

THE UNIVERSITY OF NORTH CAROLINA

GREENSBORO

DIVISION OF
ACADEMIC AFFAIRS
ANNUAL REPORT

2002-03

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Division of Academic Affairs

ACTIVITIES IN SUPPORT OF THE UNCG PLAN 2002-2003

CORNERSTONES

Cornerstone: Technology

T-1 New telephone and/or voice mail systems were installed in 13 academic departments and 2 academic administrative units:

CAS: Biology (**BIO**), Broadcasting & Cinema (**BCN**), English (**ENG**), German & Russian (**GAR**), Honors Program (**HSS**), Philosophy (**PHI**), and Sociology (**SOC**).

HES: Human Development & Family Studies (**HDF**), Interior Architecture (**NTR**), Nutrition (**NTR**), Textile Design & Marketing (**TDM**).

HHP: Recreation, Parks, & Tourism (**RPT**), and Hospitality Management (**HMT**).

SON: A new program was installed for the main telephone line to the SON that allows callers to directly access a faculty or staff member by dialing the letters of the last name.

In the **Graduate School**, call forwarding capability was activated on three phones.

International Programs (IPC) upgraded to a fiber-optic cable link for the network.

The **Teaching and Learning Center (TLC)** modified the existing telephone system to facilitate future installation of additional telephones. New telephone desk sets were also installed.

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: The server used to support specific administrative computing was replaced to accommodate expanding B&E administrative system uses. B&E staff implemented a new system to support online student class evaluations. B&E also replaced an existing black and white plus color printing system with networked black and white and color high volume printers.

CAS: Two departments purchased four new computers, two departments upgraded five computers, three departments purchased four printers, two departments purchased two scanners, one department purchased a photocopier, and one department installed a multi-use technology work station. **GAR** received new data lines and computer connections in all faculty offices. **Geography (GEO)** extended ERDAS, the remote

sensing software, to the entire campus. **PHI** installed conduits and wiring for enhanced internet and network service. **Women's & Gender Studies (WGS)** purchased software for the administrative assistant to support website and publication development.

HES: Graham 402 and 404 were upgraded into multi-media classrooms and five new computers were purchased for administrative staff and research support staff in **NTR**.

SOE: **Southeastern Regional Vision for Education (SERVE)** upgraded its email and calendaring software to Groupwise 6 and updated server hardware and financial accounting software. The **Teaching Resources Center (TRC)** installed a new circulation station with computer station and scanner that works with the Jackson Library circulation system to provide automated checkout, circulation reports, and data. The TRC also acquired a new color laser printer and a digital media converter.

SON: Three new computers were purchased for administrative staff .

Associate Provost for Research (APR): A new computer and appropriate telephone and computer connections were put into the new office in Foust for the APR's new assistant. A Palm Pilot was purchased for the APR. Three new computers and one printer were purchased.

The **Center for the Study of Social Issues (CSSI)** purchased four PCs and one laptop.

The **Office of Research Services (ORS)** purchased two printers, two computers, one copier and two palm pilots. The relocation from McIver to Foust required installation of new telephone and computer connections in Foust rooms 103A-L, and 104.

The **Office of Technology Transfer (OTT)** installed telephone and computer connections for the new offices in Brown (rooms 331, 333, 317, 319, and 335) and purchased three personal computers, two printers, one copy machine, and one facsimile machine.

The **Graduate School** purchased four new computers. **Gerontology** purchased Microsoft 2000, 64 RAM to upgrade one computer, and Macromedia Studio MX Dreamweaver.

The **Division of Continual Learning (DCL):** Banner Conversion project is still underway. Tuition and fee assessments for all academic credit programs were moved from a manual process to an automatic system process in the spring semester. Also beginning with the spring semester, DCL staff were given rights to enter their courses in the Banner schedule. DCL employed part-time database help to automate forums used for various administrative functions.

IPC worked with the Banner System and Information Technology to install the new Student and Exchange Visitor Information System (SEVIS) required by the federal government as of January 30, 2003. IPC has also upgraded most of its computers to the Windows 2000 operating system.

Enrollment Services: Technology has been adopted to image, store, and transmit student documents electronically and to mass produce customized e-mail messages to prospective and current students while minimizing the drain on system resources. Work has begun on the Virtual Advising Module by staff in Management Information Systems and Enrollment Services as well as members of the Advising Council. The Events Registration Program was developed to expedite registration at events and enter related data into Banner. The Web has become the primary source for registration and confirmation for freshman recruitment events. The Financial

Aid Office is working with the Virtual Help Desk to implement after-hours financial aid service for current and prospective students. The "Just for Transfers" on-line viewbook has been added to the undergraduate website. A new Banner Transcribing function allows students to authenticate within *UNCGenie*, request that official transcripts be sent, and pay by credit card. The Curriculum, Advising, and Program Planning (CAPP) module of Banner was opened for SON and School of B&E advisors in November and was recently turned on for students to run their degree evaluations on line. Programming is currently being tested in HES, HHP, and various departments in CAS for CAPP implementation. Data Warehousing has been implemented for quicker and more accurate reporting capabilities. Transcripts from Appalachian State University can now be sent electronically, with the course work moving directly into the transfer articulation module.

- T-4 Efforts to build and strengthen relationships between/among units of Computing and Information Systems and Academic Affairs units included:

Jackson Library: The Information Technology Librarian chaired the Academic Computing Committee; the Assistant Director for Information Technology and Electronic Resources serves on the Academic Technology and Computing Committee and the Web 3 Implementation Committee; the Associate Director, on the Web Oversight Committee; and the University Librarian, on the Administrative Systems Committee.

The TLC began a new partnership with Information Technology and Planning in sharing the administration and support of the Blackboard Enterprise Course Management System.

- T-5 Each unit has developed a plan for updating faculty computing resources. During 2002-2003, faculty PC's were updated in the units as follows:

B&E: 45 computers were updated as planned.

CAS: 137 computers were updated, exceeding the plan to update 105.

HES: 24 computers updated, exceeding the plan to update 22.

HHP: 26 computers were updated, exceeding the plan to update 15.

SOE: 29 computers were updated, exceeding the plan to update 27.

SOM: 16 computers were updated.

SON: 41 computers were updated, exceeding the plan to update 24.

Jackson Library: 40 computers were updated.

Cornerstone: Facilities

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

B&E: The Bryan Building auditorium was converted to a classroom with 146 seats plus four spaces for wheelchairs. The corridors and lobbies on the third and fourth floors in the

Bryan Building were re-carpeted. More than 150 additional light fixtures were added in the corridors of second, third, and fourth floors. The reception areas were re-carpeted in the departmental offices of Accounting (**ACC**), Business Administration (**BUS**), and Information Systems and Operations Management (**ISM**). The reception areas and corridors of Bryan 301 were re-carpeted and repainted.

CAS: The New Science Building was completed and was occupied by **Biology and Chemistry & Biochemistry (CHE)** in early summer 2003.

ART painted one faculty studio/office and repaired the exhaust system in the Photography darkroom.

BIO remodeled the office suite and conference room to accommodate the connection between Eberhart Building and the New Science Building.

BCN equipped the Final Cut Pro editing suite in Carmichael 105, renovated Carmichael 05 to serve as a second computer editing suite, and is currently installing sixteen other Final Cut Pro editing stations. The Carmichael sound studio was upgraded with the installation of a ProTools sound editing system.

ENG purchased new desks, bookcases, and CPU tables for the 3 offices on the third floor of McIver.

GAR upgraded office facilities in 337A, 342, and 20D with new desks, lamps, and furniture. GAR received from TLC a new mobile computer lab cart to access campus networks and the web in McIver classrooms. GAR purchased a new TV and VCR/DVD for a faculty office in 342 McIver and for the main office in 337A McIver.

Mathematical Sciences (MAT) acquired one laptop computer to support projector equipment and installed two Dell Optiplex GX260 desktop computers in the computer science lab.

PHI re-plastered and repainted water damaged areas in the office in Foust.

Physics & Astronomy (PHY) rebuilt a portion of the major study room to add more study spaces and a second student computer.

Religion (REL) upgraded 108C for part time faculty, upgraded furniture in Foust 109, and installed carpet in office suite (Foust 106, 107, 108A, B, C, D, and 110)

SOC installed an Elmo unit in Room 307 Graham.

WGS replaced broken air conditioner unit in director's office.

HES: New wall cabinets were placed in 235 Stone for additional storage and a new door and exhaust fan were installed in 237 Stone restroom. Wall bookshelves were installed in 147 Stone and Stone 134 and 150 were painted. In **NTR**, Stone 307/308 was converted to a human nutrition laboratory with computer lab space for research. The Graduate student offices and food lab were remodeled and space for bench research in the department was expanded to include room 333 and a large extension of 304.

HHP: **Communication Sciences & Disorders (CSD)** replaced all VCR recording and playback system components, mechanical switching devices, master controls, and monitors in clinical education spaces in the University Speech and Hearing Center (USHC) with DVD recording and playback systems, remote controls, digital cameras, mixers, fixed and remote microphones, monitoring equipment, and new wiring. Three ceiling-mounted video projectors were installed in classrooms / clinical education spaces, and a mobile video teaching station was developed to be used with the new projectors. Furniture and equipment was replaced in faculty/staff lounge area.

Exercise & Sport Science (ESS) converted HHP 225 to a Sports Medicine / Athletic Training classroom for clinical classes.

Dance (DCE) created a three-office suite (220 D-E-F) out of a single room and painted the corridor outside the suite.

HMT/RPT renovated one faculty office (HHP 231) to make two separate offices, each with its own entrance.

SOE: A new faculty office was added to Curry 347 and faculty offices in Curry 219 and 333 were divided to create two faculty offices in each space. All classrooms were equipped with teaching/technology stations. **SERVE** leased approximately 1,800 s.f. of office space in Atlanta, GA to support operations in that state. The **TRC** added new shelving.

SON: Room 123 was converted from a faculty/staff lounge to an undergraduate student advising center, with two new offices and a student records file room. The old student records file room was renovated and will become the office for the Director of Development. The mail room, 101, was updated with new faculty and staff mail boxes.

The **APR** renovated Foust 106 for the new assistant and procured an office in Foust for the Director of Research Compliance. **ORS** painted, removed asbestos, installed new carpets, replaced air conditioner units, and installed office furniture in Foust 103A-L and 104A&B. **OTT** renovated five offices in Brown (rooms 317, 319, 331, 333, and 335).

The Graduate School installed new shelves in workroom for organizing applications during peak periods. **Gerontology** purchased a new air quality system and installed hand railing at the front entrance.

Jackson Library completed the installation of a separate HVAC system in Special Collections/University Archives to provide a climate-controlled environment. ERIT designed a Usability Lab to assess the effectiveness of Library and University web pages. Access Services reconfigured the third floor to permit the addition of stacking and to improve user seating and study areas, and added shelving to floors 2, 4, and 6.

Continual Learning: A new classroom facility for Distance courses was established near the Piedmont International Airport.

Enrollment Services: In the fall of 2002 the Evening University leased three classrooms in the ECPI building, near the intersection of Bryan Blvd. and Route 68, to support UNCG's new off-campus site, the Piedmont Triad Higher Education Center.

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

CAS: **BIO** converted Eberhart 226 into a faculty research lab and office for a new hire.

BCN converted Carmichael 150C into an office.

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:

The **TLC** is working with the Physical Plant to use R & R funds to purchase new student seating for classrooms in Graham building.

F-4 The **TLC** completed installation of 15 more technology classrooms (total to date: 80) and upgraded eight classrooms with new computers.

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 received totaled \$668,129, an increase of 20 percent over the previous year.

CAS: The College raised a total of \$927,342 in private, corporate, and foundation gifts. Much of this effort was dedicated to the completion of fund-raising for the New Science Building.

HES: **IAR** announced an endowment for the IAR Resource Center. **SWK** initiated a fund raising effort with graduates in the BSW and JMSW programs. **TDM** accepted donations in kind from local textile corporations, including fabric, thread and equipment. Fabric and thread alone were worth \$800.

HHP: **RPT** raised \$8077, with an additional \$968 pledged, through the RPT Graduate Development Fund.

SOE: Fund-raising activities brought in \$706,458.

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

Library and Information Studies (LIS) received a \$2500 USTEP grant.

Specialized Education Services (SES) raised \$400 in the Annual Tootsie Roll Drive with the local Knights of Columbus.

SOM: The **School of Music** received \$218,912.80 in gifts, including the Elizabeth Herring Garden Endowment (\$25,000), the Alyse Smith Cooper Scholarship (\$17,500), and the Joy Culbreth Morrison Graduate Fellowship (\$50,000).

SON: With total new funds committed for 2003/2004 at \$257,273.11, Nursing exceeded its goal of \$210,000 by over 20%. Total Dollars Received as of May 2003: \$402,796.45.

UE/SAI: Efforts to seek additional funding from the Z. Smith Reynolds Foundation to increase the dollar value of the Katharine Smith Reynolds Scholarships to cover current educational costs were unsuccessful. Historically, 10 have been awarded each year, with a potential of 40 on campus at one time. Only six Reynolds Scholarships could be offered in spring 2003 to potential new freshmen.

Jackson Library: The Annual Friends of the Library book sale raised \$8000, UNCG telefund activities on behalf of the library yielded \$7500, and an alumna pledged \$1,000,000.

IPC received from the estate of Evelyn Wilson Simpson, Women's College Class of 1921, a bequest of \$185,000 to establish the Evelyn Wilson Simpson Study Abroad Fund.

The **Weatherspoon Art Museum** received gifts totaling \$644,075. Of this amount \$350,635 comprised gifts-in-kind of artwork to the permanent collection; \$144,000 was in the form of an annuity; \$34,025 was raised to support exhibitions and programs; and \$111,923 was in individual gifts and various grants.

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

CAS: A preliminary set of College priorities for the anticipated Students First Initiative was developed by the Dean and Associate Deans in consultation with the Vice-Chancellor for University Advancement and the Director of Development for the College. This preliminary list was reviewed by Administrative Council, the Budget & Planning Committee and development staff and further refined before submission to the Provost and the Vice-Chancellor.

HES: Departmental and School priorities were set in a retreat at the beginning of the school year, involving the Dean's staff and Department Chairs. The Dean and Development Director further developed fund-raising initiatives related to these priorities and presented them to the HES Foundation Board. Fund-raising initiatives and a proposal for "programmatic enhancement" in HES were forwarded to the Associate Vice Chancellor for Development, Vice Chancellor for Advancement, Provost and Chancellor for review. The new interim chair of **TDM** initiated a TDM Strategy Committee that meets weekly to address objectives and goals for the department. Fund-raising goals and initiatives have been set for the new school year.

HHP: **CSD** and **RPT/HMT** worked closely with development officers to guide future developmental activities. **RPT/HMT** explored and identified priorities for development through the national accreditation and certification standards, monthly faculty meetings, beginning-of-the-year 2-day retreat, and discussions with the Dean. RPT faculty also met with the 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 development officer meets periodically with department chairs and other members of the Dean's staff to identify priorities and determine possibilities for private support. The Dean and development officer meet regularly to establish SOE developmental priorities consistent with UNCG objectives.

SOM: The Dean and the Major Gifts Officer meet every other week to review and refine priorities for development. The MGO reports on recent visits, and the Dean and the

MGO jointly determine which prospects are ready for the next phase of cultivation. In preparation for the upcoming "Students First" initiative, the Dean and the MGO established priorities for raising funds to support students.

SON: The Director of Development works with the Dean, the Division of University Advancement and a development consultant to determine the viable major gift prospects, including individuals, foundations, and corporations. Major gifts continue to be the primary focus of development activity. In addition, the Director of Development works with the Annual Fund and Alumni Affairs staff to insure that a continuous base of potential prospects are identified and cultivated for future major gift development.

The **Weatherspoon Art Museum** submitted to University Advancement a revised Needs Assessment/Fund-raising Priorities Plan which included \$1,200,000 for Building Projects; \$1,000,000 for Endowment Funds to support exhibitions, publications, and conservation; and \$300,000 for Art Education. These priorities developed from long-range planning among staff and an Association Board Committee.

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

CAS: A second development officer was hired to assist with College fund-raising and the appointment has been renewed for 2003-04.

HES: A new Director of Development was hired in May.

SOE: A full-time staff position was established to work with the Dean on alumni relations and the development officer on developmental activities. Changes in the process of identifying and prioritizing development priorities for 2002-2003 were brought about by University Advancement's planning for the pending University-wide "Students First" fund-raising initiative. The Dean and Director of Development were directed by University Advancement to list scholarships and fellowships as the top development priorities along with one additional priority identified by the Dean: The School's Recruitment & Retention Initiative.

Weatherspoon Art Museum: The Director meets quarterly with university Advancement personnel to review fund-raising progress to date and attempt to establish some direction for future efforts.

P-6 Efforts to market the University included:

The **DCL** has refined marketing efforts by housing all of the programs under one roof, with DCL and CALL acting as the central unifying theme. CALL catalogs were distributed twice yearly throughout the city and Triad. The catalog promotes adult non-credit classes and all of the other DCL offerings: All-Arts & Sciences Camp, School Partnerships, Master of Arts in Liberal Studies, Emeritus Society, Test Prep, Online Options, Summer Session and Summer College.

Cornerstone: Administrative Systems

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

As-0 **Regulations on Academic Freedom, Tenure, and Due Process:**

Recommendation for Promotion and Tenure Form: Minor revisions were drafted to clarify the language of this form during 2002-2003.

Other Academic Personnel Items:

Guidelines on Joint Appointment: Faculty members are normally appointed to one department. Various professional or programmatic reasons may exist, however, to justify the joint appointment of an existing faculty member or a new faculty candidate to more than one academic department or unit, creating the need for guidelines. The Office of the Provost developed guidelines for joint appointments at the University which were approved on March 3, 2003.

Guidelines on Research Assignments: The Office of the Provost developed a draft of guidelines for Research Assignments at the University.

Guidelines for Internal EPA Searches in Academic Affairs: The Office of the Provost developed guidelines for departments conducting searches for which they elect to limit the search process to internal applicants which were approved by the Provost on November 26, 2002.

Academic Assistance Program: The Office of the Provost developed a draft policy allowing EPA non-faculty and faculty to be reimbursed for approved educational courses related to their current University position. This reimbursement is subject to approval by their supervisors, the appropriate division heads, and the Office of the Provost. The Provost approved this program in July 2002.

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 was required to submit an institutional plan to the Board of Governors for approval. The Office of the Provost developed a draft of UNCG's Institutional Plan which was approved by the Board of Trustees on August 29, 2002, and forwarded to the Office of the President for review. The Board of Governors approved UNCG's Institutional Plan on September 13, 2002.

The Code of the Board of Trustees: Due to Management Flexibility pertaining to personnel appointments granted to UNCG by the Board of Governors in September 2002, it was necessary to revise the Code of the Board of Trustees. Changes to *The Code* reflect the delegation of certain authorities which have been granted by the Board of Governors to the Board of Trustees (including the conferral of tenure) and to reflect the delegation of certain authorities which have been granted by the Board of Trustees to the Chancellor (including the authority to establish salary ranges for all faculty positions with permanent tenure). In addition, the revisions necessitated by approval of Management Flexibility provided an opportunity to address outdated provisions in UNCG's Code. These revisions were approved by the Board of Trustees on February 6, 2003.

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 2001-2002. 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. They were submitted for approval to the Office of the President and approved on June 28, 2002.

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

- B&E:** The Bryan School implemented an online course evaluation system for MBA courses in fall 2002 and expanded it to all B&E undergraduate courses in spring 2003. This should result in a significant increase in the speed of providing feedback to faculty and a significant decrease in administrative time as compared with the previous system.
- CAS:** Departments were instructed to submit budget requests for 2003-04 at the same time as they submitted their annual goals and objectives, in an attempt to encourage closer linkage between programmatic and budget planning. Approval was given for the creation of Associate Head positions in **BIO** and **History (HIS)**. A Staff Advisory Council, consisting of seven staff members representing a range of departments within the College, was created to provide an avenue for regular communication between College staff and the Dean. **CHE** modified and codified departmental policies for the Student-Faculty Committee, Professional Development, Part-time Faculty, Faculty Evaluation and Assessment. **MAT** formed an Executive Committee to advise the Head
- HES:** Several policies have been reviewed this year, including the *Academic Professional Non-Tenure Tract Policy* and the *HES Promotion and Tenure Guidelines*. The *HES Faculty Workload Policy* was approved by the HES Faculty Assembly. **SWK** implemented new policies to require an outcome evaluation of student learning, employment, and continuing education for all BSW and JMSW students on an annual basis and to require all BSW and JMSW students to complete required community-based volunteer placements and internships.
- HHP:** In **CSD**, the passage of Federal law (HIPAA) resulted in a number of procedural changes in maintaining the confidentiality of personal health information of clients in the University Speech and Hearing Center. The Interim Department Head, Director of the Speech and Hearing Center, and several other faculty have attended teleconferences, on-campus meetings, professional meetings and conferred regularly with UNCG General Counsel regarding the implementation of policies and procedures required by the law.
- SOE:** The School's space planning task force drafted guidelines and policies for allocating space. **CE** faculty are in the process of revising the policy regarding peer review of faculty. **Educational Research Methodology (ERM)** revised the practice for developing and administering the Ph.D. **LIS** faculty are currently in the process of revising the Policies and Procedures Manual of the Department. **SES** policies are being gathered into a department policy handbook.

Associate Provost for Research: A full time APR was hired in July. The first annual Research Strategic Planning Retreat was held in August. Monthly meetings were implemented for all departments that report to the APR. There are also monthly meetings which include the APR, ORS, and the Office of Contracts and Grants to maximize communication between ORS, the pre-award office, and the OC&G, the post-award office, a department that reports to the Vice-Chancellor for Business Affairs. The APR has also implemented regular meetings with the Director of the Office of Safety, another unit that is critical to the infrastructure of research at UNCG. An ad hoc Research Advisory Group comprised of a representative for each academic unit was formed to enhance communication about campus-wide research activities. A new University Administrative Manager for the APR was hired. **CSSI** and **IHSS** revised their mission statements and **IHSS** hired a new University Administrative Manager.

The **Graduate School** reduced the number of people needed to process applications from seventeen to nine by giving more responsibility to the three processing assistants and their graduate assistants. The Assistant Dean was assigned responsibilities for development.

Jackson Library began issuing departmental photocopy cards, eliminating the need to maintain accounts and bill for charges. Procedures for re-shelving books and processing e-reserves were modified to expedite these processes.

International Programs: In the wake of the September 11 attacks, IPC continues to implement significant, federally mandated changes in the administration of its F, J, and H1B visa programs. These changes range from the closer monitoring of nonimmigrant aliens on the UNCG campus, to the implementation of new rules and regulations dealing with enrollment, work permission, and extension of stays. The major development was the installation of SEVIS. In addition, new policies and procedures relating to health and safety insurance for short-term study abroad programs were added. The responsibility for administering H1B visa and permanent residence applications shifted from IPC to the Office of the Provost.

Enrollment Services: A Scheduling Advisory group consisting of representatives of each of the professional schools was created to provide guidance and assistance in the classroom scheduling process. A CAPP Advisory group and listserv comprised of representatives of the schools/departments using CAPP was established to enhance understanding and use of CAPP both for the advising community and for students.

As-6 The three-year self-study process for institutional accreditation by the Southern Association of Colleges and Schools (SACS) was successfully completed during 2002-03. During the fall semester the self-study documents were edited and published following campus-wide review. The Reaffirmation Committee visit took place on February 10-13. Both informally and in the Exit Report members of the Committee praised the University for the careful preparation that had gone into the self-study and the arrangements for the visit. The Exit Report included five recommendations, including four in assessment areas (general education, degree programs, basic skills, and Student Affairs) and one in procedures for review of special admissions requirements. The University submitted a Response in May which outlined efforts to follow the recommendations. At its June 2003 meeting, the SACS Commission on Colleges acted to reaffirm UNCG's institutional accreditation until 2013.

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 The Communication Across the Curriculum (CAC) program finished its first year of operation as an office under the Associate Provost for Undergraduate Education. CAC includes the Writing Center, the Speaking Center, and the summer workshops and other support provided to ensure that academic departments are able to design and offer courses that fulfil the writing intensive and speaking intensive courses required by the General Education Program. The growth of faculty participation in the workshops and student use of the two Centers has been very encouraging.

CAS: The College offered many courses that met requirements in the marker areas, including 38 Writing Intensive, 47 Speaking Intensive, and 6 Global / Nonwestern courses. In addition, the College added one course in each of the following general education core areas: Fine Arts, Social & Behavioral Sciences, and Philosophical / Religious / Ethical Perspectives.

HES: IAR 499, International Field Studies in Interior Architecture, was approved as a Global Perspectives credit.

HHP: In **Public Health Education (HEA)**, HEA 366 was approved as Writing Intensive and HEA 310 was approved as a Social and Behavioral Sciences GEC.

In **RPT / HMT**, RPT 251 and RPT 511 have been approved for WI and SI credit, respectively. RPT 101 was offered as a Social and Behavioral Sciences GEC.

SOE: Three **CUI** courses were approved as WI and two were approved as SI.

Jackson Library: Reference librarians worked with the UCC to implement information literacy standards into the curriculum. Two new chapters about citing sources and plagiarism were added to the online tutorial "First Steps: An Explorers Guide to Research." The Subject Guides for 51 departments or programs were revised and expanded. Jackson Library's active instruction program reached more than 8,000 participants.

1.1.5 The Chairs of the General Education Core Category Committees continued work to develop and carry out assessment activities to determine effectiveness of the general education curriculum. The SACS Self-Study document, Supplement, and Response to the Committee Report describe the steps taken to provide an assessment plan for each Category and to initiate some campus-wide assessments that will provide a broader view of the success of the GEC and the UNCG student learning goals.

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.*

1.3.0 The SACS *Self-Study Report, Supplement, and Response to the Committee Report* consolidate information on the assessment plans and activities of the degree programs. A database containing these plans was completed and made available to the SACS Reaffirmation Committee. Ongoing improvement in assessment programs has been facilitated by the creation of the half-time position of Academic Assessment Specialist, reporting to the Associate Provost for UE/SAI. The need for an ongoing review of assessment activities in the degree programs has been addressed by making it a part of departmental five-year reviews, with the Academic Assessment Specialist assigned to provide the department and the Dean with an evaluation of departmental assessment activities as part of the review.

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

CAS: **Anthropology (ATY):** Concerns about students' speaking ability has led to more speaking assignments in some classes.

Archaeology: As a result of its assessment activity, the Program decided this year to assure that majors complete at least two major research papers in their Archaeology courses suitable for submission with a student's application to graduate school.

ART added a cumulative portfolio requirement for all seniors with planned graduation dates. The portfolio requirements include 10 slides of current artwork or a digital presentation, a résumé, and a sample of formal writing such as a research paper or statement of purpose. All seniors must schedule an exit interview to review the credentials listed above and to speak about the strengths and weaknesses of the program.

BCN: Based on feedback provided from exit interviews, course evaluations, assessment sessions with students, and the analysis of student capstone course data, the department renamed and revised the curricula for its four undergraduate concentrations and made minor revisions to the Media Studies core requirements.

Classical Studies (CLS): As a result of assessed weakness of students in the second year Latin courses, a new textbook was used this year. In the M.Ed. in Latin program, assessed weakness of students in the area of Action Research prompted the department to drop the requirement of ERM 604 or 605 and replace it with a required course in CUI 675 (Teacher as Researcher) course.

GEO: The field experience in GEO 601 has been strengthened at the beginning of the year for incoming M.A. students.

HIS: After assessment showed deficiencies in majors' research, analytical, and communication skills, more courses with the "research" designation were offered.

PHI is requiring the completion of a Senior Capstone Course for majors.

REL: Student performance indicates a need for more thorough treatment of the philosophy of religion, and the department has moved to offer such in the fall semester.

The department is also changing the seminar format to include a meeting to discuss the reading before students begin writing their critiques.

SOC: In response to the concern about poor writing among undergraduates, four faculty are introducing more writing opportunities into their syllabi.

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: In cooperation with the Student Success Center, the Bryan School developed a Supplemental Instruction (SI) Pilot Program to assist students in three high-risk courses. Four faculty members participated covering four sections of ECO 201, two sections of ECO 202, and two sections of ACC 202.

CAS: Seventeen departments in the College made improvements in courses and degree programs. Departments of ATY, ART, BIO, REL, PSC, and THE, for example, made changes related to helping students find or become better qualified for employment after graduation. New Ph.D. programs have been authorized in GEO and HIS. Other departments have begun to offer more courses or programs through distance delivery, including e-learning, consortia and evening university, or blended delivery. Active learning and enhancement of student writing skills has been a priority for other departments. Specific examples of these accomplishments are as follows.

African American Studies (AFS): AFS 305 (Special Topics) responded by creating a course on African American Women.

ATY offered workshops on student-oriented concerns such as getting a grant or a job. Major web enhancements were introduced into ATY 559, Disease and Nutrition in Ancient Populations.

BIO offered 2 Biotechnology Workshops and a Genomics course, both enhancements of the biotechnology concentrations.

CLS added group projects to a number of courses and additional web resources to others.

Communication Studies (CST): The MA program in Communication Studies was completely revised by eliminating some courses and developing new courses that connect the central scholarly interests of the current faculty. The structure of the MA degree was also revised to reflect the new emphasis on a research and theory intensive core set of courses that prepare students for advanced scholarship in communication. CST also switched to a comprehensive examination format to more accurately and fully assess the learning of our graduates. CST also revised the undergraduate curriculum to provide flexibility in scheduling and more timely completion of degrees for majors.

ENG 321 was taught in a computer lab to help licensure students prepare state mandated technology portfolios.

GAR restructured the Business German course to meet students' demands. The German program introduced a speaking intensive conversation course in response to requests by student focus groups.

The **Linguistics** concentration was revised, and a new, **Applied Linguistics** concentration was developed to train students for careers in TESOL, in speech and learning disorders, and in deaf education.

PHY offered a physics "capstone" course that provides students extensive training in public speaking, specialization in the presentation of scientific material

PSC created a graduate course in Nonprofit Financial Management to respond to the MPA Advisory Board's suggestion that students' financial management skills be enhanced for the demands of the market.

WGS requested and initiated revision of core curriculum (WGS250 350). WGS also held a workshop to identify challenges in developing core curricula for the post-bac certificate program (graduate curriculum). An ad hoc committee on graduate programming recommended pursuing permission to plan for an MA program in WGS in order to make the program more competitive with comparable institutions and to make possible a better course sequence for core curricula at the graduate level.

HES: **HDF** reactivated the M.Ed. Program in Family Life and Parent Education and made the following changes in the undergraduate concentration: revised non-licensure concentration; eliminated adult development and aging concentration; added courses in cognate for all concentrations; raised GPA requirement for admission from 2.2 to 2.5.

IAR revised the Internship program to meet UNCG standards.

NTR added a new undergraduate concentration (Nutrition and Wellness) was developed and approved this year. The M.Ed. Degree program was eliminated and was replaced with an M.S. degree (non-thesis option).

HHP: In **CSD**, all courses now have Blackboard sites.

DCE revised the admission process for the BFA degree.

ESS eliminated Ph.D. concentrations in sociohistorical studies and motor behavior and added a service learning component to ESS 499.

RPT / HMT added two courses, Leisure and Older Adults (RPT 316) and Strategic Community Leadership (RPT 401) to the undergraduate program, revised the Leisure Services Management concentration at the undergraduate level, and revised the Therapeutic Recreation and Travel, Tourism, and Commercial Recreation concentrations at the undergraduate and graduate levels.

SOE: **CED** increased use of technology in most courses.

ELC made changes in the Ed.D. program in Educational Leadership.

ERM developed and continued to enhance two blended courses to combine the best of classroom practice and technology.

LIS: A joint minor concentration in instructional technology with **CUI** was approved.

Student Advising and Recruitment Center (SARC) - After a successful pilot experience in community based learning for the junior Teaching Fellows in 2001/2002, the entire curriculum for Teaching Fellows was evaluated and re-aligned.

SOM: The Master of Music degree in Accompanying was modified to include a greater emphasis on chamber music and to define more clearly the recital and foreign language expectations of the degree. Three major changes will be initiated in the admission process to degree programs: (1) A diagnostic examination in music theory and history will be completed by each entering graduate student. Those found deficient in those areas will take an additional course in music theory and/or history prior to beginning the core sequence in history and theory. (2) A musicianship examination will be given to all undergraduate students auditioning for admission to the School of Music. Those found deficient will be directed to online remediation prior to the start of classes in the fall semester. (3) All undergraduate students will be required to complete a two-semester sequence of Music Technology (MUS 107 and MUS 108) beginning in 2003-04.

SON: Several graduate courses were revised or developed. Course changes were made in MBA courses required for the MSN/MBA program. A new adult clinical nurse specialist degree concentration and post master's certificate were developed in response to community need. A technology course replaced the elective requirement for the Nursing Education Concentration.

Enhancements of student outcomes measures include:

B&E: The Bryan School pilot tested two written communications assessment instruments. The Schools also implemented assessment measures in all sections of MGT 491 - Business Policy and Strategy in spring, summer and fall. The Bryan School continues to be one of a small number of business schools nationwide to infuse enterprise resource planning (ERP) into its courses through the use of SAP software. This year, ERP was added to MBA 624 - Strategies for Managing Human Resources, and a new course, MGT 414 - Human Resources Information Systems, was offered. ISM 402 - Logistics and Supply Chain Management was also revised to include more SAP assignments. A comprehensive assessment of SAP competencies needed in the MBA program was completed with the idea that these skills would be the basis of a workshop for students coming into the program. The strategy sequence in the MBA program was revised to include two capstone options, one of which is based on a management simulation and one on a consulting experience. LearnTrac, a patented software application that increases interactive learning, was used in FIN 315 - Business Finance, FIN 444 - International Finance, and ACC 202 - Managerial Accounting.

CAS: **BIO** added an assessment Test given to Biology 111 students at beginning of fall semester, then given again to students at end of Biology 112 in the spring semester.

CHE: CHE 111 and 114 General Chemistry I and II will employ placement exams in Chemistry and Mathematics and SAT data to place under prepared students in remedial

classes to enhance their chances of success and to enhance the material that will be included for properly prepared students.

CST collected evaluation and feedback data in multiple sections of the undergraduate capstone course, CST 499, to be tabulated and reviewed each spring.

ENG selected 18 senior majors to take the ETS Major Field Test in Literature in spring 2002 to measure students' knowledge of the field in relation to English majors from other colleges and universities.

GEO added student outcomes to all courses that did not specify them before and placed this information on the web.

International Studies (INS) added a portfolio requirement and an exit interview.

PHI: The Senior Capstone Course functions as an assessment instrument for student learning outcomes and technology competencies in the major.

PSC added a portfolio requirement.

REL altered the Senior Seminar format and changed course offerings in response to Senior Seminar performance.

WGS assessed graduate student outcomes by viewing the graduate student research project displays at the annual luncheon. **WGS** also implemented new and more effective senior portfolio collection and evaluation procedures and developed a new plan for core course offering of WGS 250 to be implemented in Fall 2003

HES: **IAR** adopted studio competencies for undergraduate students.

NTR initiated portfolio assessment.

HHP: **DCE** developed and implemented new methods of assessment in the area of technique.

RPT / HMT: Syllabi for all courses were revised to insure that the student learning outcomes were measurable and that course requirements demonstrated how the learning outcomes were to be met. HMT 461: Research Methods, a new course, tests student facility with computer, information research, and statistical analysis skills.

SOE: **ERM** developed a list of skills and competencies that define the contents of master's and doctoral comprehensive examinations. This list is provided to ERM graduate students to help them structure their programs and monitor their learning throughout the program as well as prepare for the comprehensive examination.

In **SES**, Teacher technology portfolio was aligned with Council for Exceptional Children (CEC) and ISTE standards for students in the undergraduate special education, auditory-oral, and PAIL programs.

SON: Outcome measures were revised to include End of Program Survey results, Alumni Survey results, Employer Focus Group results, NCLEX and Certification passage rates, graduation rates, and employment rates of graduates.

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

B&E: Beginning in 2002-03, concentration requirements in the B.S. in Business Administration increased by 6 hours as an outcome of the departmental self study in 2001-02.

CAS: ART added additional courses: ART 321, Advanced Drawing, to the Painting concentration and ART 550, Sculpture Installation, to the Sculpture concentration. Speaking-Intensive markers were added to studio courses in every concentration. One-time request forms were requested and granted by the College to support the professional activities of faculty at conferences.

BCN: Beginning in 1997, the department has maintained a database providing a detailed comparison of its curriculum with similar curricula in North Carolina public and private institutions. This document was updated in August of 2001 and reviewed again in the fall of 2002 as part of the curriculum review process.

CHE is in the process of splitting CHE 491/492 Independent Study Courses into a course for juniors and a course for seniors (CHE 391/392 and CHE 491/492) as recommended by our departmental reviewers.

GAR is restructuring the department, including the formation of formal alliances with INS and the French program of the Department of Romance Languages (ROM).

LINGUISTICS: The revised Linguistics concentration and the new Applied Linguistics concentration, along with four new linguistics courses, were developed as a result of a review in 2001-2002.

PSC eliminated one previously required course in the major and revised the student portfolio system. A concerted effort was made to improve the intellectual and social community for undergraduate majors by promoting and sponsoring additional events and activities with the Political Awareness Club (PAC).

HES: IAR continued development of IAR Advisory Board.

HHP: In DCE, student outcome measures for all degree programs were reviewed.

ESS: Five-year departmental review document was submitted in June 2003.

SON: The School of Nursing enhanced the use of professional standards for undergraduate curricula, improved ANP and GNP certification scores, and expedited the time-frame for RN-BSN students to complete their programs of study.

Program accreditation activity included:

- CAS: **CLS** is working on assessment issues for its initial licensure in Latin program and its M.Ed. in Latin in anticipation of the next NCATE review.
- MAT** continued its review of the undergraduate mathematics program based on the recommendations of the self-study completed last academic year. The department will be submitting a course proposal for a speaking intensive capstone course which is expected to be implemented Spring 2004.
- HES: **IAR** submitted the three-year progress report to FIDER.
- NTR**: The Dietetic Internship 5 year review was submitted to the American Dietetic Association in Dec, 2002 and approved for an another 5 year period.
- SWK**: Planning for reaccreditation of the JMSW program has begun and the self-study process will be completed by the end of the 2002-03 school year.
- HHP: **CSD**: Accreditation was continued for the graduate program.
- ESS**: In April 2003, the Committee of Accreditation of Allied Health Education Programs awarded accreditation to the M.S. program in Athletic Training.
- SOM: The School of Music underwent its ten-year re-accreditation review with the National Association of Schools of Music in February 2003. Following a year-long self-study, three visiting evaluators from NASM spent two days on campus and made their report to the National Office. Only minor changes and corrections were required, and the School expects to receive full re-accreditation.
- SON: The School of Nursing was fully accredited with no recommendations by both the National League for Nursing Accrediting Commission and the Commission on Collegiate Nursing Education in 2003.
- SOE: **CED** was granted full re-accreditation for all degree programs by CACREP.
- 1.3.3 Efforts to evaluate, modify and/or enhance student academic support services appropriate for diverse learning environments include:
- B&E: **ACC**, in conjunction with Beta Alpha Psi, its student honorary society, offered accounting tutoring labs for undergraduate students.
- CAS: **CLS** created web-based materials for courses and programs in the Department.
- SOE: **SES** improved the department web site by posting student handbooks and vital links.
- The **TRC** purchased resources that reflect a variety of ethnic groups and support a variety of learning styles.
- SON: The School of Nursing was funded by the UNC Office of the President for planning of a substantially online nursing education concentration at the Master's level. Planning was conducted with several academic support services to implement this program with

accessible services for distance learners. Likewise, delivery of the RN-BSN program at the Airport location required coordination of additional support services for these students.

DCL staff attended workshops to obtain the latest information and learn about the newest technologies that can best serve the diverse student population in varying environments. DCL is assisting students at the UNC Airport Higher Education Center with information on application and registrations processes as well as course transfer information.

1.3.6 The SACS Self-Study and the three report documents UNCG produced as a result (*Self-Study Report, Supplement, and Response*) provided an opportunity to present the academic and non-academic assessment programs across campus in a framework which clarified the consolidated University approach to assessment. Areas where more work is needed were also made more apparent, and work to improve plans and activities has already begun.

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: 21 courses added instructional/informational technology components.

CAS: Approximately 117 courses or sections added technological components this year, including 4 in **ATY**, 5 in **ART**, 1 in **BCN**, 15 in **BIO**, 14 in **CHE**, 10 in **CLS**, 9 in **CST**, 4 in **ENG**, 6 in **GAR**, 46 in **HIS**, 1 in **Linguistics**, 4 in **PHI**, 4 in **PSC**, 10 in **PSY**, 14 in **REL**, 1 in **ROM**, 29 in **SOC**, and 1 in **WGS**.

HES: 26 courses added instructional / informational technology components.

HHP: 124 courses added instructional/informational technology components this year, including all 100 **ESS** courses, which implemented Blackboard. One **DCE** course involved the application of computer technology in choreography and performance. Eight courses in **RPT** / **HMT** added instructional/informational technology components.

SOE: 31 courses added instructional / informational components, including 10 in **CED**, 10 in **CUI**, 4 in **ELC**, and 2 in **ERM**.

SOM: 24 courses added instructional / informational components, mostly with Blackboard.

SON: 12 courses added instructional / informational components.

The DCL expanded online instruction in its FastForward, Summer College, Online Options, and Winter Session courses.

TLC: Advancement of Teaching and Learning Grants were given to 3 faculty members from **PSC**, **SES**, and **MUS** to implement proposals that both focused on technology and included an assessment of the impact of that technology on learning.

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;

Support for blended model courses delivered at the airport area campus; General IT desktop support for faculty and staff; Effective instructional/informational technology infrastructure to support faculty teaching and research.

CAS: Departments maintain priority lists with respect to instructional technology. Among the most important priorities across the College are to infuse instructional technology into all relevant courses and to maintain a strong web presence. The College's central priority is to bring "smart" technology to all classrooms.

HES: 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 top priorities are to use Blackboard in more courses and to make all classrooms technologically equipped.

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

B&E: The Bryan School received a grant of 80 Pocket PC Symbol Technology handheld devices and related communications equipment which will be used to support the in-classroom use of the LearnTrac system. In addition, Palm Pilot handheld devices were acquired to expand the existing systems support for the use of the LearnTrac system. The primary server used by the Bryan School to support student IT projects was replaced with a new server better able to support the growing demand and the software available to the ISOM department via its membership in the Microsoft Academic Alliance Developer Network. An additional system was set up to function as a server for a special class project dealing with XML. Three portable computer/projection systems were acquired to offer computing support in seminar rooms which do not have permanent facilities and to serve as backup systems for regular classrooms when the in-classroom facilities are being repaired.

CAS: Ten departments in the College reported new infrastructure to support departmental priorities. These included the acquisition of new computers for computer labs and classrooms (**ATY, MAT**), the acquisition or enhancement of new software (**BCN, GEO**), and the addition of new personnel to support technology (**CHE**). **BIO** acquired a new high throughput sequencer. In **MAT**, a grant of \$3000 to a faculty member supported the development of an isolated LAN. **THE** added a new CADD lab.

HES: New web sites were developed for the School, **IAR**, and **NTR**. New printers were purchased for the **IAR** Digital Studio. **SWK** converted Graham 402 and 404 to multimedia / technology classrooms.

HHP: **HEA** purchased three laptop computers and digital cameras for faculty and student use.

SOE: The School developed procedures to allow for online evaluation of fully online courses. **LIS** acquired media production equipment and tools for web-based instruction to support the distance learning needs for LIS 616.

SON: Specialized software networked for student use was updated.

Jackson Library purchased twenty-three Optiplex computers, two pocket personal computers, one personal computer, two Pentium 4 Notebooks, two digital scanners, a Dell projector, four laser jet printers, a video camcorder, a digital camera, a duo lens camera and monitor, and a digital scanner. The number of PC's available for public use was expanded to 88, a 20% increase. Five new PC's were added to public service desks to provide more efficient service. New software and hardware were purchased to enhance security and performance on the Library's fourteen computer servers. In addition, sixteen new databases and 2500 new electronic journals were added to the collections. More than 15,000 e-book titles and 335 academic research web sites were added to the online catalog.

The **DCL** worked with the **TLC** to place in the classroom facilities at the UNCG Airport Higher Education Center up-to-date, portable media carts for use as "smart" teaching stations.

TLC: Using funds from the TLC, Unit budgets, and the Office of the Provost, technology classrooms were completed in Ferguson Building (1), Graham Building (3), McIver Building (1), and Mary Foust Residential College (1). Twenty-nine additional technology classrooms will be completed by December 2003. In addition, 12 biology labs are being equipped. New digital video recording equipment and cameras were installed in the five **CSD** interview rooms in Ferguson Building using **CSD** departmental funds. Two new Unix servers were purchased for the Blackboard Enterprise System.

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

TLC: Six Advancement of Teaching and Learning Grants and two Faculty Instructional Development Mini-Grants were given to faculty for the integration of technology in instruction. These grants totaled \$17,389. An additional \$13,908 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 **TLC** 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
Workshops designed to improve online instruction
Teleconferences related to teaching and learning
Conference on Teaching with Technology

A Total of 331 attended these activities. A total of 22 TLC grants for improved instruction were awarded this year.

Participation by unit faculty in TLC activities included:

B&E: 19 faculty participated in TLC workshops, 2 applied for TLC grants, and 3 attended other instructional workshops.

CAS: 57 faculty participated in TLC workshops, 11 applied for TLC grants, 50 attended other instructional workshops, and 6 received non-TLC grants to improve instruction.

HES: 10 faculty participated in TLC workshops, 2 applied for TLC grants, and 4 attended other instructional workshops.

HHP: 30 faculty participated in TLC workshops, 4 applied for TLC grants, and 23 attended other instructional workshops.

SOE: 34 faculty participated in TLC workshops, 8 applied for TLC grants, 43 attended other instructional workshops, and 2 received non-TLC grants to improve instruction.

SON: 40 faculty participated in TLC workshops, and 1 applied for and received a TLC grant.

Jackson Library: Eleven library faculty attended TLC workshops.

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

B&E: The **DCL** is assisting B&E faculty with the development of 50% in-class/50% Web courses for delivery at the airport area location. Course development grants for the development of distance delivery were given to five faculty members in 2002-03.

CAS: **ART** and **BCN** collaborated in introducing interdisciplinary courses as a means of enhancing student learning through different learning environments. Other departments, including **ATY**, experimented with team-taught courses. A growing number of departments including **ART**, **CST**, **PSC** and **WGS** offered service learning opportunities. Development of web enhanced instruction, or alternative modes of delivery, are reported by other departments including **BIO** and **GAR**.

HHP: In **ESS**, an integrative capstone course for Fitness Leadership concentration students (**ESS 410**) has been converted to an on-line format, enabling students to engage in small group discussion of important core concepts covered during their undergraduate education.

SOE: **Instructional Technology (IT)** developed model electronic portfolio for teacher licensure.

Jackson Library participated in three practicum experiences for Library and Information Studies students. The Conservation/Bindery Division provided instruction sessions for undergraduate and graduate students in book structure, page attachment techniques, and binding methods.

DCL: With a new director of instructional technology, **DCL** is convincing more and more professors to incorporate technology into their teaching. While using more technology in course development, the **DCL** is creating a variety of learning environments in distance courses to meet the needs of students with different learning styles.

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

CAS: The Dean's Office conducted two workshops for office support staff.

ART participates in the UNC system's Sculpture Consortium.

BIO holds a weekly seminar program that brings scientists to campus to present research.

MAT continued a seminar / colloquium program.

WGS conducted two workshops / discussions of the core curriculum at the graduate and undergraduate levels, with 35 faculty participating.

HES: Six training sessions were implemented as part of the HES New Faculty Orientation.

SOE: **CED** offered one workshop on suicide assessment and a series of brown bag lunches.

CUI conducted a professional development program on using student work samples.

SES offered a seminar on ADHD and a workshops on assessment.

LIS offered a workshop on National Board Certification.

SON: The **ITC** in the School of Nursing taught or facilitated several professional development programs related to Blackboard, Excel, and Dreamweaver.

The **DCL** held FastForward workshops throughout the year and created “web teams” to assist faculty in developing online courses.

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

TLC: Eleven Advancement of Teaching and Learning Grants were given to faculty whose proposals were designed to improve student learning in a specific course or curriculum. In addition, six Faculty Instructional Development Mini-Grants were given to proposals to attend workshops specifically designed to improve instruction. One **CST** faculty member received a grant from the John and Mary Hamil Fund for Innovation in Undergraduate Education to implement new instructional techniques in her undergraduate class.

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.*

CSSI makes available diverse and interdisciplinary 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, 2 students in field placements from Psychology, and graduate students from the Departments of Psychology, Economics, Counseling & Education, Political Science, and Recreational Therapy who are working on grant, research, and direct service activities facilitated through the Center. **OTT** sponsored two graduate assistantships in technology commercialization roles.

Jackson Library provided 30 instruction sessions for sections of UNS in addition to other classes and seminars for Fast Forward, the Honors Program, Reynolds scholars, and Interlink.

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

1.6.2 **UE/SAI:** The evaluation of programs at Residential College (RC), Cornelia Strong College (SC), and Grogan College (GC) relative to student outcomes, retention, and student satisfaction has been postponed until summer 2003 because of an extensive delay in the delivery of results of the Spring 2002 Sophomore Survey from the Office of the President. The three residential living/learning communities completed successful years, with membership as follows: RC: 126; SC: 228; GC: 177. RC held a series of discussions in the spring semester on the future of liberal education. SC went through a planning process that led to a decision to move to South Spencer Residence Hall in 2003-04 to serve a smaller but more involved group of students. Special activities of the 12 learning communities that make up GC included a video on campus diversity that included filmed interviews with students on the UNCG campus and a call-in talk show on terrorism, homeland security, and war broadcast over the UNCG radio station.

IPC: I-House programs are assessed annually. In May, IPC conducts a survey of residents of I-House to ascertain their overall satisfaction with the program. Assessment of study abroad and international exchange programs is done in three ways. First, all returning students are requested to complete an evaluation that is reviewed by IPC staff. Second, every returning student is required to make an appointment with an IPC advisor for a thirty-minute reentry debriefing. At this point, the students review their transcripts and inform IPC of any discrepancies or problems. Students are also encouraged to discuss their exchange experiences and to make suggestions for program improvement. Third, faculty leaders of the several study abroad and exchange programs are asked to make evaluations of their programs through site visits and by reporting to the IPC and the University-wide Study Abroad Committee.

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

SOE: The **Teaching Fellows** program received \$3000 in additional support for recruitment.

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

IPC: During Fall Term, 2002, UNCG enrolled 314 degree-seeking international students and 91 exchange students, and the UNCG INTERLINK English Language Program enrolled an additional 52, making the total number of international students on campus 457. In Spring Term, 2003 the number of degree-seeking international students increased to 337, the number of exchange students was 70, and the number of INTERLINK students was 43, making a Spring Term total of 449. It is important to note that the number of degree-seeking international students has more than doubled since 1994 (when 151 were enrolled). The UNCG/INTERLINK English Language Program continues to be a strong supplier of degree-seeking students. Since INTERLINK's arrival in 1997, 144 students have matriculated from INTERLINK to UNCG, an average of 24 students per year. New programs for study abroad included a summer study program to Italy and Switzerland organized by **IAR**, a Spring Term internship program to The Bahamas organized by **HEA**, and a Spring Term internship program to Honduras organized by the **School of Nursing**. IPC targeted community colleges for recruitment activities this year, noting the tremendous growth of international students on that level.

1.7.0 Other efforts to increase presence of international students:

B&E: Recruiting trips to Mexico brought in 20 students during the 2002-03 year.

- CAS: In **GAR**, the Japanese program significantly increased its involvement with Japanese university exchange programs while the Russian program is close to reaching an accord with Kazan University to launch a new exchange program.
- HES: **IAR** offered the Williams Scholarship for international students. **SWK** continued to offer a student exchange program with University of Strathclyde. **TDM** discussed future exchange programs with the University of Angers and universities in China and Mexico.
- HHP: **RPT / HMT** faculty received visitors from Korea and Singapore to discuss potential exchange agreements in **HMT**.
- SOE: **ERM** provided graduate assistantships with tuition waivers to 3 international students. The Director of **SES** made a focused effort to recruit prospective international students. **SES** had 4 international students in M.Ed. and Ph.D. programs representing 4 countries.

Jackson Library: Terry Brandsma served as an instructor for the English Exchange 2002 Program in Moscow.

1.7.1 New international student recruitment programs:

B&E: Bryan School Student Services met with Copenhagen Business School, University of Angers, Universidad Central in Bogata, Columbia, and Nagoya University in Japan to discuss a variety of exchange opportunities.

CAS: **GAR** has expanded its contacts with the German Studies Consortium to launch new summer exchange programs with Austrian and German universities.

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

CAS: **BCN** is cosponsoring a television program called "Around the World in Greensboro" with the Multicultural Advisory Coalition of the Center for New North Carolinians.

GEO sponsored a lecture by a visiting Fulbright scholar from Russia.

PSC: The undergraduate Political Awareness Club (PAC) co-sponsored a series of panels, speakers and discussions this year on the US-Iraq conflict.

ROM organized the first International Poetry Symposium in March.

WGS sponsored a film series which included two foreign films. The Program also sponsored a grant-funded symposium, "Real and Imagined Families: Cultural Representation in South Asian/American Contexts."

HHP: **DCE** sponsored a guest performance by a Butoh dance practitioner and presented a concert featuring dance forms from Brazil, Africa, Korea, and China.

IPC implemented two new signature activities. The first was a year-long festival of the Arts of Japan which featured a variety of exhibits and activities conducted at the Weatherspoon Art

Museum, an orchestral performance of Japanese music led by a visiting conductor from Japan, a poetry reading, and a Buhto dance performance. The second was the celebration in November of International Education Week with a reception, a series of seminars, and programs of outreach into local public schools. In addition, the 21st Annual International Festival, held in April 2003, attracted over 4,000 campus and community attendants, the largest crowd ever. Finally, the weekly Friday Fests, held in UNCG's International House, each attracted 70 to 80 people from both on- and off-campus.

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

B&E: The Center for Global Business Education and Research received approval and a second installment in the amount of \$79,956 for its two-year U.S. Dept. of Education grant, "Selling NC to the World."

IPC was able to secure financial support for four students studying abroad from the English-speaking Union, the German Academic Exchange Service (DAAD), and the Nagoya University of Foreign Studies Scholarship Program. In April 2003, IPC received a bequest of \$185,000 from the estate of Evelyn Wilson Simpson to endow a new Study Abroad Fund that will bear her name.

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

1.8.0 New programs, structural changes in programs, and program discontinuations include:

B&E: The Bryan School received approval for two new Ph.D. programs – one in Economics and one in Information Systems. Students will be admitted to the Ph.D. in Information Systems in fall 2003 and to the Ph.D. in Economics in fall 2004. B&E secured approval for and implemented a new B.S. in Accounting and Information Systems. The B.S. in Business Administration concentrations (Marketing, Human Resources, Small Business/Entrepreneurship) each received final approval to increase the number of hours required for the concentration by six hours, effective in 2003-04. A full time, lock-step day option for the MBA program was designed to complement the evening MBA. This option will be targeted toward students with little or no work experience. Introduction is scheduled for fall 2004. A new post-master's certificate program in financial analysis was designed and approved. The primary target market for this program is CPAs who wish to use this to satisfy their continuing professional education requirement.

CAS: **BIO** offered The Human Biology Concentration.

BCN renamed and revised the curricula for its four undergraduate concentrations and made minor revisions to the Media Studies core requirements.

CHE formally discontinued the M.Ed.

Linguistics: Requirements were completely revised for Linguistics majors with concentrations in Linguistics and Applied Linguistics.

MAT revised the curriculum for the Statistics option for the B.S. and M.A. degrees and developed a Professional Certificate Program.

WGS: Women's Studies changed its name to **Women's and Gender Studies**.

HES: In **NTR**, a new undergraduate concentration in "Nutrition and Wellness" was approved.

TDM discontinued the M.S. in Textile Science.

HHP: In **DCE**, program revisions were approved for the Concentration in Community DCE, and the Concentration in DCE Education for Studio Teachers, BFA degree.

ESS raised the required GPA for admission to the Fitness Leadership program to 2.5.

SOE: **CUI** discontinued the M.Ed. in Supervision and the M.Ed. in Middle Grades.

ELC began delivery of off-campus MSA and Ed.D. programs and added 10 new courses.

SON: A new MSN degree concentration and post master's certificate were added for the Adult Clinical Nurse Specialist.

The **Division of Continual Learning (DCL)** and the College of Arts & Sciences are collaborating on the development of an online Bachelor of Arts in Liberal Studies (BLS) degree completion program. The BLS will be marketed to adult learners in the Triad, North Carolina and beyond. The central curricular focus of the BLS will be an examination of the fundamental questions of the liberal arts and their relevance today. Partnerships are being explored with other UNC Schools.

Graduate School: The Gerontology Program began discussions with the Adult Education Master of Arts program of NC A & T State University's Graduate School on a collaborative program that would allow A & T students to acquire UNCG's Gerontology Post-Baccalaureate Certificate while working on their master's degree at A & T.

- 1.8.1 New Programs authorized by the Board of Governors for establishment include:
- B.S. in Accounting/Information Systems, to be first offered August 2004
 - MA in Conflict Resolution, to be first offered August 2004
 - Ph.D. in Geography, to be first offered August 2004
 - Ph.D. in Economics, to be first offered August 2004
 - Ph.D. in Information Systems, to be first offered August 2003

- 1.8.2 Request for Authorization to Establish submitted to Office of the President:
- Ph.D. in Special Education

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

- Ph.D. in Nursing
- D.P.H. in Public Health

Enrollment Services: The Evening University added **Small Business, GEO, and REL**. Potential new academic programs were investigated by reviewing the following sources: the Piedmont Triad Higher Education Survey, a Study of UNCG Competitors, the UNCG Academic Vision 2008 and audit sheets for programs that already have substantial evening offerings. A total of thirty-seven undergraduate and graduate programs were identified for further exploration.

- 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:

CAS: **GAR** offered consortium courses via the NC Information Superhighway. A Russian faculty member offered an advanced level course online.

HIS: In addition to offering a number of web-enhanced courses, **HIS** is running a distance education version of HIS 211/212 and WCV 101/102 in conjunction with **DCL**.

SOE: A new **SES** faculty member assumed role of Director of Technology for the department.

SON: After a national search, a new Director of the Hickory Outreach program was named.

The **Gerontology** program, together with six NC universities, submitted a "Proposal to Plan a North Carolina Gerontology Consortium" to the Office of President. One of the consortium's goals is to create quality Gerontological education using distance education technologies.

The **DCL** continues to work with academic departments regarding delivering selected academic programs in distance delivery or extension formats. In its first two semesters of operation, the UNCG Airport Higher Education Center saw enrollment increase from approximately 50 to 150 students.

1.9.2 New distance learning/extension programs include:

The **DCL** initiated Wintersession, a new opportunity for students to earn credits over the Winter break. Two Wintersession courses were offered in 2002 and ten courses are planned for 2003. School Partnerships launched two new distance-learning programs: Online Options and Summer College. Both programs target the "pre-freshman" market of advanced high school students. Online Options is an asynchronous distance-learning program providing instruction entirely via the Web with initial course offerings in **HIS**, **SOC**, and **CLS**. Summer College makes a number of introductory-level undergraduate courses available to students at extension sites throughout the Triad during the summer. Four programs of study will be offered in 2003-2004 at the Airport Higher Education Center: a completion degree for a Bachelor's of Business Administration; an RN to BN degree from Nursing; a doctorate in Educational Leadership; and the Master of Arts in Liberal Studies.

SOE: **CED** offered the first course in the online advanced post-master's certificate in the Spring.

CUI offered new ESL programming in Rockingham County.

ELC commenced delivery of off-campus Master of School Administration and Ed.D. programs for cohorts of Guilford County Schools employees.

1.9.3 New infrastructure to support distance learning activities includes:

Jackson Library: JournalFinder, Pay-per-View, and e-reserves were expanded and enhanced to improve access to scholarly materials for distance learning.

DCL: To accommodate a growing number of online courses within the academic programs it supports, an online learning group was created. It is supervised by the Director of Online Learning.

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 **Associate Provost for Research** attended numerous forums for research administrators, including the 116th National Association of State Universities and Land-Grant Colleges (NASULGC) annual meeting and the National Council for University Research Administrators (NCURA) Fundamentals of Research Administration. **CSSI** continues to collaborate with other faculty in research endeavors, community development, interdisciplinary coursework, and field placements related to system of care. Through research and interdisciplinary training opportunities made available through the **Institute for Health, Science, & Society** grants, faculty from multiple departments are collaborating on research projects.

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, 2002, through April 30, 2003, the Provost approved a total of 151 searches for full-time, tenured and tenure-track faculty, visiting faculty, lecturers, and administrative positions. This represented an increase of nine percent over the 138 searches approved during this same period of time in 2001-2002. Sixty-three percent of these searches had been completed by the time of this report. Of the 151 searches, tenured and tenure-track searches numbered 57 of which 39 had been completed by the time of this report. Thirteen searches were still open, and five had been terminated.

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

Final statistics for 2001-2002 revealed that of the 138 searches conducted in all divisions, 107 were successful. The University hired 64 females and 46 males, as compared to 95 females and 71 males in the previous year. Total tenured and tenure-track searches numbered 51 (as compared with 79 for 2000-2001) of which 43 were successful. Of this number, The University hired 20 females and 23 males. Females hired were down from the 26 hired in 2000-2001, and males hired were down from the 34 hired in 2000-2001. Five female minorities were hired in tenured and tenure-track positions; two were African-Americans, two were Asians and one was Hispanic. Additionally, one African-American and one Hispanic males were hired in tenured and tenure-track positions. Final statistics on searches conducted for the 2002-2003 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. Total research expenditures for 2002-03 were in excess of \$31 million. During 2002-2003 UNCG faculty published 73 books and 578 refereed articles or book chapters. There were 1737 public performances by faculty. Details are provided in table E in the Appendix.

2.1.1 Progress in establishing unit level awards for excellence in research / inquiry activity:

CAS: Salary increase funds retained by the Dean are used to provide Dean’s Merit Awards for Research (typically \$500) on the recommendation of department heads.

SOE: Plans have been developed to establish an annual School of Education Research Symposium to recognize outstanding research projects. The first symposium will take place in October, 2003.

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

CAS: **ART** received \$3,800.00 from the College. **CHE** obtained funding from local industries. **ENG** faculty contributed \$1,120 to the English Department Enrichment Fund to help defray the travel expenses for graduate students giving papers at conferences. **GEO**

professors presenting papers at professional meetings had a larger percentage of their costs reimbursed. **MAT** faculty members received support from the Scholars Travel Fund.

HES: The School contributed \$200 each to 16 students to make presentations at national meetings.

IAR: \$850 was allocated to each tenured or Academic Professional track faculty member to cover travel expenses associated with presentations at professional meetings, and additional funds were made available for pretenured faculty. \$800 was given to an IAR undergraduate student to attend the formZ digital conference in San Diego.

HHP: In **CSD**, OTP budget and grant funds supported full travel costs for all presenters. **DCE** funded faculty travel in the amount of \$600 per year per faculty member.

SOE: **CED** identified additional funding to support of faculty travel to make presentations at national and international conferences.

ELC provided up to \$1500 per faculty member to support presentations.

LIS increased the amount of money available for faculty travel to conferences.

SES funded at least part of all faculty travel to national and international presentations.

SON: The Nursing Research Office assisted in the financial support of faculty traveling to research conferences on 30 occasions.

2.1.4 **Associate Provost for Research:** UNCG's research magazine, *Minerva*, was renamed *uncg_research* and updated to contain more stimulating presentations of the research, scholarship, and creative activity at UNCG. The first edition was printed in April and the circulation was markedly increased to 15,000 copies. The **OTT** was featured in the article about EcoGenomix in *uncg_research*.

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

B&E: **Business Administration** sponsored ten departmental colloquia in which faculty presented their work, and **ISOM** held three.

CAS: **ATY** displayed recent faculty publications on a table for student viewing.

ART: Graduate students invited guest gallery directors and curators to campus for a colloquium discussion about business aspects of being professional artists. The Elliott University Center Gallery featured the art works of students, faculty and alumni. The Senior Juried Exhibition opened at the Weatherspoon Art Museum in March 2003. Nine exhibitions of student art work were installed in the McIver Gallery on campus. A semester visiting artist-in-residence gave slide presentations on his sculpture for the campus community.

BIO implemented a weekly seminar series, and faculty and students displayed posters of their research during open house events for new students.

BCN: Graduate student master production screenings were widely advertised.

CST developed a new colloquium series with 7 presentations by faculty and guests.

ENG implemented a faculty research lecture series.

GEO: Students were funded to present their research at professional meetings. Theses and applied project papers were presented to students and faculty at open lectures.

GAR offered a Russian Roundtable Discussion series.

The **Honors Program** restructured its annual Student Symposium by linking the theme to specific Honors seminar courses and their paper assignments. This year's topic was "World War I and the Dawn of the Modern Era." Nine student papers were presented, and three faculty critiqued those papers. Also, a banquet was also held at which a speaker from Duke University discussed D. H. Lawrence.

MAT established an active colloquium/seminar program which involves visitors and faculty as speakers.

PHI: Faculty research was presented at the "Great Conversations" lecture series of the Philosophy Club .

HES: IAR faculty shared research with students at a series of brown-bag lunches.

HHP: CSD: URAs shared their work in a poster session on Reading Day.

DCE provided funds for 7 graduate students to present at conferences.

ESS: several courses added poster sessions for students to share research. Students also shared research at the ESS Graduate Colloquium.

SOE: ERM faculty identified several on-going research projects with which graduate students could become involved. A monthly brown bag lunch enabled students and faculty to share their work and obtain feedback.

SES now has a page on its website devoted to faculty and student research.

Teacher's Academy: Through USTEP Partnership Council Meetings and other activities, university faculty and school partners are provided the opportunity to share research.

SON: The newly created Nursing Research Office website offers information and guidelines to help students and faculty share research. The Research and Scholarship Committee co-sponsored a Research Day on April 3, 2003 in collaboration with the Moses Cone Health System and AHEC. The Committee also offered 3 sessions in which faculty shared their scholarly research activities.

The **Associate Provost for Research** oversaw the presentation of research posters for students who received an undergraduate research assistantship on Excellence Day in May.

Genetic Counseling sponsored a program in which graduate students formally presented their Capstone Experience Projects. Invitations were sent to all on campus faculty involved in the program and to participating faculty from Duke University, UNC Chapel Hill, and Wake Forest University School of Medicine.

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:

- Became the repository for the sole microfilm copy of the Friedrich von Hayek papers.
- Acquired the present and future manuscripts of MFA graduate Maria Hummel.
- Added a sixth major cello music and manuscript collection.
- Completed the online cataloging of the Silva Cello Collections.
- Established an approval plan that automatically acquires all publications authored by faculty and those for which they serve as major editors.
- Subscribed to BIOSIS, the premier database in the life sciences, and purchased significant backfiles.
- Journal Tracker provided targeted support for 12 academic departments: Psychology, Nutrition and Food Sciences, Biology, Geography, German and Russian, ISOM, Mathematics, Physics, Chemistry, Exercise and SportScience, Nursing, and Public Health Education.
- The Catalog Department entered into the online catalog materials from the Women Veterans Historical Collections, providing worldwide access to these rare and important transcripts, photographs, pamphlets, posters, calendars, and other materials.

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

B&E: New faculty with active research agendas were hired in **BUS** and in **ECO**.

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

HES: New faculty with active research agendas were hired in **HDF** (4), **NTR** (1), and **TDM** (2).

HHP: Faculty members with active research agendas were hired in **CSD**, **DCE**, and **RPT/HMT**.

SOE: **CED**, **CUI**, **ELC**, **LIS**, and **SES** hired new faculty members with active research agendas.

SOM: Nine new hires have active research agendas.

SON: The School hired two tenure-track faculty members with active research agendas.

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

B&E: 77, 100%

CAS: 235, 97%

HES: 42, 100%

HHP: 59, 100%

SOE: 53, 100%

SOM: 39, 98%

SON: 31, 72%

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 the 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 **BCN**, faculty annual personnel forms encourage faculty self-evaluation of their course syllabi and teaching. In **CST**, peer reviewers meet with their assigned faculty to review course syllabi relative to new knowledge and research. In **MAT** and **ROM**, in which common textbooks are used in multi-section courses, a faculty committee reviews syllabi.
- HES: **HDF**: Peer review of teaching is an essential part of the review process of untenured faculty as well as formal reviews for tenure and promotion. A system is in place to discuss and organize syllabi used across multiple sections of large enrollment courses.
- IAR** continued its semester-end studio review process.
- NTR** faculty evaluate course syllabi and inclusion of relevant research and current events in course materials.
- SWK**: All syllabi are reviewed annually.
- TDM**: Each faculty member has a peer reviewer who is responsible for reviewing syllabi, text book selection and other course materials, visiting classes and discussing changes and additions to courses to reflect new knowledge.
- HHP: **CSD** faculty reviewed all new course proposals.
- ESS**: Course syllabi and course materials are evaluated during faculty peer review.
- HEA**: The Undergraduate and Graduate Program Committees began the process of reviewing syllabi focusing on the inclusion of current and seminal research in courses.
- RPT/HMT**: All faculty member and part-time instructors are peer reviewed in a minimum of one course every semester, with attention to quality of content, presentation style, and rapport with students.
- 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: Based upon its five-year annual review, the B.S. in Business Administration increased the hours required in the concentrations of marketing, human resources, small business / entrepreneurship, and business studies.
- CAS: **CLS** instituted a new course requirement in the area of Action Research.
- GAR** began to pursue curricular options aimed at expanding the range of courses to cover broader disciplinary fields, particularly involving **INS** related area and regional studies, i.e., European Studies, Slavic Studies, East Asian Studies.
- HES: **SWK**: As part of the accreditation process, the BSW and MSW programs have ensured that courses reflect up to date research information.
- TDM**: Changes proposed after re-accreditation reviews included more computer-aided design courses in the curriculum and the infusion of more technology throughout the design courses.
- SOE: **ERM**: As a result of a departmental review, Both the M.Ed and Ph.D program now require students to include courses that reflect cutting edge knowledge and technology in their program of study. One new course, ERM625, was also developed and approved.

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

2.3.1 SOE: CUI offered 2 undergraduate assistantships through a matching funds program.

2.3.2 Unit assistantships by funding:

B&E: 69 graduate assistantships supported by state funds; 5 supported by external funds.

CAS: 239 graduate assistantships supported by state funds; 68 supported by external funds.

HES: 52 graduate assistantships supported by state funds; 47 supported by external funds.

HHP: 24 graduate assistantships supported by state funds; 19 supported by external funds.

SOE: 53 graduate assistantships supported by state funds; 18 supported by external funds.

SOM: 64 graduate assistantships supported by state funds; 45 supported by external funds.

SON: 13 graduate assistantships supported by state funds; 7 supported by external funds.

In the **Graduate School**, 11 graduate assistantships were supported by state funds. In **Gerontology**, 1 graduate assistantship was supported by state funds. In **Genetic Counseling**, 3 graduate assistantships were supported by state funds.

2.3.3 The Office of the **Associate Provost for Research** assumed the responsibility for the Undergraduate Research Assistantship Program, with the vision that undergraduate research will become a signature activity at UNCG. Towards this end 53 students were awarded stipends to work with faculty in their research, scholarship, and creative activity. In addition, this was the first year for undergraduate research to be recognized by the state. Seven undergraduate researchers had posters on display at Research in the Capital. 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, 7 students involved in research outside the URA program, and 13 graduate students involved in faculty research.

CAS: There were 28 students with URAs, 282 students involved in research outside the URA program, and 165 graduate students involved in faculty research.

HES: There were 11 students with URAs, 137 students involved in research outside the URA program, and 84 graduate students involved in faculty research.

HHP: There were 13 students with URAs, 14 students involved in research outside the URA program, and 84 graduate students involved in faculty research.

SOE: There were 3 students with URAs, 12 students involved in research outside the URA program, and 88 graduate students involved in faculty research.

SOM: There was 1 student with a URA.

SON: There was 1 student with a URA, and 100 graduate students involved in faculty research.

Graduate School: In **Gerontology**, one graduate student was involved in faculty research.

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

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 Centers established during 2002-03 included the Center for Women's Health and Wellness and SERVE, bringing the total number of UNCG Research Centers and Institutes to 11, with an additional 6 Service Centers. The Office of the President Biennial Long-Range Planning Report included a review of each Center or Institute.

The **Center for the Study of Social Issues (CSSI)**, with the help of faculty members from 9 departments, worked with 11 public agencies, 4 private agencies, and 4 foundations. The **Institute for Health, Science, and Society (IHSS)**, with the help of 12 faculty members from 5 departments, created numerous new initiatives including Heart Disease Prevention in Guilford County and the Young Men's Sexual and Reproductive Health Initiative.

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

B&E: The primary activity of the **Center for Global Education** and Research this year has been implementation of the Title VI B grant, "Selling NC to the World." This resulted in the establishment of a new course and internship program focusing on working with global markets at home and abroad and increasing supplier-vendor relationships between firms abroad and in NC. The program involved five faculty members.

The Office of Business and Economic Research in the **Center for Applied Research** was involved in the following activities: completed a study of labor markets in Richland County, SC and Rockingham County, NC; conducted surveys for the United Way, the Baptist State Convention of NC, and the Furniture Market in High Point; conducted an economic impact study of UNCG.

HES: The **Center for Research** provided funding for 11 faculty members.

HHP: The Office of Education federal grant began in fall 2002 and involves **CSD** collaboratively with **CSSI**, Office of Disability Services, and the Office of Multicultural Affairs. Faculty members from **DCE**, **HEA**, and **RPT** were involved in the organization and first-year startup activities of the **Women's Center for Health and Wellness (CWHW)**. A faculty member from **HEA** received funding from the **CWHW** for a study this summer. One faculty member in **RPT** collaborated with an **ESS** faculty member on a funded **CWHW** project. One **RPT** faculty member served as Principal Investigator and collaborated with the **CSSI** on Partnership F.I.V.E. (Fostering Inclusive Volunteer Efforts).

SOE: **Center for Educational Studies and Development (CESD)** activities included the Children's Festival/ Health Celebration, Piedmont Young Writers' Conference, Study Skills, Creative Writing Workshops, Psychological Evaluations and the Summer Institutes. Ten faculty members were involved.

CUI: 8 faculty members were involved in research on high-performing high school students conducted through the **Center for School Accountability, Staff Development and Teacher Quality**.

ERM: Center for Educational Research and Evaluation (CERE): A new full time project director was hired and two new funded projects were obtained. Four faculty members are involved in the **CERE**, one as the Director and three as research fellows.

Reading Together (RTO) hired a faculty member from **ERM** to review methodology and to make recommendations for the collection and analysis of data for the upcoming grant year.

- 2.4.1 Information sessions, seminars and / or workshops held for faculty interested in collaborative research / inquiry projects, included:
- CAS: **THE** hosted one information session, with 14 in attendance, and **WGS** held a seminar on Real and Imagined Families, with 90 faculty from on- and off-campus in attendance.
- HES: The School sponsored several coffees for faculty with compatible research, with an average of 6 faculty attended each meeting. A faculty member from **Business Administration** conducted a research presentation to instruct **TDM** faculty in the use of cross disciplinary research using web-based data collection.
- HHP: **CSD**: Several faculty members joined the Deans of the Schools of HHP and Music, music faculty, and students to explore collaborative projects in the area of music and hearing.
- ESS**: In Spring 2003, seven ESS faculty met to discuss a collaborative research project tentatively entitled "Coronary Risk Factors in Children With and Without Daily Physical Education."
- SOE: **CUI** offered three information sessions hosted by CSASDTQ, with 8 in total attendance.
- SERVE**: The Executive Director and other members of the SERVE Management Team held regular meetings with Deans and Department Heads to continue to develop collaborative research projects.
- SON: The Nursing Research Office hosted two meetings with HHP and HES faculty with approximately 26 in attendance.
- 2.4.2 Faculty research/inquiry teams organized within or across academic units to respond to Requests for Proposals/Help from public and private agencies:
- B&E: **ECO** and **BUS** faculty members collaborated with faculty from **BIO**, **ISOM**, and **PSC** on various projects.
- CAS: **ATY** faculty joined colleagues in **BIO**, **MAT**, **HEA**, and **BUS** in joint endeavors, and one member teamed up with CFSA-Carolina Farm Stewardship Association.
- CHE**: Two faculty members organized a collaborative team to develop and submit a proposal to the UNC- Division of University-School Programs and Center for School Leadership Development NC QUEST (Quality Educators through Staff Development and Training across North Carolina) grant program in the amount of \$336,318. Other team members included faculty members from **MAT**, **CUI**, and **SERVE**.
- CST** produced cross-disciplinary work with **WGS**, **MAT**, and **SOE** faculty, studying technology-use by young girls and women.
- GEO** faculty members worked on projects with faculty from **ATY**, **BIO**, **ESS**, **IHSS**, **ISOM**, and **RPT**.
- PSC**: One faculty member collaborated with members from **SWK** and **CSSI** on a proposal submitted to the Lilly Foundation. She and a **CSSI** member also responded to a request from the City of Greensboro for additional research and program support.
- PSY**: Two faculty members continue to collaborate with **HDF** faculty on a proposal to NSF's Children's Research Initiative, while another member has a collaborative grant proposal pending at NIMH with an **HDF** member.

WGS: Interdisciplinary research teams included one with **ENG** working on North Carolina Humanities Council and NEH proposals and one with **SOE** in preliminary planning for an NSF proposal on Women and Girls in Science, Engineering, Mathematics, and Information Technology program.

HHP: **HEA**: In response to the annual CDC - Academic Partners funding priorities, two faculty members collaborated with faculty from **CSSI**, **ECO**, and **MAT** on a proposal. Another faculty member is collaborating with a faculty **NTR** faculty member to address childhood obesity within Guilford County Schools. One faculty member joined two **ATY** faculty members in the development of proposals for Project Export. Another faculty member is collaborating with the Guilford County Department of Public Health to investigate factors affecting breastfeeding duration among WIC clients.

RPT: 1 faculty member worked with **ESS**, **GEO**, and **IHSS** on a proposal for the Robert Wood Johnson ALPES project.

SOE: **CED**: A faculty member is a member of an Adoption Research Work Group, which includes faculty from **HFS**, **SWK**, **CSSI**.

The **CESD** worked with The Guilford County Coalition on Infant Mortality, Guilford Safe, and The Women's Hospital.

ERM: The Culturally Relevant Pedagogy team was formed to seek internal funding to develop a proposal to investigate the role of culturally relevant pedagogy to narrow the academic achievement gap. Members include faculty from **ERM**, **CUI**, **ELC**, and **SOC**.

SES and **HDF** faculty members are collaborating on two projects: A state-sponsored initiative to increase on-line undergraduate course offerings and a federal grant proposal submitted to the U.S. Department of Education (pending).

SON: The School of Nursing collaborated with **IHSS**, **HES**, **HHP**, and the **Center for New North Carolinians** to submit a large project to the National Center for Minority Health and Health Disparities at NIH. The School of Nursing Health Centers collaborated with the Greensboro Housing Authority to submit two proposals for foundation and private sector funding.

2.4.3 The Associate Provost for Research offered a competitive External Proposal Development Initiative to provide seed money to interdisciplinary faculty teams developing grant proposals for submission by June 30, 2005. Nine projects were selected, with the funding for each between \$33,000 and \$50,000. Faculty involved represented the departments/schools of **BIO**, **CUI**, **ECO**, **ELC**, **ERM**, **HDF**, **ISM**, **PSY**, **NTR**, **NUR**, **HEA**, **SOC**, **SWK**. The projects represent four of UNCG's five areas of research.

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

CAS: **HIS** dedicated two graduate assistants to and operating support for the Race and Slavery Petitions project.

HES: Course releases were given to pre-tenured faculty preparing major grant proposals.

HHP: The Associate Dean of Research helped faculty members prepare, administer, and evaluate grants.

SON: The School of Nursing Research Office hired a new program assistant to coordinate activities in the research office and initiated data safety monitoring guidelines. Course

releases were given to pre-tenured faculty preparing grant proposals. The School provided pre-award budget development, completion of university templates, and clerical support for completion of grant applications. Budget management, processing, and implementation are provided on all grants per request of PIs.

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

2.5.0 **Graduate School: Gerontology** received funding from Generations Together and the Association for Gerontology in Higher Education to support development of a service learning course/experience.

At the **Weatherspoon Art Museum**, foundation and government grants, corporate sponsorships, and individual contributions supported *Inside the Floating World*, *The Cone Family Legacy*, and *Georgia O'Keeffe from Southern Collections* (American Express and Sara Lee Corporation). A grant from the National Endowment for the Humanities funded a conservation survey of 23 Gregory Ivy paintings in the museum's collection in preparation for an exhibition of his work in 2005 or 2006. Funding from the F.M. Kirby Foundation is supporting production of a gallery guide and teachers' materials for a two-semester American Art survey exhibition from the permanent collection. NCHC funding supported a moderated series of Japanese films and NCAC support helped pay fees for artists participating in exhibitions and educational activities.

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

CAS: Advertisements for job openings indicate that candidates are expected to have well-established research programs and such candidates are among the first choices for hiring.

HES: Position announcements for tenure-track positions describe expectations for research and external funding and candidates for these positions are screened according to the quality and quantity of their research accomplishments, including their publications and external funding. Candidates who interview on campus are required to give research-based presentations to the faculty and graduate students.

SON: An Assistant Professor with a post-doctoral fellowship to support grant preparation was hired.

2.5.2 Table G in the Appendix presents submission and awards statistics for Fiscal Years 02 and 03 by unit and department.

Jackson Library was awarded 5 grants for \$36,646.

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

CAS: All **CHE** hires this year have a biochemistry background that makes collaboration with biochemists in our department and **BIO** and **NTR** possible. **REL** hired a new faculty member who works on film and ethnography.

HES: **HDF**: A faculty member hired this spring will have a continuing affiliation and collaboration with **SERVE** and another faculty member was recruited whose research will strengthen a growing collaboration with **PSY**.

HHP: **CSD**: A new hire is actively involved in a federally funded, interdisciplinary NIH project.

- ESS:** A new hire was recruited as a member of a team of Sports Medicine/ Athletic Training faculty.
- RPT:** An assistant professor was hired in travel, tourism, and commercial recreation to work closely with the interdisciplinary **HMT** Program.
- SOE:** **CUI** collaborated with **MAT** for the hiring of a new Mathematics Education Assistant Professor.
- 2.5.4 Seed money provided to faculty teams pursuing significant external funding opportunities:
- B&E:** Two faculty members won External Proposal Development Incentive Program awards: one in **ISOM** for \$49,000 for a project called *Intelligent Knowledge Exchange Architecture for the Digital Economy*; the other in **ECO** for a project called *Barriers Inhibiting the Development of Homeland Security Technology*.
- CAS:** **ATY** received seed money from the Provost's Office to encourage interdisciplinary research.
- BIO:** Seed money was provided for 2 new faculty members in the form of start-ups. Four faculty received internal grants for collaborative research.
- CST** received \$4022 from Dean's Initiative Fund for research project on leadership in philanthropy and civic engagement.
- ENG:** Two faculty members received seed money for a project supported by **WGS**.
- GAR:** The Provost's Office provided one faculty member with a summer stipend to pursue an external grant-writing project.
- PSY:** Funding from the Department's indirect cost fund was provided to several faculty. Several faculty members were on teams receiving EPDIP awards from the University.
- SOC:** Two faculty received seed money from the External Proposal Development Incentive Program.
- HES:** **HDF:** Seed money from **HES** supported pilot work leading to a proposal for external funding submitted by **HDF** and **PSY** faculty.
- HHP:** **ESS:** \$25,000 through Office of Research Services and \$25,000 through the Dean's office was provided to the ANRL Group for the facilitation of an R01 submission.
- PHE:** A faculty member was funded by the CWHW and the Associate Provost for Research for two separate studies: an HIV study in the Bahamas (\$3,000) and a study of immigrant nutritional behaviors and health (\$50,000), respectively.
- SOE:** The Dean's office provides small research and travel funding for expenses for faculty pursuing external grants.
- SON:** The School of Nursing Research Office provided external peer reviewers for 5 external grant applications, provided funds for two faculty members to meet with their experts, supported one faculty to attend the Scientists Institute at NINR/NIH, and supported one to attend the Genetics Institute at the University of Cincinnati.

- 2.5.5 Utilization of external consultants to identify federal grant and contract opportunities and network faculty with federal agencies:
- CAS: **BCN:** An Emmy-winning independent producer was appointed as an Adjunct Faculty member and used as a consultant to work on a creative project to be funded through either federal (PBS) or non-federal funding.
- WGS:** An external consultant worked with staff on NEH opportunities at the North Carolina Humanities Council.
- HES: **HDF:** A number of faculty met with representatives from Meyers and Associates to explore opportunities for new and continuing federal funding.
- SOE: **CED:** 2 faculty members worked with GrantCentral to identify funding opportunities.
- SON: In addition to Meyers and Associates and GrantCentral, faculty at the following institutions were used for federal grant applications: University of Michigan, University of North Carolina at Chapel Hill, University Alabama Birmingham, Virginia Commonwealth University, St. Louis University, Wake Forest University School of Medicine, Medical College of Georgia, John Hopkins University, University of Arkansas for Medical Sciences, and University of Tennessee at Memphis
- 2.6 External grant and contract activity will be more appropriately distributed across academic units. Unit goals for grant activity are described below. Table G presents active awards by unit.
- 2.6.0 206 proposals were submitted to external agencies this year, with the distribution of grants across departments remaining fairly consistent. Submissions by B&E and SON increased slightly, while submissions from CAS, HES, HHP, SOE, and SOM were consistent with or slightly lower than numbers for FY 02.
- 2.6.2 Annual unit and five-year targets for grant and contract activity include:
- B&E: The Bryan School target for grant and contract activity for 2002-03 was \$332,750. Targets for the next five years are listed below:
- 2003-04 - \$366,025
 3004-05 - \$402,627
 3005-06 - \$442,889
 2006-07 - \$487,178
 2007-08 - \$535,896
- CAS: Annual target is \$5 million; the five-year target, \$25 million.
- HES: **IAR:** Annual grant and contract activity was \$25,000. The five year target is \$500,000.
- NTR:** Annual target is \$500,000.
- SWK:** Annual target is \$1,500,000.
- TDM:** Annual target is \$65,000.
- HHP: **RPT/HMT:** Annual target is to submit 3 grant proposals and receive \$330,688. Five-year target is to submit 4 to 5 grant proposals each year.

SOE: The School's Annual target is to increase funding by \$1 million per year (annual funding currently ranges from \$16 to \$20 million per year). The five year target is to increase funding by \$5 million.

The CESD plans to pursue one award per year.

CUI: Annual target is \$200,000; five year target is at least \$1,000,000.

ELC: Annual target is 1 external grant for \$700,433; five year target is 3 internal grants for a total of \$60,000.

ERM: Annual target is \$500,000.

LIS: Five year target is \$50,000.

SERVE: Five year target is to increase grant and contract amounts by 10% annually.

SES: Annual target is to submit 2 proposals.

SON: The annual target is to increase funding by 10%. The five-year target for grant and contract activity is to increase funding by 50%.

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

2.7.3 New space assigned to externally funded projects includes:

CAS: **PHY:** 1492 square feet (11 rooms) were used by UPEG staff.

HES: Family Research Center, 536 Highland Avenue; NC Rated License Assessment Project, 328 Brown Annex; Center for Childcare Workforce, Park Gym.

HHP: **RPT/HMT:** The Project Coordinator in RPT for the federally-funded Partnership F.I.V.E. grant project was housed in 420-M HHP. Three graduate assistants funded on this project were housed in 420-L HHP.

SOE: Curry 110 was used for **CUI** projects.

SON: The McIver House was used for College Bound Sisters and Point 4 Future projects.

2.7.4 Space leased off-campus to accommodate needs of major externally funded projects:

HES: **HFS:** Child and Family Research - 1067 13th Street, SE, Hickory, NC 28602.

SWK leased property at 403 S. Edgeworth for the ACCESS and CNNC projects.

SOE: Space was leased on Tate and Walker streets for **SES** grant projects. The **Collegium for the Advancement of Schools, Schooling, and Education (CASSE)** leased 2,000 square feet of space at 101 South Elm Street, Suite 225 to accommodate needs of two externally funded projects. One **ELC** faculty member rents space in downtown Greensboro to accommodate the needs of his externally funded projects. **SERVE** leased approximately 1,800 s.f. of office space in Atlanta, GA to support its operations.

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

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

3.1.1 The UNCG Statement of Community Values as drafted by the Human Relations Committee was reviewed by campus groups, including Faculty Senate, Staff Council, and Student Government. It has been placed on the University web site.

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: Many departments reported both formal and informal discussions about such topics, some as a part of regular class activities, others in the context of meetings of student clubs and organizations. For example:

In **AFS**, these topics were discussed as part of the annual CACE Conference “brown bag” forums.

BIO: Courses in the three major concentrations (Biotechnology, Environmental Biology, and Human Biology) offer experiences to enhance student responsibility, ethics, and leadership.

BCN: The Advisory Committee and the Student Advisory Board each devoted portions of meetings to discussion of the role of liberal education in media education.

CST developed new service learning program, “Communicating Common Ground,” to teach tolerance in partnership with Campus Compact, Southern Poverty Law Center, American Association for Higher Education, and National Communication Association. CST also used Service Learning in four undergraduate classes to create relationships with 20 community agencies with the goal of forming attributes of mind, character, and sensibility to include responsibility and leadership on behalf of larger communities.

WGS: The Initiative for Girls integrated theory and practice and fostered community leadership among faculty and graduate and undergraduate students.

HHP: DCE: Curricular materials having to do with the role of the artist in society were included and much discussed by students in DCE 505.

RPT/HMT supports the development of civic responsibility and commitment to a larger community through a focus on community leadership and service-learning. Two new courses, RPT 201 and 401, provide students with the knowledge, skills, and practice necessary to be effective change agents and leaders in community settings.

SOE: CED: Discussion of professional ethics is the primary focus of one course and is infused in most courses; these ethics involve the responsibilities of professional counselors to society as well as specific client populations.

SON: An introductory course helps beginning nursing students learn to be responsible practitioners in the profession. Leadership is enhanced throughout the undergraduate and graduate nursing curriculum with particular courses devoted to nursing leadership.

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

- 3.2.0 The **School of Human Environmental Sciences** hosted the 2002-2003 Race and Gender Institute. 10 programs were offered, including film screenings, book discussions, and workshops on topics including Women in Academe, Homophobia & Heterosexism, and Undoing Racism.
- 3.2.2 Composition and activities of the College / School Race and Gender Committee:
- B&E:** The Bryan School Diversity Commission includes 13 faculty and staff members and 8 ex-officio members. The primary focus of activities this year was an analysis of the results from the spring 2002 surveys of students, faculty, and staff regarding the climate in the School. Following up on those findings, a diversity workshop was held in September 2002 for all faculty and staff, led by an external consultant. Focus group discussions were conducted in March 2003. Those results are being used to develop a list of core behaviors that enhance a culture of trust and respect.
- CAS:** The **THE** department Race and Gender Institute met twice this year.
- HES:** Eleven HES faculty, staff and associates from across campus chose to join the Race & Gender Institute Steering Committee. All HES departments were represented on the Committee and actively attended all events. The Committee met 13 times this year to formulate a mission statement, objectives, choose activities and set an events calendar.
- HHP:** The HHP School Diversity Committee created an inventory of available student evaluation questions on the topic of diversity, and offered a brown bag discussion on diversity in the classroom.
- SOE** The SOE personnel committee sponsored two brown bag sessions dealing with issues related to recruitment of minority faculty. Two meetings of the SOE were also devoted to follow up discussion of these issues.
- SON:** The School's Race and Gender Committee hosted a program on the Montagnards.
- 3.2.3 Programs that addressed multicultural issues included:
- CAS:** **CST:** Communicating Common Ground advanced multicultural education for students and the community.
- GAR** faculty contributed to the following programs: the Asian Heritage Celebrations; the Japanese Culture Series organized by the "Internationalizing the Arts" Committee; a film series attended by more than 200 faculty and students; and international House activities. GAR also hosted one International House activity.
- REL:** The Department and the Religious Studies and Ahimsa clubs sponsored and organized a campus-wide forum on 9/11: "Seeing with New Eyes."
- WGS** sponsored many programs this year that addressed multi-cultural issues, including a film series and a lecture on the construction of gender and race.
- HES:** All programs chosen by the Race and Gender Steering Committee addressed multi-cultural issues in the broadest sense of the word. 700 people attended the 10 programs.
- HHP:** **DCE:** As part of formal community meetings with students, faculty discussed the search for a new full-time faculty member in African and African-derived contemporary dance. Topics addressed included enfranchisement and empowerment within the DCE curriculum and forms and peoples outside the western European and American canon.

RPT faculty presented a session at the North Carolina Recreation and Park Society Annual Conference in Greensboro, in November 2002, entitled, "To Be, or Not to Be a Culturally Competent Therapeutic Recreation Specialist."

SON: The School's Race and Gender Committee presented a forum on the health care needs of the Vietnamese in North Carolina. Additionally, global studies textbooks were adopted for the undergraduate BSN and RN-BSN programs.

The **Weatherspoon Art Museum** sponsored two keynote lectures and a film series to help interpret the Japanese Art exhibitions and offer insights into Japanese culture and society. Programming at the Japanese Family Day also served this purpose. The exhibition, *Lorna Simpson: Easy to Remember*, presented the work of a leading contemporary African-American artist. A number of programs around the exhibition, *Seeing and Believing The Art of Nancy Burson* – and the exhibition itself – considered issues of identity in terms of race, gender, age, and physical deformity. The artist's opening lecture and a panel discussion by 3 UNCG faculty from various departments on healing and belief added insights to the work.

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

3.3.1 Reviews of student policies and procedures in the units that may present unreasonable barriers / obstacles include:

B&E: The Undergraduate Programs Committee reviewed the School's CBK courses and identified those where the number of prerequisites could be reduced, including admission to the Bryan School. B&E Student Services worked with the **IPC** Committee and the Registrar's Office to streamline the process for evaluating and equating course-work taken in other countries by international students and UNCG students on exchange programs.

CAS: Departments were encouraged to respond positively to requests for evening sections.

HHP: **DCE** eliminated the formal review by faculty of students petitioning for acceptance into the BFAS program. It was decided that rather than to try to predict beforehand whether a student would or would not rise to the level of proficiency expected in their degree, the student would be permitted to try and do so, with their progress being closely monitored along the way. DCE also completely systematized the manner of placing and advancing students within the sequenced curriculum of technique classes. The criteria for these decisions were formalized, shared with students, connected directly to the syllabi, and used successfully during the Spring in midterm and final grading procedures.

RPT/HMT started an information bank of summer and on-line courses outside of UNCG to support HMT internship or other students needing summer classes in a distant location so they can graduate on time.

SOE: **LIS:** Consistent with trends in LIS education, requirements for a type of library and a materials course in the MLIS program were dropped. It is felt that this change will enable students to develop programs more suited to their individual needs.

In the **Graduate School**, the revised policy on student progression "Continuing in Graduate School" was approved by Graduate Studies Committee, April 2003.

Enrollment Services: The Faculty Senate passed a resolution from the Academic Policies and Regulations Committee to amend the Academic Renewal Policy. Effective Fall 2003, former UNCG students may qualify for academic renewal by attending another institution, earning at least 30 semester hours with a 2.50 GPA or higher. The amended policy also reduces the time former students must be away from higher education from four years to three, if students elect to

not attend another institution since their last enrollment at UNCG. Based on recommendation of the Commencement Committee, the Chancellor approved a change in the commencement participation policy for August graduates. As of this change, August candidates are allowed to participate in either the May or December ceremony, which adds flexibility for international students, and students who are taking jobs or moving away. The Academic Policies and Regulations Committee voted to bring consistency to the awarding of ROTC credit taught at A&T State University through the Greensboro Consortium. The policy change allows the same number of credits to be earned from either Air Force or Army course work (12 cr. hrs.).

3.3.2 Efforts to improve student services in the units include:

CAS: **ART** provided informational seminars to assist graduate students with their MFA thesis requirements. **PSC** made more information available on graduate school, professional school, and federal job options through interest sessions.

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.

SOE: **CED** enhanced the use of its student listservs to distribute job postings, policies and procedures, and announcements about campus and community events of interest.

ERM developed a plan of study worksheet for entering graduate students and mailed it to newly admitted graduate students with a letter requesting that they make an appointment to meet with their advisor prior to registering for classes.

SES enhanced the website so that most information needed by students is available online, including handbooks and course materials. **SES** also streamlined department procedures for handling initial inquiries about programs and services.

The **Teacher’s Academy** initiated meetings with principals at schools that employ NC TEACH participants and provided observations, email and personal contact with NC TEACH participants. Also, the NC TEACH Advisory Committee was reinstated.

TLC: In January 2003, the Blackboard course management system was deployed campus-wide. All courses, faculty, students, and staff listed in the Banner system are automatically listed in Blackboard. Students have immediate access to any course material made available and announcements posted by their instructors, and are able to participate in online class discussions.

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:

Jackson Library worked with the MFA Writing Program faculty to host a lecture by Sven Berkerts, a panel discussion with Fred Chappell and Robert Morgan, and “A Tea with Mary Jarrell,” which commemorated Mrs. Jarrell’s new edition of Randall Jarrell’s letters.

Enrollment Services hosted a university-wide conference for staff and throughout the year hosted topical salons open to the campus community.

The **Weatherspoon Art Museum** provided numerous community-building opportunities for students, faculty, staff and their families. In addition to exhibition opening receptions, family days, and other educational activities, the museum offered 62 guided tours to a variety of campus groups. Of 59 special educational programs offered this year, 34 were presented with attracting a campus audience in mind. The Museum’s educational programs(lectures, gallery

talks, film screenings, etc) are open to both the campus and general communities. All are publicized through Campus Weekly and are offered at times when the campus community is likely to attend.

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

B&E: ACC faculty actively participate in the Beta Alpha Psi chapter of the national honorary society for accounting students, as well as help students participate in the Institute of Internal Auditors regional student competition. 8 other B&E faculty members work with 5 student organizations as liaisons or honorary members.

CAS: Faculty members in 14 departments worked with various student organizations such as honorary societies and departmental clubs.

HES: The HDF Child Care Education Program provided practicum and student teaching experiences, observation opportunities, independent study experiences, and special projects for students in 8 departments. IAR, NTR, and SWK faculty worked with their departmental organizations and honorary societies.

HHP: 1 CSD faculty member served as advisor for the UNCG Chapter of the National Student Speech-Language-Hearing Association. DCE supported the student organization Prime Movers. HEA faculty worked with the International Students Organization to improve the health of international students and local immigrant populations.

SOE: CED faculty members attended numerous events sponsored by its two departmental student organizations. The CESD worked with 152 Teaching Fellows to coordinate the Children's Festival/Health Celebration and the Piedmont Young Writers' Conference. ERM actively supports its Graduate Student Association. LIS faculty members support its two students groups. SES faculty members sponsored the University Association of Educators of the Deaf and the UNCG Chapter of the Student Council for Exceptional Children. In the Teacher's Academy, a faculty member served as advisor to the Student North Carolina Association of Educators (SNCAE).

SON: Four faculty members served as advisors for undergraduate student organizations.

The Dean of the Graduate School met with the Graduate Student Association President and with the Graduate Student Association. The Interim Associate Dean communicated with the Graduate Student Association to obtain representatives for Senate committees and others. Gerontology provided advising and financial support for the Delta Gamma Chapter of Sigma Phi Omega, the national academic honor society for persons in the field of aging.

IPC: One faculty member continues to speak to and work with many student groups in an effort to encourage study abroad and international programs. Among the groups she served in 2002-03 were the Reynolds Scholars, Teaching Fellows, and the Rotoract Club. Another faculty member served as the faculty advisor for both the International Student Association and the Chinese Students Association.

The Weatherspoon Art Museum works regularly with ART, BCN, and WGS in developing and co-sponsoring intellectual and social activities. The museum also works with the Students Art Alliance, Office of Multicultural Affairs, and the Internationalizing the Arts Program.

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

- B&E:** The **Center for Global Business Education and Research** offers the “America in the Global Economy” lecture series to bring together faculty, business leaders and the general public.
- CAS:** The College Programs Committee sponsored the Harriett Elliot lecture series, a two-day event on Inequality in American Life that included workshops and a keynote address. The Committee also helped produce the play, “Black Hands, White Marble,” about the African-American artist Edmonia Lewis.
- HES:** The HES Faculty Development Committee continues to work on programs of interest to faculty, staff, students, and the university at large.
- SOE:** The **CESD** sponsored the Piedmont Young Writers’ Conference, Study Skills and Creative Writing workshops, which brought 882 k-8th grade students to campus.

Jackson Library: The Friends of the Library Board of Directors’ Program Committee worked to attract nationally known speakers for the annual dinner. This year’s speaker, Hugh Morton, attracted 250 guests from the community and the University. The four book discussions sponsored by FOL attracted almost 100 attendees.

DCL: The CALL (Community Advancement through Lifelong Learning) Program served over 2,000 people in its first two semesters. This new initiative targets the Triad in an effort to make Greensboro and its neighbors learning communities. With partners throughout the area who provide locations and classroom space, **DCL** has involved teachers, professors, facilitators and trainers in its efforts to make learning available to everyone. Non-credit courses combine intellectual offerings in literature and the arts, along with “hands-on” endeavors, such as knitting, interior design, golf and fencing. These non-credit courses are tailored to fit into the schedule of the busy professional.

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

CAS: **ART, BCN, ENG, and THE** worked with the ArtsLink program to publicize activities through the university-wide arts calendar. **WGS** publishes the Women’s History Month Calendar

HHP: **DCE** participated in the ArtsLink initiative.

SOM: The School participated in the ArtsLink initiative.

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

B&E: Bryan School Student Services solicited faculty to participate in the study abroad interview process, coordinated the academic departments’ participation in the faculty phone-a-thon conducted by the Admissions Office, and e-mailed faculty and staff regarding several events sponsored by Multicultural Affairs.

CAS: **BCN** gives excellence awards to faculty and students for their activities.

HES: The Dean’s ambassadors participated in UNCG’s TeamQuest again this year. To minimize barriers and support the faculty in attending graduation ceremonies, the Dean agreed to pay for the rental of faculty regalia. Faculty participations in spring 2003 Commencement activities significantly increased. Faculty and staff are sent announcements and emails about activities and key events.

HHP: The School created a master calendar of events and distributed it to all departments, in addition to sending announcements (e-mail, posters, campus mail) of university events and calling faculty attention to dates and deadlines. Multiple notices urging attendance are sent about Opening Convocation, honors and awards functions, alumni gatherings, and Commencement.

SOE: The School forwards email messages and flyers weekly to faculty, staff, and/or students regarding university-sponsored events.

SON: The School sends regular e-mails about events and particularly encourages honors program participation.

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

B&E: Invited to the Bryan School's annual retreat are the B&E Director of Marketing from University Relations, B&E Director of Development from the Development Office, and the Director of Corporate Relations who is responsible for the Bryan School.

SOE: CED invited The Associate Provost for Research and the Director of IHSS to its retreat.

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

3.5.0 The Graduate School has a representative serving on a mediator committee chaired by the Associate Provost for Enrollment Management.

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: 12 faculty and staff.

CAS: 44 faculty and staff.

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

HHP: 14 faculty and staff.

SOE: 30 faculty and staff.

11 APR staff, 2 IHSS staff, 4 ORS staff, and 4 OTT staff.

Graduate School: 1 administrator and 1 faculty member.

Jackson Library: 29 administrators and librarians participated in workshops.

Weatherspoon Art Museum staff participated in 2 workshops.

2 IPC faculty members participated in one workshop.

3.6.1 **TLC:** In April of 2003, the Provost and the UNCG Professional Academic Development Advisory Committee held a luncheon for chairs to discuss professional development needs for chairs and to plan for upcoming events.

3.6.2 The TLC hosted an afternoon event for deans, department heads/chairpersons to discuss differential workload assignments for faculty.

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. Outreach Activities are summarized in Table H. Service activities in the units include:

B&E: The **Center for Global Business Education and Research** presented its annual foreign policy discussion series, “America in the Global Economy.” The Center also offered a seminar on Doing Business in China. The Office of Professional Development Programs in the **Center for Applied Research** offered 12 programs, including the 14th Annual Accounting Symposium.

CAS: In addition to public lectures and arts performances, CAS departments presented 29 seminars or workshops and 6 conference or symposia.

HES: The Assistant Dean coordinated a 10 hour workshop on cost control 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 to the Thomas Day House/Union Tavern and 5 other projects involving area hospitals and downtown Greensboro.

NTR was involved in numerous presentations including Nutrition for Older Adults and Fighting Hunger in North Carolina. Faculty performed numerous public services for organizations such as the Greensboro Dietetic Association.

SWK faculty presented 71 Community Workshops.

TDM offered 2 Symposia.

HHP: **CSD:** The University Speech and Hearing Center provided services to 376 children and adults at the on-campus center and to 980 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 2830. Off-campus activities (screenings, evaluation, and therapy) totaled 3222. **CSD** faculty provided additional consultant services in the community.

ESS faculty contribute columns to local newspapers and offered numerous talks in the community.

SOE: **The Collegium for the Advancement of Schools, Schooling, and Education (CASSE)** offered 4 workshops and 3 talks.

CED offered 1 workshop and 2 presentations, and faculty members are involved in numerous outreach activities. The **CED Clinic** provided the following services:

24	community clients served (225 hours of service)
37	UNCG students served (328 hours of service)
396	individual counseling sessions provided
21	SIP programs/classes offered
23	one-on-one assessments (96 hours)

The **CESD** offered the following workshops: Children's Festival/Health Celebration, Piedmont Young Writers' Conference, Study Skills Workshop, Creative Writing Workshop, Psychoeducational Evaluations, and Study Skills presented to area schools.

The **College Foundation of North Carolina** offered 25 CFNC Training Workshops across the state serving over 400 middle and high school counselors. 12 other workshops were conducted at conferences such as the Hispanic Educational Summit.

SOM: Faculty conducted numerous seminars and presentations and faculty and students presented 262 concerts.

SON: The School of Nursing provided the following services: supported nursing wellness centers in four low income elderly communities; provided consultation, development of the business plan and implementation of the Acute Care of the Elderly Unit at Moses Cone Hospital; provided training for ACE unit and other gerontology staff at Moses Cone Hospital. The School provided consultation to the following: congestive heart failure clinic; Moses Cone Heart Center and Healthserve medical clinics; the American Nurses Association on retention of nurses in the workforce.

UE/SAI: Acting on a proposal from the Arts Leadership Committee, a group that included administrators from each UNCG department or School (Art, Broadcasting/Cinema, Creative Writing, Dance, Interior Architecture, Music, and Theatre), the Weatherspoon Art Museum, the Office of University Relations, and the Office of Student Life, the UNCG ArtsLink program was launched in February 2003. Funding is provided by the represented units and/or their Deans and by the Office of the Provost. A Director of ArtsLink was hired to provide coordination and support in marketing and in community outreach efforts for the University's arts programs, and an ArtsLink office was established in the Elliott University Center. Activities during the Spring semester included the development of a business plan, the negotiation of an ongoing contract with the *Greensboro News & Record* for advertising throughout the rest of the year, and greater involvement in community planning efforts in the arts.

Jackson Library:

- Participated in planning discussions with Greensboro Public Library staff members in anticipation of a 2004 Poetry Festival honoring Randall and Mary Jarrell.
- Provided consultations on the use of JournalFinder for twelve institutions.
- Helped revise the NCLIVE database.
- Conducted research and furnished materials from archives and manuscripts collections for use in a documentary about the Civil Rights Woolworth Sit-in, "February One."
- Staffed a booth promoting the Women Veterans Historical Project (WVHP) at the Winston-Salem community festival, "Rock Around the Block."
- Made four presentations to senior citizen groups on women in the military and the WVHP.

IPC staff addressed several community groups interested in international student matters, including the Greensboro Rotary Club.

Weatherspoon Art Museum staff served on many community committees and boards, including the Cultural District Committee, the One Book / One City Committee, and the Board of the Greensboro Artists League. The Museum also collaborated on projects with the Center for

Creative Arts, Greensboro Young Professionals, Green Hill, and Southeast Center for Contemporary Art.

4.1.1 The **DCL** continues to track and coordinate the University's non-credit outreach activities via the report called the "UNCG Non-Credit Outreach Activity Report." This document provides unit-by-unit outreach information for the University and for UNC-General Administration. A database has also been constructed to provide units the opportunity to identify and assess the level and kinds of activities being offered to the public. This report will continue to be published annually and distributed to Units across campus.

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

CAS: The **Archaeology Program** : collaborations with the Annenbaum Historic Park.

BIO: collaborations with the City of Greensboro, the Water Resources Institute, the EPA, and NC Wildlife.

BCN: collaborations with Greensboro Public Access Television, the Carolina Theatre, the United Arts Council, and the Community Foundation of Greater Greensboro.

CHE: consultations with Morflex and PharmaCore.

MAT: consultations with Moses Cone Hospital, AHEC, Guilford County and NSA.

HES: **IAR** is working with furniture, furnishings, lighting, and local textile industries to develop an interior product design concentration.

HHP: **CSD** shares applied research agendas with the following: Brigham Young University, Senior Resource Center, Phoenix Academy, Guilford County Public Schools, Rockingham County Community College, and various regional nursing homes and hospitals.

ESS faculty participated in a wide range of shared, applied research with many organizations, including Project Effort, Greensboro YWCA and YMCA, the Special Olympics, and Horsepower Therapeutic programs.

PHE: 2 faculty members are working on projects with the Guilford County Department of Public Health and the Moses Cone - Wesley Long Community Health Foundation and Guilford Health Partnership.

RPT/HMT faculty partnered with and served the following agencies/industries in the triad area: Independent Animal Rescue, Guilford County High School system, and the Greensboro Area Convention and Visitors Bureau.

SOE: A **CED** faculty member is working with staff from Family Life Council on a grant proposal.

SON: Shared research agendas were developed with the Center for New North Carolinians, Healthserve medical clinics, and Moses Cone Health System.

APR: **CSSI** and **IHSS** have formed mutually strategic community partnerships with numerous state-wide and local agencies, local non-profits, collaborative associations, and foundations. The **OTT** helped establish the UNCG/NC A&T/Nussbaum Partnership with a funding grant from Action Greensboro. This partnership combines the technology transfer resources of both universities and the community outreach initiatives of the Nussbaum Center for Entrepreneurship.

4.1.3 Service to local industry by units includes:

B&E: Representatives from local vineyards and the Yadkin County Chamber of Commerce took part in the “America in the Global Economy” series.

CAS: One **ATY** faculty member belongs to a consortium that connects businesses with universities when specific information is desired. **BCN** has an Advisory Committee that serves the local media industry. **CHE** interacted with many local industries such as PharmaCore. **GEO** faculty member provided services to Syngenta.

HES: **TDM** sponsored an Industry Symposium on Innovation in the fall.

SON: The School assisted with the ACE unit development at Moses Cone.

DCL: The launching of degree programs at the Airport Center will meet the educational needs of employers in the growth corridor around the Piedmont Triad International Airport. Through the CALL program, the DCL has developed connections and partnerships with several industries in the Triad whose mission it is to provide training, education and visibility to community citizens. Examples include the Pyramids Sports Centers, various computer companies, Action Greensboro and several faith-based institutions.

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

B&E: 85 undergraduate students and 13 graduate students participated in internships / practica for credit.

CAS: 245 undergraduate students and 83 graduate students participated in internships / practica for credit. 32 undergraduate students and 21 graduate students participated in non-credit internships.

HES: 315 undergraduate students and 82 graduate students participated in internships / practica for credit. 45 undergraduate students and 60 graduate students participated in non-credit internships.

HHP: 231 undergraduate students and 19 graduate students participated in internships / practica for credit.

SOE: 300 undergraduate students and 187 graduate students participated in internships / practica for credit.

SOM: 21 undergraduate students and 1 graduate student participated in internships / practica for credit.

SON: 350 undergraduate students and 200 graduate students participated in internships / practica for credit.

GEN: Ad hoc clinical rotation sites were established at the University of Virginia, Alfred I Dupont Hospital for Children in Delaware, Children’s Medical Center of Dallas, and the Children’s Memorial Hospital in Chicago.

GRO: 17 students participated in internships for credit.

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

- B&E:** One faculty member is involved in the administration of the DECA and FBLA Scholarship Programs; another is working with Inroads.
- CAS:** 15 departments provided outreach to local schools through a variety of programs and activities. 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 the North Carolina Department of Public Instruction; North Carolina Partnership for Children; Guilford County Schools; Curriculum Task force on Educational and Developmental Outcomes.
- NTR** made 10 presentations at area schools.
- SWK** has active partnerships with school systems in Guilford, Forsyth, Davidson, Alamance, Iredell, and Rockingham counties.
- HHP:** **CSD** has a contractual partnership with the Guilford County Public Schools for supervised clinical services delivered by graduate students and faculty supervisors at Grimsley High School, Scale Middle School, and Juvenile Structured Day Program. CSD offered a summer camp experience for 10 adolescents with communication disorders in conjunction with Rockingham County Community College. CSD also participated in other consulting activities for local area public schools.
- DCE** faculty taught 9 master classes at the following sites: Greensboro Montessori School, Eastern Guilford High School, Guilford Middle School, and a school in Mocksville, NC.
- ESS** faculty presented 4 workshops in area schools.
- RPT/HMT** partnered with Guilford County Schools to provide students with volunteering experiences. Over 200 Guilford County students, 100 of whom had disabilities, participated in National Youth Service Day, and 6 special education students participated in an ongoing volunteer opportunity building a trail at Country Park in Greensboro. A faculty member also served as an industry specialist advisor to the Guilford County High School system.
- SOE:** **CASSE** provided advising for schools in North Carolina and Ohio.
- CED** faculty worked on a school violence project with Washington DC schools. Partnerships were established or continued with schools in Winston-Salem/Forsyth County, Davidson County, and Thomasville City Schools.
- CUI** had linkages with over 25 schools in the region.
- ELC** offered several workshops and talks locally and was involved in public schools in Georgia, Oklahoma, New York, Ohio, and South Carolina.
- ERM** and **CERE** consult with Guilford County Schools on evaluation, research, and measurement issues.
- LIS** consulted with Salisbury-Rowan County Public Schools.
- Teacher's Academy** engaged in a number of partnership activities with public education through its USTEP and NCTEACH programs.

The **Teaching Fellows** assisted the Teague Family Foundation in the “Hooked on Books” project whereby all third and fourth graders at Jones Elementary School took a trip to Borders Book store and were allowed to purchase \$75 in books. The **Teaching Fellows** also co-sponsored a teen Sweetheart Dance at the Folk Teen Center.

Teaching Resources Center participated in a number of activities with Guilford County Schools.

SES continued PDS partnerships with selected schools in Rockingham County and implemented partnerships in Guilford County for the first time.

SOM was involved in numerous activities with Triad area schools.

Jackson Library offered eight instructional sessions for local high schools.

Weatherspoon Art Museum: The Curator of Education developed a new Teachers’ Advisory Committee of 15 Guilford County High School art teachers, the very first effort to engage this group on the part of any arts organization in the county. Another first this year was the National Art Honor Society Induction taking place in the Weatherspoon auditorium. The Curator and museum docents led 45 tours to school groups from kindergarten through grade 12.

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 **DCL** served 24,747 persons in FY 2002-2003, a 24% increase from FY 2001-2002. Specific **DCL** activities included:

The Master of Arts in Liberal Studies (MALS) had 343 enrollments in 2002-2003, a 15% increase from the previous year.

The Fast-Forward Program had 1805 registrations in 2002-2003 (an increase of 13.4%), offering expanded course offerings and entering 2 new schools.

Other Extension Courses / Programs include: Study Abroad programs in Spain and France, The “Old Salem Dig,” NC Teach, Extended Physics Workshops, and the Disney World College Program.

Through the Community Advancement through Lifelong Learning (**CALL**) Program, an initiative designed to promote lifelong learning in the community, DCL attracted 2,397 students in FY 2002-2003 with 207 non-credit offerings. In addition to non-credit course offerings, workshops were offered in Leadership and Communication, Greensboro in Times of War, the Palestinian-Israeli Conflict, Beginning Genealogy, and Homeland Security and Civil Rights. Summer Shorts conducted 8 courses with 248 students enrolled, with topics ranging from fiction-writing to NASCAR. Workplace / Command Spanish was also offered as part of the CALL program, enrolling 234 students in 15 course offerings.

The Emeritus Society enrolled 812 people and sponsored a book club, a movie club, a Civil War Roundtable, a fitness program, and several short trips to historic landmarks.

The All-Arts & Sciences Camp had 2073 total campers, its highest enrollment ever. 13 new courses were offered.

The Visiting Auditors Program had 110 enrollments in Dance and Physical Education.

The SAT Test Prep had 59 enrollments, versus 120 enrollments the previous year.

The Graduate Test Prep had 230 enrollments, an increase of 6% over last year.

Conference Services served 6736 people through workshops and conferences and brought gross revenues of \$163,044 to the university.

CEU issued 174 transcripts in 2002-2003.

DCL continued a partnership with the **Center for Creative Leadership (CCL)** and this year evaluated several of the leadership development programs and determined that they meet criteria for the awarding of continuing education units (CEU's).

The **Graduate School**: The MS in **Genetic Counseling** Program sponsored a Clinical Supervision Workshop which was approved by the American Counseling Association (ACA) for Category 1 Continuing Education Units for genetic counselors.

4.2.1 Ways in which the relationship between the Academic Unit and The **Division of Continual Learning (DCL)** was strengthened:

B&E: The Bryan School continues to work with the **DCL** on the "Experience Business Abroad" programs in Paris and Mexico. These programs are open to the public, and **DCL** promotes them and registers participants.

CAS: The College is collaborating with **DCL** to develop the Bachelor of Liberal Studies (BLS) as an on-line degree-completion program. Several meetings have been held between College faculty and **DCL** staff to plan the curriculum, and funds provided by the Provost are being used to pay five faculty to develop courses for the program this summer. Faculty from several departments teach in MALS, Fast Forward, the Emeritus Society, and CALL. College faculty also serve on the MALS Advisory Board.

HES: The School worked with the **DCL** in the development of summer study abroad program.

HHP: **CSD**: Interim Department Head met with the new Dean of **DCL** to discuss the North Carolina Distance Education Consortium.

SOE: Associate Dean for Operations serves on the **DCL** Airport Advisory Committee.

CED worked with **DCL** this year to begin offering the post-master's certificate in advanced school counseling.

ELC initiated, in conjunction the **DCL**, a Master of School Administration off-campus cohort and an Ed.D. in Educational Leadership cohort.

SON: The School worked on establishing the Airport Center Program and continuing the program at Hickory. SON also used **DCL** to assist with grant to establish MSN program in Nursing Education.

DCL: The Dean made presentations to the executive councils in SON, HES, and HHP to offer **DCL** support for their outreach and distance learning projects. In addition, he made presentations at a number of departmental faculty meetings in which he outlined **DCL**'s services and goals and invited input from faculty. The Dean also worked closely with B&E, SOE, and SON regarding the offering of courses at the airport facility. To demonstrate **DCL**'s new team approach to developing online courses, he gave a presentation to the Deans Council.

4.2.2 **DCL**: Through the CALL program, the **DCL** solicited employee professional trainers and instructors from fields such as operations improvement, workplace communication, conflict resolution, public relations, and computer software and programming. Through

CALL, the DCL established many partnerships with professionals in the Triad community and with businesses or organizations that have provided classroom space.

4.2.3 The **DCL** conducted a survey through area Chambers of Commerce to determine the needs of both employers and employees in the area. The results were publicized in Guilford, Forsyth, and the smaller surrounding counties.

4.2.4 Special programs in the units for targeted groups included:

B&E: A distance learning course was set up in which students enrolled in Bryan School exchange programs in Germany, France and Mexico partner with students in a traditional campus-based international marketing course. The exchange students learned how to investigate foreign markets, provide competitor analysis, and prepare and conduct bicultural negotiations. Students worked together to link regional companies in NC with potential trade partners in their countries of exchange.

CAS: 7 departments offered new courses designed for targeted groups. 8 new courses were designed for distance learners and 3 were created for secondary school science teachers.

HHP: **CSD** designed a graduate course on language development and neurological theory. **RPT/HMT** continued relationships with Disney to offer on-line section of HMT 211 to students at Disney.

SOE: **CED** offered the first online credit courses for practicing school counselors seeking the advanced state license through the new post-master's certificate in advanced school counseling.

SES: SES 662 (Assistive Technology) was offered as an elective course for graduate students in SES and a required course in a new program offered in **CUI** and **LIS**.

SOM: The School of Music initiated a summer-only Masters Degree in Music Education.

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

4.3.0 UNCG continues to co-sponsor the UNC Distance Learning Forums with other campuses in the UNC System. These Forums act as an opportunity for Deans and Directors of Distance Learning and Extension in the UNC System to meet and discuss issues related to distance learning. The UNC Office of the President also sends a representative to these Forums who updates the group on the latest discussions related to distance education.

4.3.4 The **DCL** continues to track and coordinate the University's non-credit outreach activities via the "UNCG Non-Credit Outreach Activity Report." (See 4.1.1)

4.3.5 The **DCL** participated in and provided editorial for publications produced through the *Greensboro News & Record*: "Adult Learning in the Triad," and "Learning Connections." The CALL catalog was designed as a course inventory and as a promotional and informative piece for the University. It advertises other campus programs in addition to those of the Division. Over 200,000 copies of the catalog are distributed through city wide direct mail and in schools, libraries and other racks around the Triad.

4.4 *All UNCG students will have the opportunity to participate in an experiential or service-learning experience.*

4.4.0 **UE/SAI:** The Associate Provost worked closely with the Directory of Leadership and Service-Learning to increase the understanding of service-learning on the UNCG campus and to

increase the number of courses offered. A highlight of this activity were two days of workshops and presentations for faculty conducted by a recognized authority in the field, Dr. Edward Zlotkowski, on September 18-19, 2002. The Service-Learning Advisory Team also developed a strategic plan, and developed a curriculum process for approval of new service-learning courses. A part-time position, Coordinator of Service Learning, was developed and Dr. Bennett Ramsey, Associate Professor of Religious Studies, was selected to fill the position in 2003-04.

B&E: The Bryan School completed the process this year of identifying department-specific internship needs for majors. Internship coordinators have been identified in all of the four departments and those responsibilities will be made a part of their load starting in 2003-04.

SOE: In **SES**, specific plans have been made to ensure that undergraduate courses create service learning opportunities.

4.4.3 Progress towards offering elective courses centered around service-learning concepts or experiences includes:

B&E: BUS 220 (Field Experience in Business) and BUS 450 (Directed Business Practice) continue to be revised to meet internship needs.

CAS: Service Learning courses under development include **CST 460**, (Communicating Common Ground: Diversity and Dialogue), **CST 210** (Communication Ethics), and **FMS 132**, (Storytelling Across Cultures), and a **WGS** course on Leadership, Gender, Service-Learning. First steps have been taken to identify possible service-learning opportunities for **GAR** students, particularly those involving Russian émigrés associated with the Jewish Federation in Greensboro.

SOE: **RTO:** A comprehension service learning course is being prepared for parents, volunteers, and teachers.

4.4.4 Integration of service-learning experiences into the curriculum:

B&E: The School added service learning experiences to 5 courses in **ISOM**, **MGT**, and **MKT**.

CAS: Service-Learning components have been added to **ART 363**, **ART 590**, **BIO 105**, **BIO 361**, **CST 200**, **CST 211**, **CST 342**, **CST 399**, **PSC 105**, **THE 565**, and **WGS 490**.

HHP: **ESS:** Students in **ESS 469** participate in a service learning experience with UNCG HOPE, an older adult physical activity program.

SOE: **CUI** added service learning components to **CUI 545** and **CUI 375**.

ELC added service learning component to **ELC 660** and **ELC 683**.

The spring semester Freshman **Teaching Fellows** seminar included a 15 hour service-learning component at Brooks Global Magnet Elementary School. The year long sophomore Teaching Fellows seminar included a 30 hour service-learning component at Jackson Middle School, Gateway Center, and the Montegard/Dega Center.

GRO: One graduate course brought together seniors residing at Hall Towers, behaviorally challenged middle and high school students, and graduate students, with the goal of increasing awareness of health for all ages through weekly meetings and activities.

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

4.5.0 **IPC:** 84 UNCG faculty members traveled overseas on IPC funding. These included 46 who attended international conferences and were funded by the International Travel Fund; 25 whose international travel was supported by the Kohler Fund; and thirteen who went overseas in their capacities as directors of UNCG's various Study Abroad programs. An additional sixteen UNCG faculty (with assistance from the Kohler Fund) assumed long-term (six-weeks or more) research and /or teaching assignment abroad: two each in the United Kingdom, Germany and Spain; and one each in Australia, The Bahamas, Canada, Colombia, Finland, Ghana, Japan, Mexico, Italy, and India. The IPC's "Report on the Future of International Programs at UNCG 2003-2008" was presented to the provost in November 2002. Produced by a faculty Committee, endorsed by the Deans Council and unanimously passed by the University Senate, the "Report" indicates six goals for internationalization and a series of steps to be taken to achieve each one

UNCG welcomed 17 long-term (i.e., one semester or more) visiting scholars from overseas. These included five from Moldova, four from Korea, two from Russia, and one each from Australia, Canada, the Czech Republic, Denmark, Taiwan, and Turkey. In addition, IPC played host to 61 short-term international visitors. Finally, acting as the H-1B and TN visa processor for Academic Affairs, IPC did the immigration work for 25 foreign nationals employed by UNCG.

During 2002-2--3, 271 UNCG students took part in Study Abroad Programs (an increase of 16% from the previous year). The increase in numbers was mainly due to the reinstatement of the short programs conducted by the Bryan Global Center, and also to two new short-term programs in the **SON** and **HEA**. Nonetheless, more than half of the students were on semester or year long one-for-one student exchange programs. In return for the outgoing exchange students, UNCG welcomed 122 international exchange students, most of whom were at UNCG for the entire academic year. (See table K in Appendix)

This year, **IPC** sent its very first students on exchanges to: the Theatre Academy, Helsinki, Finland, and Stellenbosch University, South Africa (under the auspices of the UNC-Exchange Program). It also inaugurated two new exchange programs: the new European Studies Semester Program at the University of Mannheim, Germany; and the Teaching Fellows Exchange Program with Manchester Metropolitan University.

By May 1, 2003, 162 UNCG students had been recruited for Study Abroad for Summer 2003, Fall 2003, and full year 2003-04. Of these 79 (the same number as last year) are for full-year or semester programs and 83 (up from last year's 68) are going on summer programs. The increase in summer numbers reflects the addition of a new Interior Architecture program to Italy and Switzerland.

In addition to these bilateral programs, the UNC-Exchange program, located within IPC, had a year of expansion. In 2002-2003, UNC-EP exchanged 260 students between UNC and its university system partners in twenty-one countries--on every continent except Antarctica. It is anticipated that UNC-EP will exchange its 1000th students by the Fall Semester 2003.

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 Bryan School offered MGT 303 and MBA 663 (Experience Business Abroad) with student groups traveling to France and Mexico.

CAS: **ATY** had 3 students this past year studying abroad.

Students and faculty in the **Archaeology Program** studied and or lectured abroad in Greece, France, Mexico and Germany.

ART: 7 students studied in five countries and 3 students from the United Kingdom studied art at UNCG.

CLS: A faculty member takes students to Greece in the summer to work on an archaeological dig.

ENG: 15 English majors studied abroad.

GAR: 17 students went on study-abroad programs in Germany, Japan, and the Slavic world.

PHI: 2 students studied overseas in exchange programs.

PSC: 12 students studied abroad.

SOC: 2 students studied abroad, one in Scotland and the other in England.

THE: 9 students studied abroad.

WGS: 2 students studied abroad.

HES: IAR: Five students studied in Oulu, Finland during fall, 2002.

NTR: 2 undergraduate students completed one-semester study abroad programs, and in faculty have on-going communication with the University of Ulster at Coleraine, Ireland, regarding potential student exchanges.

SWK: In the summer of 2002, faculty escorted 9 students to the University of Strathclyde in Glasgow Scotland for a three week course on comparative family welfare.

TDM: Several students enrolled in the Experience Business in Mexico course.

HHP: DCE: Three UNCG student exchange programs offer study for the professional preparation programs in DCE. One faculty member lectured in Brussels and Helsinki during the Fall 2002 semester.

RPT/HMT: One HMT student is studying abroad in England and one in France.

SON: Students and faculty worked at a clinic in Limon, Honduras, as part of their NUR 440 course. Two faculty visited Kuzmolovo, Russia, as a possible site for student experiences. A Visiting Scholar is collaborating with SON on faculty and student exchanges in Rivne, Ukraine.

IHSS: The director collaborated on research and writing projects involving USDA work with scientists from France, Germany, and the Czech Republic.

Enrollment Services hosted visitors from Strathclyde University, the University of Glasgow, Wales College of Medicine, and Bangor University.

4.5.2 **IPC:** In May-June, 2003, Professor Anna Marshall-Baker took 16 students on a new summer study abroad program in architecture and interior design to Italy and Switzerland. Last year, the Department of Romance Languages revived its Summer in France Program and in May/June, 2003, Professor David Fein led 14 students for a month-long study abroad program in Angers. The program complements the Department's long-standing Summer-in-Spain program that annually sends 30 to 40 students to Madrid.

New summer abroad opportunities for students include:

CAS: **GAR**: 1 student is entering a summer internship in Germany, supported by a BASF Program Award. **ROM** sponsored a Summer Study Abroad in Angers, France for undergraduates and a 2 week Summer Program in Madrid for Teachers of Spanish.

HES: 17 IAR students will study for four weeks this summer in Italy and Switzerland.

4.5.3 New and continued strategic alliances with foreign universities include:

CAS: **ATY** has a close relationship with Oulu University, Finland, and several Mexican universities, and has begun a relationship with Mannheim University in Germany.

Faculty in the **Archaeology Program** continue to carry out collaborative research with faculty and graduate students from foreign universities in Greece, France and Mexico, and have begun work with colleagues and students in Egypt.

ART established a continuous partnership with the Winchester School of Art, the University of Southampton, England.

BIO has collaborations with Northeastern Forestry University (China).

BCN retains a strong relationship with Hong Kong Baptist University.

CST continuing faculty and student exchange with Vaxjo University (Sweden).

GAR: The University of Klagenfurt, Austria, Baden-Württemberg universities in Germany, the University of Estonia, universities in Poland, Nara Women's University, and Nagoya University of Foreign Studies provide study-abroad opportunities.

PSC: One faculty member has continued relationships with two universities in Moldova.

ROM: Agreements were signed with the university in Angers, France to begin exchanges.

SOC: One faculty member is working with a collaborator at the Institute of Sociology at the Russian Academy of Science.

WGS: Alliance is in planning for cooperation with the Institute for Research in Women's and Gender Studies, University of Calcutta.

HES: **IAR** has a continuing partnership with University of Oulu, Finland. **TDM** is to be part of the exchange program with the University of D'Angers.

HHP: **DCE**: Collaborative research and study continues with colleagues in the Theatre and Dance Academy of Helsinki and the University of Otago, NZ.

RPT/HMT held discussions with the Global Dongju College of Busan, Korea.

SOM: The School of Music has a continuing alliance with the University of Klagenfurt, Austria.

SOE: **CED** hosted a visiting scholar from Australia and a research team from Russia. One faculty member made presentations in Australia.

4.5.4 **IPC** supported the new SON internship program (through "Doctors without Borders") in Honduras, and the new **HEA** internship program with the Grand Bahamas Health Services. Nine SON students went to Honduras, and four **HEA** students went to The

Bahamas Spring 2003. Also, **IPC** continued to work with the Bryan School to expand its special international internship program for UNCG exchange students in cooperation with Disneyworld, Florida. Twenty-four students, most from Mexico, participated in the program.

Other new internship programs include:

CAS: **ARCH**: The Archaeology Program provided paid internships to 8 students to work in Greece and France. **GAR**: One of our German double majors was accepted into a business internship.

HHP: **RPT/HMT**: One **RPT** student participated in an international internship in Brazil.

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.*

As of May 1, 2003, 2,078 prospective freshmen have confirmed their intention to enroll at UNCG in the fall. An entering freshman class equal to or exceeding last year's record class of 2,099 students is expected.

5.3.2 Students now receive immediate, real-time responses to requests for information and reservations for events. Prospective students received a personalized Web page created for them based on information they provide about their interests. Transfer Equivalency Worksheets are returned within 48 hours and mailed to students in a timely fashion. This quick response enables students to make earlier decisions about their interest in attending UNCG. The URO website includes equivalencies for all NC Community College courses, as well as equivalencies for the four year institutions that are major feeders of transfer students. This web access allows prospective students to make some tentative decisions based on general information before transcripts are ever submitted.

5.3.3 Enhancement to the existing scholarship program for new students includes:

B&E: The Bryan School developed new merit award brochures for its scholarships and distributed those through Financial Aid to over 700 high school students. The School also established a link on its Web site to information on scholarships, including a downloadable application form.

CAS: In **ENG**, the Chappell Fellowship added \$150 in new donations, and the Jarrell Fellowship added \$3, 413 in new donations. **HIS** established a new award of \$200.

HHP: **ESS**: The first Physical Education Class of 1959/Rosemary McGee scholarship in sports medicine was awarded to a senior student in sports medicine.

SOE: **CED:** Marian Pope Franklin Scholarships are now available (graduate level).

SARC: The Tom Haggai Foundation increased their scholarship to \$55,000 per year.

SES: The 5-year ARC of Greensboro Scholarship totaling \$200,000 will be replenished each year so that the funding level remains at \$200,000.

SON: The School received 8 new scholarships: Betty Sue Cheek Yarborough Endowed Fund in Nursing; Ella Reed Young, Margaret Anne Landon, and Mildred G. Shaw RN to BSN Scholarship; Marilyn Lang Evans RN to BSN Scholarship; Barbara Osguthorpe Scholarship in Nursing; Evergreen Senior Healthcare System Scholarship in Nursing; Sandra M. (Sandy) and Richard G. (Dick) Ouellette Graduate Scholarship in Nurse Anesthesia; Sue Ayers Beeson Fund for the Eloise R. Lewis Scholarship in Nursing; Rita Hundley Pickler Scholarship in Nursing.

5.3.4 New involvement by Unit faculty, staff, students and alumni in undergraduate recruiting activities:

B&E: A faculty member worked on a special Black Business Student Association project, visiting Kiser Middle School to mentor and promote the Bryan School. A class project in MKT 424 (Consumer Behavior) evaluated efforts to attract high school students to UNCG.

CAS: An **ART** alumna was hired to conduct 16 recruitment tours of the department and the Weatherspoon Art Museum for area high school students. One **BIO** faculty member traveled to Raleigh with Admissions Office staff for a recruiting event. Faculty from **GEO** attended conferences in San Diego and Winston-Salem for recruitment.

HHP: **RPT/HMT:** A number of alumni were asked to share their thoughts on their experience as students in RPT. Their comments will be used on the departmental webpage and the departmental brochure which is currently under revision.

SOE: **ELC** held a prospective Principal Fellows orientation, resulting in the largest ever class of Principal Fellows. **SES** faculty made presentations for local high school service clubs and for other interested groups.

SON: The School updated its web site and created brochures for the graduate Nursing program and for the RN to BSN program offering at the UNCG Airport Center.

The **Graduate School:** In July 2002, the Assistant Dean attended the McNair Conference in Knoxville, TN to discuss UNCG graduate programs with undergraduate minority students. The Assistant Dean also attended the Institute for Recruiting Teachers in Andover, MA in July, which attracts gifted minority students from across the country interested in pursuing graduate education. And in Fall 2002 The Graduate School staff met with prospective graduate students at seven historically black colleges and universities.

IPC gave presentations/participated in Focus, Open House, Merit Day, Junior Day, SOAR, and Black Freshman Check-Up. In addition, it is the main campus unit charged with recruiting international students. IPC conducted international student recruitment activities at community colleges in North Carolina, in particular Guilford TCC, Wake TCC, and Central Piedmont CC.

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.*

Enrollment Services: The percentage of minority students is reflective of the State's current college going rate.

5.4.3 Special emphasis placed on undergraduate programs and organizations that are of interest to under-represented groups include:

CAS: **HIS:** Much of the curriculum focuses on race and ethnicity. In addition, faculty have been active in programs with the African Student Union, the Neo-Black Society, and the campus NAACP.

THE attracted representatives from under-represented groups to campus via a production of *MARISOL*, by award-winning Puerto Rican playwright Jose Rivera, and participation with projects of the Internationalizing the Arts Committee.

WGS: Both the Girls' Zine Project and Transitions emphasize diversity, with special attention to African-American and Hispanic girls.

HHP: **DCE:** One faculty member produced a multi-cultural DCE event featuring works by choreographers from Brazil, Africa, Korea, and China.

RPT/HMT: Partnership F.I.V.E. assists individuals with disabilities to become actively involved in their communities through volunteerism.

SOE: **CED** collaborated with the Office of Multicultural Affairs related to graduate programs. **SES** grant projects with funding for students are written with an emphasis on recruiting individuals from underrepresented groups, including students with disabilities.

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:** The percentage and number of students applying to UNCG continues to increase. Expectations are that the number of freshman applicants will exceed 8,000 freshman for the first time ever.

5.5.3 Development of new recruitment materials included:

B&E: The Bryan School developed a marketing and promotion campaign in collaboration with the UNCG marketing staff and the Bryan School Business Advisory Board, focused on increasing applications to and enrollment in the MBA program. The campaign included newly designed ads, billboards, radio spots, and a redesigned Web site. A new brochure for the Ph.D. in Information Systems was developed.

CAS: Most departments enhanced their web sites, including **BIO, BCN, CLS, ENG, HIS, PHI, PSC, REL, ROM, SOC, THE,** and **WGS.** Other new recruitment materials included:

ART revised the informational brochures for graduate and undergraduate students and created a portfolio featuring the programs and accomplishments of faculty and students.

CHE updated all recruiting materials for undergraduate and graduate students.

MAT faculty delivered a Power Point presentation at Focus programs and prepared a new brochure is being prepared.

THE created new full-color folder and temporary informational inserts, as well as new recruitment brochures for the Summer Institute in Theatre Education.

WGS added a recruitment component to Transitions and Zine project and provided materials to all high schoolers participating in this program.

HES Web pages were updated in the School and all departments. New instruction brochures are being developed for several programs within School.

HHP: Departmental web sites were updated in **CSD, DCE, HEA, and RPT/HMT**. **HMT** also recruited at Charlotte area high schools and community colleges.

SOE: **SES** printed new brochures for all programs. In addition, all contacts with the department are responded to on a personal basis. **TRC** created a web site and brochure.

SOM: The School is developing a CD-ROM recruitment piece to be used for recruiting activities beginning Fall 2003.

5.5.4 New academic programs and special academic opportunities designed to attract prospective students include:

CAS: In **ART**, two new courses have been taught by art historians and attract underrepresented groups: ART 314 (African Art) and ART 103, the department's first survey course of Art in the Non-Western Traditions of Japan, China, India, Africa and Mesoamerica.

ATY received funding to show a series of ethnographic films during the year.

BIO is in first year of offering the Human Biology Concentration.

The Ph.D. program in **Geography** was approved for 2004 and notices are being placed in Newsletters of professional organizations.

The new **Applied Linguistics** concentration is designed to attract students interested in Teaching English to Speakers of Other Languages.

MAT is adding a concentration in Bioinformatics to the undergraduate degree in Computer Science and Mathematics, which promises to be very attractive to students interested in Biotechnology.

PHY began "Physics Day" program at UNCG to bring highschool physics students to UNCG to work on an innovative lab program and visit a college physics class.

REL offered a B.A. in Religious Studies through Evening University and added three new courses in African American religion.

THE hopes to attract more student through its new partnership with Greensboro's only professional theatre, Triad Stage.

WGS changed the name of the program, streamlined the curriculum, and added service learning components to attract prospective students.

HES: **IAR** conducted 6 open houses. **NTR** developed a new undergraduate concentration: "Nutrition and Wellness."

RPT/HMT offered 2 new **RPT** courses (RPT 201, 401) for students in any discipline with interest in leadership and community service.

SON: The School of Nursing now offers the RN to BSN program at the Airport Center.

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 Student Success Center in collaboration with B&E established a Supplemental Instruction (SI) Pilot Program during the 2003 Spring Semester. Three high-risk courses were identified: Economics 201 & 202 and Accounting 202. Students from 8 sections had an opportunity to attend the SI sessions. SI is an academic enrichment program that utilizes peer assisted review sessions. Students learn how to integrate course content and reasoning skills during the sessions.

CAS: **GAR** increasingly relies on electronic outreach tools such as e-mail, listserv, and Internet bulletin boards to announce its programs and provide information to advisees. Personal conferences are now available for each student seeking advice.

HES: **IAR** increased numbers of graduate and undergraduate teaching assistants supporting students in first year of program.

5.6.3 Activities to promote student / faculty interaction and active learning include:

CAS: **BCN** increased its editing laboratory space by 200 percent.

GAR organized student focus groups to gather information about its programs, to assess student needs, and to foster faculty student interaction.

PSC: The Political Awareness Club sponsored a series of 10 discussions/presentations on the US-Iraq conflict.

REL majors were invited to presentations of job candidates and gave feedback on the candidates.

HES: **IAR** became a part of the Grogan Learning Community, fall, 2002.

HHP: **DCE:** New sections to accommodate excessive student demand for courses were created in an effort to keep class sizes to a safe maximum. Faculty with extremely high enrollment were allocated additional TA support.

RPT/HMT: Students continued to interact with faculty at a number of events and through projects including Habitat for Humanity, the Salvation Army Angel Tree, both the state and national annual conferences, Holiday Social, and Spring Fling.

Enrollment Services: An experimental course, UNS 201 (Principles of Peer Mentoring) was approved by the UCC for Fall 2003. This course will train peer academic leaders to work with first-year students in courses such as UNS 101. The effectiveness of SAS 100 improved this past year. The percentage of students that were eligible to return to UNCG after taking SAS 100 improved 9% in the Fall 2002 semester (63% in Fall 2001 to 72% in the Fall 2002) and 3% in the Spring 2002 semester (48% in Spring 2001 to 51% in Spring 2002).

5.6.4 **Enrollment Services:** Enrollment UNS increased by 100 students during the 2002-2003 academic year. Most of the increase was due to offering an experimental course, UNS 102 (The Transfer Experience) during Fall 2002 (31 students) and UNS 101 being offered for the first time during spring semester (63 freshmen).

5.6.5 Improvement in the advising process for UNCG students included:

Enrollment Services: The introduction of the Curriculum, Advising, and Program Planning (CAPP) module of Banner has been very well received by the advising community. As of the end of April, students are now able to access their own CAPP degree evaluation, thereby enabling the student to be more self-sufficient and the advising experience more related to mentoring rather than scheduling. Groopz Chat software was used to provide academic advice for any undergraduate. The following SAS web services for students became available during the 2002-2003 academic year: new transfers and former students can access information on the advising and registration process, students can look up their faculty advisor and current major, and students can complete the Advisor Evaluation Form on-line. The Advising Council offered the second Master Advisor Program in January 2003, to enhance faculty advisor training.

CAS: **BCN** moved advising of Media Studies students to a single full-time faculty specialist to ensure the highest standards for Departmental advising.

BIO redistributed advising loads such that no faculty member is assigned more than 20 advisees.

CST produced and distributed new advisement materials for all majors and minors.

GAR expanded networking with CASA to advise incoming students at an earlier stage.

Advising in the **Linguistics Program** was streamlined last year, with a single faculty member advising all majors.

REL assigned an advisor for second majors, including for the SOE concentration in Religious Studies.

B&E: The Bryan School implemented CAPP (automated degree audits) for all freshmen.

HES: The School now has 7 Master Advisors. **TDM** centralized responsibility for advising with one faculty member, who allocates advisees to faculty, approves all substitutions, changes and transfers, and posts the advising schedule each semester.

HHP: **CSD:** Both walk-in (specified days, unspecified times) advising and advising by appointment were utilized this year.

DCE: The undergraduate advisement process was dramatically changed this year as a consequence of our new protocol for placing, advancing, and grading students in the sequenced DCE technique curriculum. On the basis of mid-term achievement scores in technique (calculated the same way in each class) students are reserved spaces in classes into which they expect to be able to move if they continue to achieve for the remainder of the semester at the rate they are achieving at mid-terms.

ESS: Group advising was instituted for all undergraduate concentrations, beginning Spring 2003.

HEA: Advising materials for 2+ students were streamlined, including the development of a list of health courses that would transfer to UNCG.

SOE: **LIS:** student advisement loads have been more equitably distributed among the LIS faculty members. Several **SARC** faculty participated in the Master Advisor Training in January. **SES** faculty members in the EDC and SPED areas completed revisions of all student handbooks.

SON: Advising of freshmen was assigned to two advisors who used group advising. SON was one of two units to pilot test the CAPP system (web based degree audit) this year.

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**: Total graduate enrollment for fall 2002 reflected a 6.7% increase from fall 2001. Masters level enrollment increased by 5.5%, while certificate and non-degree seeking graduate enrollment increased by 18%. Graduate enrollment in the **Gerontology Program** (Master of Science & Post Baccalaureate combined) increased by 15%.

	<u>Fall 2001</u>	<u>Spring 2002</u>	<u>Spring 2003</u>
Master's Students	2035	1968	2146
Doctoral Students	473	478	477
Postbaccalaureate	460	477	537
TOTAL	2968	2923	3160

5.7.1 Additional support obtained for graduate fee waivers, assistantships, and scholarships included:

CAS: **ART** received 1 out-of-state, 2 in-state graduate waivers and 1 additional graduate assistantships.

PSC received a three-year renewal of the \$90,000 scholarship, internship, and fellowship award by the Cemala Foundation. PSC also received a new award for \$6000 from the Winston-Salem Foundation for nonprofit management scholarships and internships.

HES: The School had 3 additional fee waivers, including 41 grants, scholarships, awards and fellowships

HHP: **RPT/HMT**: Partnership F.I.V.E., a federally-funded grant project from U.S. Department of Education, provided funding for three RPT graduate assistantships. The **RPT** Campus Recreation funded two (2) RPT graduate assistants.

SOE: In **CED**, The Marian Pope Franklin Scholarship funds are now available. Pathways/CFNC.org funded 1 doctoral and 6 master's-level students. In **ERM**, 2 newly acquired grants provide funding for 5 graduate assistants. **LIS** has been awarded \$10,000 by the H. W. Wilson Foundation for student support. One **SES** faculty member received a Spencer Foundation grant that supports a research assistant.

5.7.2 New graduate student recruiting strategies include:

B&E: The MBA program developed and began implementing a marketing campaign targeted toward part-time students. B&E also hosted five information sessions for prospective graduate students.

CAS: **CHE** is sending recruiting letters to all chemistry majors at small schools in the surrounding states.

CLS: Information was provided about the M.Ed. program at NCCA, JCL Fall Forum, and FLANC meetings. CLS is offering a new course on Latin Advanced Placement Authors this summer which it hopes will entice potential graduate students.

GEO: Master's brochure was revised to incorporate the GIS Certificate and new Ph.D. programs.

PSC contacted nonprofit organizations in Winston-Salem for midcareer students who might be eligible for new scholarships through the Winston-Salem Foundation.

HES: **HDF** collaborated with the Graduate School to implement a more aggressive recruiting strategy. This involved buying an extensive mailing list of 2500 students who took GRE exams and who indicated an interest in fields represented in the department. The strategy appears to have worked, as the number of applications increased significantly this year and there is a much larger cohort of graduate students entering in fall, 2003.

HHP: **CSD:** 2 faculty members obtained an Office of Education federal grant focused on language and literacy in adjudicated youth. This has been a special opportunity for graduate students; the grant pays students a stipend each year for two years of study, for which the student must work in the North Carolina public schools for four years to be forgiven the debt.

SOE: **CEd** continues to explore and expand its work with ApplyYourself. CEd expanded on campus visits for doctoral applicants and funded current student to take each to coffee/lunch. Faculty members or admissions staff members attended three Graduate School open houses at UNCG.

CUI has developed a new web site for its Higher Education program.

The Graduate School: Letters or emails were sent to graduating college seniors from 8 NC colleges (8400 names) offering congratulations and information about graduate programs at UNCG. A two-week radio ad campaign aired in December to promote enrollment through VISIONS, and in March a two-week radio ad campaign promoted an information session for prospective graduate students. 50,000 four-color post cards were printed and mailed to prospective graduate students throughout North Carolina. Posters with tear off reply cards were mailed to 200 businesses, colleges and universities in North Carolina to promote graduate education at UNCG. Representatives from The Graduate School distributed information at graduate school/career fairs at nineteen universities. The web site was completely updated to improve the look and navigation of the site. The new site includes an electronic brochure, an electronic viewbook and streaming video clips highlighting some of UNCGs currently enrolled graduate students. As a result of these efforts, the Graduate School has seen a 14% increase in requests for information from students since January 2000. A promotional interactive CD Rom was completed in June and the new Graduate School searchpiece was completed in July 2002. This printed publication is being used for distribution at career fairs and promotional mailings.

Gerontology: A flyer was designed and printed, the target market including service providers for the elderly located in counties surrounding UNCG and to select department chairs/heads in colleges and universities in North Carolina, South Carolina, Virginia, and Georgia. A total of 1,000 flyers with cover letters were distributed. Gerontology updated all marketing materials and placed informational ads or provided informational material at seven professional meetings.

DCL: The Master of Arts in Liberal Studies program has an expanded Web presence and all marketing efforts for the program drive to the site.

5.7.3 New graduate programs offered:

B&E: The Bryan School began offering a Post-Master's Certificate in Financial Analysis in fall 2002.

- HES:** **NTR** offered the M.S. non-thesis degree.
- HHP:** **DCE** offered the MA in Community Dance.
- SOE:** **ELC** offered an off-campus Master of School Administration cohort, as well as an Ed.D. in Educational Leadership cohort with the Guilford County Schools.
- 5.7.4 Revisions in graduate programs to address student interest include:
- B&E:** In the Bryan School, the M.A. degree in Applied Economics was revised to a 35-hour program from 36 hours. The MBA program made formal advising assignments for all incoming and continuing MBA students.
- CAS:** **ART:** ART 589 (Professional Practices, Aesthetics and Preparation) and ART 550 (Sculpture Installation), a newly designed course that emphasizes contemporary methods and processes in sculpture, should attract graduate enrollment.
- CLS** added a new summer course on Latin Advanced Placement Authors.
- CST** developed a new set of core courses in response to student needs for a deeper and more foundational training in scholarship.
- ROM** created a non-thesis option for the M.A. in Spanish and a new introductory course in research methods and literary criticism.
- HHP:** **ESS:** The entry-level M.S. program in athletic training added course requirements in advanced clinical education and general medical experience.
- RPT** revised the graduate-level therapeutic recreation and travel and tourism/commercial recreation concentration curriculums.
- SOE:** **CUI:** Higher Education has changed requirements in its doctoral program to limit internships to the masters level and allow for up to two practica on the doctoral level.
- ELC:** Ed.D program concentration areas were added to the The Ed.D. program in Educational Leadership. Changes resulting from the need to bring the certification concentration areas of the Ed.D. program in line with ISSLC standards (Interstate School Leaders Consortium) included the addition of a course in the School Superintendency as well as an Advanced School Law course.
- ERM:** Course requirements for both the Masters and Doctoral degrees were revised to make the ERM program nationally competitive. The Master's degree designation was changed from M.Ed. to M.S. The format and structure of the Comprehensive Examination was modified to align the content of the examination with a list of skills and competencies that is made available to all ERM graduate students.
- LIS** dropped requirements for types of library courses and types of materials courses.
- SES:** The M.Ed. in BKISED eliminated the comprehensive examination and altered the requirements for the portfolio and its review process.
- SON:** Policy changes were made to incorporate multistate compact licensure for registered nurses.
- GEN:** Minor changes in the MS Genetic Counseling Curriculum included the elimination of the second year elective requirement.

GRO: Program amended the M.S. program to require one graduate statistics course and one research methods course. Previously, the program had required two research methods courses.

5.7.5 Measures utilized to manage graduate enrollment growth include:

CAS: **THE:** Enrollment caps have been established in all MFA concentrations. Concentrations in Acting, Directing, and Theatre for Youth admit students in alternate years in order to maximize available assistantships and to not overwhelm the undergraduate program.

HES: **IAR** targeted incoming graduate enrollment at 8 and made assistantships and fee waivers much more competitive.

SOE: **ELC** has gone to a twice a year admissions policy in the Master of School Administration program in order to manage growth in that program.

SON: Cohort groups and enrollment caps were used to manage growth.

5.7.6 Summer initiatives for graduate students include:

CAS: **BIO** encourages students to participate in research in the summer by providing summer TAs and RAships.

HIS participated in a summer program on preservation technology.

ROM: Two-week Summer Program in Madrid will offer a graduate level course in the second session of the summer for the first time in 2003.

THE runs the UNCG Summer Repertory Theatre during the month of June. MFA students are provided with the opportunity to design, direct, manage and/or act in three to four plays under professional theatre conditions. In addition, the SITE (Summer Institute in Theatre Education) continues to provide public school teachers from across the state the opportunity to earn an M.Ed. during subsequent summers.

WGS has been allocated funding so faculty could supervise summer practica for students.

HES: **IAR** offers a summer program at **MESDA**, is a cross-listed course at Old Salem with **HIS** and **ATY**, and an optional internship.

SOM: The MM in Music Education is a program that can be completed in three summer sessions. Teachers can enroll in the special session that is coordinated with the schedule of the public schools.

SON: Summer courses were offered for staff at Moses Cone Hospital.

5.7.7 Efforts to offer graduate courses through the Evening University included:

CAS: The following departments offered graduate courses during the evening: **ATY, BIO, CHE, CLS, GEO, HIS, ROM, and SOC.**

HES: Approximately one-half of **HDF** graduate courses are offered at 4 p.m. or later. A special effort is made to schedule courses in the evening for **HDF** M.Ed. students pursuing degrees in Birth-Kindergarten: Interdisciplinary Studies in Education and Development.

HHP: In **ESS, HEA, and RPT/HMT**, most or all graduate courses are offered in the evening.

SOE **CUI, ELC, and SES** offer graduate courses in the evening.

SOM: Approximately 80% of the graduate courses are offered after 4:00 p.m.

SON: The School offers some graduate course during the evening.

GRO: Since nearly 50% of the program's students are employed full-time, all required lecture courses and the majority of elective courses are offered after 5:30 p.m. as part of the Evening University. The Director also holds evening office hours.

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

HES transferred 5 scholarships to Financial Aid to use with the Dean's Merit Award program.

5.9 *Adult undergraduate enrollment will increase by 2 percent annually over the next five years (target year 2001-2002).*

5.9.0 **Enrollment Services:** Three thousand fliers were mailed and distributed for the purpose of marketing the Piedmont Triad Higher Education Center at the airport. The new Center was also promoted via newspaper advertisements in the *Greensboro News and Record* and the *Highpoint Enterprise*, and visits to thirty-five area companies. As a result of graduate student market research, newspaper advertisements were again purchased in the Winston-Salem Journal newspaper. Recruiting activities included twelve community college visits, three career fairs and five adult and transfer information sessions.

5.9.2 The UNCG website offers links to the undergraduate and graduate Evening University websites. These sites include links to the Adult and Transfer Services area of Undergraduate Admissions, Student Academic Support Services, Financial Aid Office, the Office for Adult Students and the Graduate School.

5.9.3 Support for the Evening University included:

Enrollment Services: The Director of the Evening University presented an Evening University update and summary of academic program opportunities to the Deans Council. This presentation was followed by individual meetings with each dean and presentations at department chair meetings. Individual meetings with academic department chairs continue to take place in an effort to raise the awareness of the Evening University and to encourage the addition of new evening programs. Twenty thousand Evening University postcards were sent to selected North Carolina zip codes, Evening University billboards were placed in Asheboro, and the Piedmont Triad Higher Education Center was widely marketed.

B&E: All major requirements for **ACC** and the Business Studies and Small Business concentrations in **BUS** are offered in a planned sequence. All B&E undergraduate courses were switched to a 6 p.m. start time, effective fall 2002. B&E undergraduate Student Services is open until 6 p.m. Monday through Thursday for evening students and the Career Counselor is available one evening per week.

SOE: The **TRC** is open on Monday and Wednesday evenings until 9:00.

SOM: An additional section of MUS 241 has been added for Fall 2003, scheduled for 5-8 pm on Tuesday, and will be marketed as part of the Evening University.

The Graduate School shared costs with the Evening University to develop newspaper ads to promote graduate level programs offered during evening hours. In the fall and spring semesters,

Evening University course schedules were mailed to 10,000 prospective graduate students throughout North Carolina.

- 5.9.4 The **Graduate School** coordinated information sessions for prospective graduate students. In July, 2002, April and May 2003, approximately 400 participants attended the sessions.

Enrollment Services: In the last year, the University Registrar's Office worked closely with the Graduate School to facilitate growth of the VISIONS program. This has involved giving students the ability to request ID and PIN via email, enabling an earlier registration window for this population and facilitating the communication and registration processes.

- 5.9.6 Progress towards creation of campus projects in the airport area and High Point include:

Beginning in the fall of 2002, the University leased three classrooms in the ECPI building located near the junction of Bryan Blvd. and Route 68 for the Airport Center. 2002-2003 course offerings included: ACC 201, ECO 201, ISM 280, MGT 312, MGT 330, and ENG 101. **DCL** assumed responsibility for the Airport Center during the 2002-2003 year.

B&E: A course rollout plan for offering the B.S. in Business Administration with a concentration in Business Studies has been developed, with 2 or 3 courses currently offered each semester. The number of courses will increase as demand increases.

CAS: **ATY** offers one MALS course at the Airport Center and **BCN** began preliminary discussion of a Media Ecology masters degree that would be offered at the Airport Center.

SOE: **ELC** is offering courses in the Guilford County Schools Ed.D. in Educational Leadership program at the airport, as well as a variety of summer courses.

SON: The School developed a two-year plan to offer the required nursing courses in the RN to BSN curriculum at the UNCG Airport Center. A faculty member recruited for the program during spring 2003, and a full cohort of 30 students is expected to begin the program in fall 2003.

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

BUS: Kevin Lowe, Tony Wingler and Shelly Balbirer received the Best Paper Award for the General Management Track and Best Congress Paper (across all tracks) at the ANZAM/IFSAM 7th World Congress meeting in Australia in July 2002. Bud Miles, Steve Lucas, and Norwood McMillian received the Best Paper Award at the European Applied Business Research Conference in June 2002. Don Jud was listed as 7th among top 50 researchers in core real estate journals in the *Journal of Real Estate Literature* survey article in 2002.

ECO: Al Link coordinated a conference sponsored by the National Science Foundation at UNCG in November 2002. Participants discussed the role that science parks such as North Carolina's Research Triangle Park play in research and regional growth in the U.S. economy. Link also convened a workshop on the economies of intellectual property of universities at UNCG in November 2002 sponsored by UNCG, Rensselaer Polytechnic Institute and the European Economic Association. Bruce Caldwell was named the Joe Rosenthal Excellence Professor effective August 2003.

ISM: Vidya Gargeya received the 2003 POMS (Production and Operations Management Society) Wickham Skinner Award for Teaching Innovation. Lakshmi Iyer was co-editor, with Al Salam, of a special issue of *Journal of Electronic Commerce Research (JECR)*, published in July 2002.

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

Two seniors in Accounting, Ray Course and Leslie Hedrick, placed first and second at the regional level on a mock Institute of Internal Auditors exam.

Dylan Jackson, an undergraduate student in Business Administration majoring in Finance, Insurance and Real Estate, was given an award at the Financial Executive Institute dinner banquet in Chapel Hill in April 2003.

COLLEGE OF ARTS AND SCIENCES

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

ART: Amy Lixl-Purcell received the Teaching Excellence Award from the Southeastern College Art Conference; Billy Lee received the Outstanding Artistic Achievement Award from the Southeastern College Art Conference; Pat Wasserboehr received an NCAEA Friends of the Arts Award.

BCN: John Lee Jellicorse was elected Chair of the Board of Directors of the Piedmont Triad Film Commission.

CLS: Susan Shelmerdine won the 2002-2003 Outstanding Regional Vice President Award of the Classical Association of the Middle West and South.

ENG: Lee Zacharias won the 2003 SAMLA/SAADE Teaching Award; Fred Chappell was awarded membership in the Order of the Long Leaf Pine at the end of his term as Poet Laureate of North Carolina.

GEO: Jeff Patton was elected Vice-President of the North Carolina Geographical Society.

HIS: Kathleen Franz received the Brooke Hindle Prize of \$10,000 awarded by the Society for the History of Technology for work in the history of invention; Loren Schweninger gave the 2003 Research Excellence Lecture and was named an Excellence Professor in spring 2003.

REL: Henry Levinson gave the Malcolm L. Diamond Memorial Lecture, "Festive Jewish Naturalism and Problems of Evil" at Princeton University; William Hart was named NEH Distinguished Visiting Professor, University of Richmond, for Spring, 2004.

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

BCN: Changhee Chun, third year graduate student, was named one of Kodak's five top young film makers for 2002; Alaina Niemann, third year graduate student, received an ABC Television New Talent Development Grant (\$20,000).

ENG: Joyce Hollingsworth won the University's Outstanding Dissertation Award; Dan Albergotti won the University's Outstanding Thesis/Creative Production Award.

GAR: Emily Phillips received a DAAD (German Academic Exchange Service) award in 2002-03.

HIS: Adam Ronan and Miyan Toploi, undergraduate history majors, were selected as George C. Marshall Scholars.

SCHOOL OF EDUCATION

Program recognition

CED: The Counseling program was ranked 5th 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: For the third consecutive year the UNCG Teacher Education Programs were rated as exemplary by the North Carolina State Board of Education, based on the IHE Performance Report prepared by the Teachers Academy. UNCG was selected as a national training site for the NCATE Board of Examiners because of the exemplary NCATE Accreditation site visit made in Fall 2001.

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

CED: Craig Cashwell received the American Counseling Association "Best Practices" Research Award (co-recipient with former student at MSU) and is President-elect, Association for Spiritual, Ethical, and Religious Values in Counseling (ASERVIC); Gerald Juhnke received the Ralph F. Berdie Research Award and is President-elect, International Association of Addictions and Offender Counseling (IAAOC); Jane Myers was selected one of 23 "most notable leaders" in counseling profession, featured in *Leaders and Legacies in Counseling*; James Benschhoff served as President of Southern Association for Counselor Education and Supervision; William Purkey served as Director, International Alliance for Invitational Education; Marie Shoffner served as Secretary, Association for Assessment in Counseling.

Teachers Academy: Ceola Baber was reappointed by the Governor of NC to the NC Professional Teaching Standards Commission.

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

CED: Three doctoral students received American Counseling Association Awards.

LIS: Bonnie Sugden won the NCSLA Sara Aull Student Paper Award Competition for 2002.

SCHOOL OF HUMAN ENVIRONMENTAL SCIENCES

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

HDF: Kay Pasley was selected as a Fellow of the National Council on Family Relations.

IAR: Anna Marshall-Baker is currently serving as President-elect of the national organization of Interior design educators (IDEC) and will begin her term as President in January 2004.

NTR: Cheryl Lovelady received the Outstanding Alumna Award from the Nutrition and Food Sciences Program at California State University, Chico in November.

SWK: Jacalyn Claes was appointed by the Governor of North Carolina to the North Carolina Certification Board for Social Work and serves as Chair; Raleigh Bailey received the Outstanding Leadership Award from the Governor's Office, State of North Carolina and was named an official advisor to the Montagnard Dega Association; Carolyn Moore served as President of the National Black Child Development Institute.

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

IAR: Students won prizes in six national and international student design competitions and three of the students traveled to San Diego, Orlando, and Lexington, Kentucky respectively, to accept their awards; Ericka Hedgecock's master thesis project, A virtual Museum of Nordic Light, won three major national/international awards in competitions for digital media.

NTR: Corinth Auld was selected as one of the three national award winners in the 2003 ASNS P&G Student Research Awards Abstract Competition, April 11, 2003 in San Diego, CA. She was also awarded the McNeil Nutritionals Pre-doctoral fellowship; Mark Brown, graduate student, was awarded an NIH travel scholarship for his abstract presented Feb. 5, 2003 in Keystone, CO; Sarah Francis received the Hertzler Award (a \$1,000 ADA award for her dissertation proposal), a NC Dietetic Association Foundation's Program for Dietetics Scholarship, and the Annette L. Moore/Delilah Siler Graduate Scholarship for 2002 from the NC Dietetic Association Foundation.; Stephanie Greer, senior in the Department of Nutrition, was awarded a NC Dietetic Association Foundation's Program for Dietetics Scholarship; Mary E. Cundiff, graduate student working with Christina Lengyel, received the 2002 Outstanding Dietetics Student Award for NC.

SCHOOL OF HEALTH AND HUMAN PERFORMANCE

Program Recognition

RPT: Partnership F.I.V.E. was honored as the "Outstanding New Therapeutic Recreation Program in the State of North Carolina" by the North Carolina Recreation and Park Society - Therapeutic Recreation Division.

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

CSD: Louise Raleigh was elected President of the North Carolina Association of Supervisors in Speech-Language Pathology and Audiology; Lynn Mankoff was elected President-Elect of the North Carolina Speech, Hearing and Language Association; Vicki McCready serves as a North Carolina Legislative Councilor for the American Speech-Language-Hearing Association.

ESS: Dean David Perrin delivered William E. "Pinky" Newell Memorial Address, Eastern Athletic Trainers' Association, was inducted into the NATA Hall of Fame (June 2003), and received the Outstanding Alumni Award (Inaugural), School of Health and Human Performance, Indiana State

University, 2003; Dr. Sandra Shultz served as Freddie Fu NATA New Investigator, NATA Research & Education Foundation.

RPT/HMT: Janet Neal received the “2002 Best Paper Award” at the Travel and Tourism Research Association International Conference.

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

RPT/HMT: Ann Haynes received the Best Individual Therapeutic Recreation Service Award, North Carolina Recreation and Park Society – Therapeutic Recreation Division Conference; Cecilia Rider received the Outstanding Therapeutic Recreation Intern, North Carolina Recreation and Park Society – Therapeutic Recreation Division Conference.

SCHOOL OF MUSIC

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

Kelley Burke served as Treasurer of International Clarinet Association; Gregory Carroll served as Secretary of SE Composers’ League; John Deal served as Chair, Region VII and Board of Directors, National Association of Schools of Music and is Treasurer-elect, College Music Society; Deborah Egekvist served as State Chair for National Association of College Wind and Percussion Instructors; John Locke is Vice-President-elect of American Bandmasters Association; Paul Stewart is President-elect, MTNA; Nancy Walker served as Regional Governor, National Association of Teachers of Singing

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

Adam Murphy won the UC-Davis Composition Contest; Nathan Daughtrey won First Prize in Grad Comp Contest by SE Composers’ League; Stephen Brown won the Gardner-Webb Concerto Competition; Micah Everett won the National Trombone Competition at Eastern Trombone Workshop; Stacy Wilson was winner of the MTNA Woodwind Competition.

SCHOOL OF NURSING

Program Recognition

The School of Nursing’s graduate program was ranked in the US News and World Report for 2002 No. 58 for the very first time. The school’s anesthesia graduate program was ranked #10.

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

Lynne Pearcey served as Secretary of the North Carolina Council of Deans and Directors of Baccalaureate and Higher degree Programs (2003-2005) and President of the North Carolina Foundation for Nursing Board.

Adult Health: Sue Beeson served as District 8, Vice President of the American Nursing Association; Mary Jo Helpers received the Ann Magnussen Award, American Red Cross Southeast Region; Jennifer Sandoval received the Bard Excellence in Educating Award, AACCN.

Community Practice: Louise Ivanov served as Chair of the Planning Committee, International Human Rights Committee, American Public Health Association.

Parent-Child: Hazel Brown received the Academic Educator Award for North Carolina State Nurses Association.

GRADUATE SCHOOL

Program Recognition

The **Gerontology** Program was featured in *Our State* (September, 2002), *UNCG Magazine* (Fall 2002), *The Burlington Times-News* (February 3, 2003), and *Evergreens Newsletter* (Spring 2003) for outstanding outreach and education.

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

Graduate School: Associate Dean Rebecca Saunders has continued as a member of the Guilford County Partners in Public Health Board, and was elected chair of the Board for 2003-2004.

Genetic Counseling: Nancy Callanan served as President of the American Board of Genetic Counseling.

Gerontology: Janice Farkas helped coordinate the Gerontology Society of America's paper, poster and symposium program with over 800 submissions.

WALTER CLINTON JACKSON LIBRARY

Program Recognition

Jackson Library was named a Literary Landmark by Friends of the Library USA, the first library in North Carolina to be so designated. The Literary Landmark movement began in 1986 to encourage the recognition of significant historic literary sites. Honored with this designation have been the homes of authors such as Edgar Allen Poe, Robert Frost, and William Faulkner; places associated with writers, including the City Lights Bookstore in San Francisco and the Algonquin Hotel in Manhattan; and libraries and museums, including the Chicago Public Library and the Library of Congress.

JournalFinder, a software package invented by the Electronic Resources and Information Technology Department and being patented by the University, was nominated for the Southeastern Library Network's Outstanding Library Program Award.

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

John Felts was inducted into Marquis's *Who's Who in America*; Nancy Fogarty was accepted into the prestigious ACRL Institute for Literacy Immersion Program held at the University of Colorado, Colorado Springs.

INTERNATIONAL PROGRAMS

Associate Provost Charles Lyons was awarded a "Certificate of Commendation" from the UNC Office of the President for his work with System-wide programs (April 2003); in October 2002, Penelope Pynes received an award from the German Academic Exchange Service, to participate in the DAAD educational workshop held in Brussels, Berlin, and Bonn and received notification of her selection for the 2003-04 Bridges Program; Martha Trigonis served as National Regional Council Coordinator for the National Association for Foreign Student Affairs; Mary Ann Adams was invited to participate in the Baden-Wuerttemberg (Germany) Seminar in International Education to be held in September 2003.

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

Four UNCG students who went on study abroad received significant external awards: Maggie Stanley (U.K.), a scholarship from the English-speaking Union; Janelle Rivers (Germany), a grant from the German Academic Exchange Service (DAAD); and Adam Barrett and Alexander Wilson (both to Japan), scholarships from the Nagoya University of Foreign Studies.

WEATHERSPOON ART MUSEUM

Four of Weatherspoon's publications received awards at the Southeastern Museums Conference; three of the awards were honorable mentions: for *Priceless Children*, *Inside the Floating World*, and *Matisse and More*; and the fourth was First Place in the Brochures category for *John Graham Drawings*. Attendance and participation continue to grow; in the period May 1, 2002 through April 2003, our attendance was a record 31,900. From February to April of this year, coincident with the Georgia O'Keeffe and Nancy Burson exhibitions and our O'Keeffe Family Day, the museum attracted close to 12,000 visitors.

EXECUTIVE SUMMARIES BY UNIT

RESPONSE TO UNCG PLAN

Bryan School of Business and Economics

Cornerstone: Technology: The server used to support Bryan School administrative computing was replaced to accommodate a greater demand load. Bryan School IT staff developed and employed a system to support online student class evaluations.

Cornerstone: Facilities: The Bryan Building auditorium, room 160, was converted to a classroom with 146 seats plus four spaces for wheelchairs.

Cornerstone: Public and Private Support: Despite being without a Director of Development for most of the academic year, the Bryan School increased the amount of support received to \$668,129, an increase of 20 percent over 2001-02. The Bryan School Student Advisory Council spearheaded a "Class of 2003" gift campaign and exceeded their goal of \$3,200 in donations from the Class of 2003. The gift was a Beta Gamma Sigma key bronze statue which was placed outside the Bryan Building. This was the first class gift campaign ever conducted at UNCG.

Cornerstone: Administrative Systems: The Bryan School implemented an online course evaluation system for MBA courses in fall 2002 and expanded it to all Bryan School undergraduate courses in spring 2003. This should result in a significant increase in the speed of providing feedback to faculty and a significant decrease in administrative time as compared with the previous scantron-based system.

SD 1: Exemplary Learning Environments: The Bryan School received approval for two new Ph.D. programs. Students will be admitted to the Ph.D. in information systems in fall 2003 and to the Ph.D. in economics in fall 2004. The Bryan School secured approval for and implemented a new B.S. in Accounting and Information Systems, in response to a dramatic increase in the demand for college graduates who understand both accounting and information systems. There are no other bachelor's degree programs like this in North Carolina. In support of the University's plans to build enrollment, the Bryan School is offering a degree completion program for the B.S. in Business Administration with a concentration in Business Studies to be taught at the Airport Center. A new post-master's certificate program in financial analysis was designed and approved to serve CPAs pursuing continuing professional education requirements.

In cooperation with the Student Success Center, the Bryan School developed a Supplemental Instruction (SI) Pilot Program to assist students in three high-risk courses.

SD 2 Research: External grants and contracts for the Bryan School were up by 61 percent over the previous year, from \$236,376 to \$379,898 (through 4/30/03). This exceeded the goal of \$332,750. Four faculty members in the Bryan School were given External Proposal Development Incentive Program awards for the projects *Barriers Inhibiting the Development of Homeland Security Technology* and *Intelligent Knowledge Exchange Architecture for the Digital Economy*. The Center for Global Business Education and Research received a second year of funding for its Title VI B grant, "Selling NC to the World." This research has resulted in the establishment of a new course and internship program focusing on working with global markets at home and abroad.

SD 3: Sense of Community: The Bryan School's undergraduate common body of knowledge courses were reviewed to identify those where the number of prerequisites could be reduced. The Diversity Commission took the results of last year's surveys, held diversity workshops for all faculty and staff, and conducted focus group discussions with faculty, staff, and students. Those results are being used to develop a list of core behaviors that enhance a culture of trust and respect.

SD 4 Outreach: The Bryan School completed the process of identifying department-specific internship needs for majors. Internship coordinators have been identified in all four departments. The Center for Global Business Education and Research offered the “America in the Global Economy” lectures, a seven-part series. Another program entitled “Doing Business in China” attracted over 100 people.

SD 5 Enrollment: The Bryan School implemented CAPP (automated degree audits) for all freshmen.

New merit award brochures were developed for Bryan School scholarships and distributed through Financial Aid to over 700 high school students. The School also established a link on its Web site to information on scholarships, including a downloadable application form. A marketing and promotion campaign in collaboration with the UNCG marketing staff and the Bryan School Business Advisory Board focused on increasing applications to and enrollment in the MBA program. Some of the pieces of the campaign were newly designed ads, billboards, radio spots, and a redesigned Web site.

College of Arts and Sciences

Cornerstone: Technology: The College purchased 137 office computers for faculty upgrades, made significant improvements in the technology available in the BCN, and continued provision of cutting-edge technology in several specialized laboratories and studios, such as the GIS lab (GEO) and the digital design studio (ART). Several classrooms used mainly by College departments were equipped with computer teaching stations, which will allow wider faculty use of IT for teaching.

Cornerstone: Facilities: The primary enhancement to College facilities was the completion of the New Science Building, which will house classrooms, labs, and offices for BIO and CHE. Classes will be held in this magnificent building beginning in the second summer session, 2003, and the building will be fully occupied by the end of the summer. Planning for the Studio Arts Building and the Humanities Hall & Research Administration Building is now complete and construction will begin next fall.

Cornerstone: Public and Private Support: The College received private gifts totaling \$927,342 in the first three quarters of FY 2002, a significant increase compared to the same the same period last year, when \$573,154 was raised. Fund-raising efforts have focused on completing the Science Building campaign, but are beginning to turn towards the Students First Initiative. A major gifts officer joined the College development staff and will continue to assist with fund-raising efforts. External funding to the College from grants and contracts for the period of July 1, 2002-April 30, 2003, totaled \$3,853,807.00 in awards, with submissions totaling \$21,002,528.50.

Cornerstone: Administrative Systems: A College Advisory Staff Council was formed to provide an opportunity for regular communication between the Dean and College staff. The Council met several times during the year, and will meet with the Dean during the summer to discuss plans they have been making. Dr. Robert Hansen was appointed as Associate Dean of the College, replacing Dr. Mary K. Sandford, who will return to the Department of Anthropology.

SD 1: Exemplary Learning Environments: The College continued to promote the infusion of appropriate technology into instruction and faculty in many departments increased their use of technology. The College began a collaborative project with the DCL to develop an on-line Bachelor of Liberal Studies as a degree-completion program aimed at adult learners. The College is exploring a partnership with NC State University to offer this degree. The College also continued as a major player in Communication Across the Curriculum, providing faculty leadership for both its writing and speaking components, and added significant numbers of both speaking- and writing-intensive courses. Numerous faculty in the sciences provided research opportunities for students in their laboratories and internships are increasingly available for students in most majors. In addition, the College conducted reviews of the Departments of ENG, ATY, CASA, and introductory language instruction in Spanish, French, German, and Russian. Plans were started for the implementation of the new Ph.D. programs in History and Geography for fall, 2004.

SD 2 Research: The College hired thirteen new tenured or tenure-track faculty, all with substantial strengths in research and scholarship. As in the past, most of the faculty hired by the College are seeking positions in which they can successfully combine research/ scholarship with teaching, ensuring the continuation of infusing active scholarship into undergraduate and graduate classes. College faculty continued their success in grants and contracts, assisted by a number of small Dean's Initiative grants that provided seed money for new projects. Significant external awards were received by faculty in both the sciences and the humanities.

SD 3: Sense of Community: College departments, programs, and individual faculty were involved in numerous events to bring students and faculty together around topics and projects of mutual interest. The Ashby Dialogues provided an on-going opportunity for students and faculty to engage in conversations beyond the classroom. The Departments of ART, BCN, and THE participated in the creation of ArtsLink, which will facilitate communication and collaboration among faculty and students in the arts across the University. BCN was instrumental in arranging to hire a General Manager for the campus radio station, WUAG, improving both recreational and instructional opportunities for students interested in broadcasting.

SD 4: Outreach: Outreach to the community was accomplished in a variety of ways, both formal and informal. The Science Advisory Board met regularly to facilitate communication between the University and local scientific and technological businesses. The Board helps identify internship opportunities, provides advice on career preparation of science graduates, and has resulted in grants to the College. Faculty in all areas of the College have been finding ways to use their professional and scholarly expertise to enhance the local and regional community. The new spin-off company, EcoGenomix, resulted from a collaboration between two faculty in BIO, and helped raise awareness that UNCG's science programs can have a direct impact on the local business community. Project Green Leaf, directed by a faculty member in ATY, held workshops for farmers throughout the state and helped establish a new farmers market in Greensboro. The Department of Broadcasting & Cinema provided leadership and financial support for the Piedmont Triad Film Commission and held its Film Festival in the Carolina Theatre this year. The Director of the African-American Studies Program produced the play *Wildfire: Black Hands, White Marble* (based on the life of Edmonia Lewis) which was performed at two locations in the Triad.

SD 5 Enrollment: The College worked closely with the Office of Enrollment Services and participated in recruitment efforts to help accommodate the increasing number of enrolled students.

School of Education

Cornerstone: Technology: SOE continues its commitment to providing a technology-rich learning environment for students. Several faculty members received training in the use of technology in teaching and the development of portfolios. All classrooms in the Curry Building now have teaching stations. A wireless unit used for teaching and wireless systems can be used in all Curry classrooms.

Cornerstone: Facilities: A significant amount of office remodeling and renovation was done as part of an ongoing program to refurbish all faculty offices. Office space was added to accommodate additional faculty hired and teaching stations in some classrooms were upgraded.

Cornerstone: Public and Private Support: Almost \$1 million in private gifts and pledges was received, with several large proposals pending. Program enrichment support came primarily from the Michel Family Foundation for the Teaching Resources Center and from the Yopp Family for summer teacher training institutes.

Cornerstone: Administrative Systems: A new administrative position, SOE web coordinator, will work to improve the SOE website and is the contact person for the UNCG website redesign. An office of professional development for determining professional development needs of school systems and matching them with faculty capabilities is being established. The SOE Personnel Committee developed faculty workload guidelines, consistent with the new UNCG Guidelines. Faculty voted to employ these guidelines on a trial basis during fall semester 2003, change as needed, and adopt by the end of the

semester. The revision plan for the SOE Policies and Procedures Manual was completed, which includes access to the Manual from the SOE website.

SD 1: Exemplary Learning Environments: SOE ranked 33rd in the nation on this year's *U.S. News and World Report* list of Schools of Education and the highest ranked institution that was not a private university or a flagship public university. For the 3rd year in a row UNCG was ranked in the top (exemplary) category in the State Department of Public Instruction's Institutions of Higher Education Report Card and has the distinction of being the only university in North Carolina to be on the "best list" for both its undergraduate and graduate education programs. In conjunction with the NCATE accreditation visit in 2001 and the NCATE on-site simulation visit in 2002, all programs were reviewed to align course content and offerings with national and state standards. An SOE task force compiled information on ways to infuse content on students with exceptional needs throughout the professional preparation curricula. A new faculty member with .50 FTE responsibility for working with methods faculty will facilitate this infusion. A fully on-line school counseling post-master's certificate program began. This spring SOE implemented for Guilford County Schools (GCS) doctoral cohort in educational leadership at the UNCG Airport Center. A faculty member in English as a Second Language (ESL), will be hired to develop a fully online certification program in ESL and an on-campus ESL licensure program. USTEP partnership opportunities were increased to include more Piedmont Triad schools.

SD 2: Research: External grant activity continued to grow. To further address the University's emphasis on research, a committee met to plan a School of Education Research Symposium. This symposium will be held in October and will feature poster sessions, invited speakers, and discussions of current research in various areas of education.

SD 3: Sense of Community: SOE is firmly committed to the core value of being a student-centered research university and 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 and a full-time adviser will be hired to work with community college and transfer students to strengthen articulation agreements with community colleges.

SD 4: Outreach: SOE is highly engaged in outreach at multiple levels. Faculty and students are active in professional organizations, attended many conferences, and made several presentations at the local, state, national, and international levels. The Counseling Clinic provided services to the community and offered workshops. A major grant project is examining school violence in the Washington, DC schools. Distance education offerings of courses and programs have been expanded. The dean visited all 15 Piedmont Triad school districts, met with the superintendents in their offices, and accompanied the superintendents on a tour of one or more of the schools in their districts. The dean also hosted luncheons for superintendents, and discussed ways to collaborate on key issues (e.g., alternative licensure, support for initially licensed teachers). Continuing professional development for educators in North Carolina is a high priority. Two key components are to conduct site-based needs assessments with local school systems and to catalog faculty expertise. Several professional development activities were offered, including symposia, workshops, and credit courses (e.g., math courses for GCS middle-grades math teachers).

SD 5: Enrollment: The SOE participated in the Institute for the Recruitment of Teachers (Andover, MA) in summer 2002 and will again in 2003. This program is designed to recruit capable minority students for graduate study. The Dean and department chairs participated in the graduate recruitment fairs held this spring on campus. Over 90 students interested in education programs attended these fairs, an increase of 30% from last year. The Dean received funding from the Z. Smith Reynolds Foundation for a two-year project ("Exploring Teaching as a Profession") to recruit UNCG students with undeclared majors into teaching, and especially into those areas where critical shortages exist (special education, mathematics and science education). The first cohort included 18 students who participated in seminars, toured schools, and were mentored by school personnel. The SOE offers the NCTEACH curriculum. This year the SOE alternative certification task force developed a plan for expanding the SOE role in preparing lateral entry teachers while upholding the same high standards as in the regular preparation programs.

School of Human Environmental Sciences

Cornerstone: Technology: Hardware and Software continue to be upgraded or replaced in a timely manner for faculty, staff, and students. Sixteen computers were replaced and two updated, conforming to the planned schedule of replacement. Two new laptops were purchased to support research being conducted in TDM. Stone building was part of the Campus Telecommunications Network, Phase 4 upgrade, which resulted in new data and phone outlets being installed in HDF, IAR, NTR, and TDM. Additional phone lines and phone upgrades occurred in NTR, TDM, and the Center for the Childcare Worker in Park Gym.

Cornerstone: Facilities: Renovations were made in the Dean's Suite. NTR converted 307/308 to a new Nutrition Laboratory and the Food Lab was reduced in size to make way for additional bench research space. A new office for TDM was built using the back of the classroom in Stone 214. Wall bookshelves were installed in Stone 147 and Stone 134 and 150 were painted for HDF.

Cornerstone: Public and Private Support: HES received over \$160,000 in gifts and pledges for the current fiscal year. The auction sponsored by the HES Foundation Board raised over \$11,000 for students needing financial assistance for unpaid internships. Over \$4 million in grants and contracts have been awarded to departments and centers within the School during the 2002-2003 fiscal year. Renovations to NTR labs are being funded by the HES Foundation and temporary salary reserves.

Cornerstone: Administrative Systems: Several HES policies have been reviewed this year, including the *Academic Professional Non-Tenure Tract Policy* and the *HES Promotion and Tenure Guidelines*. The *HES Faculty Workload Policy* was approved by the HES Faculty Assembly. A new Development Officer joined the Dean's Staff on May 15, 2003. NTR has a new department chair.

SD 1: Exemplary Learning Environments: All departments within the HES are in compliance with GEC speaking and writing intensive course requirements. IAR 499, International Field Studies in Interior Architecture, was approved as a GL marker. Continuous improvement of degree granting programs continues in all departments. HDF submitted a proposal to revise an M.Ed. program to an Master of Science, non-thesis program in Family Life and Parent Education. An HDF distance education, degree completion program begun in the 2000-2001 school year has over 100 students currently enrolled. NTR began a M.S. nonthesis program this year. IAR revised its internship program, developed and offered 3 experimental courses. SWK, on an annual basis, completes a student outcome survey of all graduating SWK students and utilizes information gained to update course work and departmental services. TDM implemented a Strategic Committee to set goals and objectives for the department and to plan future academic direction. A series of workshops covering such topics as grant writing and teaching strategies was conducted by the Associate Dean for new tenure track faculty, 8 were in attendance. NTR presented a day long health fair.

SD 2: Research: Faculty continue to be productive in their scholarly and creative endeavors, with 71 refereed journal articles and book chapters and 90 invitational or juried presentations at professional meetings. Across HES departments, there were 11 undergraduate research assistants and 137 undergraduates involved in faculty research/inquiry outside of the undergraduate research assistantship program. Eighty-four graduate students are involved in research within HES. Brown bag lunches and weekly seminars are utilized across departments to present and discuss the latest research relevant to the various programs.

SD 3: Sense of Community: All departments require students to participate in internships and practicums with community industries and agencies. HES students participated in over 500 internships, 105 of which were volunteer, and noncredit. International programs are available in 4 departments within the School.

SD 4: Outreach: HES 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. Three members of the faculty serve on the editorial boards of 5 leading journals in the field.

SD 5: Enrollment: HES has articulation agreements with 39 community colleges to attract and recruit students with AAS Degrees. HDF worked with the Graduate School to buy an extensive mailing list of 2500 prospective graduate students in their field. Applications increased significantly this year and HDF has a much larger cohort of graduate students entering the department in the fall, 2003. Sixteen HES students studied abroad in 4 universities. TDM is collaborating with NCSU College of Textiles to develop joint programs. IAR conducted 6 open houses for student recruitment. New recruitment materials have been developed for two departments and the School and all departments have redesigned and updated their web sites.

School of Health and Human Performance

Cornerstone: Technology: A new Instructional Technology Consultant has been very active in conducting seminars and individual sessions designed to assist faculty with the integration of instructional technology into the classroom. Many new courses have been placed on Blackboard. Over 20 faculty members received new computers during the 2002-2003 academic year, and a portable multi-laptop station was purchased for instructional use.

Cornerstone: Facilities: Space was renovated in the Departments of DCE, ESS, and RPT/HMT to add faculty offices. A space was also designated/renovated to serve as a combined teaching laboratory for the athletic training/sports medicine specialization in ESS and injury evaluation and treatment area for majors in DCE. CSD installed a state of the art video recording and projection system that will enhance classroom and clinical education activities.

Cornerstone: Public and Private Support: The group previously known as the Friends of HHP was disbanded and replaced with the new Development Committee of HHP. The committee has two subcommittees: the Individual, Alumni and Planned Giving subcommittee and the Corporate and Foundation Relations subcommittee. The purpose of the committee is to serve as advocate for the school, increase public awareness of the school's accomplishments and needs, and to assist the school in meeting its development goals. A new Director of Development will work closely with the Development Committee.

Cornerstone: Administrative Systems: CSD successfully conducted a national search for a new department head. A new system of allocating OTP resources to the departments based on percentage of student credit hour generation was implemented. The process of reorganizing the Dean's Office is currently underway.

SD 1: Exemplary Learning Environments: Many HHP faculty attended TLC workshops and/or worked closely with the ITC to incorporate contemporary instructional technologies into the classroom. ESS received a new accreditation from the Commission on Accreditation of Allied Health Education Programs for its entry-level master's degree program in athletic training.

SD 2: Research: HHP had a very productive year in scholarship, with the faculty accounting for 7 books and technical reports, 64 refereed articles and book chapters, and 156 invited or juried presentations at professional meetings. DCE produced over 160 public performances, concerts, new dance works, lighting designs, and original musical compositions. Productivity in grant proposals and awards was up substantially from 2001-2002 levels across the school. Dr. Keith Howell was selected from a national search to serve as the school's first Director of Research. A substantial number of undergraduate and graduate students were involved in faculty research projects. The UNC BOG established the Center for Women's Health and Wellness (CWHW) in September. A school-wide CWHW policy committee has begun the Center's activities, which included the funding of 4 research seed grants for HHP faculty. The school successfully conducted searches for new faculty in CSD, RPT, and DCE (2). These four faculty will bring active research and artistic agendas to HHP and will contribute to the diverse and multi-cultural environment in the School.

SD 3: Sense of Community: Each of the departments in the School has active student organizations, and the Dean again used a Dean's Student Advisory Council to provide feedback and suggestions for

improving the sense of community. The school Diversity Committee created an inventory of available student evaluation questions on the topic of diversity, and offered a brown bag discussion on diversity in the classroom.

SD 4: Outreach: The CSD Speech and Hearing Center provided services to 376 children and adults in the on campus clinic and to 980 children, adolescents, and adults at various off-campus sites. DCE conducted 39 public performances of 16 concert events at the Dance Theatre and 25 performances in other venues. Examples of ESS service to the community included Helping Older People Exercise (H.O.P.E.), Project Effort, Teacher's Workshop, Get Walking Greensboro, and YES! PE. RPT's Partnership F.I.V.E. (Fostering Inclusive Volunteering Efforts) collaborated with several community non-profit agencies, schools, and advocacy organizations to achieve its goals. PHE worked closely with the Guilford County Department of Public Health and Moses Cone-Wesley Long Community Health Foundation on several projects. Four of the five departments offered courses into which service-learning experiences were integrated.

SD 5: Enrollment: Enrollments in the five departments continue to hold strong or have increased, and enrollment in the Hospitality Management program continues to grow. A recently accredited entry-level master's degree program in athletic training in ESS will attract new students. PHE has submitted a request to the UNC Office of the President to plan a Doctor of Public Health degree. To support high student academic achievement and to attract highly qualified new students, the school awarded over \$65,000 in scholarships and funds to nearly 30 students in May 2003. Several new scholarships have also been created and include the Physical Education Class of 1959/Rosemary McGee Scholarship in Sports Medicine, Nell A. Stallings Graduate Fellowship, Peggy Pegram-Pheobe Baughan Barr Scholarship, and the Gay Cheney Scholarship.

School of Music

Cornerstone: Technology: The School of Music continued to make progress in incorporating technology into the fabric of the School. Numerous additional courses included a Blackboard component this past academic year. Also, in response to the NASM re-accreditation process, the School developed a two-semester required sequence in music technology for all majors. MUS 107 and 108 will include both beginning and advanced instruction in areas of importance to music students, including word processing, spreadsheets, presentation programs, intelligent accompanying software, computer-assisted instruction, digital synthesis, notation, multimedia, and MIDI sequencing. Computers were upgraded for approximately 1/3 of the faculty.

Cornerstone: Facilities: The SOM is in the process of converting all classrooms to technologically enhanced spaces.

Cornerstone: Administrative Systems: A new Associate Dean was hired.

SD 1: Exemplary Learning Environments: The Dean instructed the Evaluation of Teaching Committee to review all components of the faculty evaluation system of the School during AY 2002-03. That committee made several recommendations, which will be reviewed for possible implementation during the coming year. SOM conducted nine successful searches during and hired new faculty in the following areas: Music Education (2); Theory (2); Musicology; Voice; Accompanist; Composition; and Associate Dean. These hires will result in a net increase of four faculty for Fall, bringing the total complement of full-time faculty to 50. This will allow students to receive more of their instruction from regular faculty members in the area of music theory and ear training and sight singing. In addition, because of NASM accreditation procedures, students auditioning for admission to the School of Music will be tested in the area of music theory to ensure they are prepared for success in the first-year theory sequence. Those who are not yet ready will be directed toward online remediation prior to enrollment in MUS 101 Music Theory I.

SD 2: Research: SOM faculty have long been involved in creative activity, and non-performance faculty in particular have been involved in research. All five new faculty applied for and received a New Faculty Grant. With the hire of Don Hodges as Covington Distinguished Professor of Music Education and the subsequent forthcoming proposal to create a Music Research Institute on campus, the prospects for

cooperative research ventures between the SOM and other fields, such as medicine, psychology, sociology, and anthropology, are heightened for the coming years. A major expectation of the Covington position is to attract major external funding to the SOM.

SD 3: Sense of Community: SOM students receive consistent and accurate information in regard to course scheduling and progress through the degree program from the Assistant to the Dean. Moreover, the one-on-one teaching that is the hallmark of music study opportunities for students to receive career counseling leads to a high retention and graduation rate.

SD 4: Outreach: SOM began a noon-time concert series at the Moses Cone Hospital last fall, with thirteen performances.

SD 5: Enrollment: SOM goal is a stable enrollment of between 575 and 600 students. Admission standards and audition requirements are being examined and evaluated in hopes of improving the quality of those students rather than increasing the quantity.

School of Nursing

Cornerstone: Technology: A new program was installed for the main telephone line to the SON that allows callers to directly access a faculty or staff member by dialing the letters of the last name. Forty-one (41) computers were purchased, exceeding the plan to update 24 computers.

Cornerstone: Facilities: Room 123 was converted from a faculty/staff lounge to an undergraduate student advising center, adding two new offices and a student records file room. The old student records file room was renovated and will become the office of the Director of Development. The mail room, 101, was updated with new faculty and staff mail boxes.

Cornerstone: Public and Private Support: The School of Nursing exceeded its goal of new funds committed for 2002/2003 of \$210,000 by over 20%. Total dollars received (as of May 16, 2003) is \$402,796.45. Total new funds committed are \$257,273.11. The Director of Development works with the Dean, University Advancement and a development consultant to determine the viable major gift prospects, including individuals, foundations and corporations, for the SON. Major gifts continue to be the primary focus of development activity. In addition, the Director of Development works with the Annual Fund and Alumni Affairs staff to insure that a continuous base of potential prospects are identified and cultivated for future major gift development.

Cornerstone: Administrative Systems: After a national search, Dr. Margaret Dick was appointed the new Director of the Hickory Outreach program.

SD 1: Exemplary Learning Environments: Several graduate courses were revised or developed based on the evaluation plan. Minor course changes were made in MBA courses required for the MSN/MBA program. A new adult clinical nurse specialist degree concentration and post master's certificate were developed in response to community need. A technology course replaced the elective requirement of the Nursing Education Concentration. Substantially online delivery of the Nursing Education Concentration will begin in Fall, 2003, to meet the need in North Carolina for master's prepared nurse educators, particularly in the Community College system. Outcome measures have been revised in the School of Nursing to include End of Program Survey results, Alumni Survey results, Employer Focus Group results, NCLEX and Certification passage rates, graduation rates, and employment rates of graduates. The School of Nursing completed the NLNAC and CCNE accreditation processes in 2002-03 in lieu of the Five Year Review. The enhancement of use of professional standards for undergraduate curricula, the improvement of ANP and GNP certification scores, and the time frame for RN-BSN students to complete their programs of study were all areas of focus. The School of Nursing was fully accredited with no recommendations by both NLNAC and CCNE in 2003. A total of approximately 30 SON courses are offered with online components each semester. The School of Nursing is currently updating specialized software that has been networked for student use in the Moore 322 Lab. The ITC in the School of Nursing has taught or facilitated several professional development programs related to Blackboard, Excel, or

Dreamweaver. Additionally, consultants have worked with faculty on curriculum development, NCLEX and certification testing and learning strategies. The policies and description for the Honors Program in Nursing were revised during this academic year in accordance with the University Honors Program Policies. The School of Nursing hosted Dr. Serhiy Rak, a physician from the Ukraine, as Visiting Scholar during the Spring 2003 semester. In addition, three faculty and ten students went to Honduras to work in clinics as part of their academic program. Dr. Hazel Brown was selected as the 2002 Academic Educator of the Year Award from NCNA. NCLEX results for 2002 were 98%; 78 out of 80 students passed NCLEX on the first time.

SD 2: Research: During the AY2002-2003 SON faculty published one book, 9 book chapters, 27 articles and made 89 professional presentations. The Nursing Research Office assisted in the financial support of 30 faculty trips to research conferences for presentation of research, training, or teaching/learning experiences. Approximately 100 graduate students are involved in faculty research through their advanced nursing projects or theses. The Nursing Research Office hosted two meetings with HHP and HES faculty with approximately 26 in attendance. The School of Nursing collaborated with IHSS, HES, HHP, and the Center for New North Carolinians to submit a large project to the National Center for Minority Health and Health Disparities at NIH. Twenty-one total external grants and contracts received for the School of Nursing, for \$623,278. The annual target of the Nursing Research Office is to increase funding by 10%. The five-year target for grant and contract activity, set during the fiscal year 2000-2001, is to increase funding by 50%. As compared to 2000-2001, during the fiscal year 2002-2003 submissions increased by 65% and funding increased by 48%.

SD 3: Sense of Community: The Race and Gender Committee in the School of Nursing in Summer 2002 presented a forum on the health care needs of the Vietnamese in North Carolina. Additionally, global studies textbooks were adopted for the undergraduate and BSN and RN-BSN programs.

SD 4: Outreach: The SON provided consultation development of the business plan and implementation of the Acute Care of the Elderly Unit at Moses Cone Hospital. The School provided training for ACE unit and other gerontology staff at Moses Cone Hospital, provided consultation to a private congestive heart failure clinic, provided consultation to Moses Cone Heart Center and Healthserve medical clinics and provided consultation to the American Nurses Association on retention of nurses in the workforce. Shared research agendas were developed between SON, HHP, HES, IHSS, Center for New North Carolinians, Healthserve medical clinics, and Moses Cone Health System. The SON provided four nursing clinics for the elderly serving over 700 clients and began a new cohort of RN to BSN and MSN students at the Hickory location. The SON Advisory Board, chaired by Stanley Frank, met four times during the year. The UNCG SON ALUMNI Association held its annual meeting and recognized Ernest Grant as the Distinguished Alumni Award recipient. In addition, in May 2002 Dr. Rita Hundley Pickler 79', 81' MSN was recognized as the UNCG Alumni Distinguished Service Award.

SD 5: Enrollment: Faculty and administrators participated in phone calls to newly admitted students. The SON participated in career fairs, hosted booths, visited junior and senior high schools and placed ads in nursing publications. The following new scholarship funds were established: The Betty Sue Cheek Yarborough Endowed Fund in Nursing; The Ella Reed Young, Margaret Anne Landon, and Mildred G. Shaw RN to BSN Scholarship; The Barbara Osguthorpe Scholarship in nursing; The Evergreen Senior Healthcare System Scholarship in Nursing; The Sandra and Richard Ouellette Graduate Scholarship in Nurse Anesthesia; The Sue Ayers Beeson Fund for the Eloise R. Lewis Scholarship in Nursing; and The Rita Hundley Pickler Scholarship in Nursing. The SON web page was revamped in spring 2002, with new materials added during the 2002-2003 academic year. More inquiries from prospective undergraduate students come via the web than come by mail or telephone. Email attachments describing the BSN program and its requirements are typically sent in response to inquiries. Along with program information, students are emailed a one-page flyer describing the curricular awards in gerontology. A brochure was designed to describe the RN to BSN program offering at the UNCG Fusion Center. A new master's prepared Director of Undergraduate Advising was hired after a search. A room in the SON was converted to an Undergraduate Advising Center. This center contains the office of the newly appointed Director of Undergraduate Advising, one additional advisor office, a small reception area, and a separate

area for students records. The School of Nursing was one of two units to pilot test the CAPP system (web based degree audit) during the 2002-2003 academic year. Total student enrollment in SON was 1131.

Undergraduate Education and Special Academic Initiatives

Cornerstone: Technology: New computer equipment was provided for Cornelia Strong College, Grogan College, and ArtsLink.

Cornerstone: Facilities: South Spencer was renovated to accommodate Cornelia Strong College in summer 2003. An ArtsLink office was established in Elliott University Center.

Cornerstone: Public and Private Support: Efforts to seek additional funding from the Z. Smith Reynolds Foundation to increase the dollar value of the Katharine Smith Reynolds Scholarships to cover current educational costs were unsuccessful. Historically, 10 have been awarded each year, with a potential of 40 on campus at one time. Only six Reynolds Scholarships could be offered in spring 2003 to potential new freshmen.

Cornerstone: Administrative Systems: The three-year self-study process for institutional accreditation by the Southern Association of Colleges and Schools (SACS) was successfully completed during 2002-03. During the fall semester the self-study documents were edited and published following campus-wide review. The Reaffirmation Committee visit took place on February 10-13. Both informally and in the Exit Report members of the Committee praised the University for the careful preparation that had gone into the self-study and the arrangements for the visit. The Exit Report included five recommendations, including four in assessment areas (general education, degree programs, basic skills, and Student Affairs) and one in procedures for review of special admissions requirements. Two commendations praised the campus-wide effort to review the Mission Statement and the broad participation of faculty and administrators in the faculty recruitment process. The University submitted a Response in May which outlined efforts to follow the recommendations. At its June 2003 meeting, the SACS Commission on Colleges acted to reaffirm UNCG's institutional accreditation until 2013.

SD1: Exemplary Learning Environments: The Communication Across the Curriculum (CAC) program finished its first year of operation as an office under the Associate Provost for Undergraduate Education. CAC includes the Writing Center, the Speaking Center, and the summer workshops and other support provided to ensure that academic departments are able to design and offer courses that fulfil the writing intensive and speaking intensive courses required by the General Education Program. The growth of faculty participation in the workshops and student use of the two Centers has been very encouraging. The Chairs of the General Education Core Category Committees continued work to develop and carry out assessment activities to determine effectiveness of the general education curriculum. The SACS Self-Study document, Supplement, and Response to the Committee Report describe the steps taken to provide an assessment plan for each Category and to initiate some campus-wide assessments that will provide a broader view of the success of the GEC and the UNCG student learning goals. The evaluation of programs at Residential College (RC), Cornelia Strong College (SC), and Grogan College (GC) relative to student outcomes, retention, and student satisfaction has been postponed until summer 2003 because of an extensive delay in the delivery of results of the Spring 2002 Sophomore Survey from the Office of the President. The three residential living/learning communities completed successful years, with membership as follows: RC: 126; SC: 228; GC: 177. RC held a series of discussions in the spring semester on the future of liberal education. SC went through a planning process that led to a decision to move to South Spencer Residence Hall in 2003-04 to serve a smaller but more involved group of students. Special activities of the 12 learning communities that make up GC included a video on campus diversity that included filmed interviews with students on the UNCG campus and a call-in talk show on terrorism, homeland security, and war broadcast over the UNCG radio station.

SD4: Outreach: UE/SAI: Acting on a proposal from the Arts Leadership Committee, a group that included administrators from each UNCG department or School (Art, Broadcasting/Cinema, Creative Writing, Dance, Interior Architecture, Music, and Theatre), the Weatherspoon Art Museum, and the Office of Student Life, the UNCG ArtsLink program was launched in February 2003. Funding is provided

by the represented units and/or their Deans, the Provost, and the Office of University Relations. A Director of ArtsLink was hired to provide coordination and support in marketing and in community outreach efforts for the University's arts programs, and an ArtsLink office was established in the Elliott University Center. Activities during the Spring semester included the development of a business plan, the negotiation of an ongoing contract with the *Greensboro News & Record* for advertising throughout the rest of the year, and greater involvement in community planning efforts in the arts. The Associate Provost worked closely with the Director of Leadership and Service-Learning to increase the understanding of service-learning on the UNCG campus and to increase the number of courses offered. A highlight of this activity were two days of workshops and presentations for faculty conducted by a recognized authority in the field, Dr. Edward Zlotkowski, on September 18-19, 2002. The Service-Learning Advisory Team also developed a strategic plan, and developed a curriculum process for approval of new service-learning courses. A part-time position, Coordinator of Service Learning, was developed and Dr. Bennett Ramsey, Associate Professor of Religious Studies, was selected to fill the position in 2003-04.

Office of the Associate Provost for Research

Cornerstone: Administrative Systems: The recently created Office of Research (OR) supports the infrastructure related to research and economic development. Dr. Rosemary Wander, Professor of Nutrition, was appointed Associate Provost for Research in July 2002.

Cornerstone: Facilities: Following renovations, all ORS personnel were relocated to rooms 103A-L in Foust by the end of May 2003.

SD 2: Research: Each of the departments of the Office of Research remains incredibly active in the support they provide for the infrastructure for research at UNCG. To help faculty become more aware of these activities, the APR, the Director of the OTT, and the Director of ORS visited 25 of the 49 UNCG academic departments. As of March 31 of the current year, the University had received 173 awards for \$14,536,243 in external support for research, service, and creative projects. Sponsors were 29% federal and 15% State agencies, 14% foundations, 3% business and industry, 6% local government entities across the State, 4% other state governments, 12% other UNC system entities, and 17% other. Evaluation of the green folder submitted with each proposal is a primary responsibility of ORS. However, while numbers tell one story, the complexity of the work that they are required to do increases rapidly. At least half of the active grants have at least one subgrant or contracted consultant. Many awarded proposals later have amendments that require critical evaluation. Contracts that come to UNCG from business and industry require have to be negotiated carefully. UNCG cannot accept the clauses that these contracts frequently contain. The Institutional Review Board (IRB) evaluated 293 new protocols and reviewed 99 protocols for continuation. The Institutional Animal Care and Use Committee (IACUC) evaluated 11 new protocols. Although the Office of Technology Transfer was only formed in April, their activity level is much greater than was anticipated for the first year. Over a dozen disclosures have been filed. One spin-off company was created; another is near the final stages.

SD4: Outreach: The four CSSI investigators had over 50 publications in peer-reviewed journals, book chapters, and conference proceedings. The Director of IHSS had four articles in peer-reviewed journals. CSSI and IHSS promoted 54 successful collaborative projects. The Office of the APR has held five programs to assist faculty in submitting more competitive proposals. Dr. Robert Lowman from the research office at the University of North Carolina at Chapel Hill conducted two half-day workshops with a total enrollment of 107. UNCG became a preferred client of Grant Central Seminars and Workshops. Grant Central gave three workshops. "Write Winning Grants" was a 1.5-day workshop with an enrollment of from UNCG, North Carolina A&T State University, Greensboro College, and the public school system of Guilford County. "Write Winning Grants for Foundations and Corporations" was a one-day workshop attended by 39 faculty from UNCG and 3 from A&T. In addition, Grant Central gave a 7-month workshop. During this interval faculty in the workshop work closely with the staff from Grant Central to prepare a proposal to be submitted to an external funding agency. Fifteen registered for this workshop. In addition to providing funding to support the Regular Faculty Research Grants, the New Faculty Research Grants, and the Summer Excellence Awards, a new program for internal funding was

held, the External Proposal Development Incentive Program (EPDIP). The purpose of this program was to provide faculty with seed funds needed to develop highly competitive interdisciplinary proposals to be submitted to external funding agencies. Seventeen interdisciplinary proposals were submitted to this program. Nine totally over \$400,000 were funded. The Office of Research was assigned for the first time this year the role of participating in economic development for the local community. The APR and the Director of TT have had significant responsibilities in this area. Each are actively involved in both the Greensboro and Winston-Salem Chamber of Commerce, the Triad Entrepreneurial Initiative (TEI), and Piedmont Entrepreneurs Network (PEN). The Directors of IHSS and CSSI have also participated in these types of activities.

Graduate School

Cornerstone: Technology: The Graduate School installed the “call forward” feature for 3 admissions processors and the budget manager to permit planning for uninterrupted work time and purchased four new computers. Gerontology purchased technology to support administrative systems.

Cornerstone: Facilities: Renovations to make more efficient use of existing space in the Graduate School are to be implemented in summer 2003.

Cornerstone: Public and Private Support: With his appointment as Assistant Dean, Mike Johnson was assigned responsibilities for development. He has participated in training and has collaborated with University Advancement in exploring funding opportunities with foundations.

Cornerstone: Administrative Systems: The Graduate School modified its processing procedures in September 2002 to reduce the number of staff handling a graduate application from 17 to six.

SD 1: Exemplary Learning Environments: The Graduate School provided computer database training for the new Assistant Director of the International Programs Center (IPC) so that she can access the *Apply Yourself* prospective student database and communicate electronically with prospective international graduate students. New graduate programs first offered in fall 2002 included a Post-Baccalaureate Alternative Initial Teacher Licensure in learning disabilities and in behavioral/emotional disabilities, a Post-Master’s Certificate in advanced school counseling, and a Post-Master’s Certificate in music theory pedagogy. The Board of Governors authorized UNCG to plan the Ph.D. in special education and to establish the Ph.D. in geography, the Ph.D. in history, the Ph.D. in economics, and the Ph.D. in information systems. The Gerontology Program has begun discussions with NC State A & T University’s Graduate School on a collaborative program that would allow A & T students to acquire UNCG’s Gerontology Post-Baccalaureate Certificate while working on their master’s degrees.

SD2: Research: In Gerontology, four refereed presentations were presented at national professional conferences.

SD 3: Sense of Community: A revised policy on student progression “Continuing in Graduate School” was approved by Graduate Studies Committee, April 2003. The MS Genetic Counseling Program published an online Handbook containing all policies and procedures related to program requirements and student evaluation.

SD 4: Outreach: Ad hoc clinical rotation sites for the MS Genetic Counseling Program were established at the University of Virginia, Alfred I Dupont Hospital for Children in Delaware, Children’s Medical Center of Dallas, and the Children’s Memorial Hospital in Chicago. In Gerontology, 17 students participated in internships at 15 locations. One Gerontology graduate course, GRO 676-01 Health and Aging, added a service learning component to the curricula.

SD 5: Enrollment: In July 2002, the Assistant Dean attended the McNair Conference in Knoxville, TN to discuss UNCG graduate programs with undergraduate minority students and attended the Institute for Recruiting Teachers in Andover, MA. The institute attracts gifted minority students from across the

country interested in pursuing graduate education. In fall 2002 Graduate School staff met with prospective graduate students at seven historically black colleges and universities. A promotional interactive CD Rom for The Graduate School will be completed in June. Letters or emails were sent to graduating college seniors from 8 NC colleges (8400 names) offering congratulations and information about graduate programs at UNCG. The Graduate School coordinated a two-week radio ad campaign in December to promote enrollment through VISIONS. In March The Graduate School ran a two-week radio ad campaign to promote an information session for prospective graduate students. Fifty thousand (50,000) four-color post cards were printed and mailed to prospective graduate students throughout North Carolina. A new Graduate School searchpiece is being used for distribution at career fairs and promotional mailings. Posters with tear off reply cards were mailed to 200 businesses, colleges and universities in North Carolina to promote graduate education at UNCG. Representatives from The Graduate School distributed information at graduate school/career fairs at nineteen universities. The Gerontology Program's director conducts formal or informal recruitment by meeting weekly with at least one individual or community group to discuss the program. Areas served for 2002/03 have expanded to Alamance and Forsyth counties in addition to Guilford County. A total of 1,000 flyers with cover letters for Gerontology Program recruitment have been distributed. The target market included service providers for the elderly located in countries surrounding UNCG and to select department chairs/heads in colleges and universities in North Carolina, South Carolina, Virginia, and Georgia.

Walter Clinton Jackson Library

Cornerstone: Technology: JournalFinder, an initiative launched just last year, now has twelve partners who are licensed to use this one-stop-shopping service for locating information about journal titles. Collectively, these libraries serve more than 120,000 students. Pay-per-View, introduced last year, continues to be a very cost-effective way to meet the need for access to out-of-scope or marginal journal literature. The Library made significant investments in hardware and software to enhance the delivery of public programs and to better support faculty and staff development efforts: digital cameras, scanners, and video projection equipment; software for the implementation of public pay-for-printing; and software and hardware purchases to enhance the performance and security of Library servers. Forty Faculty and staff PC workstations were upgraded.

Cornerstone: Facilities: Within the two Library buildings, several major projects were undertaken and completed this year to improve the physical housing of collections, to make collections more accessible to the public, and to strengthen efforts to design more effective information interfaces. In summer 2002, the installation of a new HVAC system for the Special Collections/University Archives area was completed, providing state-of-the-art climate control capability to preserve and protect materials housed there. Additional shelving was added to floors 3, 4, and 6 of the Tower and the entire collection has been shifted in anticipation of adding shelving to the other Tower floors. When completed, this project will result in a logically ordered collection and space for six years of additional growth capacity. Construction of a new usability lab was completed in late April. When fully equipped, this new facility will provide a University-wide resource for the testing and improvement of Web site design.

Cornerstone: Public and Private Support: Chancellor Sullivan announced a \$1,000,000 pledge to Jackson Library at the annual Friends of the Library meeting and dinner. This gift from Luther and Cheray Hodges and Donald and Betsy Hodges Bernard honors the memory of Martha Blakeney Hodges. The Special Collections/University Archives Department will be named in her honor. The Library received several grants this year, two from NC ECHO to convert to digital format important historical materials related to women veterans and the early history of this institution. Another grant was received to help underwrite programming for the Literary Landmark. The annual book sale raised more than \$8,000, and a Telefund effort on behalf of Friends of the Library (the first) added new members and pledges.

Cornerstone: Administrative Systems: Following a strategic planning retreat, several Library units began planning for the consolidation of services in two public areas rather than four to provide improved service and reduce costs. Public service operations in Access Services, Reference, and Government Documents will be affected. In an effort to assess and improve service quality, the Library participated in LibQUAL+, a nation-wide, total market survey program sponsored and developed by the Association of

Research Libraries and Texas A & M University. Survey results and analyses will be available in mid-June and will serve as the basis for concerted efforts to enhance Library services and programs.

Division of Continual Learning

Cornerstone: Technology: DCL converted its registration system to Banner, making it easier for students to register for DCL credit classes and alleviating DCL staff from having to register students manually.

Cornerstone: Facilities: DCL leased off-campus classroom space near the Piedmont Triad International Airport and offered 18 classes at that location during the fall and spring.

SD1: Exemplary Learning Environments: In collaboration with A&S, DCL began development of an online completion degree program in Liberal Arts. To create a more efficient and effective process for developing online courses for this and other programs, DCL designed a new model for developing online courses using Web teams, led by a Director of Online Learning; the team approach results in more sophisticated, challenging, and interactive online courses. To enhance students' progress toward their degrees, DCL also created a winter intersession this year to allow students to earn credits in the period between the fall and spring semesters. Finally, the Division created two new programs for high school seniors – Summer College and Online Options. Summer College allows high school students to take UNCG courses on their high school campuses, and through Online Options they can take web-based courses during the academic year.

SD 3: Sense of Community: One of DCL's goals in 2002-03 was to increase UNCG's visibility in the community by reaching out to citizens whom we had not engaged previously and offering intellectually appealing non-credit workshops and seminars. In fall 2002, therefore, DCL launched the innovative CALL program to provide instruction and personal enrichment to the community at large. DCL offered a total of 184 non-credit classes through CALL and enrolled 2,163 community members at locations throughout the Triad. Classes ranged from the esoteric (Modern Poets) to the pragmatic (Fundamentals of Digital Photography), and from the physical (Yoga) to the religious (The Letters of St. Paul). The CALL program promotes lifelong learning in the community by moving the classroom experience beyond the traditional setting and time frame, thereby furthering UNCG's role as a "community university."

SD 4: Outreach: In conjunction with several Chambers of Commerce, DCL conducted an online survey in of the educational needs of employers as well as employees. The results of the survey were widely publicized and distributed in Guilford and Forsyth Counties. The CALL program contained many training workshops for Triad employees and were held in business locations, sports facilities, and faith-based institutions. The courses at the airport are also primarily in professional fields such as accounting, business studies, and nursing. Finally, DCL offered a number of occupation-specific Spanish classes for firms around the Triad in which employees learn Spanish phrases, questions, and commands particular to their work environment.

SD 5: Enrollment: DCL increased total enrollments (credit and non-credit) by 24% over the previous fiscal year to 24,713 participants.

International Programs

Cornerstone: Technology: In compliance with federal legislation, the International Programs Center installed new information systems compatible with Banner to enable the University to participate in the Student and Exchange Visitors System (SEVIS) mandated by the Department of Homeland Security on January 30, 2003.

Cornerstone: Administrative Systems: In the wake of September 11, IPC (along with all international offices throughout the nation) has had to deal with 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, 2003, UNCG enrolled 337 degree-seeking international students, the largest number in the history of University. When added to the number of international exchange students and INTERLINK students, the total number of international students on the UNCG campus stood at 449. In 2002-03 the International Programs Center sponsored a variety of activities in connection with International Education week, a year-long festival of the Arts of Japan, and the University's largest-ever International Festival.

SD 4: Outreach: In reaction to Homeland Security issues, local and national media interested in international students frequently interviewed staff members of the International Programs Center. Staff members appeared on local television stations and were cited in articles that appeared in the *Greensboro News and Record* and other media. During 2002-03, 84 UNCG faculty traveled overseas on funding from the International Programs Center, and UNCG welcomed 17 long-term visiting scholars from ten different countries. Also during the year, 271 UNCG students went overseas on UNCG Study Abroad programs, and by year's end an additional 162 students had been prepared for Study Abroad during Summer 2003, Fall 2003, and Academic Year 2003-04. During 2002-03, UNCG signed three new exchange agreements with overseas partners: the University of Angers, France; the Aarhus School of Business, Denmark; and James Cook University, Australia. The University now participates in 43 linkage agreements with universities abroad. In addition, the UNC-Exchange Program (housed within the International Programs Center) signed its eighth state-to-state agreement with Western Cape Province, South Africa.

University Teaching and Learning Center

Cornerstone: Technology: TLC began a new partnership with Information Technology and Planning in sharing the administration and support of the Blackboard Enterprise Course Management System. The Blackboard Enterprise System is integrated with the Banner Student Information System. This integration allows the automatic creation of course shells for all UNCG courses and the rostering of those courses with students and instructors. The Blackboard Enterprise System also authenticates users with the LDAP server to allow access to Blackboard with Novell usernames and passwords.

Cornerstone: Facilities: Eight classrooms were upgraded with new computers and an additional six technology classrooms were created. To date, the TLC has completed 71 technology classrooms. Twenty additional technology classrooms will be created during the summer of 2003 with additional funds from the Office of the Provost. Five multimedia carts were created to support the Airport Campus housed in the ECPI facility. These carts are equipped with data projectors, VCR/DVD players, and computers.

SD 1: Exemplary Learning Environments: TLC continued to offer a rich offering of professional development opportunities including workshops, teleconferences, presentations, brown bag lunches and conferences. These events were attended by 387 faculty members. The TLC Director has continued to work with the UNC TLT Collaborative to develop the UNC TLTC Professional Development Portal, which now contains over 1350 resources to help faculty and IT support staff in their professional development activities. A new Portal initiative developed this academic year was a collection of resources for professional development for chairs and deans. Presently, this collection has approximately 160 resources. Dr. Purdom is also co-leader of a national effort to develop resources to assist faculty with teaching and technology at the MERLOT (Multimedia Educational Resource for Learning and Online Teaching) organization.

Weatherspoon Art Museum

Cornerstone: Technology: The major technology project has been the MultiMIMSY electronic collection database system. A change of personnel assigned to the project from Management Information Systems and the need to convert from a MAC to PC for system maintenance delayed the project for approximately 6 months. A web design firm, King's English, has been hired to work with MIS to customize the MIMSY system and to design a new web site for the Weatherspoon over the summer. The site, which will include an easily navigable link for public access to collection, exhibition information, and education information,

will be launched in the fall and, at that time, visitor kiosks will be installed for in-museum use. This summer, the museum is closing its major gallery, Gallery 7, in order to undertake some additional photography (particularly of recent acquisitions and large-scale works that are difficult to photograph). Images of these objects will then be available for use on the web. In order to continue to offer quality visitor services, one-time funding from the Provost's Office facilitated our purchase of 3 new computers (with improved graphic and spreadsheet capabilities) and one new printer.

Cornerstone: Facilities: Two building issues were identified this year as fundraising priorities over the next five years: a lead gift for an addition to the museum, and renovation of the courtyard. Museum staff has identified a number of facility needs to increase use and care of the collection (galleries dedicated to the collection and renovated and/or increased storage space); to expand educational programs (with a dedicated education center for visitor and tour group orientation, docent meetings, and hands-on art - making activities); and to increase visitor services (a café and expanded shop). A few exploratory meetings have taken place in regard to identifying a donor(s) for a lead gift. For the courtyard, modest funding from several sources (approximately \$3,500 in existing funds restricted to sculpture and the courtyard and \$10-12,000 in memorial gifts) will be used to undertake some small improvements to the courtyard in summer 2003, to make the public entrance through the courtyard more inviting and useable. Physical Plant is addressing some recurring building problems, such as leakage from the roof, and some new problems, such as replacing both failed sump pumps and establishing a more frequent schedule for their inspection.

Cornerstone: Public and Private Support: The Weatherspoon was successful in its fundraising efforts on a number of fronts. In-kind gifts included more than \$350,000 in gifts of artwork; approximately \$5,000 in donated hotel and other services for visiting artists and lecturers; and more than \$3,000 in television advertising. Foundation grants totaled \$109,500. Of this amount, \$29,500 supported the Japanese Print exhibition (Blakermore and Prickett Foundations); \$25,000 the new web design (Cemala Foundation); \$20,000 educational programs (Community Foundation and F.M. Kirby Foundation), and \$13,000 the Georgia O'Keeffe exhibition (American Express and Sara Lee). The remaining gifts were from the Dillard Fund for *Art on Paper* purchases (\$20,000) and the Henfiled Foundation for conservation (\$2,000). Grants from the North Carolina Arts Council totaled \$26,000, from the North Carolina Humanities Council \$1,200; and the National Endowment for the Humanities \$2,250 (for a conservation survey).

Individual benefactors continue to provide critical support to the museum. An annuity in the amount of \$144,000 was a gift from Sara and Jack Warmath; gifts to the Benefactors Fund total to date \$36,327; among other individual gifts were contributions to the Cone Legacy exhibitions, general operating, and memorial gifts. The Association provided more than \$6,500 in operating support.

Cornerstone: Administrative Systems: The Weatherspoon's administrative group began to re-organize itself this year, moving some duties from the Museum Administrator's Office to that of the Office Manager. In turn, the Museum Administrator has been able to assume some of the Director's work.

SD 1: Exemplary Learning Environments: The Weatherspoon staff continues to develop programs that serve students, faculty, and staff across campus and increasingly reach out to other departments and units across campus in order to co-sponsor activities and engage in interdisciplinary learning. The Weatherspoon's programs are aimed at instilling a lifelong interest in the arts and at increasing visual literacy.

SD 2: Research: Research remains a crucial part of the curatorial and educational work of the museum. Over the last year, staff have developed free gallery guides/brochures for five exhibitions: *Art on Paper 2002*; *The Cone Family Legacy*; *Randy Wrya*; *Matisse: Prints and Bronzes from the Cone Collection* (two editions); and *Georgia O'Keeffe from Southern Collections*. The museum also published a major catalogue with new scholarship by Dr. Allen Hockley for *Inside the Floating World: Japanese Prints from the Len Wright Collection*. The Weatherspoon invited Dr. Sarah Whitaker Peters to contribute an essay based on the O'Keeffe exhibition for the March issue of American Art Review. The gallery guides are accessible on the web site, and interpretive wall texts and labels regularly accompany exhibitions. The curators, registrars, and docents continue to research individual objects and artists in the collection, as well as material for

upcoming exhibitions. For example, Will South has begun to research the work of Gregory Ivy and his contribution in introducing modernism to the state of North Carolina, in preparation for grant applications and a future exhibition and catalogue on his work. Through its cross-disciplinary programs, including lectures, noontime gallery talks, and film series, the Weatherspoon provides a variety of perspectives from which audiences can approach contemporary art.

SD 3: Sense of Community: The Weatherspoon staff make many efforts to make students feel welcome in the museum and to engage them in its activities. Students may attend any of the museum's public programs free of charge and are offered a discounted membership (\$15 rather than \$35). Federal work-study students, undergraduate interns, and graduate assistants are included in many staff functions: receptions, annual Christmas party, etc. The museum is mindful of the student body in selecting and organizing exhibitions, striving to offer a balance of shows that promote diversity and understanding across boundaries of race, ethnicity, gender, and age.

SD 4: Outreach: The Weatherspoon Art Museum plays a very visible and 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 and young professionals. Museum staff members serve on community boards and organizations, volunteer for a number of community groups, and regularly emphasize the mutual benefits of collaboration. Due to its national reputation for its excellent collection and dynamic exhibition program, the Weatherspoon helps spread awareness of UNCG across the state and country. The museum runs one of the most ambitious advertising and marketing programs of any UNCG school or unit, and receives critical reviews for its programs across state media (print, radio, and television) and country (for example, the essay on the Georgia O'Keeffe exhibition in American Art Review will reach more than 35,000 people nationwide). In addition, the museum calls widespread attention to UNCG through national distribution of its catalogues; traveling exhibitions to venues around the country; and loans of work from the permanent collection to exhibitions of state, regional, national and even international scope. Finally, museum staff's involvement in professional organizations and state, regional, and national juries, and invitations to lecture around the country also lends to knowledge of UNCG.

Enrollment Services

Cornerstone: Technology: Technology has been adopted to image, store, and transmit student documents electronically and to mass produce customized e-mail messages to prospective and current students while minimizing the drain on system resource. Work has begun on the Virtual Advising Module by staff in Management Information Systems and Enrollment Services as well as members of the Advising Council. The Events Registration Program that was developed in-house to expedite registration at events and push related data into Banner. The Web has become the primary source for registration and confirmation for freshman recruitment events. Web mail technology is used to send correspondence to new freshmen, transfers, former, and current students (e.g., notices to SAS 100 students, recruitment information to prospective peer academic leaders, confirmation of intentions to enroll). The Financial Aid Office is working with the Virtual Help Desk to implement after-hours financial aid service for current and prospective students. Utilizing remote access to both the phone system and Banner, the staff of the Virtual Help Desk will be trained to assist callers by access student specific data as well as using general financial aid knowledge to answer questions. The "Just for Transfers" on-line view book has been added to the undergraduate website. A new Banner Transcribing function allows students to authenticate within *UNCGenie*, request that official transcripts be sent, and pay by credit card. The Curriculum, Advising, and Program Planning (CAPP) module of Banner was opened for School of Nursing and School of Business advisors in November and was recently turned on for students to run their degree evaluations on line. Programming is currently being tested in schools of Human Environmental Services, Health and Human Performance, and various departments within the College for CAPP implementation. Data Warehousing has been implemented for quicker and more accurate reporting capabilities. Students transferring from ASU are now able to have their transcripts sent electronically, with the course work moving directly into the transfer articulation module. With only a few keystrokes, the credit is automatically equated.

Cornerstone: Facilities: In the fall of 2002 the Evening University leased three classrooms in the ECPI building, near the intersection of Bryan Blvd. and Route 68. These classrooms were leased to support UNCG's new off-campus site, the Piedmont Triad Higher Education Center.

Cornerstone: Administrative Systems: A Scheduling Advisory group consisting of representatives of each of the professional schools was created to provide guidance and assistance in the classroom scheduling process. These representatives provide a vital link with departments and can make pedagogical determinations about space assignments when conflicts arise in the areas of classrooms, equipment, and meeting times. A CAPP Advisory group and listserv comprised of representatives of the schools/departments using CAPP was established to enhance understanding and use of CAPP both for the advising community and for students. These representatives have been invaluable in sorting out the nuances involved in program/degree requirements and the exceptions involved therein.

SD 1: Exemplary Learning Environments: The Evening University added a new degree program in Religious Studies. Potential new academic programs for Evening University were investigated and thirty-seven undergraduate and graduate programs were identified for further exploration. The Evening University offers approximately forty-five web-based or blended model courses.

SD 3: Sense of Community: The Faculty Senate passed a resolution from the Academic Policies and Regulations Committee to amend the Academic Renewal Policy. Effective Fall 2003, former UNCG students may qualify for academic renewal by attending another institution, earning at least 30 semester hours with a 2.50 GPA or higher. The amended policy also reduces the time former students must be away from higher education from four years to three, if students elect to not attend another institution since their last enrollment at UNCG. Based on recommendation of the Commencement Committee, the Chancellor approved a change in the commencement participation policy for August graduates. As of this change, August candidates are allowed to participate in either the May or December ceremony. The Academic Policies and Regulations Committee voted to bring consistency to the awarding of ROTC credit taught at A&T State University through the Greensboro Consortium. Enrollment Services hosted a university-wide conference for staff, presented by staff. Share Net, the web based information system utilized by student service offices across campus, is in a continual state of enhancement. Enrollment Services has provided leadership with campus projects such Web 3, the UNCG portal, Banner Project Management, the DCL conversion to Banner, course demand analysis and planning, the new marketing direction, as well as the University's fundraising initiative. Enrollment Services has created a learning organizational model that encourages staff to engage in on-going, relevant learning experiences while earning learning points and developing a learning transcript.

SD4: Outreach: Enrollment Services has hosted visitors from Stratclyde University, the University of Glasgow, Wales College of Medicine, and Bangor University.

SD 5: Enrollment: Six Adult and Transfer Service information sessions were conducted for the 2002-2003 academic year. Recruitment receptions were moved from spring to fall for traditional freshmen, and the focus changed from admitted students to prospective students. The Admissions Office purchased 95,400 names for SEARCH 2003 (PSAT). The total number of responses is approaching 9,000 which is the highest number of search responses within UNCG admissions history. As of May 1, 2003, 2,078 prospective freshmen had confirmed their intention to enroll at UNCG in the fall. An entering freshman class equal to or exceeding the record class of 2,099 students in fall 2002 is expected. Prospective students received a personalized Web page dynamically created for them based in information they provide about their interests. The URO website includes equivalencies for all NC Community College courses, as well as equivalencies for the four year institutions that are major feeders of transfer students. First-year retention dropped from 74.9% last year to 73.9%. The Student Success Center in collaboration with the Bryan School established a Supplemental Instruction (SI) Pilot Program during the 2003 Spring Semester. Three high-risk courses were identified - Economics 201 & 202 and Accounting 202. Students from 8 sections had an opportunity to attend the SI sessions. SI is an academic enrichment program that utilizes peer assisted review sessions. Students learn how to integrate course content and reasoning skills during the sessions. An experimental course, UNS 201 - Principles of Peer Mentoring, has been approved by the UCC for Fall 2003. This course will train peer academic leaders to work with first-year students in

courses such as UNS 101. The percentage of students eligible to return to UNCG after taking SAS 100 improved 9% in the Fall 2002 semester (63% in Fall 2001 to 72% in the Fall 2002) and 3% in the Spring 2002 semester (48% in Spring 2001 to 51% in Spring 2002). UNS enrollment increased by 100 students. UNS 101 was offered for the first time during spring semester (63 freshmen).

The introduction of the Curriculum, Advising, and Program Planning (CAPP) module of Banner in two units has been very well received by the advising community. The following SAS web services for students became available during 2002-2003: new transfers and former students can access information on the advising and registration process, students can look up their faculty advisor and current major, and students can complete the Advisor Evaluation Form on-line. The Advising Council offered the second Master Advisor Program in January 2003, to enhance faculty advisor training. Three thousand fliers were mailed and distributed for the purpose of marketing the Piedmont Triad Higher Education Center. The new Center was also promoted via newspaper advertisements in the *Greensboro News and Record* and the *Highpoint Enterprise*, and visits to thirty-five area companies. The Evening University websites were improved by adding icons for uncGenie. The undergraduate website added an on-line newsletter, and the Just for Transfers brochure. Twenty thousand Evening University postcards were sent to selected North Carolina zip codes and Evening University billboards were placed in the Asheboro area. Recruiting activities included, twelve community college visits, three career fairs and five adult and transfer information sessions. The off-campus adult student market was targeted by the creation of the Airport Higher Education Center.