs were developed. Faculty and administrators participated in phone calls to newly admitted students. SON participated in career fairs, hosted booths, visited junior and senior high schools and placed ads in nursing publications.

Undergraduate Education and Special Academic Initiatives

Cornerstone: Administrative Systems: The work of the SACS Self-Study involved a major effort from the approximately 120 faculty, staff, and students involved in the Steering Committee, the Principal Committees, and working groups set up to study additional areas. All Principal Committee reports were completed, revised as necessary, and approved by the Steering Committee. In addition, a draft list of "Proposals for the UNCG Plan 2003-2008" was developed and presented to the Executive Staff, the Deans Council, and the University Planning Council Drafting Group.

SD1: Exemplary Learning Environments: Except for the Speaking Intensive requirement, the General Education Core (GEC) was required of all students entering in the 2001-02 academic year. Many returning students chose to switch to the new set of course requirements, but most continued to follow the All University Liberal Education Requirements (AULER) which the GEC was designed replace. Faculty members and staff in advising centers and the Office of the Registrar effectively addressed all problems that arose from the double system and from the explaining the complexities of the new requirements. During Fall 2001, each GEC Committee reexamined the student outcome goals established for its category and developed an assessment plan. Some GEC Committees began assessment activities began in Spring 2002. Each Committee has also projected a schedule for review of the data, in most cases, on a two- or three-year cycle.

Data gathered for the four residential programs that recruit freshmen (Residential College/RC, Strong College/SC, Grogan College/GC, all coordinated through the Office of the Provost, and a Housing/Residence Life program, the Freshman Experience Program in Reynolds Residence Hall/RRH) indicate the following freshman (fall 2000) to sophomore (fall 2001) retention rates: RC/93.8%; SC/90.4%; GC/74%; RC/77.8 %; all-university/75.6%. Cumulative grade point averages for 2000-01 freshmen were as follows: R/3.19; SC/3.20; GC/2.72; RRH/2.72; all freshmen, 2.76. Key questions on the 2001 Spartan Experience Questionnaire (SEQ) were sorted by program. Those who feel that UNCG has enhanced their ability to engage in successful team efforts are RC/71.4%; SC/68.8%; GC 93.9%; RRH/71.4%; all freshmen/74.6%. Those who say they would definitely recommend UNCG to a friend are RC/85.7%; SC/81.3%; GC/85.7%; RRH/81%; all freshmen/77.5%.

GC included 140 freshmen in eleven learning communities. Following the resignation of Dr. Eileen Jackson at midyear, Mr. John Sopper was named Director and the post of Senior Fellow was eliminated. Residential College served 124 freshmen and sophomores, including four freshmen housed in Guilford Residential Hall. RC sponsored the visit of Colman McCarthy of the Center for Teaching Peace to campus. RC also cooperated with the African-American Studies program, sharing resources including the lounge/classroom in Guilford RH. Strong College served 260 students, freshmen through seniors.

The total student gpa for Moore-Strong RH, 3.31, is the highest of any hall.

The Arts Leadership Committee was formed, with representatives from each of the six arts departments on campus, the Weatherspoon Museum, the Office of Student Life, and the Office of the Provost, to pursue recommendations regarding a unified marketing effort for the arts to improve regional awareness of and participation in arts programming. During the spring semester under a pilot agreement a UNCG calendar for activities open to the public ran on the back page of the "This Week" section of the *News & Record* on the first Thursday of each month. The Arts Leadership Committee also pursued a unified presence for the arts on the UNCG homepage and addressed problems in the University Box Office.

The Undergraduate Curriculum Committee worked with the Director of the Office of Leadership and Service Learning, which was established in Student Affairs in 2001-02, to systemize the offering of service learning courses on campus. Eight faculty members took part in the Service Learning Institute at Elon University in February. The University became a member of Campus Compact, a national organization promoting service learning opportunities for students.

Office of the Associate Provost for Research

Cornerstone: Administrative Systems: In August 2001 an interim, part-time APR was appointed. During spring 2002 a national search was successfully conducted, and the new APR will start in July. The Directors of both IHSS and CSSI stepped down, and interim Directors were appointed. Internal searches were conducted for both positions. The Director for CSSI began in January 2002 and the Director for IHSS will begin in July 2002. Following a national search, a Director of the Office of Technology Transfer (OTT) started April 1, 2001. A national search for a Research Compliance Officer has not yet been completed.

In addition to facilitating and improving the development of grant and contract proposals, the office participated in the planning for the new Humanities and Research Building. The OAPR continued to support research and creative activity and professional travel through the Scholars' Travel Fund, the Deans' Initiatives, Summer Excellence Awards, New Faculty Grants, Regular Faculty Grants, and support for publications costs.

SD 2: Research: The University moved closer to the goal of becoming the Triad's public research university by 2008. 2001-02 grant contract funding will again be around the \$30 million mark. The hallmark of this year's activity has been the creation, with faculty input, of the five Areas of Research Emphasis (ARE). The AREs will provide the UNCG research enterprise focus and identity. CSSI, IHSS, and ORS have actively worked to increase the research activity on campus, engaging many faculty in many disciplines in cross-disciplinary activities. The OTT is already gaining recognition among Triad entrepreneurs.

SD4: Outreach: Through the efforts of CSSI, IHSS, and OTT, UNCG is actively involved in the Piedmont Triad. Researchers work daily with members of the community improving the social capital and access to health care. UNCG has gained the trust and respect of people in the area.

Graduate School

Cornerstone: Technology: Five computers and monitors, two laptops, one 15 inch flat screen monitor, two printers, one projector, two scanners, and additional memory for seven existing computers were purchased. Call forwarding capability was activated on two phones to assist with administrative services within the Graduate School.

Cornerstone: Facilities: Following a study of air quality in The Graduate School by the Office of Safety, a work order was placed for cleaning air returns.

Cornerstone: Administrative Systems: A handbook for the Directors of Graduate Study was designed, developed, and distributed at the August 2001 annual meeting with directors. The handbook contains procedures, policies, and forms.

A permanent Director for the Gerontology program was hired July, 2001. The Gerontology Program expanded the Advisory Committee membership to include representation from local government and agencies serving the aging population.

An Interim Dean continued to serve in 2001-02. A national search was successfully completed for a new Dean, who will join UNCG for the 2002-03 academic year.

SD 1: Exemplary Learning Environments: The Graduate School sponsored a Thesis/Dissertation Workshop in October 2001 which addressed navigating the thesis/dissertation process and the politics of doing a thesis or dissertation. A workshop for graduate students on how to develop a "Plan of Study" was sponsored by the Graduate School, February 2002.

The Graduate School developed an electronic brochure for the International Programs Center (IPC). The brochure can be sent as an email attachment to prospective graduate students. Communicating electronically with international students reduces IPC postage expenses and allows more efficient correspondence with the worldwide audience.

Web based teaching applications, BlackBoard, and the World Wide Web were used as instructional technologies for HEA 676 "Health and Aging" to enhance the exchange of information between students and the instructor. The Gerontology Program provided support to develop a course, NFS 643 "Nutrition and Aging," which will have 75% of instruction and pedagogy through e-learning methods. Gerontology also sponsored two professional development opportunities for graduate students. The Fall program focused on presentations using PowerPoint, while the Spring program addressed professional networking for professional development and identifying practicum and job opportunities.

SD2: Research: 2002 Summer Research Awards were given to 74 students (27 PhD, 13 MFA, 34 Masters).

The Gerontology Program Director worked with groups of students to develop two one-credit hour courses on 'Practical Issues on Aging.' Gerontology students in the "Well to Frail: Community Based Services" group worked with Piedmont Triad Area Agency on Aging and the NC Institute on Aging to create a web page presenting information on services for elderly in the UNCG/Triad service area. Collaborative research between gerontology graduate students and faculty included a cognitive aging research project, the aging of the baby boomers, and the effects of work interruptions for chemists on economic outcome at retirement.

Students completing the MS in Genetic Counseling Program presented their Capstone Experience Projects in a formal program in May 2002 to which participating faculty from UNCG, Duke University, UNC Chapel Hill and Wake Forest University School of Medicine were invited.

SD 3: Sense of Community: The Graduate School sponsored Doctoral Forums, Thesis/Dissertation Workshops, and the Plan of Study workshop.

SD 4: Outreach: Since July, the Gerontology Program Director made 35 visits to facilities and agencies

serving the elderly, the Senior Tar Heel Legislature, and government agencies advising on needs of the elderly, presenting the UNCG Gerontology Program, and speaking on issues for the elderly. The program also sponsored a 'Time Slips' training/workshop in May 2002, a nationally recognized creative application enhancing the lives of those living with dementia or Alzheimer's. Forty workshop participants included faculty from NC A&T, WSSU, Wake Forest, and UNCG and administrators and activity directors from Adult Day Care, Continuing Care Facilities, and senior centers from Winston-Salem, High Point, Burlington, Chapel Hill, and Greensboro.

The MS Genetic Counseling Program, in collaboration with the Department of Counseling and Educational Development, sponsored a *Clinical Supervision Workshop* for genetic counselors in North Carolina. The program was approved by the American Counseling Association (ACA) for Category 1 Continuing Education Units for genetic counselors.

SD 5: Enrollment: Graduate enrollment for fall 2001 reflected a 9.4% increase from fall 2000. Graduate enrollment for spring 2002 reflected a 6.3% increase from spring 2001. The Director of Graduate Recruitment attended an Institute for Recruiting Teachers in Andover, MA, July 18-21, 2001. The institute attracts gifted minority students from across the country that are interested in pursuing graduate education. Last fall, The Graduate School's website was completely updated to improve the look and navigation of the site. The viewbook was converted to an electronic file and can now be viewed from the web. This summer streaming video clips will be added to the site. By introducing information sessions, direct mail campaigns, newspaper ad campaigns, and expanding recruitment related travel, the Graduate School increased the pool of prospective students by 12%.

Walter Clinton Jackson Library

Cornerstone: Technology: The Library engaged in several new initiatives. Journal Finder, for example, provides one-stop shopping for information about journal titles. It is being patented by the University and will be used by numerous UNC libraries as the preferred solution to finding journal literature. The new Pay-Per-View service provides for the first time immediate online access to esoteric, out-of-scope journals that the Library cannot afford to purchase. With costs comparable to or less than the costs of ILL transactions, PPV is cost-beneficial and a boon to those engaged in research.

The Library upgraded its telephone system to a modern, single-line system, installing 31 new lines and replacing 84 telephones. Forty-five new Dell workstations for public and staff use were purchased; 4 new public printer stations were purchased; and numerous software upgrades and new programs were installed on staff and public computers. Library staff members continued to work with contractors on the installation of conduit and fiber optic cable throughout the Library.

Cornerstone: Facilities: Renovations, new construction, and a new HVAC system improved facilities for library users and staff alike. In an effort to expand room for collections in the severely over-crowded buildings, the third floor of the Tower was renovated and 33 sections of shelving were added. A separate, state-of-the-art heating, ventilating, and air-conditioning system was installed in Special Collections/ University Archives. Library and Friends of the Library funds were used to complete this project after campus funds for repairs and renovations were eliminated early in the year. In addition, the roof of the Tower was replaced and a new office was constructed.

Cornerstone: Public and Private Support: The University Librarian prepared one-year and five-year needs assessments, outlining needs for external funds to supplement inadequate and erratic state funding available for collections and resources, special collections, preservation, library programming, technology, and special projects. Friends of the Library and donors, especially faculty, supported the Library's efforts

to raise money for the purchase of and programs celebrating the acquisition of the one-millionth printed volume. More than 100 donors had contributed approximately \$14,000 by the end of February. The annual Friends of the Library Book Sale raised almost \$5,000 to support collections and other library projects. In addition, University Archives applied for a grant from the North Carolina Exploring Cultural Heritage Online (NC ECHO) Project to digitize oral history transcripts and other material in the Women Veterans Historical Collection to increase worldwide accessibility. Jackson Library's collection of women's oral histories, photographs, and artifacts is now the largest in the U.S.

Cornerstone: Administrative Systems: Library staff members implemented a new ILL system that can obtain articles within 24 hours and deliver them to requesters' computers; established links to online book reviews from within the catalog, the first library in the country to do so; conducted a survey of UNC lending policies to assess the Circulation Department's policies; revised fine policies in Current Periodicals/Reserves and replacement costs for books to reflect more accurately current prices; upgraded and revised web pages to improve their content and usability; devised new reports to improve the tracking of book receipts; reviewed and revised procedures for ordering and renewing electronic subscriptions, an increasingly complex process; and devised an electronic e-reserves submission form for faculty.

SD2: Research Based on the strength of its collections, the Library was admitted to membership in the Association of Southeastern Research Libraries, an organization comprising the most prestigious research libraries in our region.

Division of Continual Learning

Cornerstone: Administrative Systems: Infrastructure, especially technological, financial and personnel issues, have been reassessed and redesigned. 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 strategic plan for distance learning and for the Division of Continual Learning is being implemented in keeping with needs identified by last year's community environmental scan.

SD1: Exemplary Learning Environments:

SD 4: Outreach: DCL expanded its community outreach and partnership through development of the Community Advancement through Lifelong Learning (CALL) Program. Approximately 200 non-credit courses/programs are planned for the fall of 2002. The Master of Arts in Liberal Studies (MALS) Program reached a new high, having increased its enrollments by 16-percent. It increased its e-learning capacity to enrich face-to-face courses and achieve the goal of offering the entire program online.

SD 5: Enrollment: Overall enrollments in the DCL program (credit and non-credit) were 20,003, a decrease of 1,070 or 5 percent from FY 2000-2001. The decrease was due in large part to decreases in conference and event management activities as that function was decentralized on-campus and facilities continue to be under renovation. UNCG has worked to increase the number of degrees it will offer off-campus including the expansion of programs offered in the airport region.

International Programs

Cornerstone: Technology: In compliance with federal legislation, the International Programs Center installed new computer facilities to enable it to participate in the Student and Exchange Visitors System (SEVIS) mandated in the wake of September 11.

Cornerstone: Facilities: In July 2001, the UNCG/INTERLINK English Language Program moved into new facilities on the ground level of the Foust Building.

Cornerstone: Administrative Systems: In the wake of the attacks of September 11, IPC (along with all other international offices throughout the nation) has had to adopt significant, federally-mandated changes in the administration of its various visa programs for nonresident aliens, such as international students and exchange professors.

SD 1: Exemplary Learning Environments: In Spring Term, 2002, UNCG achieved its goal (set in 1996) of enrolling 300 degree-seeking international students. When that enrollment is added to the number of international exchange students and INTERLINK students, the total number of international students on the UNCG campus was 472, the largest in UNCG history.

SD 4: Outreach: During 2001-02, UNCG signed two new exchange agreements with overseas partners: the University of Istanbul, Turkey, and Kangnam University, Korea. The University is now partner to 40 linkage agreements with universities abroad. In addition, the UNC-Exchange Program (housed within the International Programs Center) signed its seventh state-to-state agreement with Paraná, Brazil. It began a new European Studies Program with a traditional partner, the University of Mannheim. During 2001-02, 79 UNCG faculty traveled overseas on funding from the International Programs Center, and UNCG welcomed 22 long-term visiting scholars from ten different countries. Also during the year, 233 UNCG students went overseas on UNCG Study Abroad programs, and by year's end an additional 147 students had been prepared for Study Abroad during Summer 2002, Fall 2002, and Academic Year 2002-03.

In January, 2002, the University celebrated the Tenth Anniversary of the founding of the International Programs Center with a week-long program of events attended by two dozen representatives of partner universities overseas, several off-campus friends, donors, and dignitaries, as well as faculty, students, and staff. Throughout Spring Term, 2002, the Center conducted a Latin Arts Festival featuring musicians, dancers, film makers, and performers drawn from a dozen nations of Central and South America.

University Teaching and Learning Center

Cornerstone: Facilities: Sixteen new technology classrooms installations were completed during the 2001-2002 reporting year. To date, the TLC has completed 64 technology classrooms installations. This represents 57% of the 112 UNCG classrooms. All classrooms seating 25 or more in Bryan, Moore, HHP, and Curry buildings are now complete. In January, all workstation locks were replaced so that all workstations can be opened with the same key. The Registrar's Office reports that the technology classrooms are extremely popular.

SD 1: Exemplary Learning Environments: In summer 2001, the TLC installed the Course Management System software, Blackboard, on the UNCG campus. Blackboard allows faculty easy access to most of the technology tools (Online content delivery, discussion boards, online testing, etc) they need to either technology enhance a traditional course or to offer a course entirely online. In both the fall semester of 2001 and the spring semester of 2002, approximately 350 courses and 7,000 students used Blackboard.

In spring 2002, the TLC received a \$105,000 award from the UNC Office of the President to acquire and install an enterprise version of Blackboard. The installation in summer 2002 will totally integrate Blackboard with UNCG's SCT Banner Student Information System. By fall 2002, all UNCG courses will automatically be created and available for use in Blackboard.

During 2001-2002, the TLC offered professional development opportunities including workshops, teleconferences, presentations, brown bag lunches and conferences which were attended by 461 faculty members. UNCG worked with the UNC TLT Collaborative to develop the UNC TLTC Professional Development Portal, which now contains over 1250 resources for professional development activities of faculty and IT support staff.

Weatherspoon Art Museum

Cornerstone: Technology: All collection data has been transferred into the MultiMIMSY electronic collection database management system; records continue to be verified and completed; and scanning of images of individual collection objects is approximately mid-way toward completion. A grant from the Cemala Foundation will support hiring a web designer for what will be an intricate website. January 2003 is the goal to have information available over the web with computer station available to visitors on each floor of the museum. The Museum switched to a digital phone system that facilitates better access for callers and purchased a DVD projector and player to present contemporary art videos.

Cornerstone: Facilities: Better light control in two of the galleries is the result of new light-blocking shades and a door from between the main gallery and the north tower. A courtyard committee has begun to develop plans to provide some trees and seating by fall 2002 through private funding. A feasibility study recommended against installing a museum café.

Cornerstone: Public and Private Support: Foundations awarded \$69,500 for various projects; the North Carolina Arts Council \$23,500; and individual donor, or donor-advised, gifts amounted to more than \$50,000. In addition, the museum received gifts of art valued at more than \$500,000.

SD 1: Exemplary Learning Environments: The WAM developed programs to serve students, faculty, and staff across campus. Services to the Department of Art continued, and it also reached out to work closely with other departments and units on campus.

SD 2: Research: Original research and scholarship resulted in several publications for WAM visitors: gallery guides were developed for three permanent collection exhibitions, brochures for *Lab Results*, *Matisse and More*, and *Drawings by John Graham*, and a catalogue for *Priceless Children*. Gallery guides are also available on the website and interpretive labels for individual objects and introductory wall texts accompany each exhibition. Cross-disciplinary programming and work with other campus and community groups allowed WAM to provide a variety of lenses through which audiences can approach contemporary art, thereby demystifying it and making it accessible and rewarding to viewers.

SD 3: Sense of Community: WAM staff selected and developed exhibitions and programs that promote diversity and understanding across boundaries of race, ethnicity, gender, and age. Students may attend any of the museum's public programs free of charge and receive discounted membership.

SD 4: Outreach: WAM staff participated in Action Greensboro planning activities. It called regional and national attention to its own programs and to UNCG through an active and aggressive advertising and marketing program. The name change from "Gallery" to "Museum" was intended to clarify in the public's mind the breadth of WAM offerings and thereby to attract more visitors, especially cultural tourists.

Enrollment Services

Cornerstone: Technology: Technology advances include Resource 25 (a classroom management tool), CAPP (the degree audit module of Banner), ShareNet (an intranet that is used by student services units to provide accurate, timely information to students), Groopz (a Web chat tool used by Admissions, the University Registrar's Office, Student Academic Services, and the Information Station to respond to student questions), Nolij (document imaging software designed to electronically image and transmit documents between offices and to faculty advisors), and various enhancements to Web pages.

Cornerstone: Facilities: The addition of GROOPZ web chat enables staff to meet student and community needs through virtual methods, pushing web information across the system, while ensuring that information is accurate, consistent and immediate. As campus instructional space ebbs and flows as a function of aging facilities, bond construction, and enrollment growth, the need for accurate and efficient classroom assignments was never greater. Implementation of Resource/Schedule 25 during this year was extremely well timed, and the automated system will come to prove its worth as buildings are taken off line, renovated and replaced as a part of the master plan.

Cornerstone: Administrative Systems: The University Registrar's Office personnel provided training for staff in the academic units who assist with registration and schedule development, including a review of the latest in upgrades to the system as well as processes and policies associated with those functions. A program currently titled "Banner 101" was developed for use in 2002-03 to enable all Banner users campus-wide to review important aspects of system functioning, such as data entry guidelines, inter-relationships of data, data accuracy and integrity, and overall functioning.

SD 3: Sense of Community: The University Registrar's Office serve on committees and subcommittees campus wide which examine issues related to smooth running processes such as the Cancellation/ Reinstatement Team, the Registration Task Force, the IT Communication Group, the Data Integrity Group, the Banner Project Team, the Orientation Committee, the Refund Committee, and the Residency Committee. The Faculty Senate passed a resolution from the Academic Policies Committee to broaden the credit from extension and correspondence courses, and two-year colleges that may be applied toward an undergraduate degree. Students may now use up to 64 semester hours from each type of course credit as long as they meet the University and major residency requirements, 31 and 12 hours respectively. The approval process for August graduation candidates to participate in May commencement was simplified with fewer signatures required and less student run-around. Student Academic Services conducted an advertising campaign to encourage seniors to apply to graduate before the deadlines. Seniors were directed to the Student Academic Services web page for deadlines and to apply online. A university-wide Student Advocate Group was established to evaluate services, reduce run-around, coordinate processes and enhance the lives of students who get trapped in bureaucratic processes. Enrollment Services created a position, manager of organizational learning, designed to enhance staff learning opportunities, build intellectual capital, and better manage knowledge. Learning activities include a featured speakers series that brings nationally known professionals to the campus, a "Student for a Day" experience, book clubs, functional performance expectations and tailored training activities to address identified gaps, and a 360 degrees feedback tool along with related individual development plans designed to build on identified strengths and work on areas needing improvement.

SD4: Outreach: Special Support Services delivered a presentation on stress management to Guilford County Schools. The Director of Special Support Services served on the Executive Board of the North Carolina Council of Educational Opportunity Personnel.

SD 5: Enrollment: The University Registrar's Office initiated an option to allow faculty to load

unsatisfactory progress and final grades to the system via their web class lists. This enhancement provides earlier feedback to students, and should ensure earlier processing for offices completing degree audits, determining academic standing, providing financial aid, and advising students. The University Registrar's Office continues to promote electronic mailing of all information to make information available "any time, anywhere" to students who have activated and maintained correct email addresses. Transfer credit evaluation worksheets continue to be turned around to Admissions within 48 hours.

The Learning Assistance Center experienced a 300%+ increase in student attendance at the academic skills workshop series. Student Success Center tutorial programs are now College Reading and Learning Association (CRLA) certified. More than 100% growth in student contact within the Special Support Services academic skills, counseling and tutoring components from 2000-01 to 2001-02.

Six Adult and Transfer Service information sessions enjoyed a 23% increase in total guest attendance. The Admissions Office used a CD-ROM as the primary publication distributed at college fairs. The seven large campus visitation programs proved to be successful although no significant growth in overall attendance was experienced. Twelve spring receptions for admitted students were held from late February through the beginning of April. The daily Admissions information sessions enjoyed a 1% increase over last year (from June-March). For the first time ever, freshmen applications will exceed 8,000.

Evening University was successful in its first full year, offering six undergraduate degrees, twenty-nine graduate degrees, five post baccalaureate certificates and three post masters certificates. Evening University has improved student life for adult students by offering, free on-campus parking after 5 p.m., evening appointments with adult advisors, a three-year GEC/CAR plan and common course start times of 6 p.m.. The commitment to convenience is also demonstrated by the emphasis on web-based and blended course delivery models and courses available at satellite campuses. Satellite campus locations have been developed at High Point and the Piedmont Triad Higher Education Center near the airport. The Piedmont Triad Higher Education Center is a partnership between UNCG and GTCC that will offer fall 2002 courses in business and nursing. A Survey of Higher Education Opportunities and Interests was administered to area adult students, community college students and area businesses to guide decisions on degree offerings, course delivery preferences and course offering times.